

**Omphaloskepsis:  
Who we are – who are we?**

A report for the Academic Program Review

Faculty of Education  
Memorial University

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## Introduction and Background

The Faculty of Education, Memorial University presents this Self-Study Report as one component of our 2014 Academic Program Review. Although the Faculty has undertaken several individual program reviews in the recent past, the last comprehensive external academic program review of the Faculty was completed in 2002.

The Faculty of Education is one of the preeminent teacher education institutions in the region. We prepare teachers, counselors, educational administrators and adult educators for careers in schools, school boards, colleges, ministries of education and related workplaces. The work of the faculty incorporates undergraduate and graduate studies and continuing education. Admission to both undergraduate and graduate programs is competitive and, notwithstanding recent provincial and pan-Canadian labour market challenges for new teachers, the number of applications to our programs continues to be relatively strong. As the only university in the province, Memorial University and the Faculty of Education have a special responsibility to the people of Newfoundland and Labrador for the education of first-class teachers and education professionals. We seek to prepare educators who will have a reasoned philosophy of education; an appreciation of what knowledge is of most worth; a genuine love of learning; and, the ability to think critically. We strive to prepare educators who have an understanding of the past, a plan for the present and a vision for the future.

Our mandate also extends to the conduct of specialized research for the improvement of pedagogical practice, and more broadly based research for the advancement of knowledge. Our faculty members are engaged in a range of productive research, development and service activities in a wide array of educational specialties. These activities take place within multiple social and economic sectors – provincially, nationally and internationally. Individuals and groups have established strong programs of research and others are in development. Research is conducted individually and collaboratively within the faculty and the university and other jurisdictions. Our faculty also maintains close connections with the K-12 system, the post-secondary college system and the Department of Education through such activities as collaborative research such as the *Teacher In Action* project, professional development and internship partnerships. We also work closely with the Newfoundland and Labrador Teacher's Association on a variety of initiatives from teacher induction to promotion of the teaching profession.

The Faculty provides undergraduate and graduate teacher education in the generally recognized disciplines that are taught in Canadian universities and faculties of education. These include curriculum, teaching and learning, educational administration/leadership and policy studies, educational psychology and counseling, post-secondary education, special education, technology education and information technology. The Faculty provides opportunities for graduate and undergraduate students to engage in curriculum studies in the areas of effective teaching, mathematics, science, social studies, literature and language, second language, religious education, music education, art,

technology education and computer studies. Educational foundations studies are also an integral component of our undergraduate programs.

Like other Canadian jurisdictions, the essential qualifications and competencies required of teachers in this province have changed. To keep pace with the shifting educational landscape, our faculty has undertaken systematic reviews of its existing undergraduate and graduate programs. In the past five years we have implemented a new intermediate-secondary second degree program, restructured our suite of post-secondary programs, and introduced new graduate programs and courses. In addition, the Faculty is currently reviewing our primary-elementary second degree program with plans to develop a new primary-elementary program. We are also developing a Science, Technology, Engineering and Mathematics (STEM) teacher education program. Our goal is to provide accessible, high quality offerings to our students, expanding both undergraduate and graduate program offerings into different sites using alternative delivery modes.

The Faculty of Education faces some important challenges. There are high public expectations for teacher quality raising questions about both admission and graduation standards; increasing demands for efficiency in program delivery; significant debate over on-line vs. classroom delivery; pressure to increase research productivity; a more competitive teacher labour market; pressure to increase out-of-province and international recruitment; and the ever-present competition for funding in an environment where tuition has been held constant for more than a decade. There are also interesting new opportunities – expansion to underserved populations such as indigenous peoples, international partnerships; post-degree specializations and continuous learning institutes; partnerships with governments, school districts and industry for policy-relevant research; and a need for innovation in developing non-traditional educational experiences.

## The Self-Study Process

The process for this self-study included:

1. A compilation of information from a variety of Faculty and University documents.
2. Distribution of *Academic Program Review Survey* to faculty.
3. Presentation of the first draft to faculty.
4. Consultation with faculty at a retreat.
5. Revision of the document and presentation of the report.
6. Consultation with external stakeholders, namely, the Newfoundland and Labrador Teachers' Association, the Department of Education, the Department of Advanced Education and Skills, and the Newfoundland and Labrador English School Board.
7. Consultation with graduate and undergraduate students.
8. Discussions with the Dean of Arts, Dean of Science, Dean of Graduate Studies, Director of the School of Music and the Director of the School of Human Kinetics and Recreation.
9. A self-evaluation of programs, program delivery, issues and challenges and a synopsis of opportunities and future directions for the Faculty of Education.

## Mission, Vision and Core Values

### ***Our Mission:***

We are committed to improving the human condition through education. The Faculty of Education is dedicated to leadership and exemplary practice in teaching and learning, research and scholarship, and public engagement in local and global communities.

### ***Our Vision:***

The Faculty of Education aspires to be a dynamic and caring teaching and learning community. Graduates of the Faculty will be recognized as exceptional educators who lead with integrity, passion and purpose. Our graduates will be valued for their skills, knowledge, creativity, commitment to social justice, and overall professional competence in this province and beyond. Faculty and student research and scholarship will be valued locally, nationally and internationally for quality and relevance. We will engage in dialogue with local and global communities as we work together to shape ethical educational practice and public policy.

### ***Core Values and Principles:***

Excellence (quality, relevance, rigor) – the Faculty achieves the highest possible quality academic inquiry in the development and delivery of its programs, research and services.

Social Justice and Ethical Behaviour (critical reflection, resistance, integrity, respect, inclusiveness, democracy, equity) – the Faculty is guided by the highest ethical standards in its teaching, research, community engagement and service.

Accessibility (flexibility, adaptability) – the Faculty is responsive and accessible to all.

Diversity (cultural sensitivity and understanding, indigenous ways of knowing, learner diversity) – the Faculty honours, promotes and celebrates diversity and inclusion.

Accountability (transparency) – the Faculty recognizes that accountability and transparency are essential characteristics of its culture.

Innovation (ingenuity, renewal, creativity) – the Faculty fosters a climate that encourages people to be innovative and creative.

Engagement (collegiality, collaboration, advocacy, dialogue, experiential learning, outreach) – the Faculty fosters a climate of personal connectedness, embraces the importance of experiential learning and critical reflection, and practices principles of the scholarship of engagement.

Sustainability – the Faculty acts in a manner that is environmentally, economically and socially sustainable.

The Province – We recognize our special obligation to the people of Newfoundland and Labrador.

## History of the Faculty of Education

The first institution established for the purpose of teacher education in Newfoundland and Labrador was the Normal School, which opened in 1921. The initial enrolment was 55 students supported by a full-time teaching staff of six. Memorial University College was founded in 1925 as a living memorial to those who fought in World War I. Both institutions closed briefly in the early years of the depression, and on reopening in 1934, the Normal School became a teacher training department in Memorial University College and offered one of the largest programs in the College.

Following Confederation with Canada in 1949, one of the first legislative acts of the newly formed provincial government was to give Memorial College full university status. At that time, only 20 percent of the province's teachers had a first degree. The newly formed provincial government strongly supported and endorsed the need for teachers to earn degrees as a condition of certification. The Faculty of Education was established as one of the two founding Faculties of the new Memorial University of Newfoundland and awarded the first degree in education, the B.A. (Ed) in 1950 and the first B.Ed. degree in 1963. By 1980 more than 80 percent of teachers held university degrees, the vast majority from the Faculty of Education at Memorial. The first Master of Education degrees were awarded in 1968 and the first Doctor of Philosophy in Education were awarded in 2008. In our history, the Faculty of Education has awarded some 23,500 Bachelor's degrees and another 4,500 graduate degrees.

The Faculty has always been responsible for determining the professional needs of beginning teachers and collaborates with the Department of Education and the Department of Advanced Education and Skills to ensure that degree requirements and certification of teachers in this province are complimentary. Today we offer nine degree and two diploma programs at the undergraduate level, six degrees at the Master's level, one graduate diploma and a PhD program.

Most recently, the Faculty of Education has adopted a multi-campus focus within Memorial as a multi-campus university. In doing so, the Faculty of Education has made a commitment to multi-campus programming with a full-time faculty presence. For example, the Faculty offers a B.Ed. (Primary-Elementary) program at Grenfell Campus in Corner Brook and beginning in 2015 will offer the (Inuit) B.Ed. (Primary-Elementary) program in Labrador West. The Faculty has offered a number of graduate courses in Western Newfoundland, and recently created cohorts of students in the Educational Leadership Studies and Counselling Psychology programs, with several courses to be offered in Corner Brook. Additional undergraduate and graduate cohorts are planned for Corner Brook and Goose Bay, Labrador.



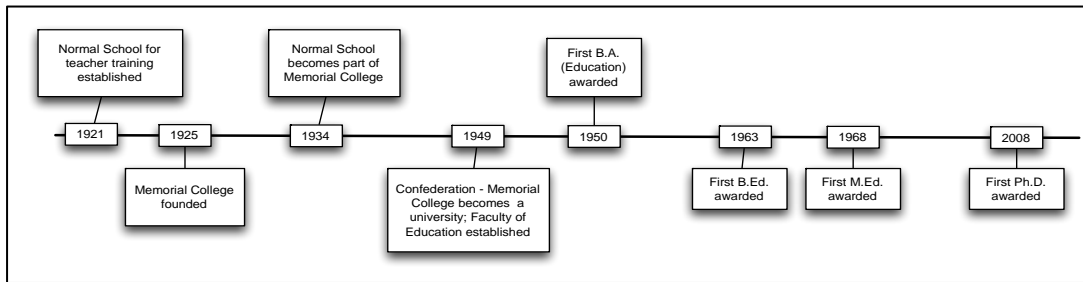


Figure 1. Faculty of Education Timeline.

