



EDUCATION EXCHANGE

NEWSLETTER

Message from the Dean

Since 2015, the *Education Exchange* newsletter has recorded the life of the Faculty of Education. From the journeys that our alumni are taking, to the work and achievements of the faculty, to interviews with the people who have made the Faculty what it is today, the newsletter has been there. Never, however, have we seen the start of an academic year like this one, or in retrospect, the end of the last one.

As the 2020/21 academic year commences, the majority of our students are not physically present on either Orillia or Thunder Bay campuses. The overwhelming majority of our instructors are teaching remotely, and coming to grips with online teaching and learning at a scale unimagined at this time this last year. Our administrative staff, after months working from home, are working in an environment of physical distancing and health protocols. And as we look at undergraduate teacher placements in the coming months, we still have no clear idea of what they will look like, as our colleagues adapt to the new reality.

In dealing with all the uncertainties of the past six months, the faculty has been underpinned by an unwavering commitment to look after each other. From organizing a virtual graduation video for the Class of 2020, to individuals supporting the university's Student Relief Fund, and working collaboratively on planning for the coming year, the response to the pandemic has shown the

faculty at its best. There have been mistakes, there has been confusion at times, and there has been real concern as we have had to change tack in response to a fluid situation. Through it all, we have remained focussed on what is important: leadership and commitment to research, teaching, and service in education.

We will maintain this focus in the upcoming year, even as we navigate the pandemic, and will be working to develop a shared understanding of the values and concepts that are foundational to our identity as outlined in the Faculty of Education *Strategic Plan*: equity, social justice, Indigenous education and environmental sustainability. These conversations will be concurrent with work to critique our practices and policies in order to identify, and eliminate, systemic racism. All of this work is necessary in preparation for the coming review and revision of our undergraduate and graduate programs.

So, welcome to the new academic year, and this issue of the *Education Exchange*. As always, I would like to thank Dr. Jan Oakley for her work on collecting and telling the stories within these pages, and Rusty Brown for his expertise in making the layout as attractive as it is.

Dr. Wayne Melville, Dean, Faculty of Education

Questioning the Impact of our Digital Immersion

Last March, as the world grappled with the declaration of a global pandemic, bans on large gatherings were implemented and the phrase “distancing” became part of our daily lexicon, nearly every aspect of everyone’s lives—and work—was affected. The global realities challenged every member of the Lakehead community as in-person classes shifted to online-only instruction. In June, a decision had been made for Fall course delivery to be primarily online.

While the Faculty of Education is fortunate given the level of expertise and available supports to manage the move to online teaching, critical questions have been raised about the social and political implications of digital immersion as we move into a “new normal” of e-learning. Here, Dr. David Greenwood shares some of his concerns about the uptake of digital tools and too much screen time.



The Tools of Our Tools

An editorial by David A. Greenwood, Professor

Simply to raise questions about the impacts of digital technologies in a society addicted to these devices is heresy. Predictable responses to any critique include charges of Luddism or bourgeois privilege, being out of touch with reality generally, and being unadaptable to change. “OK Boomer,” say my children, if I point out the research on the effects of screen time.

It is ridiculous, after all, to be “against” technology. Technological innovation is part of what makes us human. We are toolmakers, and our technologies for living and learning include everything we design to assist us in our aims. Yet what, finally, are our aims as human beings? And how do our technologies serve and change these aims? These are two of many unasked questions behind the digital revolution. Is it possible to pause and ask such questions in a faculty of education? Can we speak seriously of our aims? Or do we function mainly as agents of the neoliberal state, reproducing the myths of progress, consumer confidence, and limitless growth in which the advent and use of digital technologies are embedded?

Pencils are technologies, as are books, classrooms, languages, sentences. All of our tools change us. They all invite certain kinds of experiences over others; they all come with consequences, many of them unintended and unnoticed. This is all to say, again, that one cannot be a human being and be “against” technology. But it’s also undeniable that some technologies are dangerous, for example, nuclear weapons and the entire network of production, consumption, and destruction behind climate change. According to the Bulletin of the Atomic Scientists (the group that keeps track of the Doomsday Clock, which is now set at 100 seconds to midnight), these are the two greatest threats to life on planet Earth. The third greatest threat stems from the disruptive technologies and the information warfare of the digital age (see <https://thebulletin.org/doomsday-clock/current-time/>). If you think technologies that create such threats are neutral, you probably also think, “Guns don’t kill people, people kill people.”

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I'm concerned that, unless we somehow learn to use our digital tools in the interest of human and planetary wellbeing, that they will shortly prove *more* dangerous than nuclear weapons and the fossil-fueled industrial machine behind climate change. In under two decades, digital devices have become embedded through corporate capitalism into almost every aspect of our lives. These devices and their uses continue to proliferate and spread—a lot like a virus, but worse, a virus one becomes addicted to and is even encouraged to share with others. The greatest impact of the digital virus/addiction seems to revolve around the ways in which we pay attention (or fail to pay attention), and what we pay attention to (or fail to notice). Most of humanity seems infected, and educators themselves seem somewhat oblivious to current and potential harm. Everyone seems to be getting a new “phone.”

