



RESEARCH Report 2022-2023

Faculty of Education
Memorial University



FACULTY OF EDUCATION

A STEP-BY-STEP GUIDE



Message from the Dean

As the sole faculty of education in the province, research conducted in the Faculty of Education at Memorial University serves the dual role of addressing the specific educational needs and challenges faced by our local communities while also contributing to the global discourse on teaching and learning.

Locally, the geographical and cultural uniqueness of Newfoundland and Labrador offers an exceptional context for educational research. From rural and remote communities to urban centers, the diversity of our educational settings provides fertile ground for innovative and impactful research initiatives. Our faculty members are deeply committed to exploring issues that matter most to our province, spanning research from across the sector including early learning, teacher preparation, and post-secondary education, to name a few.

By embracing this local focus, we are not only addressing immediate educational challenges but also creating knowledge that has relevance and applicability far beyond our borders. Our professors are leaders in areas such as curriculum and pedagogy, educational technology, student services, and reading instruction. Their work has shaped educational practices and policies and contributed to broader understandings of effective teaching and learning strategies. Many of our faculty members have received national and international recognition for their scholarship, further cementing our reputation as a hub for educational research excellence in Newfoundland and Labrador.

One cornerstone of our research philosophy is the recognition of public engagement as a powerful tool for knowledge mobilization. Our professors actively collaborate with schools, educators, policymakers, and community organizations to ensure that their research is not only accessible but also actionable. Public engagement allows us to bridge the gap between theory and practice, enabling research findings to inform and enhance educational policies, practices, and outcomes. By fostering these connections, we strengthen our impact and demonstrate our commitment to serving the public good.

As we reflect on the achievements of our faculty, we also look to the future with a sense of purpose and responsibility. The field of education is constantly evolving, and the Faculty of Education is committed to staying at the forefront of these changes. By fostering a culture of innovation and collaboration, we aim to continue producing research that addresses emerging challenges and seizes new opportunities in education. Through our collective efforts, we aspire to uphold our mission of improving the human condition through education.

A handwritten signature in black ink, reading "P. Osmond-Johnson". The signature is written in a cursive, flowing style with a large initial "P".

Dr. Pamela Osmond-Johnson
Dean, Faculty of Education



Message from the Associate Dean

It is with great pleasure that we present the second edition of the Faculty of Education's Research Report, which showcases the ongoing dedication and progress of our faculty and students. This report highlights a diverse range of projects and collaborations, reflecting our commitment to excellence in the field of education.

It stands as a testament to the tireless efforts of our faculty researchers, students, educators, and collaborators, all of whom are dedicated to advancing knowledge and improving educational practices for diverse learners. Through their collective work, we continue to chart new paths, uncover deeper insights, and drive positive change in education.

We invite you to explore the remarkable contributions featured in this report and consider the broader implications for our field. We hope it inspires you to persist in striving for excellence in educational research and practice. Thank you for your continued support and for being a vital part of this journey toward educational advancement.

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

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



Introduction

Welcome to the second annual research report of the Faculty of Education.

This report aligns with Memorial University's fiscal year reporting framework, covering funding and activities for the 2022 and 2023 fiscal years. The data presented herein is sourced from Memorial University's research administration platform, Romeo, as well as the Office of Public Engagement's (OPE) administrative system. We have included projects from the OPE (two in this report), recognizing that knowledge mobilization and community engagement are integral components of the research lifecycle.

In the 2022 and 2023 fiscal years, the Faculty of Education secured nearly one million dollars in funding, primarily from the Tri-Council and Memorial University. Notably, Dr. Anne Burke was awarded the prestigious New Frontiers in Research Fund (NFRF) grant in 2023. Dr. Burke's research focuses on post-pandemic decision-making in educational institutions across Canada, Finland, and the United Kingdom, emphasizing the voices and agency of young people. NFRF awards such as this positions Memorial University as a leader in education-focused research both within Canada and internationally.

Education is the cornerstone upon which all research and careers are built. While the Faculty of Education may be relatively small, its impact is both significant and far-reaching.

