

RESEARCH report 2021-2022

Faculty of Education
Memorial University

A STEP-BY-STEP GUIDE





Message from the Associate Dean

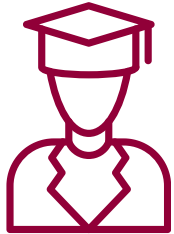
The Faculty of Education is a thriving and dynamic research community. I often think back to a conversation I had with then Memorial University Vice President of Research, Dr. Richard Marceau, who commented on the amount of research and public engagement the Faculty of Education conducted with little funding. It struck me then as it does now – we **really** do engage in a significant amount of research! We see this especially when we have the chance to compile a year's list of activities, research awards and publications such as this inaugural report.

We work hard to support the research and public engagement of our faculty and we celebrate their accomplishments with them.

A handwritten signature in cursive script that reads "Rhonda Joy".

Dr. Rhonda Joy, Associate Dean, Graduate Programs and Research.

AT A GLANCE



41 Fulltime Faculty



27 Doctoral Students



29 Funded Projects*



\$1,055,590 Funding



89 Publications

*Research includes funding for both knowledge mobilization and public engagement which we include in the full life-cycle of the research ecosystem.

FEATURED RESEARCHERS

Featured Researchers

Throughout the 2021-2022 academic year we showcased the work of faculty and doctoral students in a monthly series called Featured Researcher. Featured researchers included are excerpts from that series.

Other researchers featured throughout the 2021-2022 year include Dr. Alireza Moghaddam, Dr. Saiqa Azam, Dr. Cecile Badenhorst, Dr. Greg Harris, Dr. Darron Kelly, Dr. Xuemei Li, Dr. Kimberly Maich, Dr. Joelle Rodway, Dr. Jeanne Sinclair, PhD candidates Patrick Wells and Sana Jamil.

DR. SYLVIA MOORE



is based at the Labrador Campus of Memorial University but her Mi'kmaw family's roots are in southwestern Nova Scotia. Dr. Moore is an educator, mental health professional, and assistant professor jointly appointed to the School of Arctic and Subarctic Studies and the Faculty of Education, Memorial University.

Dr. Moore is the former faculty lead for Memorial's teacher education programs in Labrador. The Inuit Bachelor of Education (IBED) was an Inuit-specific pre-service program that infused Inuit culture, knowledge and values into the teacher education curriculum. The Labrador IBED cohort engaged both Indigenous and non-Indigenous teachers in critically examining curriculum and pedagogy through decolonizing and Indigenizing lenses. Through the partnership between Memorial University and Nunavut Arctic College, Dr. Moore mentors instructors in the Nunavut Teacher Education Program, and promotes culturally relevant pedagogies and curricula. In 2018 Dr. Moore contributed to the National Inquiry into Missing and Murdered Indigenous Women and Girls Truth-Gathering Process Part III Expert & Knowledge-Keeper Panel: Racism 2018.

DR. DAVID GILL

Dr. David Gill is currently an Assistant Professor in the Faculty of Education (2021-2022) at Memorial University of Newfoundland. Prior to this position he was a technology education, learning resource, e-learning specialist, science, and social studies teacher for the Newfoundland and Labrador English School District. As a teacher he worked at Amalgamated Academy in Bay Roberts, Newfoundland and Labrador and developed and facilitated many cross-curricular and cross-grade level technology integration projects at the provincial, national, and international level. He has been recognized nationally for his work by being selected as a 2010-11 recipient of the Certificate of Excellence through the Prime Minister's Awards for Teaching Excellence. Throughout his career Dr. Gill has also been very active in developing and implementing various professional development models for teachers and has also received provincial recognition as a Newfoundland and Labrador Teachers' Association (NLTA) Barnes Award recipient for his work in this area.



Currently, Dr. Gill's research is focused on pedagogical and technical skill development for pre-service technology education teachers through technological activity. This research has been supported by a robust partnership with the Newfoundland and Labrador Wooden Boat Museum and their annual co-joint boat building workshops held at the Faculty of Education's Technology Education fabrication suite. This work has been disseminated through international technology education research conferences and peer reviewed journals. His work within the international research community has also enabled Dr. Gill to secure the hosting of the 39th annual Pupils' Attitudes Towards Technology (PATT) research conference in June of 2022. In addition, Dr. Gill is currently co-editing an international handbook on research and pedagogy in technology education which is due for publication in 2022-2023.