What is the quality of our attention? What do we learn (and teach each other) to pay attention to? How do we learn to pay attention? Of all the possible objects of our attention, what should we pay attention to? These are quintessential educational questions, and digital technologies are engineering responses to them every time they become the focus of attention or the medium of pedagogy. Like any other tool, our devices privilege particular ways of being and knowing over others. Does this matter? Does life take place beyond the screen? Simply put, to find out, one must remove the screen. “[S]tay away from screens,” Wendell Berry writes in his poem “How to Be a Poet,” “Stay away from anything/ that obscures the place it is in.”

Some educators speak of “digital democracy” and “closing the digital divide” as if these were the most important existential challenges we face. No doubt our new tools can serve many potential uses. But it’s worth reflecting that our increasingly digital lives are being choreographed by the richest people on Earth. Facebook, Amazon, and other centres of corporate power know how to manipulate our consumer and work habits, and tap our usefulness as biocapital. But what kind of human beings are we? What kind do we want to be? Are these still meaningful educational questions?

I don’t have the space in this newsletter to explore all the reasons educators ought to be taking a more critical perspective toward the uptake of digital tools, to counter the arguments of digital cheerleaders, or to remind people of the intellectual history of technology critique. Nor do I have the space here to worry over my own contradictions: I’m grateful to Zoom for helping me and my colleagues keep our jobs during the COVID-19 pandemic; I struggle to not let screen time eat me alive.

All I can do here is make a brief statement and pose some questions that, I think, ought to be taken much more seriously, lest we become, as Henry David Thoreau cautioned, “the tools of our tools.”

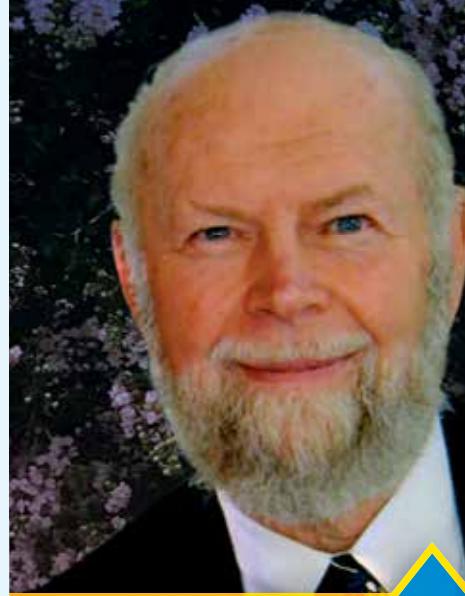
First the statement. *To develop a critique of digital tools does not mean simply to oppose them or even to criticize them. It means to examine their uses and impacts carefully, and to unveil the assumptions surrounding our thinking about them.*

Now some questions. *What limits, precautions, and ethical considerations ought to guide the development and use of digital technology in education? What are the costs of having no limits and no conversation about what they might be? What kinds of learning experiences, what ways of being and knowing, ought to remain undigitized? And finally, what is it that humans want and need besides the next gadget or upgrade?*

Technology critique, like technological change itself, is not new. What is new is that the costs of not asking critical questions about technology are rising as fast as the glaciers are melting. Could there be a connection here? Are our systems of education geared to notice it if there is?

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I maintain a strong belief in the importance of education for everyone. Empowering students of diverse cultures and ethnicity with the tools needed to pursue a higher education is my vision for a brighter future.
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~ Bud Dilling

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Alumni Special Feature

Teaching in Beijing: Amy and Kevin Passafiume

Amy and Kevin Passafiume embrace adventure. In 2016 the couple decided to change careers and become teachers, then applied to Lakehead's Bachelor of Education program (Orillia campus) together. Graduates of the 2018 class, they spent their first year teaching in Kuwait and their second year teaching at a bilingual school in Beijing. Here, they discuss their journey toward international teaching and their lives in Beijing—including what it is like to live and teach in China during the COVID-19 pandemic.

A New Beginning: Changing Careers and Becoming Teachers

Amy: "My first career was working as a Director of Children's Ministry in a church, where I discovered a passion for working with children. I then moved into an administrative position in a personal injury law firm. It was the summer of 2016 when I started to feel like it was time to move on and find a career I could get really excited about. We were out at the cottage with friends, some of whom are teachers, and I started thinking about teaching myself. I decided to apply to Lakehead's Orillia campus, since we were living in Barrie and the campus was close. I figured I would apply and if the door opened, I'd go through it."



Amy and Kevin on the Great Wall of China

Kevin: "I had been working as a senior advisor for the Ontario government for about 15 years at that point. It was a great job involving policy work, but I was looking for a new challenge. So when Amy filled out her application for the Education program I said, 'give me that laptop and I'll do one too.' The crazy thing was, I think it was August 8 when we applied and we were in class less than a month later, starting a new chapter in our lives."

