

# EDUCATION EXCHANGE

NEWSLETTER

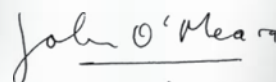
## Dean's Message

Welcome to the 2017-18 academic year and the fourth year of *Education Exchange*, the Faculty of Education newsletter. For the past three years, we have shared the successes and experiences of our students, alumni, staff, and faculty. We have celebrated the work and achievements of our faculty, and the contributions that they make to teaching and learning. And, we have highlighted the ways in which the Faculty, as a whole, contributes to the life of Lakehead University and beyond.

This year we can look forward to reporting on our developing work with northern communities, and how, working with partner organizations, we can make a greater impact than we could by working alone. The invaluable work of our staff, often hidden away in the background, will be acknowledged and celebrated. We will follow the achievements of our faculty as they engage with both the wider academic world and schools closer to home. As the number of our Alumni continues to grow, we will acknowledge the outstanding contributions to education that they continue to make across the region, across Canada, and increasingly, across the world. Finally, and perhaps most importantly, we will focus on our students as they continue to grow as learners, and who, at the completion of their program, join us as educators.

In this issue we also talk with Bud and Lorraine Dilling, of Scarborough, Ontario, who visited the Faculty in September 2016, meeting with students and staff in the Department of Aboriginal Education. As lifelong learners, and after successful careers in education, Bud and Lorraine have made a commitment to support, and extend, our work in Indigenous education. The Faculty is deeply honoured by Bud and Lorraine's generous foresight, knowing that their legacy will provide opportunities for many students to learn, grow, and excel for generations to come.

I wish you well for the coming year.



Dr. John O'Meara  
Dean of Education



*“For the past three years, we have shared the successes and experiences of our students, alumni, staff, and faculty.”*



# SUPPORTING YOUTH IN PIKANGIKUM

## Faculty of Education Partners with OPP's "Project Journey"

***"The goal of Project Journey is to deliver positive activities to youth in Pikangikum – activities that can take away from some of the hard parts of their lives in the community. Through Project Journey, the OPP is supporting individuals who want to make a difference and provide activities for the well-being of youth in Pikangikum."***

That's how Sergeant Chris Amell of the Ontario Provincial Police (OPP) describes the goals behind a new partnership between Lakehead University, the OPP, the Pikangikum Education Authority, and Eenchokay Birchstick School in Pikangikum.

Through this partnership, six now-graduated students from the Faculty of Education class of 2017 (Irene Kuan, Jade Ly, Vanessa Maurice, Ashley Roper, Ryan Saunders, and Dianna Semenick) travelled up north to Pikangikum this past March/April to complete their final teaching placement in the Ojibwe First Nation community.

During their time there, they ran a recreational day camp each Saturday at the school, offering extracurricular activities to youth including cooking classes, sports, yoga, and arts and crafts.

This partnership has been described as a win-win for everyone involved.

"This partnership is an incredible model of thinking outside the box to continue to improve First Nations' education," says Kurt MacRae, one of two Principals at Eenchokay Birchstick School. "Everyone is benefiting through the community programming, the teaching placements, and the ability of our school to attract quality educators."

### Offsetting Costs for Teacher Candidates

For the six teacher candidates who completed the placements, being part of Project Journey meant that the cost of their airfare to the fly-in community, and accommodations while living there, were covered. They also received a stipend for organizing 30 hours of day camp activities.



**From left to right: Sergeant Chris Amell, Dianna Semenick, Irene Kuan, Ashley Roper, Vanessa Maurice, Ryan Saunders, Jade Ly and Emily Atkinson (Chris Amell's Assistant).**

Jade Ly, one of three Lakehead graduates who has since returned to the community as a full-time teacher, said this financial support made the experience possible.

"It's very expensive to fly up north on a chartered plane. I don't think any of us could have pursued this without the generous funding. Having the flights covered [by the OPP] and accommodations provided [by the Pikangikum Education Authority] removed a major obstacle and opened up an amazing opportunity for all of us."

He added that teaching at the school, and running the Project Journey day camp on Saturdays, allowed him to grow significantly as a teacher.

"Teaching up north meant shifting the way I interacted with people and recognizing the cultural differences. Differentiated instruction was a significant part of the way I approached my work, and I aimed to incorporate Ojibwe culture into every lesson I taught." (For more detail on Jade's experiences, see his profile on page 4.)

(continued on next page)





Cooking classes in the school kitchen



Students practice archery at the Project Journey day camp

## A Life-Changing Experience

Vanessa Maurice described her time in Pikangikum as “life-changing.”

“The experience is like nothing else. The community was so welcoming and so helpful, they were honestly the nicest people I have ever met. I learned so much by participating in cultural activities like snaring, ice fishing, and going on a Medicine Walk with an Elder.”