DRS. JAN AND DAVID BULEY



Lullabies are often associated with new babies and rocking chairs, but they can also be conduits of healing and empowerment for those experiencing challenging life situations. Sometimes, a lullaby text can be a response to an experience in life. The lullabies might be written for the land, a loved one, the person one might want to become. After attending three summer institutes with Lincoln Centre Education, Jan was fortunate enough to meet Thomas Cabaniss, the founder of The Lullaby Project. Thomas shared the stories of his work with the teaching participants and Jan was immediately hooked on the idea. And so, the seeds for The Lullaby Project-NL were planted.

Drs. Jan and David Buley are both Associate Professors in Education with research and public engagement interests in music and the arts:

"We are educators who are passionate about community engagement and we are always seeking experiences that will help us grow as learners and teachers," said Jan. "When I met Thomas Cabaniss at one of the summer institutes, he shared some of the work he'd done. The way in which the project has spiraled all over the globe was so inspiring. After careful consideration and some connections with community partners, we knew that this would be the perfect place for us to launch the project."

PHD CANDIDATE TAYEBEH SOHRABI

Tayebeh Sohrabi completed her second MEd (Curriculum, Teaching & Learning) at Memorial after obtaining her first master's degree in Iran. While in Iran she worked in the school system for several years. It was this experience that led her to pursue further studies including her PhD.

Ms. Sohrabi is the recipient of several scholarships: The Recognition of Excellence (2018), the Dr. Austin J. Harte Memorial Scholarship (2018); the Dr. Linda Coles Primary / Elementary Literacy Scholarship (2019); the Charles Butler Graduate Scholarship (2020), the Charles Butler Graduate Scholarship (2020); and the CFUW Edith Creighton Scholarship (2021) awarded by School of Graduate Studies

In 2022 she was nominated for the Mackenzie King Scholarship awarded by University of British Columbia (2022), and the Vanier Canada Graduate Scholarship (Vanier Canada Graduate Scholarship) (2022) by Memorial University.

Her research focuses on inclusion in elementary school curriculum, social skills development in native and newcomer students, challenges and barriers that newcomers experience in their host countries, including but not limited to language barriers, sociocultural differences, and unfamiliarity with the educational system. Her experiences as an international student and time spent in the educational system in two different countries have deepened her understanding in this area. Tayebeh Sohrabi's supervisor is Dr. Kimberly Maich.



DR. ANNE BURKE

Dr. Burke is a Professor in Literacy Education and Digital learning as well as project lead for the Discovery Play Centre at Memorial University. Her research interests include the use of children's literature for social justice, makerspaces, multiliteracies, multimodality and sociomateriality. She researches about the intersection of children's voice and agency, children's use of virtual and augmented realities, filmmaking, and teacher education.

As a former classroom teacher, she has been involved in extensive projects which consider the sociocultural perspectives of how children learn and their cultural engagements in communities, schools and at home. Dr. Burke's passion is around issues of social justice and advocacy using digital literacies and technologies with children. She has conducted extensive research around the role of play in children's education development, social justice, digital literacies, makerspaces, and the growing role of social media in children's literate lives. Dr. Burke's current SSHRC Transnational Study focuses on inspiring Canadian teachers to develop arts-based teaching methods and community partnerships with cultural institutions which advocate for social justice through children's voices and agency.

Dr. Burke is funded through Social Sciences Humanities Canada on several research projects alongside Memorial's Public Engagement office for her research with cultural institutions and Digital Media. She is an active researcher with the UArctic's Thematic Networks, an international initiative that fosters issues-based cooperation within networks that are focused to respond quickly to topical Arctic issues.



Our Featured Researcher series is
online at
www.mun.ca/educ/research/featured-researcher

FACULTY R&D AWARD

Research and Development Award

The Faculty of Education offers an annual award to help with a particular research project by either an individual researcher or a team. The Research and Development Award is given in the Fall of each year.