## Administration

The Faculty of Education is non-departmentalized and its administration is divided into three structures: 1) Office of the Dean; 2) Office of the Associate Dean (Graduate Programs and Research); and 3) Office of the Associate Dean (Undergraduate Studies).

The Office of the Dean is responsible for providing leadership to the Faculty in maintaining excellence in teaching, research and scholarly activity. The Dean establishes and nurtures relationships within the university and the provincial education system and, in doing so, creates opportunities for the translation of the Faculty's research into current practice. The Office of the Dean is responsible for planning, administration and resource allocation to support the work of the Faculty. This includes all administrative, financial, human resource, IT and operational functions critical to the Faculty. The Office of the Dean also manages faculty recruitment, the promotion and tenure process, communications and matters for consideration by Faculty Council.

The Office of the Associate Dean of Graduate Programs and Research oversees the graduate programs offered in the Faculty. Under the direction of the Associate Dean, staff members are responsible for the day-to-day operations of our graduate programs. They will process applications for admission to graduate programs, schedule courses for offering, assist students with registration and record grades. Staff members in this Office act as coordinators and provide liaison among students, faculty and staff, and with other academic and operational units at the university. The Office is also responsible for graduate assistantships, student recruitment and retention, promotion of programs, promoting research and developing research partnerships.

The Office of the Associate Dean (Undergraduate Programs) oversees the undergraduate degree and diploma programs offered in the Faculty. Under the direction of the Associate Dean, staff members are responsible for applications for admission, scheduling of courses, orientation and advising of students, coordinating internship logistics (including school placements), processing of transfer credits and waivers, preparing French Immersion students for out-of province study, coordinating program and calendar changes, accommodating teachers in courses for certification upgrading, organizing special projects and sessions for students, and liaison with other university units, the Department of Education and the Department of Advanced Education and Skills. The Office is also responsible for undergraduate student recruitment and retention, promotion of programs and developing partnerships with employers.

The Dean and Associate Deans also participate in a number of university and external committees including the Teacher Certification Committee, Senate Committees and various academic committees of the university.

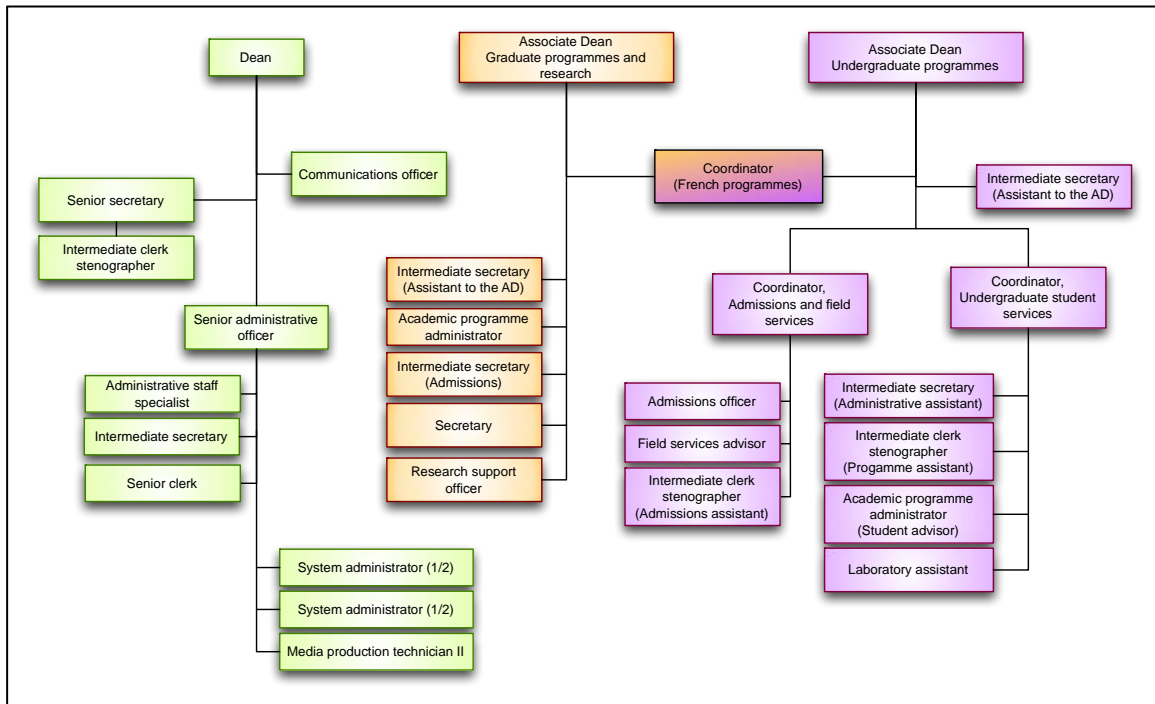


Figure 2. Administrative Structure.

## Committee and Decision-Making Structure

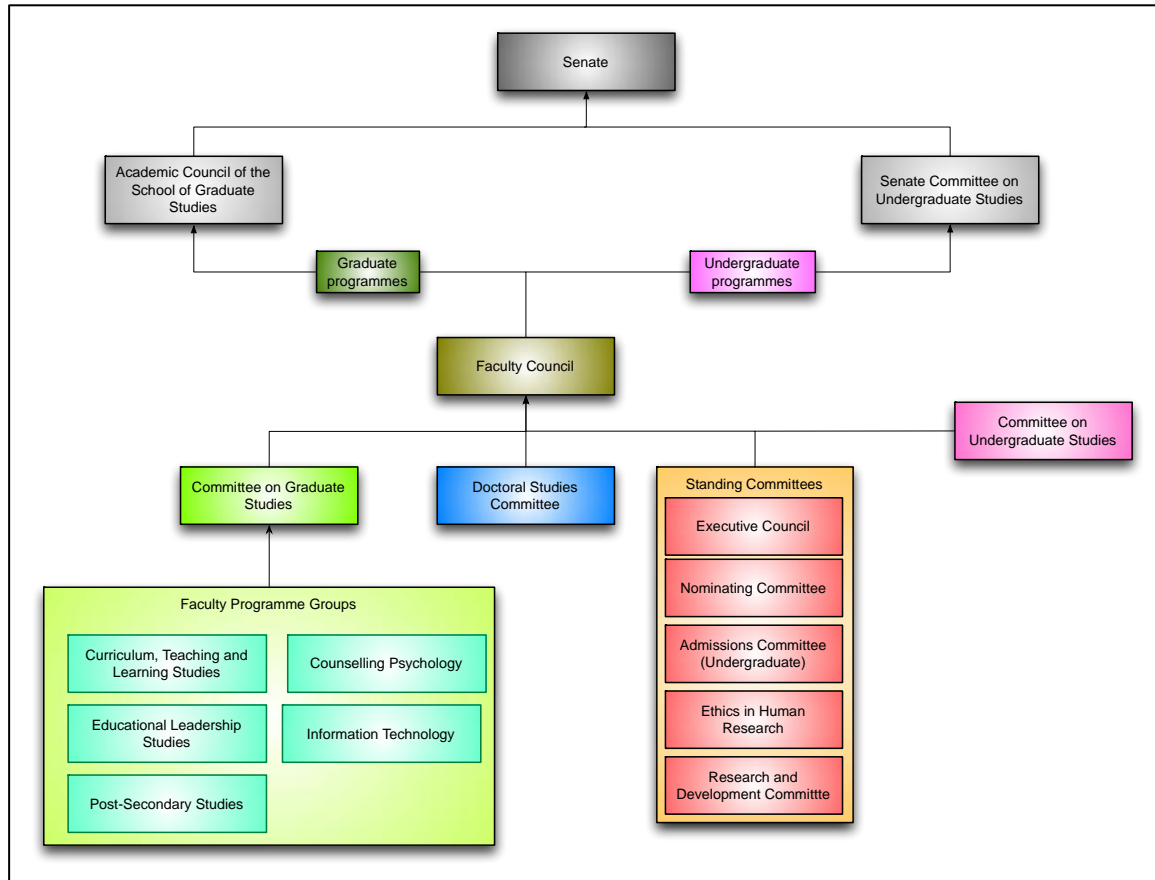


Figure 3. Academic Structure and Decision-making Processes.

The Faculty of Education is a non-departmentalized faculty. Academic decision-making occurs through a collegial model enacted through a series of program committees. The ultimate decision-making body is the Faculty Council. Faculty Council is charged with responsibilities pertaining to academic matters in the faculty. This includes approval of regulations concerning undergraduate and graduate programs, and any other significant matters affecting academic programs.

Membership consists of:<sup>1</sup>

- President, Vice-President (Academic) and Registrar or delegate.
- All persons holding full-time appointments as Professor, Associate Professor, Assistant Professor or Lecturer.
- Coordinator of Instructional Services and University Librarian or delegate.

<sup>1</sup> See the Faculty website for precise language and detailed explanations at [http://www.mun.ca/educ/other/revised\\_constitution-may2010.pdf](http://www.mun.ca/educ/other/revised_constitution-may2010.pdf). Also see bylaws and procedures at [http://www.mun.ca/educ/other/revised\\_bylaws-may2010.pdf](http://www.mun.ca/educ/other/revised_bylaws-may2010.pdf).