She adds that social problems within the community, due to the legacy of the Residential school system, meant that her teaching placement was very different from her previous experiences.

“I would say that the highs are very high, and the lows are very low,” she explains. “Teaching at the school was eye-opening and you could see that the community has different priorities and relationships with school than we see in other parts of Canada. Student attendance can be low because there are often other priorities in the students’ lives: they may be taking care of their families or dealing with their own struggles.”

Recognizing these challenges, the day camp aimed to give the youth an opportunity to be a part of cultural, community, and healthy recreational activities, with no barriers to their participation.

## Skills Development and Relationship-Building

The camp was open to all youth in the community, focusing on skills development and relationship-building. The OPP provided funding for food, equipment and supplies, along with a van for the teacher candidates to drive students to, and from, the school.

Vanessa Maurice explains that a Saturday would typically begin around 10:00 a.m., when they would drive around the community and pick up any youth who wanted to join for the day.

“The camp was a drop-in, social space for the students,” she says. “Sometimes we’d have 20 students show up and other days there would be 60. We would see who showed up and go from there.”

Sergeant Chris Amell explains that developing relationships with the students was an important goal of the camp.

“The Lakehead teachers played a really important role, not just in delivering the curriculum but in building connections with the kids and being mentors and role models. Offering activities that the students themselves requested was a way of letting the youth in the community know they are important.”



Ashley Roper (right) coordinated arts and crafts with the students

## Eenchokey Birchstick School

The teaching placements and day camp took place at Eenchokey Birchstick School, a beautiful, federally funded \$55-million dollar school that opened last year.

About 850 students are enrolled in the K-12 school, which features two full-size gymnasiums, two cafeterias, a daily breakfast program and computers in every classroom. Volunteer community members, including language experts, cultural experts, Elders, counsellors, and support workers assist the teachers and help to ensure the Ojibwe language and culture is embedded throughout the school culture and curriculum.

“This new school has been a blessing and a game-changer,” says Kurt MacRae.

“First Nations education is in an exciting time and things are trending in the right direction. The Project Journey partnership is a part of that. It’s bringing together key partnerships that allow us to improve the system we have.”

*The Project Journey partnership will continue in the 2017-18 school year, and be offered to eligible teacher candidates interested in completing a teaching placement in Pikangikum. It is part of a University initiative to promote teaching in remote northern locations and prepare teachers to be successful there.*

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



## Jade Ly

High School Physical Education Teacher, Eenchokay Birchstick School, Pikangikum, Ontario (starting September 2017)

Graduate of the Bachelor of Education program, 2017 (Thunder Bay campus)

“It’s crazy how plans can turn around so completely in a year. A year ago I had a solid plan to complete my final program placement (in March/April 2017) back home in Mississauga, and after that I was going to look for supply work locally. But last spring I was approached by my Faculty Advisor, Airin Stephens, who convinced me to pursue a placement opportunity in the remote northern Indigenous community of Pikangikum (see the write-up in this newsletter, “Supporting Youth in Pikangikum”), and now I’m starting there as a full-time Physical Education teacher.

Completing a teaching placement in Pikangikum and running a day camp there was a life-changing experience. At first I was nervous coming in as an outsider, but many of the students quickly warmed to me, and the cultural differences made working with them a unique, eye-opening, and rewarding opportunity.

I completed a Science placement and learned to incorporate Ojibwe culture into every lesson, as well as tailoring my teaching to students with exceptionalities. The students and I were on a learning journey together. They loved it when we went out on the land, on Medicine Walks or ice fishing—they were able to experience culturally relevant activities that connect to science. And, the area around Pikangikum is beautiful. The Northern Lights are stunning: pink, green, and dancing. As an outdoorsy person, it is easy to appreciate the beauty and wilderness up north.

Near the end of my placement I interviewed to teach at the school and was offered a high school Phys. Ed. teaching position: my dream job. I’m looking forward to working with the students but also the adult community members. My plan is to hold sports clinics with adults so they can eventually become coaches for basketball, volleyball, and hockey teams in the community. It’s important to me that I make a meaningful contribution while I am there, and given that there are currently no coaches in the community, this is one way that I hope to make a small difference in Pikangikum.”

## Leona R. McEwan

Former Student Achievement Officer, Student Achievement Division, Ministry of Education

Graduate of the Bachelor of Education program, 1980 (Thunder Bay campus)

“After graduating from high school, I decided to follow in the footsteps of my father, A.M. Godecki (a Lakehead University graduate) and become a teacher. Looking back, I fondly remember driving in my little brown Vega to pick up my best friend Susan and together we nervously went to the Agora and registered to be English majors. It seems like yesterday that we were sitting in our English classes being introduced to great literary works: Geoffrey Chaucer’s *Canterbury Tales*, Robert Frost’s “The Road Not Taken,” Susanna Moodie’s *Roughing it in the Bush* and my personal favourite, the brilliant work of Margaret Atwood. I remember how the enthusiasm of our professors was contagious and we dreamed of how amazing it would be to write a Great Canadian Novel!