Dr. Joelle Rodway was the recipient of the Faculty of Education Research and Development award to fund her work on education policy trajectories in Newfoundland and Labrador. This research, conducted in collaboration with her colleagues Drs. Christine Arnold and Gerald Galway, examined the mainstream policy movements, administrators and stakeholders, and points of ideological (di)convergence that have influenced Newfoundland and Labrador's K-12 and post-secondary education systems as a 25-year retrospective. The study investigated the economic, political, cultural, and secular modernization reforms in the province during this era and compares the ways in which these policy figures and factors reflect broader national movements. Rather than reductively viewing these reforms and their antecedents as hierarchical and unidirectional, Dr. Rodway and the research team adopted a policy network analysis approach, which conceptualizes the timing and nature of reforms in relation to the agency of local stakeholders, policy brokers, and complex points of ideological convergence that are commonly manifested in contradictory and ambiguous ways.

RESEARCH WEEK



RESEARCH WEEK - NOVEMBER 2021

The Faculty of Education organized a multi-disciplinary and cross-unit session during Memorial's annual Research Week. In 2021, it was co-hosted by the Faculty of Education, the Faculty of Engineering and Applied Science, Faculty of Business Administration, the Faculty of Humanities and Social Sciences and the School of Human Kinetics and Recreation.

Guest speaker, Chief Mi'sel Joe of the Miawpukek First Nation (above), shared the importance of examining any issue or research topic from multiple perspectives and disciplines. Chief Mi'sel Joe was recently a co-applicant and organizer on the SSHRC-funded Two-Eared Listening for Deeper Understanding - Restorative Justice in Newfoundland and Labrador. Researchers from faculties across our campuses are invited to the session to not only learn from this event, where PI and co-applicants turned a SSHRC event on its head, but also have the chance to share their research with Memorial colleagues.

RESEARCH CHAIR

UNIVERSITY OF THE ARCTIC (U ARCTIC) CHAIR IN SCHOOL EFFECTIVENESS AND SCHOOL IMPROVEMENT: DR. KIRK ANDERSON

UArctic Chairs are highly qualified academics who will serve as academic drivers in a broad problem area of relevance to the Arctic. They implement and drive collaborative actions among UArctic members and Thematic Networks; develop research cooperation, including undergraduate, graduate, PhD and postdoctoral scientist training; and build partnerships with the broader Arctic community.

Dr. Kirk Anderson was appointed UArctic Chair in School Effectiveness and School Improvement. The appointment is for 5 years, starting January 1, 2022.

Dr. Anderson has been an active member of the UArctic community for a decade. Since 2012 he has been working to promote education, teacher development, school improvement and related research in northern contexts.

His initial work with the UArctic community led to the Faculty of Education's partnership with the Nunatsiavut Government to develop and implement its Inuit-focused Bachelor of Education (IBED) Program. The program was a significant success in fostering Indigenous, community-based teacher education in Nunatsiavut.

In his newest role as UArctic chair, Dr. Anderson plans to further mobilize his research and expertise in the area of school effectiveness and school improvement, to garner partnerships and funding opportunities, as well as to establish a pan-Arctic graduate group of doctoral students from across the North.



FEATURED
EXTERNAL
AWARD

NL DEPARTMENT OF JUSTICE GIVES \$600K TO DR DOROTHY VAANDERING'S RELATIONSHIP FIRST WORK



The Honourable John Hogan, QC, Minister of Justice and Public Safety and Attorney General and the Honourable Tom Osborne, Minister of Education announced \$600,000 in funding to a restorative justice initiative led by Relationships First: Restorative Justice Education Consortium-NL.

Relationships First: Restorative Justice Education Consortium-NL, chaired by Dr. Dorothy Vaandering, aims to nurture and support relational organizational cultures where children, youth, and adults alike thrive.

The funding, provided by Justice and Public Safety, will go toward hiring two Restorative Justice Coordinators, one for justice and community, and one for education, who will work to infuse Indigenous leadership of restorative justice into all facets of society.

The restorative justice movement is deeply rooted in teachings and traditions of Indigenous peoples of North America and beyond. Restorative justice aims to repair harm and rebuild relationships within communities.