- Delegates from other Faculties.
- Student representatives, constituting 20% of Faculty Council membership.
- Any other members elected by Faculty Council.

A *Graduate Studies Committee* is a standing committee of Faculty Council which serves as a forum for discussion on matters pertaining to Master's degrees. The Committee concerns itself "with matters of policy, priorities and regulations relating to admissions, programs, courses, evaluation and supervisory procedures with respect to graduate programs in the Faculty of Education."<sup>2</sup> The Graduate Studies Committee is charged with forming program groups for each of the graduate programs offered by the Faculty. Program groups, in turn, forward to the Graduate Studies Committee recommendations affecting graduate studies

Changes to programs that require changes in regulations to graduate programs are forwarded to the Academic Council of the School of Graduate Studies. Academic Council, whose membership consists of representatives across the University, will deliberate on the recommendations. Upon approval from its body, Academic Council will forward the recommendations to University Senate for approval.

The *Committee on Undergraduate Studies* (CUGS) serves as the principal executive, advisory and appellate body within the overall undergraduate studies policy established as a standing committee by Faculty Council with the approval of the Senate. CUGS, with representation from the University Registrar, examines proposals for new or modified courses and programs, formulates regulations and makes program and regulatory recommendations to Faculty Council. Program amendments which require changes in regulations for undergraduate programs are either proposed by a program group or standing committee, an ad hoc committee, the Office of Undergraduate Programs or may come about as a result of some other change or regulatory requirement emanating either from within or outside the University. Authority to make program changes is dependent on the nature of the change. CUGS and Faculty Council are authorized by Senate to act on recommendations for certain changes; however, major program revisions follow a progression of approvals beginning with CUGS and Faculty Council and followed by the university-wide Senate Committee on Undergraduate Studies which makes recommendations to the University Senate.

In addition to the standing committees of Faculty Council, the Faculty relies upon an extensive network of committees to conduct its business. These range from admissions and scholarship committees to supervisory committees.

The *Educational Leadership Consortium* (ELC) is entrepreneurial arm of Memorial University's Faculty of Education. The ELC was established in 2011 to consolidate the Faculty's considerable expertise in educational leadership, school effectiveness, teacher development, evaluation and monitoring, distance learning, performance improvement and other education-related fields and to

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<sup>2</sup> [http://www.mun.ca/educ/other/revised\\_bylaws-may2010.pdf](http://www.mun.ca/educ/other/revised_bylaws-may2010.pdf)

seek opportunities to work with partner organizations and agencies to leverage these skills and experience.

## Issues and Challenges

### ***Faculty Involvement:***

The collegial model is a decision-making process that has a long-standing history in academia and is highly valued by faculty. Yet the process requires a significant degree of involvement from faculty and places constraints on faculty time and resources, which is further exacerbated by a reduction in faculty complement over the past twenty years. This is due, in part, to increased demands, higher research expectations, more committee work, and fewer full-time faculty.

Maintaining faculty involvement in the collegial process may require a reduction in the teaching load, accompanied by considerations of the appropriate level of enrollment. For more discussion, please refer to the section of the document discussing barriers to scholarly productivity.

### ***Faculty Capacity:***

Our challenges and opportunities are mediated by faculty capacity. Delivering a consistently strong suite of undergraduate and graduate programs requires a stable, full-time faculty complement that is representative of a range of education disciplines. Like other Canadian faculties of education we have traditionally relied on a mix of tenure-track, contractual and per-course instructors; however, relative to other institutions, our Faculty is too reliant on per-course instructors, especially in our undergraduate program. We believe it is important that we examine and rebalance our Faculty profile towards fewer per-course instructors and more tenure-track and longer-term contractual professors. In the recent past there have also been a series of retirements. Based on the age profile of the Faculty this trend is forecast to continue. If we are to continue to be responsive to opportunities and demands, the Faculty of Education needs to recruit new faculty and continue to adapt our programs to meet and exceed the expectations of students and the community at large.

## Our Programs

The Faculty of Education offers a variety of programs at both the undergraduate and graduate levels. Over the past number of years, these have for the most part, been well subscribed and thriving. The diversity in our programs has created a rich intellectual environment in which the Faculty can reach out to many sectors of society, helping to promote and develop education in its many facets.

Over the years, our programs have been well received. At the graduate level, we have had recent reviews of the doctoral and M.Ed. (IT) programs, both of which were viewed favourably.

	Credential	Program
Undergraduate	Bachelor's Degree	Bachelor of Education (Primary-Elementary) as a First Degree
	Bachelor's Degree	Bachelor of Education (Primary-Elementary) as a Second Degree
	Bachelor's Degree	Bachelor of Education (Intermediate-Secondary)
	Bachelor's Degree	Bachelor of Education (Intermediate-Secondary) Conjoint with the Diploma in Technology Education
	Bachelor's Degree	Bachelor of Music Conjoint with Bachelor of Music Education
	Bachelor's Degree	Bachelor of Music Education as a Second Degree
	Bachelor's Degree	Bachelor of Special Education
	Bachelor's Degree	Bachelor of Education (Post-Secondary) as a First Degree
	Bachelor's Degree	Bachelor of Education (Post-Secondary) as a Second Degree
	Diploma	Diploma in Adult Learning and Post-Secondary Education
	Bachelor's Degree	The Bachelor of Education (Native and Northern)
	Bachelor's Degree	Bachelor of Education (Primary-Elementary) – Inuit Bachelor of Education Program (Labrador)
	Diploma	Diploma in Native and Northern Education (Teacher Education Program in Labrador)
	Graduate	Master of Education
Master of Education		Curriculum, Teaching and Learning Studies
Master of Education		Educational Leadership Studies
Master of Education		Information Technology
Master of Education		Post-secondary Studies
Master of Arts and Education		Francophone language, literature and culture
Graduate Diploma		Professional Health Education
Graduate Diploma (Pending)		Educational Leadership Studies
Doctor of Philosophy		

*Table 1.* Degree and Diploma Programs offered by the Faculty of Education.

The APR survey asked faculty members to comment on our programs. In general, faculty had a positive view of our programs and were excited about developments in the faculty. The comments suggested that the strength of our faculty is in its people. One faculty member commented that “we have great people” while another indicated that “I have a sense that our faculty is working diligently to improve.” Yet another remarked that we have “excellent instructors/professors/ staff members/administrators who care deeply about

students, learning and research.” In the words of one faculty member, “I find my job to be extremely rewarding. I am passionate about teaching and find myself spending much time reflecting on ways to further improve my teaching.”

One faculty member commented that “more of us are dialoguing about and participating in team teaching. This is motivating and exciting and holds great potential for consistency, creativity and deepening learning.” This excitement translates into successful programs. “On the whole, our graduate and undergraduate programs appear to be very strong” and our “undergraduate program is comprehensive and well designed.” A faculty member pointed out that “a strength of our doctoral program is the range of student backgrounds and interests, and the variety of research.”

Each semester, as students finish their graduate programs, the Faculty of Education solicits feedback from students concerning their experiences in the program by means of an online survey. While the response rate is very low, the feedback is generally positive and supportive of the faculty. In addition, the Faculty of Education periodically conducts exit focus groups and surveys with its undergraduate students.



## Undergraduate Degree and Diploma Programs

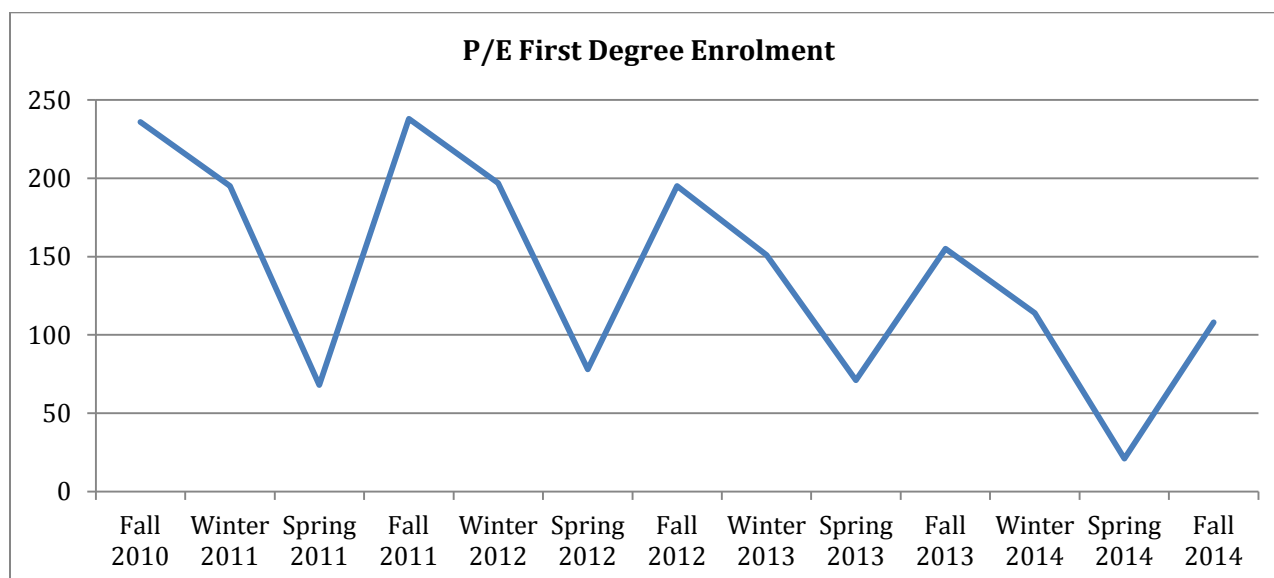
### Bachelor of Education (Primary-Elementary) as a First Degree

#### **Description:**

The Bachelor of Education (Primary/Elementary) as a First Degree is a 150 credit hour program designed to prepare teachers of Kindergarten to Grade 6 (K-6). This full-time program, which extends over six semesters (3 academic years), includes a ten-day field experience in Year Two and a one-semester internship placement in Year Three. To be considered for admission students must have successfully completed 60 credit hours from a range of courses applicable to the degree and have attained a cumulative average of at least 65% or an average of at least 65% in the last 30 credit hours. Students may complete a French immersion option whereby they will have undertaken significant prior study in French and complete Year Two of the program in a French milieu.