Being in the concurrent Education program, we had an early introduction into the world of teaching and I can still hear the voice of Dr. Penny Petrone grilling us with her famous question, “What is this business of teaching?” We certainly found out soon enough, the moment we graduated and entered into this new realm.

My teaching career began in September 1980 when I was hired by the Thunder Bay Catholic District School Board as an elementary teacher at St. Elizabeth School to teach Grade 7. Lakehead University has always played an important part in my life because, being a lifelong learner, I completed many Additional Qualifications courses that complemented my career goals. I was very thankful for the selection of courses Lakehead offered right here in our own hometown.

Over the years, I was able to obtain a Guidance Specialist qualification that led to an eight-year position as a Guidance Counselor at what is now Pope John Paul Senior Elementary School. During that time, I also completed a Primary Specialist and various Principal Qualification courses which led me to several administrative positions, including Vice-Principal of St. Margaret, Bishop E.Q. Jennings, Bishop Gallagher and St. Patrick High School. Having a wide variety of educational experiences and working with amazing students, parents, staff and the Thunder Bay community served me well when I was appointed Principal of St. Ann School.

One of the proudest and most humbling experiences of my career occurred in 2006 when I was recognized by The Learning Partnership as one of Canada’s Outstanding Principals. Through the hard work and dedication of the staff and the fantastic efforts of the students, St. Ann was also recognized by the Literacy and Numeracy Secretariat as being a “Lighthouse School,” having improved in all areas of EQAO testing for Grades 3 and 6. In 2010, I moved to the Ministry of Education and served as a Student Achievement Officer where I continued to work and grow as an educator for eight years. I had the honour of working with the school boards across northwestern Ontario and around the province, supporting the literacy and numeracy accomplishments of students and the professional development of teachers and administrators.



(continued on next page)



(continued from previous page)

My 37 years in education have been amazing and I have been grateful for the great foundation that Lakehead University provided for me. Teaching and learning are woven into the fabric of my life and I continue to learn, explore, appreciate life and embrace new adventures. Currently, I am in the process of writing the next Great Canadian Novel while still dabbling in education, serving as a proctor in the Student Success Department at Confederation College.

My mom always said when opportunity knocks open the door, because you never know where that opportunity might lead you!"



## Welcome Julaine Trudeau!

### Administrative Assistant, Native Language Instructors' Program

Julaine Trudeau has joined the Aboriginal Education Department as an Administrative Assistant in the Native Language Instructors' Program.

Coming from Muskrat Dam First Nation in Ontario, Julaine is passionate about being a part of the growth and development of First Nations communities.

It is her hope to see the standards and delivery of education strengthened for First Nations children and youth, especially in their transition to higher education.

Julaine has participated in film projects, political organizations, and the development of a First Nations education consortium. She enjoys spending time outdoors with her two-year-old daughter, Nailah, travelling, and learning about socially responsible business.

*Welcome, Julaine!*



## Joan Esquega

### Grade 7/8 Native Language Teacher, Bishop E.Q. Jennings School, Thunder Bay

Graduate of the Honours Bachelor of Education (Aboriginal Education) program, 2013 (Thunder Bay campus)



"I am a proud Anishinaabe *kwe* who grew up on Ginoogaming First Nation near Longlac, Ontario. In my late 30s, I knew that I loved working with children so I had to get out of my comfort zone and do something different with my life. In 2008, I went back to school and decided on a career in education at the right time, because I was able to get into the first cohort for the Honours Bachelor of Education P/J Aboriginal Education program.

My main reason for wanting to teach is because I want to uplift children. I've only been teaching for a few years but one thing that stands out for me as an educator is that I know that a child needs to feel safe and welcomed, to be receptive to you and what you are trying to teach them.

My one and only lament is that I am not a fluent Ojibway speaker, but I do take pride and great responsibility in teaching it. I have come to the realization that our language and culture will die if we do not take on the task of learning it.

My first two years of teaching Ojibway has had its challenges. I have spent the last two years developing worksheets and online language games, and I try to use technology in the classroom to engage students. I spent my first year working from a cart and going to different classrooms. That year, I taught my students how to sew, and they made a wall hanging to commemorate our first year of Ojibway at Bishop E.Q. Jennings. The students were so proud of it!