CONFERENCES



TWO-EARED LISTENING FOR DEEPER UNDERSTANDING: RESTORATIVE JUSTICE IN NEWFOUNDLAND AND LABRADOR

A SSHRC funded conference/gathering that emphasized the importance of community-led justice and Indigenization in Western governance. It took place Nov. 18-20, 2021 at the Emera Innovation Exchange Conference Centre at Signal Hill Campus, with the added option to attend via Zoom. This collaborative event, led by Chief Mi'sel Joe and informed by other Indigenous leaders and elders from throughout the province, offered an immersive experience in restorative justice along with musical performances, shared meals and meaningful keynote addresses. The Two-Eared Listening event was attended by over 150 participants and ended with a commitment to continue working together going forward.

The conference was led by PI Dr. Dorothy Vaandering with colleagues Dr. Joelle Rodway, Dr. Sylvia Moore, Dr. Sulaimon Giwa (Social Work) and Dr. Rose Ricciardelli (HSS Sociology Criminology)

DECOLONIZING PROFESSIONAL LEARNING

A SSHRC funded conference to recognize, document, and expand the work of education equity networks (EENs) striving to decolonize professional learning (PL) and build a community of researchers committed to learning with and from Indigenous, Black, and People of Colour (IBPOC) researchers, practitioners, policy makers, and community members to generate and mobilize knowledge and practice regarding equity-oriented educational change.

This collaboration brought together leading IBPOC and White educational researchers from across Canada invested in disrupting and transforming research and practice in PL in education. disadvantages IBPOC families, communities, and educators. While individual, systemic, and societal work with this focus is underway and beginning to receive attention (i.e., culturally sustaining pedagogies; truth and reconciliation), little attention had been paid to the colonizing practices and assumptions embedded in the vast majority of PL initiatives.

The conference was led by Dr. Joelle Rodway.





PUPILS' ATTITUDES TOWARDS TECHNOLOGY (PATT) 39

PATT on the Edge -Technology, Innovation, and Education continued the international conversation concerning the cutting edge of design, technology, innovation, and education. The theme of PATT39 is Designing a better world through technological literacy for all.

"Technology, innovation, and education have been key elements in sustaining our viability through various economic and cultural shifts and we now find ourselves at the forefront of technological innovation and education, not only for our own benefit, but for the benefit of the world." Dr. David Gill

The conference was led by Dr. David Gill AND PhD students Sana Jamil and Jim Tuff



FUNDED RESEARCH

2021

The data source for research projects is ROMEO, the institutional software behind the Memorial University Researcher Portal and is managed by Research Initiatives and Services (RIS). Funding is reported annually in the Memorial University Factbook, published by the Centre for Institutional Analysis and Planning (CIAP). Funding amounts are not included here.

ANTOINETTE DOYLE

SSHRC EXPLORE \$

Developing professional learning communities in early childhood settings: Examining processes and learning outcomes. With Saiqa Azam

GERALD GALWAY

MEMORIAL DEAN'S AWARD \$

Teacher Hiring Practices in Atlantic Canada: Processes, Practices, Issues and Challenges (Part 3)

RHONDA JOY

MEMORIAL SSF \$

Career Integrated Learning at Memorial with Drs. Jennifer Browne, Jeannette Byrne and Anne-Marie Sullivan

DARON KELLY

SSHRC INSIGHT \$

Developing a Practical Discourse Survey Instrument for Assessing Dialogic Agency and Rational Trust in Educational Policymaking

XUEMEI LI

MUN PUBLIC ENGAGEMENT \$

Professional Learning for TESL Teachers in NL in a Time of Change

KIMBERLY MAICH

MEMORIAL SBM \$

Electronic Data Collection to Measure the Back-And-Forth Chains of Utterances in Research & Clinical Practice for Children with Autism Spectrum Disorder and/or Other Social-Communication Issues

2021

SYLVIA MOORE
SSHRC PARTNERSHIP
ENGAGE \$

Teacher professional learning to strengthen culturally nourishing pedagogies in Nunatsiavut area schools

LESLIE REDMOND
MEMORIAL SBM \$

The comprehension and comprehensibility of police cautions and legal rights: A scoping review. With Jeanne Sinclair.