What sculpture is to a block of marble education is to the human soul. —Joseph Addison

AT A GLANCE



43 Fulltime Faculty



27 Doctoral Students



33 Funded Projects



\$908,640 Funding



58 Publications

FEATURED RESEARCHERS

Featured Researchers

In 2022 and 2023 we returned to a quarterly schedule for our Featured Researcher series. We showcase the work of faculty and doctoral students in a web series that highlights research work, funded projects, public engagement and publications.

DR. GREG HARRIS



Dr. Harris is a Professor with the Faculty of Education in the area of Counselling Psychology and a Registered Psychologist in the province of Newfoundland and Labrador. Besides teaching and service, a big part of his job relates to research, including supervising graduate students doing their own research. Since starting his research career he has had a focus on the Human Immunodeficiency Virus (HIV). Currently, his research is focused on supporting people living with HIV and exploring ways to reduce HIV transmission. For example, Dr. Harris is currently working with community partners to understand the support needs, and underlying mechanisms of support, for people living with HIV employed at Canadian community-based organizations in the HIV sector. He is also working with a team of national researchers exploring HIV point of care testing through Canadian-based pharmacies.

As a counsellor educator, Dr. Harris is also interested in training considerations related to counselling. He is currently involved in a study exploring how Covid-19 has impacted how counselling and counselling psychology are taught at the university level in Canada and the United States. He is interested in further exploring how different educational modalities and frameworks impact learning outcomes for graduate counselling students.

DR. SANA JAMIL

Dr. Sana Jamil is a passionate educator and researcher at the Faculty of Education, Memorial University of Newfoundland and Labrador (MUNL). She has more than ten years of teaching experience in the K-12 education system at various international schools. She completed her Master of Education degree in educational technology from MUNL in 2018 and soon after, embarked on her Ph.D. journey under the supervision of Dr. David Gill.

The work she undertook for her doctoral program was an ambitious research project that examined the process by which teachers integrate educational technology into their instructional practices in elementary classrooms in Newfoundland and Labrador. The study was conducted in Newfoundland and Labrador English School District (NLESD) K-6 schools. Research data were gathered through documentation, questionnaire, in-service teacher interviews, and classroom observations. The study provided implications for various stakeholders; and useful insights for policies related to educational technology and teacher professional development. Additionally, a framework is proposed for the context of Newfoundland and Labrador, in relation to educational technology integration in classrooms.

During her graduate program, Dr. Jamil presented at a number of conferences. Some of these include the Annual American Educational Research Association, the Canadian Association of College and University Student Services, United Arab Emirates Annual Education Conference, and the Canadian Society for the Study of Education.



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 the year.

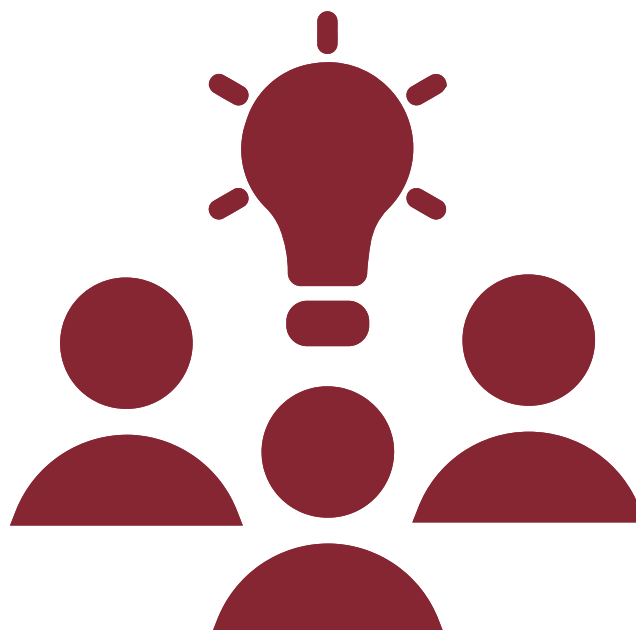
In 2022 and 2023 four awards were given:

Exploring the Power of Play for Resilience, Renewal and Recovery in Children's Lives: A Historical Archive: Children's Play Lives During the Pandemic, with PI, Dr. Anne Burke.