We now have a beautiful and spacious classroom that has a working kitchen, Smart Board and access to the big backyard. This has been a welcome blessing! I feature traditional cooking with my students, making bannock and sister soup, bannock pizzas, and a weekly treat of bannock, jam and tea. It is comforting as most of the students are familiar with the traditions already.

I have plans to incorporate more traditional crafts for the students and bring in Elders to teach them the traditional ways of our First Peoples and how they were able to live off the land and survive all those generations ago. The possibilities are endless when it comes to learning and teaching about First Nations culture.

My favourite part of being a teacher is that I get to work with so many different students from different upbringings. I understand that school is not always easy for everyone and that each student learns differently, so no matter where their education takes them, I want to encourage them to NEVER GIVE UP! I want my students to know that Mrs. Esquega cares for them by teaching them that they have the power and potential in life to not only make mistakes, but to also pick themselves up and to try again. I want my students to know that they can do anything as long as they work hard for it."

# BUD AND LORRAINE DILLING

## Supporting Indigenous Education through a Legacy Gift

**B**ud and Lorraine Dilling have been passionate about Indigenous education for decades.

The couple, who have been married for almost 64 years, are both retired from the education field. They became aware of the systemic injustices facing Indigenous peoples many years ago.

Lorraine's awareness began when she was a child in the 1930s, helping her mother gather up clothes for annual clothing bales that were sent to reserves in northern Ontario.

"Through this, I understood a little bit about shortages on reserves, even at a young age," she says.

For Bud, it was in the 1950s when he learned about a Federal government initiative to integrate Indigenous students from the St. Clair reserve (now called Aamjiwnaang First Nation) into the public education system in Sarnia, Ontario. Shortly thereafter, he pursued a Master of Education program and wrote his thesis on the integration. Later, he earned a Doctorate through a research study into Canadian/Aboriginal Education.

"What I found through my studies of the history of education, and particularly of Indigenous students, was how much we did not know. I came to realize more and more the indignities to which Indigenous students had been exposed, along with a recognition of the general ignorance in the public about Indigenous culture," he explains.

Knowing about these injustices and honouring their careers as educators—Lorraine was formerly a primary teacher, music teacher, and Resource/Librarian in a senior school, and Bud was a teacher, Principal, and Educational Research Director (receiving a prestigious CEA Whitworth Award in 1988 for distinguished contributions to educational research)—the Dillings have chosen to support Indigenous education at Lakehead University through a legacy gift.

### A Visit to Lakehead University

Over three years ago, they began the process of contacting institutions across the province to learn more about Indigenous educational programming.

"We contacted several organizations and institutions related to our desire to assist with the education of Indigenous students through our wills," Bud explains. "In particular we wanted to support individuals going into teacher training so that they could use their knowledge to pass on their culture to the younger generation."

Last fall, they travelled from their home in southern Ontario to visit Lakehead University's Thunder Bay campus, where they had an opportunity to see Indigenous programming from the inside. This included meeting with Indigenous students in the Faculty of Education and observing a classroom where Ojibwe language and cultural lessons were taking place.

"We were so impressed with the teaching we saw, the enthusiasm of the students we met, and all of the Indigenous artwork throughout the building. Everyone at Lakehead was so hospitable and friendly," Lorraine says.



Bud and Lorraine enjoying lunch beside the historic Scarborough Bluffs.

Bud adds: "What we saw going on at Lakehead was the best of what I've been advocating for over the years, in both my work and theses. So it was inevitable that we selected Lakehead's Faculty of Education in our decision to bequest a gift."

### A Lifetime of Giving

Giving generously, in their communities and beyond, is a hallmark of the Dillings. Their retirement has only given them more time for diverse charity work, volunteer work, hobbies, and political involvement.

One of their mutual passions is music, and they have often visited nursing homes to play music and organize sing-alongs, with Lorraine on the keyboard and Bud on the fiddle. They have also used their gift of music to raise money at benefit concerts and charity events.

"We both taught music in classrooms for years, and have put on many concerts for seniors, for groups on bus trips, and at parties. We get so much enjoyment out of that, even though we are often older than the people for whom we are playing!" Bud laughs.

Their musical commitments and fundraising work have been publicly recognized: they both received 125<sup>th</sup> Anniversary of the Confederation of Canada Commemorative medals in 1992 for their community service. Additionally, Lorraine was awarded the Queen Elizabeth II Golden Jubilee Medal in 2002 for her work in starting up the very first MS (Multiple Sclerosis) Read-A-Thon in Canada in 1977: a program that has since raised millions of dollars and encouraged numerous children to get excited about reading.

Bud and Lorraine are also prolific writers, having written three books between them, along with many articles for periodicals. Until recently, they have also travelled extensively, seeing much of the world and experiencing many cultures.