Becoming Students, a Second Time Around

Kevin: "Being a little older than most of our classmates, we were able to develop some great relationships with them—we were kind of like the older siblings in our cohorts. Going back to school at our age meant we brought a different perspective, and likely different expectations for our learning. We could reflect on things we didn't do as students when we were in our 20s. I was a Cohort Rep during our second year and a student on the University Senate. Our relationships with instructors, like Ruth Beatty, Michael Hoechsmann, and Frances Helyar were excellent, opening up many opportunities for us."

Amy: "It was near the end of our first Fall teaching placement that we both realized we loved teaching and could be successful in this career. We wanted to soak it all in and get as much out of the two-year program as possible. As Kevin said, we had some incredible instructors who really invested in us and gave us different experiences, like being involved in organizing a Self-Regulation Spring Institute Conference with Dr. Sonia Mastrangelo. We're still in touch with some of our instructors, and having them in our lives has been a huge gift."

First Steps toward International Teaching

Kevin: "There was, in part, a financial reality behind our decision to pursue international teaching. We had given up good-paying positions to pursue this and were aware that the job market in Canada is limited. Staying in the country would likely mean we'd be spending a lot of time as occasional teachers, which was not going to work for us as we had a mortgage to pay and wanted to keep our house. We were looking for an option that would allow us to travel and see the world while renting out our house in Barrie. We also knew that international teaching would give us an opportunity to have our own classrooms right away, which was a huge draw."

Amy: "We ended up making a connection at a career fair with a school principal in the Middle East. So we got our house ready to rent out, then took off at the beginning of August to Kuwait, where it was unbelievably hot (over 40°C)! We actually slept on the marble floor of our apartment for the first couple of nights, because it wasn't ready for us to live in when we arrived and had a big hole to the outside, meaning our air conditioning wasn't doing anything. That was our introduction to international teaching!"

Transitioning to Beijing

Amy: "We decided to move on from the school in Kuwait and connected with someone in a senior leadership position at our current school in China. We're now both teaching at Daystar Academy in Beijing. This past year I taught two Grade

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2 classes with 39 students. The majority of my students were Chinese nationals, although some had lived in the United States so their English was very strong. Other students were from Spain, Tonga, and Ireland, so it was an interesting mix."

Kevin: "I teach Grade 5 and this past year had 20 students. Grade 5 is a transition year for mathematics—up until grade 4 math is in Chinese, and then it is split between English and Chinese. In grade 6 math is completely in English. I have a Chinese teaching partner and we co-plan and teach together. We work hard to make sure the students understand English math vocabulary and are ready for grade 6.

The school is in a diplomatic area of Beijing; there are a number of embassies around it in addition to diplomatic residency compounds. We find there is a high degree of investment in the school and in the students, alongside a high degree of parental support. We have close relationships with the parents as well as our students."

Teaching during COVID-19

Amy: "Online teaching started out super intense as we were doing multiple Zoom calls with students each week and coordinating lots of activities using Seesaw. Seesaw is a digital tool for remote learning that allows kids to record the work they've done and produce a video or voice over with it. We were giving students lots of detailed constructive feedback on their work, and although we had less contact time with them, we were spending many more hours than usual responding to everything. I think we all became a bit burnt out after a few weeks. We eventually moved to a slightly less intense model, with less Seesaw activities and I'd spend two to four hours a day on Zoom calls. Finding the balance made it manageable for students and teachers."

An interesting thing about online teaching has been seeing some students, who were struggling in class, excel online. I had two boys in my class who went from struggling with English to having back-and-forth conversations over Seesaw—their speaking skills really improved. I also found that in some ways, my relationships with students grew even deeper. Zoom teaching is different but it's still as meaningful. I love that I can walk away each day knowing I've been part of students' journeys, academic or emotional."

Kevin: "I found there was great attendance on the Zoom calls and we were able to have really good discussions of the work being done, but there was a lot going on in all of our lives, too, with COVID-19 always in the background. In April we had planned a 'goal-setting month' and some of the students really took on the challenge of thinking deeply about what they wanted to change and work on. It was heartening to see."

Living in China

Amy: "We really like it here. Even with the craziness of COVID-19, and the fact that we didn't come back to Canada when the pandemic hit, it's been a good first year. In Beijing there's always something to do or discover, and we've become good friends with some Chinese nationals. There are of course challenges too. I had a niece born in the fall and I haven't met her yet, and that's hard. I'm grateful for technology, though—we get lots of pictures and videos and FaceTime calls from back home."



Kevin: "Probably the language barrier is the hardest part of living here. We live in a more 'Western' area of Beijing but it's still hard to find people who speak English. Thank goodness for all the different translation apps!"

Advice for Students Considering International Teaching

Kevin: "Be clear about your future goals, and be really honest about what you can and cannot accept in life. Then do your homework and research—even before the stage of contacting schools. I was surprised by the number of teachers who came to the Middle East not realizing that the toilets are not designed for you to flush toilet paper, for example. Then you need to have really clear conversations with the schools; will they help you find housing? Is there an allowance for that? What supports will they offer? You want to know exactly what you are getting."