Electronic Data Collection to Measure the Back-And-Forth Utterances in Research & Clinical Practice for Children with Autism Spectrum Disorder and/or Other Social-Communication Issues, with PI, Dr. Kimberly Maich.

On-line inclusive education course evaluation: Using self-study, the ADDIE Model, QM Rubric, and UDL Guidelines with PI, Dr. Sharon Penney and Co-Applicants, Drs. Gabrielle Young and Alireza Moghaddam.

Narratives of Deep Listening: Arts-Based Practices and Transformative Teaching Spaces with PI, Dr. Christine Arnold and Co-Applicants Drs. Cecile Badenhorst and Heather McLeod.



RESEARCH
WEEK

The Faculty of Education organized two consecutive stakeholder sessions during Memorial's annual **Research Week** in November of 2022 and 2023.

In November 2022, faculty and graduate students gathered at R. Gushue Hall at Memorial to present on selected research projects with topics ranging from pre-service teacher practicums and restorative justice in education, to assessment in K-12 schools and developing a culturally responsive science of teaching reading. Dr. Joel Rodway moderated a panel with stakeholders attending from the Department of Education, First Light, NLESD, the NLTA and the College of the North Atlantic. Panelists were asked:

- What are your organization's current research interests, activities, and/or needs? How would you like to be able to use research evidence in your organization's work?
- How can researchers and policy makers form closer connections? What types of mechanisms can be used to foster better communications among research providers (co-creators) and policy professionals and educational practitioners, so that research might become more familiar and trustworthy?
- What are some reasons or obstacles that may prevent you from making greater use of research in making decisions about programs, policies, and practices?

In November 2023, we invited stakeholders from the 2022 session to present their projects and interests together with faculty and graduate students. We gathered again at R. Gushue Hall and spent three hours listening and discussing transformation in K-12 school system, remote science inquiry instruction, self-study, student competencies in post-secondary education, a research registry, teacher recruitment and assessment, and virtual reality. Dr. Jennifer Browne (left) and Pat Wells participate in Research Week (below)



FEATURED
EXTERNAL
AWARD

DR. ANNE BURKE AWARDED PRESTIGIOUS NEW FRONTIERS IN RESEARCH FUND FOR POST-PANDEMIC RECOVERY RESEARCH



Dr. Anne Burke, Nominated Principal Investigator (NPI) was awarded close to \$500K to investigate “Resilient Experiences and Agency of Youth and Children During the Pandemic: Re-visioning Education through Storytelling (REAP)”. Dr. Sylvia Moore was Co-Principal Investigator and Co-Applicants included Drs. Mhairi Beaton, Steven Burton, Tony Fang, Nicole Gridley, Pigga Keskitalo, Satu-Maarit Korte and Tuija Turunen.

“Post-pandemic decision-making in educational institutions in Canada, Finland and the UK has focused on “classroom curriculum loss,” often referencing missed learning outcomes whilst crucial young people’s voices and agency remain overlooked. Current research related to the pandemic has tended to prioritize the views of teachers and parents.

Our work flips the current narrative by focusing on the unfiltered and marginalized voices of children and youth. Working in collaboration with all partners, we will develop a COVID-19 recovery curriculum that centres students’ voices and agency through storytelling using virtual and augmented digital platforms and teaching pedagogies”

Dr. Anne Burke

CONFERENCES

The Elders Speak: Two-Eyed Seeing & Two-Eared Listening

Building on the momentum of the significant Two-Eared Listening Gathering in 2021, Dr. Dorothy Vaandering and colleagues hosted three local events with the originator of Two-Eyed Seeing, Dr. Elder Albert Marshall (Eskasoni, Mi'kma'ki). Chief Misel Joe (Miawpukek) generously shared his understanding of Two-Eared Listening in one of the events. The film *The Beothuk Story* was shown at one event, followed by an Elders and Knowledge Keepers Circle.