Reflecting on their history and their recent commitment to a legacy gift for Indigenous education, they add that they are optimistic about the future of Indigenous culture in Canada. They have seen a recent turn of positive media coverage about the achievements and contributions of Indigenous people, and the education system is becoming more inclusive.

As Lorraine and Bud both explain: "Education is the key to helping us navigate in this society today. It will lead us to a much brighter future."



# YOUR WILL IS A GIFT



**“We included Lakehead University in our will because we believe in the transformative power of education.”**

**Dr. Bill Heath**  
Professor Emeritus, Lakehead University

**Ms. Betty Heath**  
Lakehead Alumna

**Creating a will is arguably one of the most important things you can do for yourself and your family. Not only can a will protect those you care for, it can also detail how you would like your estate managed.**

**A gift in your will to Lakehead University can provide future financial support to a student, create a lasting legacy and provide significant estate tax benefits.**

For information call  
**Lee-Anne Camlin, Philanthropy Associate**  
(807) 346-7792  
Email: [rlcamlin@lakeheadu.ca](mailto:rlcamlin@lakeheadu.ca)



*Dr. Sonia Mastrangelo has been appointed Orillia Graduate Advisor.*

## MASTER OF EDUCATION Orillia Program Launched

**T**he Faculty of Education is pleased to announce the official launch of the Master of Education–Orillia campus program.

Previously, MEd graduate students based in Orillia were part of the online graduate program, but now they will officially be considered Orillia students and will graduate from the MEd–Orillia program. Course transcripts and program certificates will also reflect their status as Orillia students.

“The MEd–Orillia program has materialized due to a strong graduate presence in Orillia. At present, there are approximately 40 Orillia graduate students in the program,” explains Dr. Sonia Mastrangelo, the newly-appointed Orillia Graduate Advisor.

“Having a standalone program allows us to support these students more directly in their home campus of Lakehead University.”

In her role as Graduate Advisor, Dr. Mastrangelo will advise and support graduate students as they navigate the MEd program and gain experience in a research culture, and will encourage their participation in the annual Graduate Student Conference in Education. Additionally, graduate students will be offered grant-writing workshops, encouraged to write conference abstract proposals and submit papers to peer-reviewed journals, and gain support in their roles as Graduate Assistants.

“We want to foster a strong research culture at our Orillia campus, and having a standalone program allows us to expand on this vision. I see my role as one of connector, helping our MEd graduates emerge from their programs ready to enter the fields of teaching, academia, government or NGO (non-governmental organizations) with strong research skills.”

The MEd-Orillia program was officially approved by the University Senate in May.



# Spotlight on Diana Mason 40 YEARS AT LAKEHEAD

many of them, whether they are with Lakehead or have moved on. Some of them have been with the Faculty as long as I have. Working at a smaller university is a huge perk for me as I can get to know faculty and staff on a personal basis, and can add that personal touch to each graduate student who passes through the office.”

## Four Decades of Change

“My job, like most jobs, has seen many changes in the past decades. The technological changes first come to mind: when I started my career it was before the internet, before email and before automated phone systems. There was no caller ID, no Facebook, no tweeting. Everything was done on paper. Who would think we’d move to a time where we’d be searching for information by Google?

The University of course has changed a lot too. The Thunder Bay campus has expanded with the addition of the ATAC Building and the Hangar, plus the opening of our Orillia campus in recent years. There have also been significant changes to my job in the Faculty, for example with the development and implementation of the Joint PhD program. We have also seen considerable growth in admissions in our graduate programs, and now offer online courses which have changed my work as well: there is a bit less walk-in traffic in my office, but I work with students who may be anywhere in the world.”

**D**iana Mason, Administrative Assistant to the Chair of Graduate Studies and Research in Education, is the go-to person for all graduate students in the Faculty of Education. After 40 years at Lakehead and almost 30 years in the Faculty of Education, Diana’s institutional knowledge and connections in the University run deep. A Lakehead graduate herself, she was born and raised in Thunder Bay but loves to travel. With retirement on the horizon (although no date has yet been set), Diana shared some highlights about herself, her family, and her career.

## 40 Years at Lakehead

“My career at Lakehead University started in July 1977, on contract in the Office of the Registrar. I was hired to code students’ transcripts, then bring them to the Computer Centre for processing. This was, of course, in the days when everything was either done on typewriter or by hand. A year later I moved to the Scheduling Office, where I worked as Scheduling Assistant for the next 12 years.

In 1989 I applied to the Faculty of Education as an Administrative Assistant. Dr. Alan Bowd was Director at the time, and while he didn’t know me, others in the department did and that was enough to get my foot in the door. Dr. Mary Clare Courtland was Acting Chair of Graduate Studies and Continuing Education (the two departments were combined), and I worked directly with her.