Amy: "International teaching is a great opportunity and I would encourage people considering it to take the plunge and do it! We have found it so rewarding. But as Kevin said, really research the schools and develop a list of questions. Ask the people you're speaking with about the school's values, expectations, and curriculum. Something that the principal at our school did, which was really helpful, was to give us the email addresses of two other staff members and encourage us to ask them anything: about the school, how they find life in China, what's been hard for them, anything. I think that if schools don't offer that upfront, you could ask to be put in touch with teachers at the school to hear their impressions."

Plans for the Future

Amy: "We'll be here at least one more year. We're very happy with the school and can see ourselves renewing our contracts beyond another year, as we feel we can keep growing here professionally."

Kevin: "International teaching gives you different opportunities, like the ability to advance fairly quickly into different positions. And the kids—well, kids are kids wherever you are, so that part of teaching is consistent. But as of right now, I don't think we're anticipating coming back to Ontario anytime soon."

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



Dr. Amy Farrell-Morneau

Assistant Professor, Department of Curriculum, Teaching and Learning, University of Manitoba

Graduate of the BEd program (2004); MEd program (2008); Joint PhD in Educational Studies program (2014) (Thunder Bay campus)

"Since childhood, I've been drawn to teaching. I have an innate sense of wanting to help clarify things to other people, help them see things in a different way, and I'm also drawn to the structural parts of the work, like marking. Other people saw these traits in me as I was growing up; I'd get comments about being suited for teaching. Being descended from the Loon and Sturgeon Clans, there are also elements of inherited, or ingrained, leadership that are prevalent in my own teaching and learning styles."

I joined the University of Manitoba's Department of Curriculum, Teaching and Learning in January 2019, and am very grateful to have this position, doing work I'm passionate about. I primarily teach Indigenous Education, with a focus on incorporating Indigenous perspectives into the curriculum. Working with teacher candidates, to help them bring this content into their teaching and subject areas, is my goal.

Much of my Anishinaabe teaching is guided by a strong connection to my culture, and I like to make connections to

Sacred Stories. The ways in which Indigenous Peoples share knowledge—I try to emulate that. That means leaving lots of room for discussion and making sure students feel respected and safe enough to ask questions. I will often summarize Sacred Stories to make connections, then will gear students towards texts or YouTube videos that are good to share.

I am currently working on a speculative fiction novel and see writing and story work (as described by Q'um Q'um Xiem OC, also known as Dr. Joanne Archibald) as a research method and way of sharing knowledge. My PhD dissertation was also in the form of a novel (entitled *Memengwaawid, To Be A Butterfly: An Indigenous Exploration of Northwestern Ontario Anishinabew and Muskeg or Ininiw Sacred Stories and Teachings in a Contemporary Novel*), with one half a story and the other half critical analysis. My current novel focuses on the experiences of a young woman, alongside other characters as Sacred Story figures, and the timeline is set about 100-200 years in the future. It's not necessarily a post-apocalyptic future, but I'm trying to depict the planet in a different state, as it is on a trajectory to be—if we don't make the changes needed now. Currently I am interviewing Traditional Knowledge Keepers to ensure respectful depictions of the Sacred Story figures and sets of knowledge.

While I'm not a mathematician or a scientist, I have a great love and respect for these fields and am incorporating elements from them in the novel. The STEAM fields (science, technology, engineering, arts and mathematics) have always been part of Indigenous culture, although the knowledge may look different from a western perspective. Making connections and Indigenizing these concepts is part of my ongoing work with story."



George Drazenovich

Policy Advisor, Office of Human Rights and Equity, Lakehead University

Graduate of the Master of Education program, 2016 (Thunder Bay campus)

"I graduated in 2016 from the Faculty of Education. I had previously received an undergraduate degree from Waterloo and then much later a graduate degree in theology from the University of South Africa, researching spirituality and mental health. My Lakehead experience, in retrospect, was part of an overall intellectual evolutionary process for me, and was indeed "exceptional and unconventional"!

My graduate work at Lakehead has been of great benefit to me and has reinforced, and deepened, my previous experiences. I was drawn to critical scholars, researchers, and activists such as Foucault, Freire, and Illich, who see education as strongly connected to themes of personal liberation. In this, I am very much my father's son who grew up in poverty from Croatian immigrants and ensured that his children were always in solidarity with the marginalized.

Spirituality and activism have always been important for me, and my studies have enabled me to weave these values into my

work, even if subliminally! I spent many years working in various capacities in community mental health and heard the voice of survivors who saw the need to humanize, not pathologize, their experience. Often times this occurred by getting in touch with their personal sense of spirituality, which helped them find a larger meaning and purpose in life.