Chief Mi'sel Joe (below left) and Elder Albert Marshall and (below) Director of The Beothuk Story Chris Aylward speaks with Elder Marshall (left) and Chief Mi'sel Joe



FUNDED RESEARCH

Funded Research- 2022

Arnold, Christine (Principal Investigator) Review and Analysis of Education Policy Trajectories in Newfoundland and Labrador: A 25-Year Retrospective Seed, Bridge and Multidisciplinary Fund 2022

Buley, Jan (Principal Investigator) The Dialysis Project with Dr. Leah Lewis Seed, Bridge and Multidisciplinary Fund 2022

Burke, Anne (Principal Investigator) Playing in the Digital Forest: Growing Children's Place-based Ecological Imagination through Augmented Storytelling SSHRC Explore 2022

Burke, Anne (Principal Investigator) Exploring the Power of Play for Resilience, Renewal and Recovery in Children's Lives: A Historical Archive: Children's Play Lives During the Pandemic Faculty of Education Res & Dev Fund 202

Curran, Vernon A Needs Assessment Study on Continuing Professional Development for Virtual Care. Funded by: Canada Health Infoway

Curran, Vernon An Examination of the Use of Virtual Reality (VR) in Continuing Professional Education for Adult Learners. Funded by: Social Sciences and Humanities Research Council (SSHRC) Explore Grant

Curran, Vernon An Examination of the Use of Virtual Reality (VR) in Continuing Professional Education for Adult Learners. Funded by: Seed, Bridge and Multidisciplinary Fund, Memorial University

Coombs, Andrew (Principal Investigator) Exploring parental attitudes towards classroom assessment practice. Seed, Bridge and Multidisciplinary Fund 2022

Goodnough, Karen (Principal Investigator) Makerspaces for young learners: Exploring digital technologies through STEAM Education SSHRC Connection Grant – Individual 2022

Kelly, Darron (Principal Investigator) Agents in the Field: Exploring the Educational Value of Place-Conscious Pedagogy. SSHRC Insight Grant 2022

Maich, Kimberly (Principal Investigator) Electronic Data Collection to Measure the Back-And-Forth Utterances in Research & Clinical Practice for Children with Autism Spectrum Disorder and/or Other Social-Communication Issues. Faculty of Education Res & Dev Fund 2022

Moghaddam, Alireza (Principal Investigator) Is Distance Education Distancing Us from Education? Faculty of Education Res & Dev Fund 2022

Osmond-Johnson, Pamela (Principal Investigator) Decolonizing educational leadership: Knowledge mobilization as an avenue for equity, diversity, and belonging. Centre for Educational Research, Collaboration, and Development, Faculty of Education, University of Regina.

Rodway, Joelle (Principal Investigator) Decolonizing Professional Learning SSHRC Connection Grant – Individual 2022

Sinclair, Jeanne (Principal Investigator) Developing a culturally responsive, scientifically grounded reading intervention through educational design research SSHRC Insight Development Grant 2022

Funded Research- 2023

Arnold, Christine (Principal Investigator) Narratives of Deep Listening: Arts-Based Practices and Transformative Teaching Spaces Faculty of Education Res & Dev Fund 2023

Buley, David (Faculty of Education, Music Education) and Carole Bestvater (Strong Harbour Strings). The Strong Harbour Strings Summer Camp: Stronger Together Through Music Education. OPE Accelerator Grant 2023

Burke, Anne (Principal Investigator) New Frontiers in Research Fund (NFRF) Resilient Experiences and Agency of Youth and Children During the Pandemic: Re-visioning Education through Storytelling (REAP) 2023

Burke, Anne Memorial University (Faculty of Education) and Dale Jarvis (NL Heritage). Keepers and Champions of NL Folklore Nature Stories: Embracing community stewardship through augmented story-crafting technology. OPE Accelerator Grant 2023

Curran, Vernon Extended Reality (XR) Demonstration Project: Potential Applications to Rural Medical and Health Professional Education and Training in Central Regional Health Authority. Funded by: Public Engagement Fund, Memorial University

Curran, Vernon Phenomenological study of post-graduate trainees' experiences with mental health well-being during COVID-19 pandemic. Funded by: WorkplaceNL