#### **Program Requirements:**

<b>Semester 1 (Fall Year One) 15 credit hours</b>
Education 3618 - Nature of the Primary/Elementary School Child - Development Education 3951 - Curriculum, Instruction, and Assessment in the Primary/Elementary School I HKR 2001- Introduction to Physical Education for Education Students Education Electives – 6 credit hours
<b>Semester 2 (Winter Year One) 15 credit hours</b>
Education 3484 - Computers and Learning Resources for Primary/Elementary Teachers Education 3619 - Nature of the Primary/Elementary School Child - Learning and Cognition Education 3952 - Curriculum, Instruction, and Assessment in the Primary/Elementary School II Non-Education Electives – 6 credit hours
<b>Semester 3 (Fall Year Two - Professional Year Semester One) 15 credit hours</b>
Four Education courses from 3120, 3131, 3273, 3312, 3322, 3940, 3962 (to be determined by the Office of Undergraduate Student Services) One of Education 2050, 2194, 2530*, 3050, 4205, 4240 or 4242 *Required for students completing a music focus area Non-credit Field Experience (5 days)
<b>Semester 4 (Winter Year Two - Professional Year Semester Two) 15 credit hours</b>
Four additional Education courses from 3120, 3131, 3273, 3322, 3543, 3940, 3962 (to be determined by the Office of Undergraduate Student Services) One of Education 2050, 2194, 2530*, 3050, 4205, 4240 or 4242 *Required for students completing a music focus area Non-credit Field Experience (5 days)
<b>Semester 5 (Fall Year Three) 15 credit hours</b>
Education 401X - Undergraduate Teaching Internship
<b>Semester 6 (Winter Year Three) 15 credit hours</b>
Education 4240 - An Introduction to the Exceptional Learner Education 4362 - Sociological Perspectives on Teaching and Learning Education 4383 - Philosophy of Teaching and Learning Education 4425 - Introduction to Education Administration Education Elective – 3 credit hours

**Enrolment:****Notes:**

1. Number of students active in the program.
2. Students enrolled in at least one course.
3. This is a Fall/Winter, 6 semester program. The plan does not include Spring enrolment, however, in the past spaces were made available to accommodate students who wished to complete courses during the Spring semester.

**Current Issues in the Program:**

**Enrolment Level:** The Bachelor of Education (Primary/Elementary) as a First Degree program remains one of the Faculty's most competitive teacher education programs. Prior to 2011 the program admitted 80 students per year (two groups of 40); however, since 2011, the number of admissions has been reduced to 40 students. The change was instituted as part of a deliberate reduction in student intake, partly for budgetary reasons, partly to control instructional quality and partly to limit the number of new graduates entering the teacher labour market. Since the change was implemented demand for admission to the program has been stable; there has been no appreciable drop in applications. In the past three years, for example, the faculty has admitted only about 35-40 percent of eligible applicants. However, admitting a second cohort raises questions about cost-effectiveness (under position-based budgeting), quality control (with additional per-course instructors) and post-graduation employment. In 2014, admission was returned to 80 students to match demand.

**Program Structure:** Students complete the program in three years (fall-winter x 3); however, many students have expressed the view that they would like to compress the last two years by completing four consecutive semesters (fall-winter-spring-fall) and graduate in fall semester of the third year.

**French Immersion:** Currently the Faculty of Education has three programs which address French Second Language Education: the First Degree Program with a French Immersion Option, the First Degree Program and the Second Degree program with a French focus area and the Intermediate/Secondary Program with

French as a first or second teachable area. The Faculty also plans to introduce a French Immersion Option for the Primary Elementary (Second Degree) program.

There have been concerns raised by some graduates from the French Immersion Option of the First Degree Program regarding their language proficiency. The Province's English School District had begun assessing the language skill level of new applicants to the substitute teacher pool using a pre-employment screening process. This year the District determined that two of our graduates did not have sufficient French language proficiency to be listed in the French Immersion pool of substitute teachers. Faculty representatives met with Board officials and while it appears that the Board has discontinued this practice, it raises questions about whether the Faculty should undertake a review of French language requirements and/or French language testing.

Per-course instructors teach the French methodology courses in the other programs. These sessional faculty members are expert practitioners in the field; however, they have no permanent connection to the Faculty. Although we employ a French Program Coordinator, there is no full-time professor on faculty whose teaching and research focus is French Second Language Education.

***Future Directions:***

- In addition to strengthening our overall enrolment, if the Faculty continues to admit a second cohort of Primary-Elementary students, it would allow greater flexibility and efficiency in scheduling to permit an accelerated route for interested students.
- The Faculty is cognizant of the need to strengthen its academic capacity in French Second Language Teaching. Growth in French programs has created a need for more and better qualified French teachers in the province. Our Academic Human Resource Plan includes the hiring of a tenure track French Education faculty member to improve our capacity in the field of French education.
- Entrance requirements to the Faculty of Education are course and program-based, yet many Faculties of Education across Canada also require students to have attained a set level of proficiency in French as part of their admission requirements. Based on recent discussions with the Province's English School Board (the largest employer of our teacher graduates), the Faculty intends to examine entrance requirements to its French Second Language Programs.
- The existing French Immersion Option in the First Degree Program requires students to spend two semesters in a French language university during which time they complete pedagogy courses in French. Currently there are two French language universities with which the Faculty of Education has a memorandum of understanding. It may be time to review these arrangements to see if they are the best programs to respond to the academic and language proficiency requirements of students in the French Immersion Option.

- It may also be time to consider whether the French Immersion Option in the First Degree Program should be phased out entirely in favour of a single French Immersion route in the Second Degree Program, where the minimum requirement for entry would be a degree in French. This would address the concern of low French language proficiency among some French immersion teacher graduates.

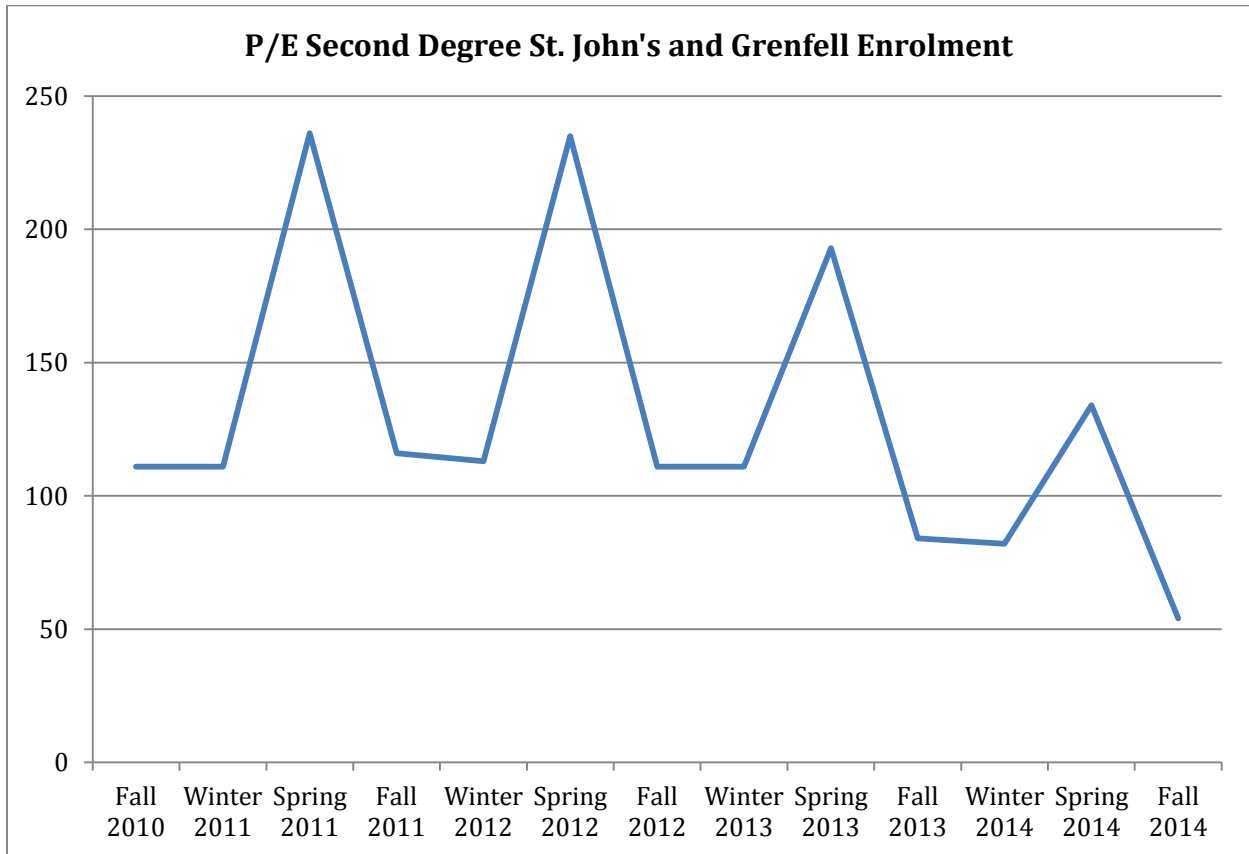
## Bachelor of Education (Primary-Elementary) as a Second Degree

### **Description:**

The Bachelor of Education (Primary/Elementary) as a Second Degree is a 72 credit hour program designed to prepare teachers of Grades K-6. It is intended for candidates who have completed an appropriate Bachelor's degree. This full-time program, which extends over four consecutive semesters, includes a ten-day field experience in Semester Two and a one-semester internship placement in Semester Three. The program is offered both at the St. John's and Grenfell campuses. To be considered for admission individuals must have been awarded a Bachelor's Degree or be approved (prior to program start up) for the award of a Bachelor's Degree from a university recognized by Memorial University. As well, students must have successfully completed 60 credit hours from a range of courses applicable to the degree (including a completed focus area) and have attained a cumulative average of at least 65% or an average of at least 65% on the last 30 credit hours. Pending approval, beginning with the 2015 admission, the Faculty plans to introduce a French immersion option at the St. John's campus.