JOELLE RODWAY
SSHRC EXPLORE \$

Learning Leadership: How Senior School District Administrators Position Themselves as Learners within their Organizations

JOELLE RODWAY
SSHRC PARTNERSHIP
ENGAGE \$

Planning for Classroom Assessment in the Post-Covid Era in Newfoundland and Labrador

JOELLE RODWAY
EDUCATION R&D \$

Review and Analysis of Education Policy Trajectories in Newfoundland & Labrador

GABRIELLE YOUNG
MITACS \$

PLearning Disabilities Association of Canada (LDAC) Research Hub: Synthesizing the last decade of Canadian research on specific learning disorders



2022

**JENNIFER
ANDERSON**

SSHRC EXPLORE \$

Competency Policies: Practically Unattainable?

CHRISTINE ARNOLD

MEMORIAL SBM &

Review and Analysis of Education Policy Trajectories in Newfoundland and Labrador: A 25-Year Retrospective

JAN BULEY

MEMORIAL SBM \$

The Dialysis Project with Dr. Leah Lewis, Pam Ward and Natalie Beausoleil

ANNE BURKE

SSHRC EXPLORE \$

Playing in the Digital Forest: Growing Children's Place-based Ecological Imagination through Augmented Storytelling

ANDREW COOMBS

MEMORIAL SBM \$

Exploring parental attitudes towards classroom assessment practice

ANTOINETTE DOYLE

SSHRC EXPLORE \$

Developing Online Professional Learning Communities in Early Childhood Settings: Examining Processes and Outcomes with Dr. Saiqa Azam

GERALD GALWAY

MEMORIAL \$

Development of Educational Leadership Institute

2022

KAREN GOODNOUGH

SSHRC CONNECTION \$

Makerspaces for young learners:
Exploring digital technologies
through STEAM Education

DARRON KELLY

SSHRC INSIGHT \$

Agents in the Field: Exploring the
Educational Value of Place-
Conscious Pedagogy.

**ALIREZA
MOGHADDAM**

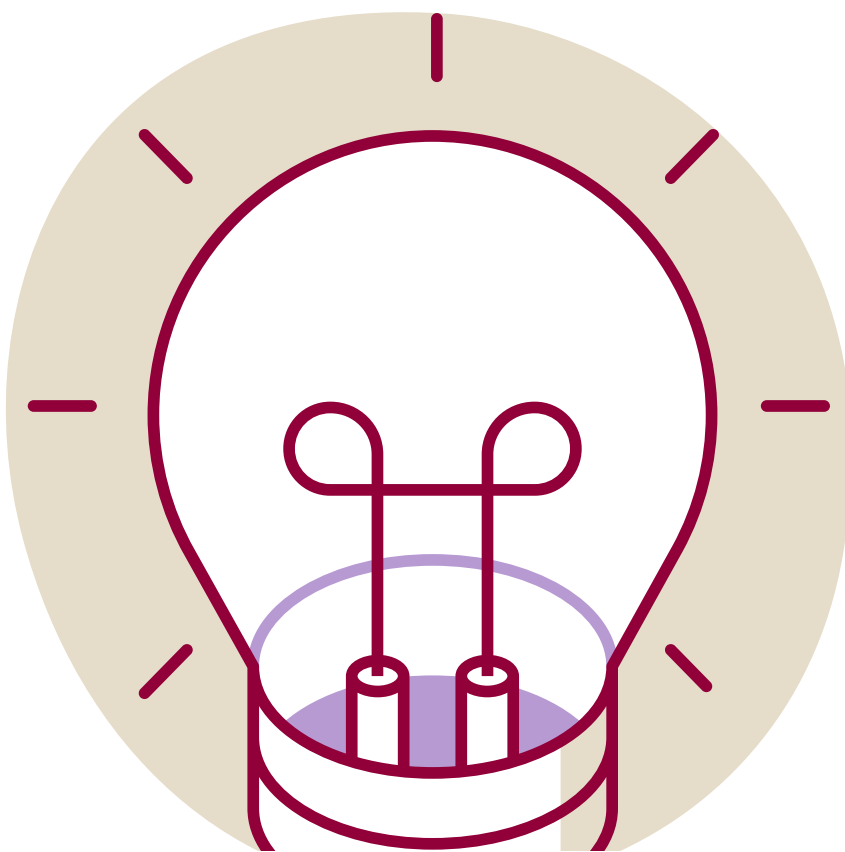
EDUCATION R&D \$

Is Distance Education Distancing Us
from Education?