Coombs, Andrew (Principal Investigator) The Future of Assessment in Canadian Schools: Addressing Systemic Challenges through a Pan-Canadian Study of Teacher Innovation SSHRC Insight Grant 2023

Hesson, Jacqueline (Principal Investigator) Supporting students with disabilities at Memorial – A 'just-in-time' teaching and learning toolkit for instructors CITL: Teaching Innovations and Learning Enhancement Fund (TILE) 2023

Kirby, Dale (Principal Investigator) Student Financial Aid and the COVID-19 Pandemic: The Response of Canadian Universities to Domestic and International Student Communities, European Conference on Educational Research, Yerevan, Armenia, August, 23-25, 2022 SSHRC Exchange - Paper Presentation at Scholarly Conferences 2023

Penney, Sharon (Principal Investigator) On-line inclusive education course evaluation: Using self-study, the ADDIE Model, QM Rubric, and UDL Guidelines Faculty of Education Res & Dev Fund 2023

Redmond, Leslie (Principal Investigator) The comprehension and comprehensibility of police cautions and legal rights: A scoping review MUN Seed, Bridge and Multidisciplinary Fund 2023

Rodway, Joelle (Principal Investigator) Learning Leadership: How School District Administrators Position Themselves as Learners within their Organizations MUN Seed, Bridge and Multidisciplinary Fund 2023

Sinclair, Jeanne (Principal Investigator) Developing and piloting a culturally relevant and scientifically-grounded reading intervention for young learners MUN SSHRC Explore 2023

Sinclair, Jeanne (Principal Investigator) Developing and piloting a culturally responsive science of teaching reading MUN Seed, Bridge and Multidisciplinary Fund 2023

Sinclair, Jeanne (Principal Investigator) Enacting a structured literacy curriculum: processes and outcomes SSHRC Partnership Engage 2023

Sinclair, Jeanne (Principal Investigator) Growth trajectories for economically marginalized Latinx learners of English in bilingual and English-as-a second-language programs AND Outcomes and Consequences of One State's High-Stakes Retesting Policy for Language Minoritized and Racialized Students, American Educational Research Association, Chicago, IL, April 12-16 2022 MUN SSHRC Exchange - Paper Presentation at Scholarly Conferences 2023

TOTAL \$908,640.78

In the 2022 and 2023 fiscal years there was \$454,050 in disbursed funds.

Funded Research as CO-PI and Co-Applicant

Curran, Vernon Distributed In Situ Simulation Program. Funded by: Royal College of Physicians and Surgeons of Canada (Assessment Activity Development Grant) 2023

Curran, Vernon New graduate nurses' experiences with and perceptions of their mental health and well-being during the COVID-19 pandemic: An interpretive descriptive study. Funded by: WorkplaceNL

Kondratieva, Margo Renewing selected aspects of the calculus sequence MUN, Teaching Innovations and Learning Enhancement (TILE) funding. Principal investigator: Ivan Booth, Dept Math and Stats.

Maich, Kimberly Quality of Care NL Health Professional-led Patient- Oriented Research NL Support Role: Co-Primary Investigator with Dr. Toni Doyle 2023

Maich, Kimberly Leveraging Family Voice & Social Media to Build Protective Factors in Early Social & Emotional Health. CIHR. Collaborator with Dr. Jessie-Lee McIsaac (MSVU) 2023

Maich, Kimberly Building Atlantic Canadian Connections to Support High-Quality, Inclusive, & Culturally Responsive Early Childhood Environments. SSHRC Connections Grant Role: Collaborator with Dr. Jessie-Lee McIsaac (MSVU) 2023

Morrison, Connie Playing in the Digital Forest: Growing Children's Place-based Ecological Imagination through Augmented Storytelling SSHRC Explore 2022 (Principal Investigator, Burke Anne)

Osmond-Johnson, Pamela The Wellbeing of Saskatchewan School Administrators. Funded by Centre for Educational Research, Collaboration, and Development, Faculty of Education, University of Regina. PI – Dr. Donna Swapp

DOCTORAL SEMINAR SERIES

Doctoral Seminar Series

2022-23

Doctoral Seminar Series 2022 Thursdays 12:30-2pm

February 10, 2022 Abu Arif, with
Sonja Knutson, Amie Mclean, Harvey Charles, Cristiana Verônica Mueller
Internationalization of Higher Education from an EDI Lens

February 17, 2022 Andrew Coombs How Early Career Experiences Shape
Teachers' Approaches to Classroom Assessment.