I’ve met so many colleagues, peers, and friends at all levels over the 40 years I’ve been here, and I’m still in touch with

## The Student Life

“I really enjoy seeing the successes of our MEd and PhD students and knowing I played a part in helping them get through all the hoops. Reading through alumni profiles in previous newsletters is like a flash to my past: I have memories of every one of them! So many who went through our graduate programs are now successful teachers or principals, all over the world.

I’ve also completed a degree myself at Lakehead during my career. I took advantage of the tuition waiver as an employee and completed a Bachelor of Arts in French with a minor in German (graduating in 1999). These were languages I began learning in high school, back in the 1970s. Although I don’t speak them often, they were invaluable while I was travelling through Europe. And as they say with languages, you have use them or you lose them, so I just need to go back to France and Germany to keep up!”

## A Passion for Seeing the World

“Travelling is my passion. I love a good adventure! It’s great to meet new people, see another culture, try new foods.

My love of travel started in high school when I spent a month with a German family in Erlangen. Then, after completing a program at Confederation College (in Travel and Tourism), my friend Kim and I decided to go backpacking in Europe. Our plan



1975: in Kabia, a small village in Crete

(continued on next page)





**Three generations: Diana with her mother, daughters Reilly and Whitney, and grandson Hunter, at the Calgary Stampede (2017)**



**Enjoying the beach in Thailand (2016)**

(continued from previous page)

was to go for a couple of months, but it was a full nine months later before we returned to Canada! The bulk of our time in Europe was spent in Crete, the largest island in Greece, where we learned to read, write, and speak Greek. Kim and I went back to Greece in 2014, sailing and island-hopping. We also travelled around Great Britain and I was able to reconnect with the German family I had stayed with in high school.

One of my more recent trips was a mother/daughter trip to Thailand in 2016, with my daughter Whitney. It was a great experience to travel with her (and now I have to even things out and go on a trip with Reilly, my other daughter).

This fall I'm off to Italy to re-explore the country and hopefully take in a day of Italian cooking classes. After that, who knows where Air Canada or West Jet will take me!

The more travel, the smaller the world appears – in fact, the last trip I was on (in Belize) I bumped into someone from Thunder Bay!"

### **Life in Thunder Bay: Arts, Crafts, and the Great Outdoors**

"Thunder Bay has been home my whole life. I was born and raised in Port Arthur and grew up as a bit of a tomboy: I spent a lot time with my brother Dan and his friends climbing trees, catching garter snakes, and fishing. I still think of myself a bit that way—no one has ever had to handle me with kid gloves. And I love to spend time in the outdoors, hiking, biking, walking, swimming, snowshoeing or helping my girlfriend with chores at her camp in northwestern Ontario. I'm also a member of PUSH [a gym] and enjoy the classes with enthusiasm, although at times I do complain about how sore my abs and glutes are!

I also enjoy being crafty: crocheting and quilting. Many have been on the receiving end of my works of art! It all started with me making clothes and quilts for my daughters, then as they grew older, their close friends have also been on the receiving end of things."

### **Plans for Retirement**

"I have been pondering retirement but no definite date is set. My retirement plans will include travel, travel, and more travel! There are so many places to go.

I've had a great career here at Lakehead. I like to jokingly say I've been institutionalized for 40 years! But the reality is, I have met so many students, staff and faculty over the years and am grateful for their friendship.

My life's motto is based on the Bon Jovi lyrics: *"It's my life. It's now or never. I ain't gonna live forever. I just want to live while I'm alive."* Life is too short so we must take it to the limit."



**In Belize (2017)**

# Faculty Awards and Updates

## Dr. Rita Shelton Deverell Awarded Honorary Doctor of Humane Letters



Photo by Pierre Maraval

Dr. Rita Shelton Deverell was awarded an Honorary Doctor of Humane Letters at the Orillia Lakehead Convocation ceremony in June for her many significant contributions to Canadian journalism and media.

Dr. Deverell has worked as an academic, broadcaster, television producer, journalist and theatre artist, and has received numerous awards, including two Geminis and the Black Women's Civic Engagement Network Leadership Award. She was appointed to the Order of Canada in 2005 for her pioneering work in broadcasting, notably being one of the founders of Vision TV and mentoring her Aboriginal successor at APTN National News.

"Dr. Deverell's strong work ethic has allowed her to have many exceptional achievements, such as being one of the first Black women in Canada to be a television host and network executive," said Dr. Brian Stevenson, Lakehead University's President and Vice-Chancellor.