### **Program Requirements:**

<b>Semester 1 – Spring -18 credit hours</b>
Education 3120 - Foundations of Art Education Education 3273 - Science in the Primary/Elementary Grades Education 3312 - Language Arts in the Primary/Elementary School I Education 3618 - Nature of the Primary/Elementary School Child - Development Education 3951 - Curriculum, Instruction, and Assessment in the Primary/Elementary School I Education 3962 - Social Studies in the Primary/Elementary School
<b>Semester 2 – Fall -18 credit hours</b>
Education 3322 - Children's Literature in the Primary/Elementary School Education 3484 - Computers and Learning Resources for Primary/Elementary Teachers Education 3543 - Language Arts in the Primary/Elementary School II Education 3619 - Nature of the Primary/Elementary School Child - Learning and Cognition Education 3940 - Mathematics in Primary and Elementary Grades Education 4240 - An Introduction to the Exceptional Learner Classroom Observation (10 days)
<b>Semester 3 – Winter -18 credit hours</b>
Education 401X - Undergraduate Teaching Internship (15 credit hours) Education 4425 - Introduction to Educational Administration (Web)
<b>Semester 4 – Spring-18 credit hours</b>
Education 3131 - Music Education in the Primary/Elementary Grades Education 3952 - Curriculum, Instruction, and Assessment in the Primary/Elementary School II Education 4362 - Sociological Perspectives on Teaching and Learning Education 4383 - Philosophy of Teaching and Learning Primary/Elementary Education Elective HKR 2001 - Introduction to Physical Education for Education Students

**Enrolment:****Notes:**

1. Data are the number of students active in the program enrolled in at least one course.
2. This is a four-consecutive semester program with intake taking place in the Spring semester only. Consequently there are two cohorts reflected in the chart for Spring Semester. This accounts for the wide variation in enrolment between Fall/Winter and Spring.

**Current Program Issues:**

Enrolment: The Bachelor of Education (Primary/Elementary) as a Second Degree Program normally admits a cohort group of 40 students at the St. John's campus and a second cohort group of up to 40 students at Grenfell campus. Prior to 2013 the Faculty admitted 80 students (two groups) to the program based in St. John's. Again, the reduction in admissions was instituted as part of a deliberate reduction in student intake, partly for budgetary reasons; partly to control instructional quality and partly to limit the number of new graduates entering the teacher labour market. That said, in both 2013 and particularly in 2014, the number of eligible applicants has fallen significantly. Whereas in 2012 the Faculty admitted 61 percent of eligible applicants, in 2013 this number was 74 percent. In 2014 applications for both the St. John's and Grenfell programs were low. Demand for the St. John's program is still relatively strong; however there were only 22 eligible applicants for 40 seats in the program offered at Grenfell Campus. The low number of applicants to the Second Degree program comes at a time when Grenfell campus is reviewing all its program offerings.

Instructional Resources: One issue that has been at the center of discussions of program quality in all undergraduate programs is the relative mix of full-time tenured/tenure track and contractual faculty versus per-course instructors. This is particularly evident in the Bachelor of Education (Primary/Elementary) as a Second Degree Program where the majority of instructors have been part-time, sessional instructors. The Faculty has been actively working on rebalancing instructional resources between graduate and undergraduate programs and this effort has been partially successful; however, at present we do not have enough full-time faculty to meet program requirements. If we account for sabbatical leaves, administrative requirements and other factors, our present core faculty can only provide instruction for about 200 to 220 sections, annually. This means that our term teaching and sessional instructors teach students in the remaining 300 to 350 sections.

Program Review: Recently the Bachelor of Education (Primary/Elementary) as a Second Degree Program underwent a program review. The Review Committee made a series of recommendations aimed at streamlining the program from 72 credit hours (16 months) to 60 credit hours (12 months). The Committee's recommendations, if implemented, would have resulted in significant changes to course offerings including the introduction of new courses and the elimination or combination of others. In particular, the reduction of credit hours would lessen student preparation in the fine arts, leadership studies and other areas. The reaction to the recommendations was that the Faculty should exercise caution in adopting the recommendations. Faculty and stakeholders expressed a number of concerns about the direction of the report and questioned how the changes would affect the program's integrity, especially given that employer feedback about graduates has generally been very favorable. An implementation committee was established in fall 2013 with a mandate to review the report, consider feedback from Faculty and stakeholders and make recommendations for program amendments, including length, course content, field experiences and program structure. The Committee is expected to table a report before fall semester 2014.

***Future Directions:***

- The Faculty has been making progress in rebalancing its instructional complement in undergraduate programs. Our stated goal is to reach a level where most courses are taught by full-time tenured/tenure-track or contractual faculty, which would reduce our dependence on per-course instruction.
- Given the recent enrolment trends for this program consideration must be given to strengthening recruitment efforts, including the introduction of incentives, particularly for the Grenfell Campus cohort. In addition to the efforts of the Faculty, Grenfell Campus does its own recruiting for this program; however, most applicants prefer to complete the program at the St. John's campus. One option to increase applicants might be to reintroduce a so-called "consecutive route" whereby students (with 78 credit hours) who are not yet finished their first degree could be admitted to the program and graduate with a 150 credit hour degree.

- The program at Grenfell Campus has been taught primarily by sessional instructors and this has meant that courses are usually scheduled in the late afternoon or evening. The Faculty is in the process of hiring a full-time teaching term instructor to be located at Grenfell Campus. This will reduce reliance on sessional instructors and, with a full-time faculty member dedicated to this program, bring greater stability.
- All of the Faculty of Education programs undergo regular program reviews. The recent review of this program was necessary to ensure the program remains current and relevant to the needs of today's learners. It appears that the reduction in program length is one of the more contentious proposals from the recent program review. While we expect some amendments to the structure and content of the program (possibly in line with some of the recent changes to the Intermediate-Secondary Program) it seems that the majority of Faculty favour the existing 16-month program format which includes a robust set of course experiences in the fine arts.



## Bachelor of Education (Intermediate-Secondary)

### **Description:**

The Bachelor of Education (Intermediate/Secondary) is a 51 credit hour second degree program designed to prepare teachers to teach subjects in Grades 7-12. This program requires that students specialize in two “teachable areas” corresponding to curricular areas in the Grade 7-12 Program of Studies. Upon successful completion of this degree program, individuals will be qualified to teach in their designated teachable areas. This full-time program, which extends over three consecutive semesters, includes a two-week early field experience in Semester One and a one-semester internship placement in Semester Two. Students also complete two institutes (a two week and a one week institute) in topics of their choice.