March 3, 2022 Kelvin Quintyne, Tayebbeh Sohrabi, Abu Arif, Simon Adu-Boateng,
Benjamin Boison, Cecile Badenhorst, Beverly FitzPatrick Sketches, Stories, and
Belonging: Our First Year Doctoral Journey

March 10, 2022 Paul Elliott Teaching with GIS: Enhancing Spatial Intelligence
through Geographic Inquiry in Ocean Mapping

March 24, 2022 Patrick Wells Changes in High School Distance Education
Science Teachers' Pedagogical Content Knowledge (PCK) During Remote Lesson
Study

March 31, 2022 Donald Haynes Usability of Wearables in Post Secondary Anxiety
Interventions

April 7, 2022 Christiana Mueller The Relation between Values, Political Culture,
and Internationalization of Higher Education in Brazil and Canada

April 14, 2022 David Gill

April 21, 2022 Saiqa Azam Preservice Elementary Teachers' Science Teaching
Beliefs: Influence of Science Experiences

June 2, 2022 Khalid Al Hariri, Mike Chong, Sana Jamil, Taylor Stocks, Jim Tuff,
Beverly FitzPatrick PhD Students Bring Reading into Being

January 19 2023 Patrick Wells
Activity Theory Analysis of Lesson Study for Remote Science Inquiry Instruction (RSII)

January 26 2023 Andreae Callanan
Containing multitudes: Five years in the life of an autistic graduate student

February 2 2023 Khalid Al Hariri, Mike Chong, Sana Jamil, Jim Tuff, Bev FitzPatrick
Humanity and humility in feedback: PhD student perspectives

February 9 2023 Eric Saltsman
Yearning to Develop Cultural Capital: A Composite Model of Higher Education Decision-Making

February 16 2023 Chantelle Caissie
Poetic Inquiry in Educational Research

March 9 2023 Melanie Doyle
Mindful Reading: A Conceptual Framework for Doctoral Student Reading Development

March 16 2023 Karen Blundon
Simulation, Leadership Skills, and Undergraduate Nursing Students

March 23 2023 Priscilla Tsuasam
Literature Review On The Lack Of Black
Female Leaders In The Canadian Academy

PUBLICATIONS

PUBLICATIONS

Academic Publications 2022-2023

Dr. Kirk Anderson

Korte, S-M., Paksuniemi, M., Körkkö, M., Selkälä, A., Keskitalo, P. & Anderson, K., (2023). *Equality, Diversity and Inclusion: An International Journal*.

Anderson, K. (2023) The Morning Watch Today (Editors notes), *The Morning Watch – A Journal of educational and social analysis*, Fall 2023 p.2-3.

Anderson, K. (2023). The death of leadership, *The Morning Watch – A Journal of educational and social analysis*, Fall 2023 p.81.

Dr. Anne Burke

Balzer, G., Strong-Wilson, T., & Burke, A. (Eds.). (2023). *Storied encounters: Teaching literature in the post-colonial world*. Sense Publishers

Chapters

Burke A., & Boison, B, Collier, D. R. (2024). Voices in the Making – Children’s Identity and Agency in an Art Gallery In M. Beaton, A. Burke, P. Keskitalo & T. Turunen (Eds.), *Children’s voice and agency in diverse settings: International research and perspectives*. London, Routledge.

Burke, A., & Golmohammadi, Z. (2024). Using children’s literature to augment children’s multimodal voices and agency: Placelessness in the classroom. In M. Beaton, A. Burke, P. Keskitalo & T. Turunen (Eds.), *Children’s voice and agency in diverse settings: International research and perspectives*.

Routledge. Burke, A., Boison, B., Knopp, M., & Lawlor, A. (2024). Redesigning an environmental curriculum for student engagement. *Connected Science Learning*, 6(1), 33–41.