These themes of liberation through humanization weave seamlessly into my current work as Policy Advisor for Lakehead's Office of Human Rights and Equity. They are also important to me personally in my own spiritual and creedal standpoints and values. Among the privileges of working in a university setting is the opportunity to not only access a wealth of research, but also to witness how this library of research has been internalized by students and the next generation of our society. This is very exciting and invigorating for me as there is an emancipatory logic to human rights that serves to animate and drive effective initiatives, such as the University's Equity, Diversity, and Inclusion plan, which is my primary area of focus in the office.

I have learned to take a holistic approach similar to that developed by South African philosopher Jan Smuts: that the whole is greater than the sum of all its parts. The involvement with the community expands outwards and inwards, reciprocally and expansively. Just as I am grateful for the opportunities I've had to participate in the life of the university community as they have helped me to further grow and evolve, I too hope to help others grow and evolve in unexpected and transformative ways."



From left to right: Gia Spiropoulos, Courtney Strutt, Jacob Kearay-Moreland, and Erin Chochla

Master of Education Students Honoured as Lakehead Leaders

2020 marks the fourth year of the Lakehead Leader Recognition Program, a program based on the principles of Lakehead University's motto: *Achievement through Effort*. The Faculty of Education extends congratulations to two current Master of Education students and two MEd alumni who have been named Lakehead Leaders, in recognition of their contributions on campus and within their communities.

Gia Spiropoulos, MEd alumnus (Orillia) has been recognized as a Lakehead Leader in the category of Citizenship and Community Engagement. Gia took on a leadership role with the Women's Extramural Basketball program. She stepped up to fill the vacant coaching position as a player-coach, actively supported her teammates in their academic endeavours beyond the court, and volunteers as a basketball coach with a girls' team in Barrie, where she is inspiring a future generation of athletes.

Courtney Strutt, MEd student (Thunder Bay) has been recognized as a Sustainability Leader. Courtney plays an active role in organizing climate change-related activism in the community, and her thesis is centered on understanding how climate justice praxis is being enacted in activist spaces in Thunder Bay, Ontario. She supported the curriculum development of the undergraduate Climate Change Pedagogy course and is widely

involved in University and community working groups focused on climate action, sustainability, and solutions.

Jacob Kearay-Moreland, MEd student (Orillia) has been recognized as a Sustainability Leader. Jacob is focused on creating opportunities to assist and uplift those facing food insecurity. His work with Lakehead's Farm Club—which strives to "grow food and farmers of the future" to nourish the whole student body, mentally and physically—is testament to his dedication. He has produced local organic CSA food boxes for a number of years and hosts events and tours at his farm, to advocate for food sustainability through community supported agriculture.

Erin Chochla, MEd alumnus; current Law student has been recognized as a Lakehead Leader in the category of Academic Excellence. An exceptional student, admired teaching assistant, and excellent research assistant in Lakehead University's Bora Laskin faculty of law, Erin is lauded by faculty for her performance in the classroom and her high degree of integrity and respect for others.

Congratulations to all Lakehead Leaders!



BEd Graduate Rupinder Grewal Awarded Ontario Secondary School Teachers' Federation Faculty of Education Award

Congratulations to Rupinder Grewal (graduate of the BEd program, 2020), who has received the Ontario Secondary School Teachers' Federation (OSSTF) Faculty of Education Award, valued at \$1,000. The award is granted to a graduating Intermediate/Senior

Teacher Candidate who is seeking employment with a public secondary board and who exemplifies values of importance to the OSSTF, including being an advocate of unionism, engaging in social activism to promote the professional nature of teaching, and showing leadership among Teacher Candidates.

Rupinder's dedication to activism and the teaching profession is evidenced by her leadership and support shown in various capacities, such as school breakfast programs, teachers' unions, the Climate Strike Rally in Thunder Bay, and the Ontario Teacher Candidates' Council.

One of Rupinder's Associate Teachers noted in a letter of support that Rupinder is "passionate about equity in education. She is an extremely hard worker, but more than that, she is extremely caring. She has a wonderful persona that makes students and colleagues feel at ease around her. She was firm with student behaviour but had the natural ability to flip from discipline to cheerleader, showcasing conflict resolution strategies that many seasoned colleagues have developed over a career. She is a natural teacher who is warm, caring, humorous and patient. She will be an asset to any school lucky enough to hire her, and will no doubt be a force within our union to support our colleagues and lead by example."

Rupinder is currently seeking employment with a public school board, and will be pursuing a Master of Education program in Fall 2020.

Congratulations Rupinder on this achievement!



Dr. Leigh-Anne Ingram Co-Authors *Travels of Suki, the Adventure Cat*

Fostering mindfulness by spending time in nature is a valuable practice for all of us, and Suki, a highly photogenic Bengal cat, reminds us of this in the new book co-authored by Dr. Leigh-Anne Ingram (Orillia contract lecturer). *Travels of*

Suki the Adventure Cat showcases the travels of Suki—an already famous feline with 1.8 million followers on Instagram (@sukiicat)—offering stunning photos alongside prose that Leigh-Anne describes as a “cat’s whimsical take on mindfulness: a bit punny and a little bit cheeky.”