Said Dr. Deverell, "I am deeply honoured by this recognition of my work, to have been asked to address the class of 2017 at their Convocation, and look forward to meeting more Lakehead students in the Winter term." Dr. Deverell will teach the course, "Teaching in a Multicultural Setting," in 2018.

In the last 15 years Dr. Deverell has produced eight nationally broadcasted independent TV dramas; written and performed three one-woman plays; authored or edited seven books; been an actor in 10 professional theatre productions, and executive produced a multimedia kit "Women, Contemporary Aboriginal Issues, and Resistance," acquired by the National Film Board's e-learning portal.

Her current projects include a theatre script, a screenplay, and a book on American refugees to Canada. Dr. Deverell is an active volunteer with the Canadian Senior Artists Research Network, MediaSmarts, and a Trustee of the Royal Ontario Museum.



## Dr. Lisa Korteweg Appointed to Interdisciplinary Adjudication Committee for the CRC Program

Dr. Lisa Korteweg, Associate Professor in the Faculty of Education, has joined the Canada Research Chair (CRC) program's Interdisciplinary Adjudication Committee (IAC)—a committee of invited and appointed experts across the NSERC, CIHR, and SSHRC councils.

The IAC is responsible for making final recommendations on CRC program nominations when members of the College of Reviewers are divided. The Committee also provides policy advice on key aspects of the CRC program, and is responsible for ensuring the consistency of standards across the program.

Dr. Korteweg was invited to the Committee on account of her familiarity with the CRC program, her previous experience on SSHRC committees (as former Chair of the SSHRC Indigenous Research Panel), and her areas of research expertise.

She has accepted a three-year term as an adjudicator and will attend the next Interdisciplinary Adjudication Committee meeting in October in Ottawa.

The CRC program invests approximately \$265 million each year to attract and retain up to 2,000 Chairs in universities across Canada, with the goal of promoting research excellence in natural sciences, engineering, health sciences, humanities, and social sciences.



## Dr. Ruth Beatty's Indigenous Mathematics Research Contributes to Accepting Schools Award

Dr. Ruth Beatty, Acting Chair of Orillia Educational Programs, has been conducting mathematics research for several years in schools in southern and eastern Ontario.

Working in conjunction with the Algonquins of Pikwakanagan First Nation and the Ministry of Education, her recent research project, "The Mathematics of Algonquin Looming," explores how to incorporate Indigenous perspectives into the Ontario math curriculum.

One of the schools where her research was conducted, Eganville and District Public School, has recently been named as a recipient of the Premier's Accepting Schools Award.

This award "recognizes teams across the province that have done exceptional and innovative work in creating a safe, inclusive and accepting school environment," as outlined on the Ministry of Education website.

As part of Dr. Beatty's research, students conducted traditional Algonquin activities such as beading, which helped them to learn about patterning, algebra, fractions, and geometry.



## Dr. Michael Hoechsmann, Visiting Professor at University of Cantabria, Spain, Advocates for a “Remix Pedagogy for the 21<sup>st</sup> Century”



Dr. Michael Hoechsmann (middle) with host professors Dr. Carlos Rodríguez Hoyos and Dr. Adelina Calvo Salvador, at the University of Cantabria

Last December, Dr. Michael Hoechsmann was invited by colleagues at the University of Cantabria, on Spain’s north coast, to join them as a visiting scholar.

Dr. Hoechsmann, who learned Spanish early in life and has put emphasis on working in Spanish language contexts in recent years, went to the University in Santander to share his work in Education classes, give a public lecture, and meet with local researchers to discuss their work on media and information literacy.

His public lecture was entitled “Remix Pedagogy: Teaching 21<sup>st</sup> Century Learners in 20<sup>th</sup> Century Classrooms?”

Dr. Hoechsmann explains that the “remix” is about hybrid literacies—a melding of all the communication modes that precede, include, and follow the Gutenberg era.

“We live in a time where print, oral, and digital literacies are all mixed in everyday life. Using digital tools, we seek, produce, store, and share knowledge in new ways that we might call ‘21<sup>st</sup> century literacies.’ The remix is about meshing past pedagogies with present and future ones, to ultimately give us an opportunity to rethink literacy and teaching today,” he explains.

He adds that there is a broader social, political, economic and environmental remix taking place that requires new approaches to teaching and learning. “Kids are being educated today for uncertain futures in a world that is rapidly changing. We are living in a period of transition, and recognizing all of that is part of the conditions of the remix.”

### Mash-Ups, Rearrangements, and the “Copy-Paste” Generation

Rethinking education for the new century entails reconsidering everything from the traditional structure of classrooms to the forms of scholastic output produced.