Peer Review

Burke, A. (2023). Understanding Children’s Drawings as Sociomaterial Assemblages of Voice during Pandemic Times. *Language and Literacy*, 25(1), 105–129.

Burke, A., & Collier, D. R. (2023). Educators working together: Listening to children’s voices and stories about cultural and family artifacts during pandemic teaching. *Journal of Early Childhood Research*.

Burke, A., Kumpulainen, K., & Smith, C. (2023). Children’s digital play as collective family resilience in the face of the pandemic. *Journal of Early Childhood Literacy*, 23(1), 8–34.

Burke, A. (n.d.). How some children prospered in pandemic online learning. *The Conversation*.
<https://theconversation.com/how-some-children-prospered-in-pandemic-online-learning-180274>

Dr. Jeff Crane

Crane, J.R., Foley, J.T., & Temple, V.A. (2023). The influence of perceptions of competence on motor skills and physical activity in middle childhood: A test of mediation. *International Journal of Environmental Research and Public Health*. doi: 10.3390/ijerph20095648

Benzinger, J., Crane, J. R., Coppola, A., & Hancock, D. (2022). Physical educators' perceptions and experiences of teaching students with mobility disabilities. *Adapted Physical Activity Quarterly*. doi: 10.1123/apaq.2022-0092

Knowledge Mobilization Publications

Crane, J.R., & Pushkarenko, K. (2023, December). Pillars to physical literacy and inclusion: Open-mindedness, adaptability, and willingness to evolve. Knowledge translation post published on the *Sport for Life* website: <https://sportforlife.ca/blog/pillars-to-physical-literacy-and-inclusion-open-mindedness-adaptability-and-willingness-to-evolve/>

Pushkarenko, K., Crane, J.R. (2023, November). Pillars to physical literacy and inclusion: Environmental compatibility between physical and social elements. Knowledge translation post published on the *Sport for Life* website: <https://sportforlife.ca/blog/pillars-to-physical-literacy-and-inclusion-environmental-compatibility-between-physical-and-social-elements/>

Crane, J.R., & Pushkarenko, K. (2023, October). Pillars to physical literacy and inclusion: Ongoing education and development for practitioners. Knowledge translation post published on the *Sport for Life* website: <https://sportforlife.ca/blog/pillars-to-physical-literacy-and-inclusion-ongoing-education-and-development-for-practitioners/>

Crane, J.R. (2023, October). Schools play a key role in supporting youth physical activity. Knowledge translation post published on the *Sport Information and Research Centre* (SIRC) website: <https://sirc.ca/blog/schools-role-in-supporting-youth-physical-activity/>

Dr. Gerald Galway

Professional Learning through Lesson Study in Virtual and Hybrid Environments. Wells, P., Goodnough, K., Galway, G., & Azam, S. (2022). Remote Science Inquiry Instruction (RSII) for Motion on an Inclined Plane. *International Journal of E-Learning & Distance Education Review*, 37(2). <https://doi.org/10.55667/ijede.2022.v37.i2.1260>

Refereed Books and Book Chapters

Wells, P., Goodnough, K., Azam, S., & Galway, G., (2023). Changes in high school distance education science teachers' pedagogical content knowledge (PCK) during remote lesson

study. In R. Huang, N. Helgevold, J. Lang, & H. Jiang (Eds.). *Teacher*. Routledge.
<https://doi.org/10.4324/9781003286172>

Dr. Margo Kondratieva

Kondratieva, M. (2022). On the Levels and Types of Students' Inquiry: The Case of Calculus. In: Biehler, R., Liebendorfer, M., Gueudet, G., Rasmussen, C., Winslow, C. (eds) *Practice-Oriented Research in Tertiary Mathematics Education. Advances in Mathematics Education*. Springer, Cham. p. 469–490
https://doi.org/10.1007/978-3-031-14175-1_23

Kondratieva, M. (2022). Trusting Your Own Eyes: Visual Constructions, Proofs, and Fallacies in Mathematics. In: Danesi, M. (eds) *Handbook of Cognitive Mathematics*. Springer, Cham, p. 431-468 https://doi.org/10.1007/978-3-031-03945-4_38