Leigh-Anne explains that the book was created in collaboration with Martina Gutfreund and Kenny Hildebrandt, who live and travel with three-year-old Suki. Suki is a very curious and high-energy cat (typical of the Bengal breed) who adapted right away to an adventurous lifestyle of travel—she readily takes short hikes on leashes, joins them on canoe trips, and poses for photographs everywhere they go.

While *Travels of Suki the Adventure Cat* was originally conceptualized as a children’s book, Leigh-Anne notes that the publisher, Andrews McMeel Publishing, saw its relevance to a broader audience—partly in light of the current moment as the world grapples with uncertainty due to the COVID-19 pandemic.

“Suki is a great spokesperson (spokescat?) to help people connect with important things—like paying attention to the world you’re in and appreciating the people you’re with. During stressful times, the book is a reminder to all of us to playfully connect with nature through our senses, to help keep us grounded and reduce our anxieties. And although most of us aren’t travelling right now, Suki is like a virtual tour guide, allowing readers to reconnect with the joy of learning and curiosity about the great world around us—



even as we’re physically limited in our travel options.”

The book’s focus on mindfulness resonates personally with Leigh-Anne, who began the practice as a means of coping with pain brought on by fibromyalgia. Practicing mindfulness and meditation helped her through a challenging time, alongside spending time in nature and with animals. These themes weave together throughout the book, highlighting ways we can help ourselves stay calm and connected, and appreciate the beauty that surrounds us.

Travels of Suki the Adventure Cat is available through [Bookshop](#), an online bookstore that financially supports local independent bookstores, as well as [Manticore Books](#) in Orillia. It is also available through larger publishing companies including Amazon, Chapters, and Indigo.

Dr. Leigh-Anne Ingram’s areas of teaching and research interest include social equity, sustainability, girls’ education, gender diversity in education, and international development. She is currently writing a young adult novel about a gender non-conforming person, and a book about Jai Jagat (Victory for the World), a movement inspired by the ideals of Mahatma Gandhi for international justice and peace.



Recent Books by Dr. Pauline Sameshima Win an Award and an Honorable Mention

Two books published last year by Dr. Pauline Sameshima (Professor and Canada Research Chair in Arts Integrated Studies) have been recognized by the Society of Professors of Education—with one winning an Outstanding Book Award and the other, an Outstanding Book Award Honorable Mention.

Parallactic Praxis: Multimodal Interdisciplinary Pedagogical Research Design, which Pauline co-authored with Dr. Patricia Maarhuis (Washington State University) and Dr. Sean Wiebe (University of Prince Edward Island) was awarded the 2020 Society of Professors of Education Outstanding Book Award. This book outlines the extensive research possibilities of the “parallactic praxis” framework for interdisciplinary partnerships, cross-sector collaborations, and scholars undertaking research projects in

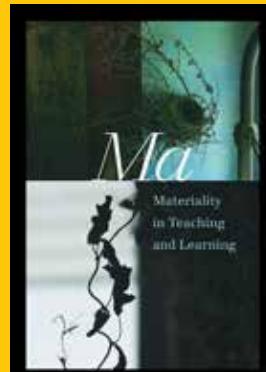
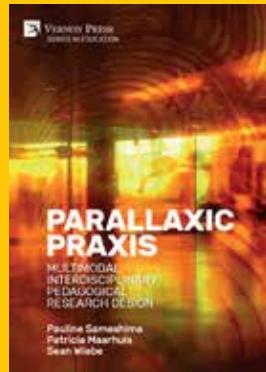
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such areas as social justice, community engagement, teacher education, Indigenous research, and health and wellness.

Ma: Materiality in Teaching and Learning was awarded a 2020 Society of Professors of Education Outstanding Book Award Honorable Mention. The book, co-edited with Dr. Boyd White (McGill University) and Dr. Anita Sinner (Concordia University), explores the Japanese concept of *ma* as “the interval between two markers,” as a threshold space where new understanding and learning can occur.

Congratulations Pauline!



Remembered

Dolores Wawia, Muk-Kee-Queh (the Frog Lady) – A Trailblazer of Indigenous Education

Our colleague and friend, Muk-Kee-Queh (the Frog Lady), Dolores Wawia, has passed away. Dolores was the first Indigenous woman to earn her Bachelor of Arts and a Masters of Education in northwestern Ontario, and she devoted her career to improving educational opportunities for First Nations students. She spent 15 years at Lakehead University developing the Native Teacher Education Program, 43 years volunteering for the Lakehead District School Board, and was a founding member of the Lakehead Public Schools Aboriginal Education Advisory Committee.

Dolores received numerous awards and accolades for her contributions. She was a recipient of the Order of Ontario, the Lakehead Alumni Honour Award, and the Ontario Public School Boards' Associate Award of Excellence. Last year, she was inducted into the City of Thunder Bay's Women's History Month exhibit.