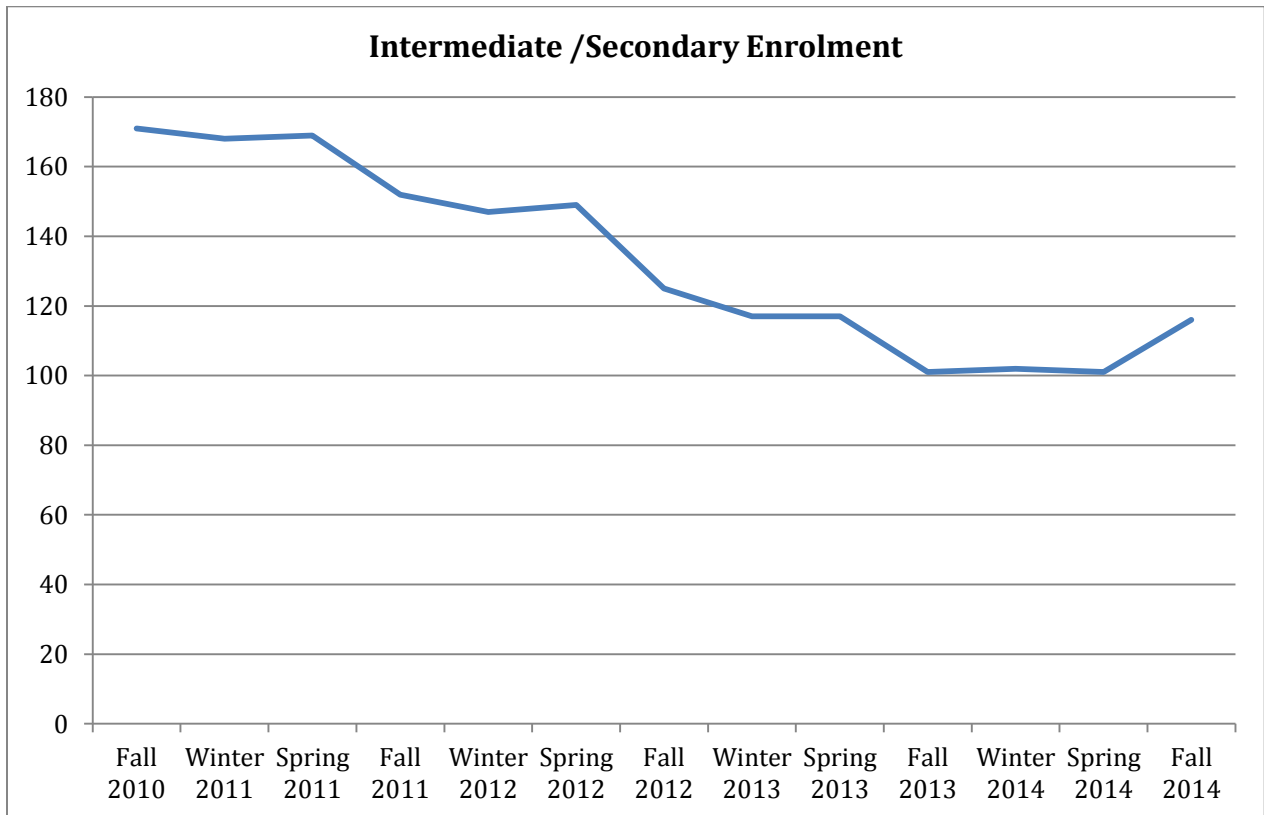
To be considered for admission individuals must have been awarded a Bachelor's Degree from a university recognized by Memorial University and have completed a major (36 credit hours) and a minor (24 credit hours) in two approved academic disciplines. A minimum of 65% in both areas of study is required. In addition to the 36 credit hours, those with an academic discipline of French are required to have completed at least four weeks at an approved Francophone institution in a French speaking area or have acquired equivalent work experience in a Francophone environment.

### **Program Requirements:**

<b>Semester 1- Fall (18 credit hours)</b>
Education 4005 – Effective Teaching and Learning Environments Education 406T – Introductory Internship in the Intermediate and Secondary School Education 4240 – An Introduction to the Exceptional Learner Education 4260 – Engaging the Adolescent Learner Two methodology courses corresponding to two teachable areas Education 5000 (Credit awarded in Semester 3) – Teacher Development Seminar
<b>Semester 2 - Winter (15 credit hours)</b>
Education 407T – Extended Internship in the Intermediate and Secondary School Education 4350 or three credit hours in Institutes in Intermediate and Secondary Education Education 5000 (Credit awarded in Semester 3) – Teacher Development Seminar
<b>Semester 3- Spring (18 credit hours)</b>
Education 4242 – Identification and Remediation of Learning Difficulties Education 4381 – Perspectives on Education Education 4390 – Diversity, Social Justice, Teaching and Learning Education 4427 – Professional Leading and Learning in the School Organization Education 4950 – Assessment for Learning Education 5000 (3 credit hours) – Teacher Development Seminar
<b>Methodology Course Options:</b>
Education 4120 - The Teaching and Learning of Art Education 4121 – The Teaching and Learning of Theatre Arts Education 4142 - The Teaching and Learning of the English Language Arts Education 4154 - The Teaching and Learning of French

Education 4161 - The Teaching and Learning of Mathematics
Education 4174 - The Teaching and Learning of Science I
Education 4175 – The Teaching and Learning of Science II
Education 4180 - The Teaching and Learning of Social Studies I
Education 4181 - The Teaching and Learning of Social Studies II
Education 4190 - The Teaching and Learning of Physical
Education 4203 - The Teaching and Learning of Religious Education

### **Enrolment:**



**Note:** Data are number of students active in the program enrolled in at least one course.

### **Current Issues in the Program:**

Implementation of New Program: The Bachelor of Education (Intermediate/Secondary) as a Second Degree program was recently reviewed. Program changes were approved by Senate and came into effect September 2012. The current cohort is only the second cohort to complete the new program. The Office of Undergraduate Studies has been closely monitoring the implementation of the new program including conducting exit focus groups with students, regular reports to Faculty Council and minor adjustments to the program intended to improve coherence and integration of course and internship experiences.

In general, the implementation of the new program has been very successful. Interviews and focus groups with current and graduating students suggest that the program experiences are well connected and integrated. Students described the program as strong, both in terms of course-based and field-based

components. They were generally positive about quality of courses and instruction and felt well prepared to enter the teaching profession. Students were overwhelmingly positive about the practicum experiences. They emphasized the positive and helpful interactions they experienced with faculty and cooperating teachers/supervisors. They noted the importance of balance in practical and theoretical components, strongly agreed that internship experiences are vital to the strength of the program and endorsed the double (early – extended) internship model. The structure of the program was considered to be one of its benefits. The September-August format affords students the ability to apply for teaching positions in the fall of their graduating year.

Program Integration and Coherence: Notwithstanding a curriculum mapping exercise undertaken before the program was implemented, there is still some evidence of repetition of content across courses and inconsistency across different sections of methods courses [e.g., topics missing or added to different sections (instructors) of the same course]. The 2012 graduating class also noted a need for greater coherence in the objectives and assignments among Ed 5000, Ed 406T and Ed 407T. This group also expressed concern about the need to coordinate due dates for major assignments in different courses.

Integration of Technology: Other issues relate to course content and pedagogy. One concern was with the integration of technology in courses. Students said they were expecting more use of and reference to technology in their courses and this was identified as a weakness of the program. Another prevalent theme in our interviews with students is that they feel saturated by an overemphasis on reflective practice in discussions and class activities and assignments.

Program Structure: Both students and faculty have also recommended some course realignment, such as positioning the Assessment course in fall semester before the extended internship. In addition, students have been interested in shorter learning experiences such as seminars or short institutes in practical areas such as substitute teaching, stress management, lesson planning, emergency procedures, etc.

Facilities: Finally, and not specific to this program, there is a need to revitalize some of our older learning spaces. Classroom size and configuration (desks), better wi-fi access, more informal learning space and better ventilation are a few of the issues we face with our “physical plant.”

### ***Future Directions:***

- We are continuing the process of “tweaking” the new Intermediate-Secondary program. To address the issue of program coherence, for the 2013-14 cohort the Faculty implemented a cohort model, whereby the same group of students were placed in Education 5000 (Teacher Development Seminar), Education 406T (Introductory Internship) and Education, 407T (Extended Internship). In addition we assigned the same faculty instructor/supervisor to each cohort for the three courses. This model appears to have been very effective and will continue into the future.

- The Faculty is continuing its efforts to create choice and relevance to its 1 and 2 credit hour institutes, each year offering new institutes. In 2014 there are three new institutes; one on gender diversity and a set of linked institutes on eco-pedagogy including a three-day, overnight East Coast Trail experience. We have also included several new seminars as part of Education 5000, which address practical topics such as lesson planning, substitute teaching, emergency preparedness, medical procedures, etc.. This approach of continuous evaluation and adjustment to the program will continue into the future.
- The Faculty has been successful in securing funding for several new capital projects to enhance the physical space for teaching and learning. In 2012 we received major external funding for a complete renovation of our science lab facilities and the development of a state-of-the-art technology education lab. In 2013 we secured \$140,000 in funding to redevelop our antiquated computer lab facilities into a new technology-rich teaching and learning commons. In 2014 we applied for funding to redevelop our Art studio into a Fine Arts Teaching Facility. These changes have significantly enhanced our teaching facilities. The Faculty has several other learning spaces that require redevelopment and our plans are to continue to seek funding for renewal of these facilities.
- To respond to concerns regarding teaching and learning issues such as repetition of content and lack of coordination among instructors, our faculty will establish a teacher education program group to complement the existing program groups that already exist in specific disciplines.

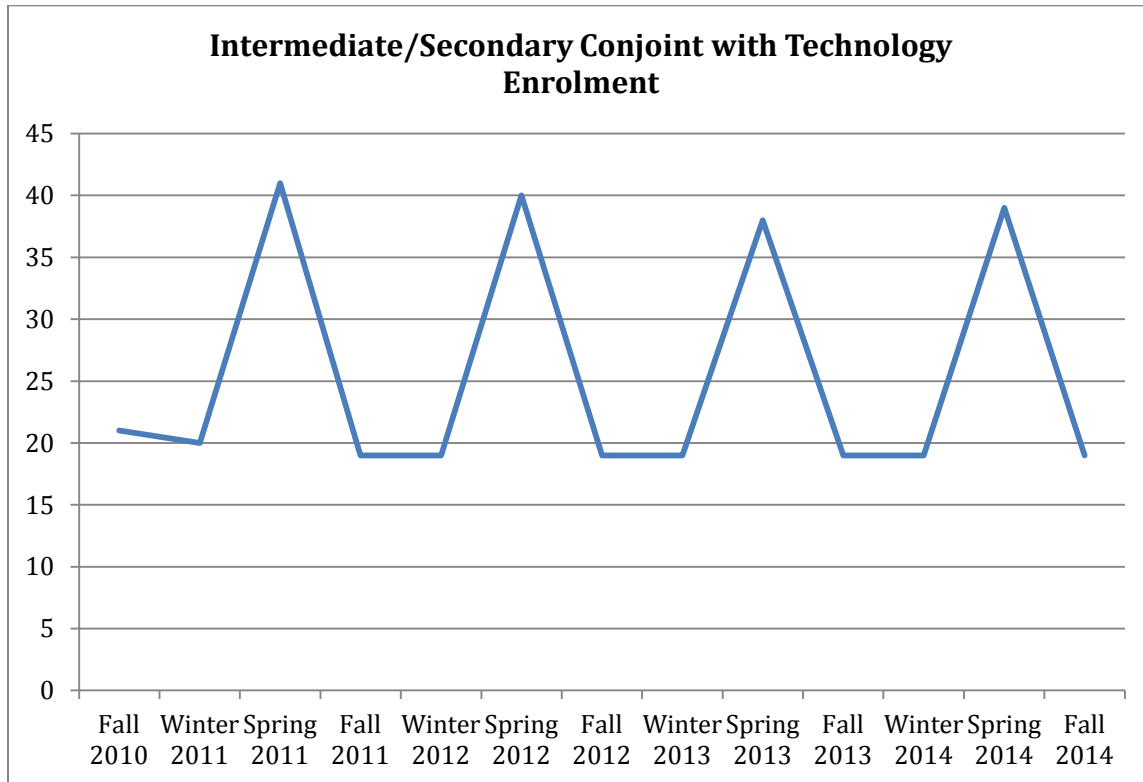
## **Bachelor of Education (Intermediate-Secondary) Conjoint with the Diploma in Technology Education**