JEANNE SINCLAIR

SSHRC INSIGHT
DEVELOPMENT \$

Developing a culturally responsive,
scientifically grounded reading
intervention through educational
design research



2022 COINVESTIGATORS

ANDREW COOMBS

SSHRC \$

The Future of Assessment in Canadian Schools: Addressing Systemic Challenges through a Pan-Canadian Study of Teacher Innovation

KIMBERLY MAICH

SSHRC \$

Building Atlantic Canadian Connections to Support High-Quality, Inclusive, & Culturally Responsive Early Childhood Environments

KIMBERLY MAICH

SSHRC \$

Supporting Inclusive Education in Haiti: Developing a Canada-Haiti Partnership for Research and Teacher Education on Disability and Inclusion

KIMBERLY MAICH

SSHRC \$

Building Atlantic Canadian Connections for Early Childhood Development

JOELLE RODWAY

MEMORIAL \$

Social Science Research Funding Agencies' Support and Promotion of Knowledge Mobilization and Research Impact: Learning from High Impact Case Studies



PUBLICATIONS

PUBLICATIONS 2021-2022

DR CHRISTINE ARNOLD

- Arnold, C.M., Badenhorst, C.M., Buley, J., Hoben, J., & Lewis, L. (2021). Poetry and prose: Mediating and modeling faculty member mental health and wellness In J. Cummings & I. Fayed (Eds.), *Teaching in the post COVID-19 era: World education dilemmas, teaching innovations and solutions in the age of crisis* (pp. 675-686). Springer Publishing.
- Arnold, C.H., Badenhorst, C.M., & Hoben, J. (2021). Theories on trial: Deconstructing and decolonizing higher and adult learning conceptual and theoretical frameworks. J. Huisman & M. Tight (Eds.), *Theory and method in higher education research*, Vol 7, (pp.1-20). Emerald.
- Burford, J., Amell, B., & Badenhorst, C. (2021a). Introduction: The case for re-imagining doctoral writing. In C.M. Badenhorst, B. Amell, & J. Burford, (Eds.), (2021) *Re-imagining doctoral writing* (pp. 3-28). WAC Clearinghouse/University of Colorado Press. <https://wac.colostate.edu/books/international/doctoral/>
- Burford, J., Amell, B., & Badenhorst, C. (2021b). Conclusion: The unfinished business of re-imagining doctoral writing. In C.M. Badenhorst, B. Amell, & J. Burford, (Eds.), (2021) *Re-imagining doctoral writing* (pp. 267-274). WAC Clearinghouse/University of Colorado Press. <https://wac.colostate.edu/books/international/doctoral/>
- Badenhorst, C.M. (2020). Tenured life: Rhythms, time and energy. In T.M. Sibbald & V. Handford, V. (Eds.). *Beyond the Academic Gateway: Looking back on the tenure-track journey*. Ottawa, ON: University of Ottawa Press.
- Penney, S., Young, G., Badenhorst, C., McLeod, H., Moore, S., & Pickett, S. (2020). Women reflect on remaining an academic: Challenges and supports. In T.M. Sibbald & V. Handford, V. (Eds.). *Beyond the academic gateway: Looking back on the tenure-track journey*. Ottawa, ON: University of Ottawa Press.

DR ANNE BURKE

Peer Reviewed Articles

- Burke, A., Moore, S. Molyneux, L. Lawlor, A. Kottwitz, G. Yurich, R, Sanson (2021) Children's Wellness : Outdoor Wellness During Covid 19. *Education in the North*. doi.org.10.26203/p99r-0934

Book Chapters

- Burke, A. Boisin, B. D. Toope (2021). Collaborative Pedagogies: Seeking and Finding Truth with Indigenous Children's Literature through Multiliteracies. In Eds D. Hirshberg, Beaton. M., Maxwell., G. T. Turunen, J. Peltokorpi. *In Education, enquiry and inclusion: Teaching and learning in the sustainable North*. Springer Press

DR ANDREW COOMBS

- Mendoza, A., Ou, J., Rajendram, S., & Coombs, A. J. (Accepted), Teachers' awareness and management of the social, cultural, and political indexicalities of translanguaging. *Journal of language, identity, and education*.