Dr. Wayne Melville, Faculty of Education Dean, notes that: "A testament to the resilience of the human spirit, Dolores overcame personal adversity to become a role model to generations of



people across Northwestern Ontario. As a young woman she led the way in opening educational opportunities for Indigenous people across this region and across Ontario. As a leader and educator, she championed Indigenous teacher education for over 40 years. And as a storyteller, she brought Anishnaabek culture to life for countless elementary students. As a Faculty we will grieve, but also continue to be inspired by her life and work."



Bill Zonneveld, Teacher and Faculty of Education Instructor

Alumnus Bill Zonneveld, who touched the lives of many students and colleagues as a teacher at the Lakehead Board of Education (now Lakehead Public Schools), and lecturer at the University's Faculty of Education, has passed away.

Bill, who was born and raised in the Winnipeg area, taught school for a short time in northern Manitoba before working for SunLife Insurance. He and his family moved from Manitoba to Quebec to Ontario, and finally settled in Thunder Bay. It was there that Bill decided that what he really wanted to do was

teach, so he went back to school and graduated from Lakehead University with a Bachelor of Education (1976). Bill was a teacher, curriculum consultant and friend while working for the Lakehead Board of Education, and after his retirement continued working for Indigenous and Northern Affairs as a school consultant, and instructor in the Faculties of Education for Lakehead University and the University of Ottawa. Bill's passion for teaching never ended, and he talked fondly about his students and teaching friends all through his later years of life.

In addition to teaching, Bill took great pride in gardening beautiful flower and vegetable gardens at home and camp; had a lifelong love of music and taught piano and theory; and travelled extensively across five continents. He was an active volunteer throughout his retirement and family and friends describe him as always having a positive outlook on life, and being patient, kind, loving, creative and quick with a joke and a laugh.

New Appointments

The Faculty of Education welcomes Dr. Ellen Field and Dr. Joan Chambers in their new roles.



Dr. Ellen Field Joins Faculty as Assistant Professor

Dr. Ellen Field (Orillia campus) has joined the Faculty of Education as an Assistant Professor in Educational Leadership and Administration.

Ellen notes: "I am thrilled to join the Faculty. For me, this position is full circle as I graduated from the Bachelor of Education program in Thunder Bay in 2005 and I know firsthand the impact the program had on my teaching career and trajectory.

My research is focused on reorienting learning within formal education to ensure that educational institutions are responsive to authentically addressing the socio-ecological challenges facing communities in the 21st century. Looking into the next few decades, there is little certainty of what the future holds in our rapidly changing world—climate shifts, technological shifts, resource shifts, migration shifts, and demographic shifts—and within this nexus of uncertainty, the need for adaptive and transformative leadership has never been more certain.

Most recently, I completed a SSHRC postdoc at Lakehead (May 2018-May 2020) which focused on climate change

education and resulted in a nationwide study of 3200 Canadians' (approximately 1200 teachers, 600 parents, 500 students, and 900 members of the general public) views on climate change and climate change education. The results show that there is strong support for schools to be doing more to educate young people about climate change. The survey also provides the first comprehensive snapshot of climate change education practices in Canadian classrooms. The data is being shared through knowledge mobilization sessions, in which senior policy-makers are brought together along with youth, teachers, education associations, faculties of education, educational foundations, and non-profits to review the data and then develop action plans for addressing gaps in climate change education policy and practice.

As an educator, I bring experience in facilitating experiential inquiry and community-focused learning processes, which are embedded within social dimensions of education, such as leadership, democracy, citizenship, diversity and equity. I have worked as a contract lecturer in the Faculty since January 2017, and have also worked as a professional development consultant for Learning for a Sustainable Future since 2017, leading climate inquiry workshops for over 800 teachers across Canada. While the challenges facing schools are myriad, there are so many passionate and critically-minded teachers and administrators working hard to prepare young people for the complex world they are inheriting that I remain stubbornly optimistic of our education systems' capacity to pivot to emerging dynamics as they unfold. I look forward to this continued opportunity to teach and learn with students and colleagues at LU!"

Dr. Joan Chambers (Associate Professor) Takes on New Roles as Assistant Dean and Graduate Coordinator

Dr. Joan Chambers (Associate Professor, Thunder Bay campus) took on two new roles effective July 2020: she is now the new Assistant Dean and the Graduate Coordinator (Thunder Bay campus, distance, and international students).

Joan has long been interested in professional development, believing that "no matter how *good* a teacher may be, they can always be *better* as they strive to be their very *best*! I believe we owe it to our students to provide the best possible teaching and learning experience for them while at Lakehead."

With this in mind, Joan began the *Teaching Shapes/Shaping Teaching* initiative in 2018 as a way to improve her own teaching and support colleagues at the same time. This initiative segued into the role of Assistant Dean as the primary focus of the role is to support professional development for all faculty, contract lecturers, and staff. "I view relationships as key to improving

teaching across the faculty as it is through developing relationships that we can work together to provide the best program we can for our students."

Joan has been working on connecting instructors and facilitating the creation of instructor discipline and collaborative groups across the faculty and campuses. "Given the current situation we find ourselves in with the pandemic, working together and forming relationships is more important than ever. I am looking forward to connecting with the people in our faculty who make our program one of the very best."