### ***Description:***

The Bachelor of Education (Intermediate-Secondary) Conjoint with the Diploma in Technology Education is a 69 credit hour second degree program designed to prepare teachers to teach subjects in Grades 7-12. Upon successful completion, individuals will be qualified to teach Technology Education and Skilled Trades in addition to their designated teachable areas. This full-time program, which extends over four consecutive semesters, includes a two-week field experience in Semester Two and a one-semester internship placement in Semester Three. To be considered for admission individuals must have been awarded a Bachelors Degree from a university recognized by Memorial University and have completed a major (36 credit hours) in an approved academic discipline with a minimum average of 65%. In addition to the 36 credit hours, those with an academic discipline of French are required to have completed at least four weeks at an approved Francophone institution in a French speaking area or have acquired equivalent work experience in a Francophone environment.

**Program Requirements:**

<b>Semester 1- Spring -18 credit hours</b>
Education 2711 - Course Organization and Development in Technology Education Education 2750 - Introductory Design and Materials Processes Education 2752 - Teaching Current and Emerging Power Technology Systems Education 3750 – Intermediate Design and Materials Processing Technology Education 3751 - Teaching Intermediate Communication Systems Education 4427 - Professional Leading and Learning in the School Organization
<b>Semester 2 – Fall - 18 credit hours</b>
Education 4005 - Effective Teaching and Learning Environments Education 406T - Introductory Internship in the Intermediate and Secondary School Education 4240 - An Introduction to the Exceptional Learner Education 4260 - Engaging the Adolescent Learner One methodology course to match your first teachable area (see below) One of: Education 4750 - Integrated Materials and Production Processes, Education 4752 - Teaching Robotics Systems or Education 4753 - Teaching Residential Construction Technology Education 5000 (Credit awarded in semester 4) - Teacher Development Seminar
<b>Semester 3 – Winter - 15 credit hours</b>
Education 407T - Extended Internship in the Intermediate and Secondary School A second course from: Education 4750 - Integrated Materials and Production Processes, Education 4752 - Teaching Robotics Systems or Education 4753 - Teaching Residential Construction Technology (offered in a compressed 3 week format following the internship) Education 5000 (Credit awarded in semester 4) - Teacher Development Seminar
<b>Semester 4 - Spring - 18 credit hours</b>
Education 4242 - Identification and Remediation of Learning Difficulties Education 4381 - Perspectives on Education Education 4390 - Diversity, Social Justice, Teaching and Learning Third course from: Education 4750 - Integrated Materials and Production Processes, Education 4752 - Teaching Robotics Systems or Education 4753 - Teaching Residential Construction Technology Education 4950 - Assessment for Learning Education 5000 (3 credit hours) – Teacher Development Seminar
<b>Methodology Course Options:</b>
Education 4120 - The Teaching and Learning of Art Education 4121 – The Teaching and Learning of Theatre Arts Education 4142 - The Teaching and Learning of the English Language Arts Education 4154 - The Teaching and Learning of French Education 4161 - The Teaching and Learning of Mathematics Education 4174 - The Teaching and Learning of Science I Education 4175 – The Teaching and Learning of Science II Education 4180 - The Teaching and Learning of Social Studies I Education 4181 - The Teaching and Learning of Social Studies II Education 4190 - The Teaching and Learning of Physical Education 4203 - The Teaching and Learning of Religious Education

**Enrolment:****Notes:**

1. Data are the number of students active in the program enrolled in at least one course.
2. This is a four-consecutive semester program with intake taking place in the Spring semester only. Consequently there are two cohorts reflected in the chart for Spring Semester. This accounts for the wide variation in enrolment between Fall/Winter and Spring.

**Current Issues in the Program:**

With the exception of the additional spring Semester, these students follow a very similar program plan as students in the aforementioned Intermediate-Secondary Program. They are integrated in the same classes; therefore the same comments under “Current Issues in the Program” and “Future Directions” apply to these students.

**Instructional Resources:** One additional issue worthy of note is the difficulty recruiting teaching term and per-course instructors for this program. Most potential instructors for this program who are most current in content and pedagogy are teaching in the K-12 system and are unavailable for full-time employment. There is an identified need for a tenure-track position in technology education.

**Future Directions:**

- Funding has been approved for a tenure-track appointment in technology education. The Faculty will be undertaking a search in late 2014 for a faculty appointment in 2015. Most of the technology education courses are taken in Spring semester.

## Bachelor of Music Conjoint with Bachelor of Music Education

### **Description:**

The Bachelor of Music Education degree is a 45 credit hour program designed to prepare K-12 music teachers in foundations of music education, classroom music, and choral and instrumental music education. The Music Education program, which is delivered in conjunction with the Bachelor of Music Degree (five year program), includes varied field experiences and a one-semester internship placement. To be considered for admission, individuals must have successfully completed a minimum of 45 credit hours, from a range of courses applicable to the B.Mus. degree, with either a cumulative average of at least 65% or an average of at least 65% on their last attempted 30 credit hours.

### **Program Requirements:**

**In addition to Bachelor of Music degree regulations, 45 credit hours in Education as follows:**

One of:

Education 3618 - Nature of the Primary/Elementary School Child **or**  
Education 4260 – Engaging the Adolescent Learner

One of:

Education 4362 – Sociological Perspectives on Teaching and Learning **or**  
Education 4383 – Philosophy of Teaching and Learning

Education 2500 – Orientation to Music Education,  
Education 2515 – Primary/Elementary School Music Methods  
Education 2520 – Voice and Choral Methods  
Education 3920 – Instrumental Teaching Methods (includes MUN Lab Band and Orchestra laboratory component – two 2-hour sections per week)  
Education 3925 – Intermediate/Secondary School Music Methods  
Education 4240 – An Introduction to the Exceptional Learner  
Education 4830 – Music Education Seminar  
Education Elective (3 credit hours in an area other than Music Education, preferably in a second teachable area)  
Education 403X (15 credit hour Internship) – Harlow Teaching Internship (Spring) **or**  
Teaching Internship in Newfoundland & Labrador or other national/international locations (Fall or Winter)

### **Current issues in the program:**

(see below)

### **Future directions:**

(see below)



## Bachelor of Music Education as a Second Degree

### **Description:**

The Bachelor of Music Education as a Second Degree is a 45 credit hour program designed to prepare K-12 music teachers in foundations of music education, classroom music, and choral and instrumental music education. The program is normally completed in 3 consecutive semesters (Fall/Winter/Spring) and includes varied field experiences and a one-semester internship placement. A candidate who has been awarded a Bachelor's degree in Music (or equivalent) from a recognized post-secondary institution may be admitted to the program provided that the pattern of courses for the first degree is acceptable to the Selections Committee of the Faculty of Education. This pattern normally includes courses or equivalent experiences in conducting and instrumental techniques (brass, woodwinds [flute and reeds], strings and percussion).

### **Program Requirements:**

<p><b>Fall (15 or more credit hours)</b></p> <p>Education 2500 – Orientation to Music Education          Education 2515 – Primary/Elementary School Music Methods          Education 3920 – Instrumental Teaching Methods (includes MUN Lab Band and Orchestra laboratory component – two 2-hour sections per week ) (See Notes)          Education Elective (3 credit hours in an area other than Music Education, preferably in a second teachable area) (See Notes)</p> <p>One of:          Education 3618 - Nature of the Primary/Elementary School Child <b>or</b>          Education 4260 – Engaging the Adolescent Learner</p> <p>Music courses, if indicated as a requirement in the letter of acceptance (See Notes)</p>
<p><b>Winter (15 or more credit hours)</b></p> <p>Education 2520 – Voice and Choral Methods          Education 3925 - Intermediate/Secondary School Music Methods          Education 4240 - An Introduction to the Exceptional Learner          Education 4830 - Music Education Seminar</p> <p>One of:          Education 4362 – Sociological Perspectives on Teaching and Learning <b>or</b>          Education 4383 – Philosophy of Teaching and Learning</p> <p>Music courses, if indicated as a requirement in the letter of acceptance (See Notes)</p>
<p><b>Spring (15 credit hours)</b></p> <p>Education 403X - Harlow Teaching Internship <b>or</b></p>
<p><b>Fall (15 credit hours)</b></p> <p>Education 403X - Teaching Internship          Newfoundland &amp; Labrador or other national or international locations</p>
<p><b>Notes:</b></p> <p><b>1. MUN Lab Band and Orchestra Component of Education 3920</b>          This lab component is designed to provide practical teaching experience and methodology in both band and orchestra settings. Students work with approximately 40-50 elementary school children under the supervision of an instructor. The lab component is to be completed in <i>either</i> Fall <i>or</i> Winter, pending completion of all instrumental techniques</p>

classes.