PUBLICATIONS 2021-2022

Rodway, J., Coombs, A. J., Espaza-Sosa, K., & Min, L. (2022). Starting off on the right foot: how district leaders support the development of an online learning community. *Journal of education policy and management*, 8(12), 1-29.

Coombs, A. J., & DeLuca, C. (2022). Mapping the constellation of assessment discourses: A scoping review study on assessment competence, literacy, capability, and identity. *Educational assessment, evaluation and accountability*, 34, 279-301.
<https://doi.org/10.1007/s11092-022-09389-9>

Coombs, A. J., Rickey, N., DeLuca, C., & Lui, S. (2022). Chinese teachers' approaches to classroom assessment. *Educational research for policy and practice*, online. doi: 10.1007/s10671-020-09289-z

Henderson, G., Beach, P., & Coombs, A. J. (2021). Financial literacy education in Ontario: A survey of elementary teachers' perceptions, attitudes, and practices. *Canadian journal of education*, 44(2), 308-336. doi: <https://journals.sfu.ca/cje/index.php/cje-rce/article/view/4249/2989>.

DeLuca, C., Rickey, N., & Coombs, A. J. (2021). Classroom assessment and student mobility across learning cultures: A comparison of teachers' approaches to assessment in the U.S., China, and Canada. *Cogent education*. doi: <https://doi.org/10.1080/2331186X.2021.1921903>

Schneider, C., DeLuca, C., Pozas, M, & Coombs, A. J. (2021). Linking personality to teachers' literacy in classroom assessment: a cross-cultural study. *Educational research and evaluation*. doi: <https://doi.org/10.1080/13803611.2021.1902354>

Books:

DeLuca, C., Willis, J., Harrison, C., Cowie, B., & Coombs, A. J. (Submitted May, 2023). *Learning to assess: Cultivating assessment capacity in teacher education*. Springer.

Book Chapters:

Barnes, N., Fives, H. & Coombs, A. J. (2022). Classroom assessment tasks as a source of motivational messages. In O'Donnell, Barnes, & Reeves (Eds.), *The Oxford handbook of educational psychology* (pp.1-87). United Kingdom: Oxford.

MacGregor, S., & Coombs, A. J. (2021). Implementing your sample strategy in an educational setting. In A. Harbaugh & U. Luhanga (Eds.), *Basic elements of survey research in education: Addressing the problems your supervisor never told you about*. North Carolina: Information Age Publishing Inc.

DR VERNON CURRAN

Curran, V.R., Pike, P., Farrell, J., McPherson, I., O'Dea, J., Curtis, B., Trahey, J., Coombs-Thorne, H., McLean, F. (2021). Evaluation of a Collaborator Objective Structured Clinical Encounter (COSCE) in *Postgraduate medical education. Focus on health professional education: A multi-professional journal*, 22(1), 1-14.

Curran, V.R., Xu, X., Simmons, K., Fleet, L., Coombs, H., Porter, R., White, S., Bessell, C., Deshpandey, A., Shahb, A., Waheed, S., Nuttall, R.M. Phenomenological Study of

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the Use of Virtual Reality (VR) in *Pediatrics and neonatal resuscitation training*. Digital Health.

DR. ANTOINETTE DOYLE

Peer-Reviewed Journals

Doyle, A., & Li, L. (2021). Family-focused early learning programming: Access, opportunities and issues in one Canadian context. *Sage open* (Special Issue: Student Diversity).

Li, L., & Doyle, A. (2021). Reading fluency and its dimensions: conceptualizations and mechanisms. *Canadian journal for new scholars in education*, 12(1), 78–84.

Li, L., & Doyle, A. (2021). Contextual support in the home and children's early literacy development. *Berkeley review of education*, 11(1), 41-73.

Co-Authored Book Chapter

Badenhorst, C., Doyle, A., Hesson, J., Li, X., McLeod, H., Penney, S., & Young, G. (2022). Sabbatical tales: expectations and experiences. In T. M. Sibbald & V. Handford (Eds.), *The academic sabbatical: A voyage of discovery* (pp. 165–184). University of Ottawa Press.