“When students come from their 21<sup>st</sup> century lives into the 20<sup>th</sup> century classroom, it is almost like a form of culture shock. The literacies they work in, including remixes, mash-ups, and rearrangements of information, are not permitted. Rather, we usually hold students to a standard of ‘immaculate conception’ of

authorship, created by a person in a moment of inspiration. But this is not realistic in a world that is already saturated with information that is regularly ‘remixed.’ Basically, I don’t think we can bring the copy-paste generation into the classroom and pretend that copy-paste doesn’t exist.”

While acknowledging that his ideas may be controversial in an academic context that is vigilant about plagiarism, Dr. Hoechsmann explains that his analysis draws from the ancient, classical Greek principle of “arrangement” (a practice of rearranging existing materials to create new forms of knowledge) and contemporary digital collaborative work in which multiple authors contribute.

“If we rethink some of our assignments to allow students to do rearrangements, we can still challenge them scholastically while drawing on their multiple literacies. Being able to compose in multiple modalities (using voice, text, and image), and being able to create knowledge outputs collaboratively, are key 21<sup>st</sup> century literacies,” he explains.

“Though we shouldn’t rest on our laurels, it is nice in international contexts to talk about Ontario’s ongoing integration of the inquiry model. Where digital literacies go, however, Ontario shares with many jurisdictions an unevenness of delivery and outcomes.”

Sharing his ideas at the University of Cantabria in Spain is part of a broader strategy of participating in international conversations about media education and information literacy research.

*Dr. Hoechsmann is an Associate Professor at Lakehead University, Orillia. He is co-author of Media Literacies: A Critical Introduction, co-editor of (forthcoming) Democracy 2.0: Media, Political Literacy and Education, and co-investigator of the SSHRC funded grant, “Producing Youth: Informal Learning, the State, and Networks of Culture.” Dr. Hoechsmann is the North American co-chair of UNESCO GAPMIL (UNESCO Global Alliance of Partnerships for Media and Information Literacy) and an Executive committee member of Media Smarts: Canada’s Centre for Digital and Media Literacy.*

# Faculty of Education Alumni Honoured with the Prime Minister's Award for Teaching Excellence: "Highest Honour a Canadian Teacher Can Receive"

Two exceptional Faculty of Education alumni—Tom Doherty and Kathy Cepo—received the Prime Minister's Award for Teaching Excellence at the Canadian Museum of Nature in Ottawa last May.

The award, considered the top honour a Canadian teacher can receive, recognizes teachers for their remarkable achievements in education and their commitment to equipping students with the knowledge and skills needed to excel in a 21<sup>st</sup> century society and economy.

When Tom Doherty (BA, HBA and BEd from Lakehead University) received his award, he gave Prime Minister Justin Trudeau a great big hug.

"As a proud Métis, it is our culture to greet someone through embrace, and so I greeted him as any proud Métis would have," he said, adding that he became very emotional when receiving this teaching award.

Tom currently works as the student retention lead at Keewatino Okimakanak Board of Education in Balmertown, Ontario. He is on a leave of absence from St. John School in Red Lake where he taught Kindergarten to Grade 9.

He stresses that it's important for all students to learn about Canada's Indigenous cultures and traditions.

"I draw as much First Nation, Métis, and Inuit content into the curriculum as possible, which allows students to gain a knowledge base and appreciation of our First Peoples."

He added that attending Lakehead University and serving on the Student Union helped him realize his potential.

"Achieving the goals I set for myself as a Lakehead student gave me a sense of accomplishment. It taught me that no matter where you come from in life, with hard work and dedication nothing can stop you from achieving success."

Kathy Cepo (BEd from Lakehead University) said she was nervous before meeting Prime Minister Trudeau, until she spoke with him. "He very quickly put me at ease and made me feel comfortable."

Kathy teaches science and chemistry to students from Grade 9 to 12 at St. Joseph's Catholic High School in St. Thomas, Ontario.

Five years ago, she and two colleagues started FIRST Team 4525 Renaissance Robotics, a competitive team allowing students to design, build, and program a new 55 kg robot each year, which plays a unique game with other robots around the world. Approximately 10 per cent of students at St. Joseph's participate on the robotics team, and 84 per cent of graduates from the team pursue studies in science, technology, engineering, and/or mathematics.

"My time at Lakehead University affirmed that I made the right career choice," Kathy said. "From lessons learned in the classroom at the University to those learned during my practicums, I feel that I had a great start to my career."

*Congratulations to Tom, Kathy, and all other recipients of this prestigious award.*



Tom Doherty hugs Prime Minister Justin Trudeau at the ceremony held in Ottawa.



Kathy Cepo presents the Prime Minister with a robot team T-shirt.



The 2016-17 recipients of the Prime Minister's Awards for Teaching Excellence (Kathy Cepo pictured in the middle; Tom Doherty on far right).

Photos by Patrick Doyle