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

Dr. Xuemei Li

Yu, L., Cao, Y., Wang, Y., Liu, T., MacDonald, A., Bian, F., Li, X., Wang, X., Zhang, W., Wang, P., & Yang, L. (2023). Mental health conditions of Chinese international students and associated predictors amidst the pandemic. *Journal of Migration and Health*, 7, 1-7.
<https://doi.org/10.1016/j.jmh.2023.100185>

Badenhorst, C., Doyle, A., Hesson, J., Li, X., McLeod, H., Penney, S., & Young, G. (2022). Sabbatical tales: Expectations and experiences. In T. Sibbald (Ed), *The academic sabbatical as a voyage of discovery*. University of Ottawa Press.
<https://utpdistribution.com/9780776633206/the-academic-sabbatical/>

Dr. Kimberly Maich

Peer Reviewed Books

Hall, C., Maich, K., & Anderson, B. (2023). *People skills for behaviour analysis*. Routledge.

Maich, K. (2023). *Deal with it: Ableism*. James Lorimer & Company, Ltd.

Keith, E., & Maich, K. (2022). *Reframing mental health in schools: Using case stories to promote global dialogue*. Rowman & Littlefield.

Sider, S., & Maich, K. (2022). *Leadership for inclusive schools: Cases from principals for supporting students with special educational needs*. Rowman & Littlefield. Exceptionality Education International Book Prize Award (2023)

Articles

- Savage, M., Woloshyn, V., Maich, K., & Penney, S. (2023). Stress, coping, and well-being in teachers and school administrators. *Alberta Journal of Educational Research*, 69(4), 492-513. <https://journalhosting.ualberta.ca/index.php/ajer/article/view/75886>
- Lunde, A., & Maich, K. (2023). You're on mute! People skills behind the screens and behind the scenes. In C. Hall, K. Maich, & B. Anderson (Eds.), *People skills for behaviour analysis*. Routledge.
- Sider, S., Specht, J., McGhie-Richmond, D., Maich, K., & Morvan, J. (2023). Between, betwixt, and amongst: Intersectionalities. In C. McGregor & S. Bedi (Eds.), *Diversity Leadership in Education: Embedding Practices of Social Justice* (pp. 178-194). McGill-Queen's University Press.
- Sider, S., Maich, K., Specht, J., Treadgold, C., & Winger, H. (2023). "Choose Your Own Adventure": Web-based case studies of inclusive education as a form of professional learning for school principals. *Journal of Research on Leadership Education*, 18(1), 132–154. <https://doi.org/10.1177/194277512111046978>
- Maich, K., van Rhijn, T., Hall, C., Mallabar, S., Vause, T., Squires, K., Hatt, A., & Ahi, M. (2022). Employing intensive teaching triads to enhance the impact of a peer-mediated social skills program. *International Journal of Inclusive Education*. 10.1080/13603116.2022.2115155
- Belcher, C., & Maich, K. (2022). Case Study: It takes a village: To what question is exclusion ever the answer? In E. Keith & K. Maich (Eds.), *Reframing mental health in schools: Using case stories to promote global dialogue*. Rowman & Littlefield.
- Jahnukainen, M., Maich, K., Penney, S., & Young, G. (2022). Current trends in inclusive and special education in Newfoundland & Labrador, Canada, and Finland. In T. M. Cristou, R. Kruschel et al. (Eds.), *European Perspectives on Inclusive Education in Canada: Critical Comparative Insights*. Routledge. <https://www.routledge.com/European-Perspectives-on-Inclusive-Education-in-Canada-Critical-Comparative/Christou-Kruschel-Matheson-Merz-Atalik/p/book/9781032062631>
- Avery, K., van Rhijn, T., & Maich, K. (2022). Understanding the role of formal and informal support resources for parents of children with autism spectrum disorder. *Canadian Journal of Family & Youth*. <https://journals.library.ualberta.ca/cjfy/index.php/cjfy/article/view/29791/21723>

Dr. Bruce Mann

Chapters

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