Academic and Professional Presentations and Media Publications

Doyle, A., Li, L., Azam, S., & Gregory, M. *Written reflection: informing early childhood educators' professional learning*. A presentation at the Annual Meeting of the United Kingdom Literacy Association, Exeter, UK., June 24, 2023.

Doyle, A., & Li, L. *Storybook reading for supporting phonological awareness: An interactive webinar*. Presented to members of The Association of Early Childhood Educators of Newfoundland and Labrador, March 14, 2022.

Li, L., & Doyle, A. *The effects of dialogic reading on narrative skills in Mandarin-speaking children in China*. A presentation at the 2021 Annual Meeting of Society for the Scientific Study of Reading (SSSR), Virtual Conference, July 13-16th, 2021.

Li, L., & Doyle, A. *Mandarin-speaking children's expressive vocabulary and narrative competence in dialogic reading: Growth curve analyses*. A presentation at the 2021 Annual Meeting of American Educational Research Association (AERA). Virtual Conference, April 9-12, 2021.

Doyle, A. & Redmond, L. *Unnamed experts and unsupported conclusions: The Greene report is wrong on teacher education*. May 22, 2021.

<https://www.cbc.ca/news/canada/newfoundland-labrador/author/toni-doyle-and-leslieredmond-1.6021620>

DR GERALD GALWAY

Peer-reviewed Articles

Sundly, A. & Galway, G. (2021). Social, economic, personal, family, and institutional influences on engineering students' choice of degree program. *Springer nature social*

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sciences 1(253). <https://doi.org/10.1007/s43545-021-00261-z>

DR. JOHN HOBEN

Hoben, J., Badenhorst, C., & Pickett, S. (2020) Student evaluations and the performance of university teaching: Teaching to the test. *Learning landscapes*, 13, 161-172.

DR SCOTT JOHNSTON

Books

Johnston, J. (forthcoming, 2023). *Dewey's logical theory, 1937-1939*. Albany, NY: SUNY Press

Johnston, J. (forthcoming, 2022). *Philosophical presuppositions for a philosophy of education*. Kingston, On: Encounters in Education Monograph Series.

Chapters in Refereed Books

Johnston, J. (forthcoming 2023). Neo-Kantianism in Education. In *Moral education in the 21st Century*. Ed. D. Yacek. Cambridge: Cambridge University Press.

Johnston, J. (2022). *On positive philosophy: Hegel's retort to Schelling. Negative philosophy*. Ed. G. Moss. New York: Springer.

Papers in Refereed Journals

Johnston, J. (forthcoming, 2023). Idealism, Pragmatism, and the Birth of Pragmatist Educational Thought in America. *Pedagogica historica*.

DR MARGARITA KONDRATIEVA

Articles in Refereed Journals

Kondratieva, M. (2022). Basic geometric configurations: Which one do you see? (Teaching problems No.15.) *Crux mathematicorum*, 48(2), 70-79.

Kondratieva, M., & Bergsten, C. (2021) Secondary School Mathematics Students Exploring the Connectedness of Mathematics: The Case of the Parabola and its Tangent in a Dynamic Geometry Environment. *The mathematics enthusiast*, 18 (1&2), 183-209. Available at: <https://scholarworks.umt.edu/tme/vol18/iss1/13>

Bosch, M., Hausberger, T., Hochmuth, R., Kondratieva, M., Winslow, C. (2021) External Didactic Transposition in Undergraduate Mathematics. *Int. J. Res. Undergrad. Math. Ed.*, 7, 140-162. <https://doi.org/10.1007/s40753-020-00132-7>

Book and Book Chapters

Kondratieva, M. (2021). On a vector calculus task that led to formation of a praxeology: a lucky accident or an implicit fine design? In Barquero, B., Florensa, I., Nicolas, P., & Ruiz- Munzon, N. (Eds.) Extended Abstracts Spring 2019: Advances in the Anthropological Theory of the Didactic. *Trends in mathematics. Research perspectives CRM Barcelona*. Vol. 13, Springer Birkhauser, Cham, Switzerland, p.

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DR BRUCE MANN

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DR JOELLE RODWAY

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"We may not be big
but we're small"

Stuart McLean

2021-2022 RESEARCH REPORT
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