But why take on the role of Graduate Coordinator as well? Joan has often taught the introductory research course over the years, consequently meeting new graduate students, many in their first term in the MEd program. She explains:

"I endeavour to be approachable, welcoming, and an 'ear' for students as they begin to navigate their journey through the graduate program. I very much enjoy speaking with and forming relationships with them, so when the new position of Graduate Coordinator for the Thunder Bay campus came up, I jumped at the chance to continue being someone students can feel comfortable speaking with and supporting their journey through their graduate studies. I am looking forward to the challenges of both roles, and believe I will find deep satisfaction in playing a part in supporting students and colleagues as we grow as an Education Faculty and work together to be the best we can be!"



Retirements

The Faculty extends best wishes to recently retired professors Dr. Teresa Socha and Dr. Patrick Brady, who have both been conferred the title of Professor Emeritus. We also wish long-standing Contract Lecturer Mike Zettek all this best in his retirement. Thank you all for your many years of service, and all that you've accomplished. May the next chapters of your lives be filled with great happiness!

New Instructors - Welcome

We have a number of new instructors who have joined us this academic year. We welcome the following to our Faculty:

Orillia campus

- Hilary Villneff – Environmental Education
- Jennifer McGrath – Language
- Jennifer Walsh – Faculty Advisor
- Kelsey Robson – Kindergarten

Thunder Bay campus

- Rory Bain – Social Studies
- Noel Jones – Faculty Advisor
- Marilyn Ailey – Health and Physical Education
- Anika Guthrie – Indigenous Education
- Samantha Cullen – Religious Education

Seven Education Students Awarded as Outstanding Thunderwolves Athletes

Excellence. Passion. Commitment. Leadership.

These are the qualities displayed by seven notable Orillia Education students across the undergraduate, BEd and MEd programs, who were honoured last March as outstanding athletic leaders during the 2019-2020 season.

While the Thunderwolves season was cut short due to the COVID-19 pandemic, there were many successes, team victories,

and personal bests recorded during the year. These were highlighted and celebrated at the Lakehead Orillia Thunderwolves annual Athletic Awards Banquet, which was held virtually in the spring to acknowledge exceptional student-athletes and their contributions.

Congratulations to the following Education students:



Hannah Clark, MEd Student — Women's Basketball

Athlete of the Year

Hannah helped lead the women's basketball team to three championships. She stepped up to mentor and welcome new players into the Thunderwolves family, and committed to making a new on-court partnership with the Georgian Grizzlies a success. Throughout the season she grew as a player, fostered meaningful relationships on the court and in the community, and represented Lakehead University positively and professionally.

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**Gia Spiropoulos, MEd (graduated spring 2020) — Women's Basketball and
Peter Scholtes, BEd (graduated spring 2020) — Men's Basketball**
Principal's Awards for Leadership in Athletics and Recreation

This new award was presented to Gia and Peter for going “above and beyond” as student-athletes: both stepped up to take on player-coach roles for their respective teams when the teams found themselves without coaches. Gia and Peter committed fully to these roles, using their experience and leadership to guide their teams in very successful seasons. While neither needed to add this extra work to already demanding academic schedules, their willingness to do so showcased an outstanding commitment to their teammates, to basketball, and to the Thunderwolves community and supporters.



Alexander Castanheiro, BEd Student — Varsity Golf
Rookie of the Year

Alexander made exceptional team contributions during his first year of competitive golf. Coach Terry Smith also noted that the entire golf team improved greatly on their performance from last year, dropping 157 strokes off their total team score at the provincial championships, with every player recording their personal best.



Connor Chowen, BEd (graduated spring 2020)— Men's Varsity Indoor Soccer
Rookie of the Year

“This award couldn’t be any more fitting for Connor, as this wasn’t just his first year with the team but also his first year as a goalkeeper—and he killed it!”, noted Head Coach Mark Colvin. He further described Connor as a “warrior for the entire season, keeping the team in games and pushing the group through adversity. This is a well-deserved award for a great athlete.”



Brett Tomlinson, MEd Student — Men's Basketball
Leadership Award

Player-coach Peter Scholtes (see above) notes that Brett Tomlinson made a significant contribution to the team’s success as they entered the Men’s League in Barrie for the first time and won their league and division playoffs. Brett is described as “demonstrating real leadership on and off the court, and a real love of basketball. Selecting Brett for the award was easy: he is always in great spirits, always positive, and a natural leader.”



Breanna Shaw, Undergraduate Education Student — Women's Basketball
MVP

Described as the team’s “own Kyle Lowry” (NBA Toronto Raptors All-Star), Breanna made invaluable contributions to the women’s basketball team as they won all three tournaments they entered during the season. Coach-player Gia Spiropoulos (see above) notes that Breanna has “become a team leader over the past two years. She scores, gives assists, is a defender, and overall gave us that push to make our team better and succeed in the championships.”

Congratulations to all athletes!