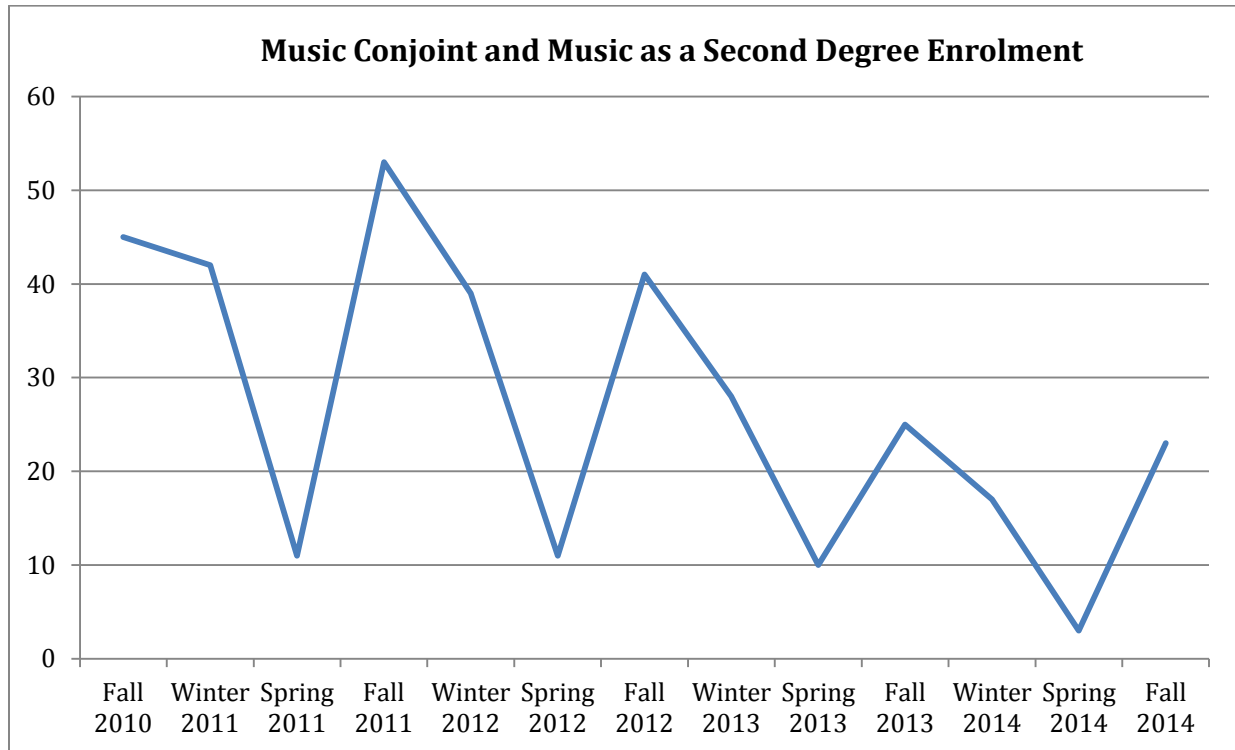
## 2. Education Elective

The Education elective must be in an area other than Music Education.

## 3. Additional Music Course Requirement(s)

Competency must be demonstrated in one or more of percussion, strings, woodwinds (flute and reeds), brass, and conducting.

### Enrolment:



#### Notes:

1. Data are the number of students active in the program enrolled in at least one course.
2. This is a Fall/Winter program. The plan does not include Spring enrolment, however, in the past spaces were made available to accommodate students who wished to complete their internship in Harlow, England during the Spring semester.

***Issues in the program:***

*Program Renewal:* In response to recommendations in previous Faculty of Education Academic Program Reviews, ongoing input and feedback from students in the program and continuous program (internal) review, the following changes have been implemented in the B.Mus.Ed. degree program in recent years:

- A technology component has been included in all music education courses, with a specific emphasis on technology in Education 2500 *Orientation to Music Education* and Education 3925 *Teaching Music in Secondary Schools*.
- A keyboard component has been added to Education 2500 *Orientation to Music Education*.
- There is increased focus on conducting in Education 2520 *Voice and Choral Methods* and Education 3920 *Instrumental Teaching Methods*.
- There are increased opportunities for in-school micro-teaching experiences.
- MUN Lab Band and Orchestra continues to be a flagship experiential and service/learning-based component of the music education program.
- A MUN Lab Choir (targeted membership: Grades 7-9 students) is being proposed to complement the instrumental laboratory component of the program (for 2015-2016 academic year).
- Education 2530 *Primary School Music Methods* and Education 2510 *Elementary School Music Methods* were combined to create Education 2500 *Orientation to Music Education* and Education 2515 *Primary/Elementary School Music Methods*. This sequence of courses provides a better program of study in that there is now an entry course (Education 2500 *Orientation to Music Education*) and an exit course (Education 4830 *Music Education Seminar*) within the full B. Mus.Ed. degree program.

*Faculty Renewal/Succession:* Since the implementation of the B.Mus.Ed. degree program in the mid-1970s, the program has been supported by three full-time faculty members in addition to contractual or per-course instructors as needed. Each of the three tenure-track professors has had a specialty focus within music education: instrumental, choral or classroom (general) music. Currently the Faculty has two full-time faculty members, plus sessional instructors and in some semesters, a contractual instructor. The current music education faculty members have signified a need to stabilize the faculty complement in music education. This is required to ensure that there is leadership and expertise in each of the standard specialty areas within K-12 music education - instrumental, choral and classroom (general) music.

*Student Recruitment:* Since the inauguration of the B.Mus.Ed. degree program in the mid-1970s, there has been a shift in the number of students enrolled in the Conjoint program vs. the number enrolled in the Second Degree program. For

many years, the majority of our students chose the conjoint delivery route. Over the past ten years, there have been proportionately more Second Degree students. The complete cohort each year consists of students in both programs.

The second degree students are comprised of a mix of students from Newfoundland and Labrador as well as other provinces. It is important to note that, regarding the Newfoundland and Labrador students, there is a mix of MUN graduates and students from the province who have chosen to do their first degree at other universities. The Faculty aims to admit 20-25 students (conjoint and second degree) per year. This number will ensure sustainability as well as provide adequate opportunities in the methods courses for in-class micro-teaching, coordination of in-school micro-teaching experiences, podium time and conducting experiences, presentations and various other experiential and service learning components of the program. This enrolment appears to be a realistic one in terms of the feedback we have received from stakeholders such as school boards within Newfoundland and Labrador.

*Space and Equipment:* The Faculty of Education currently holds three faculty offices and the Education Materials Centre (EMC) in the M.O. Morgan Building (School of Music) and exclusive access to this space needs to be maintained. All classes are held in the School of Music building due to the necessity of appropriate space, resources (e.g., pianos, stereo and sound equipment, instruments, sound proofing) as well as access to student practice rooms.

Because the B.Mus.Ed. degree program resides in the School of Music, the Faculty of Education has an obligation to regularly contribute to the replacement of equipment that we regularly use for the delivery of B.Mus.Ed. courses, e.g., stands, percussion equipment, piano tuning. However, there has not been a major replacement of equipment since the B.Mus.Ed. degree program began 40 years ago. Band and string instruments have been maintained through the MUN Lab Band and Orchestra program. There is also a critical need for maintenance of the computers in the Education Materials Centre as well as software downloads. Funding is needed to replace all the classroom instruments, purchase storage units for these instruments and acquire a portable SmartBoard for use in the music education space in the music building.

Good quality musical instruments and well maintained productive, technologically appropriate working spaces for students are critical to the success of the faculty's music education programs. Some work has been completed in preparing specifications for quotations but there has been no formal plan to address the equipment and instrument needs of the program, as identified by the music education faculty. While the matter was considered by previous faculty administrators, most of the issues are still outstanding.

*Student Assistants:* The music education program relies heavily on students to assist with the smooth and effective running of the Education Materials Centre and the MUN Lab Band and Orchestra program. The use of MUCEP students as well as graduate assistants is critical to the success of the B.Mus.Ed. degree

program. The need for student assistance will increase with the introduction of the MUN Lab Choir program.

***Future directions for the programs:***

- The relationship with the School of Music is critical. Cross- and joint-appointments should be encouraged. A Conjoint graduate program (music and music education) should be explored. The Faculty of Education should also review its obligations in contributing to the cost of maintaining the facilities in the School of Music.
- Both the Faculty of Education and the School of Music should formalize communications between Deans and staff of the two academic units (e.g., scheduling classes, establishing admission requirements, informing the School of Music regarding incoming students who require access to music courses in instrumental techniques and conducting).
- The Faculty should redouble its efforts to celebrate and publicize the unique features of our B.Mus.Ed. degree program, including:
  - The breadth of the program: K-12 classroom, choral and instrumental.
  - The fact that the program prepares music educators for certification in all levels and contexts of K-12 schooling (i.e., students graduating from our B.Mus.Ed. degree program are immediately certified to teach music in Kindergarten through Grade 12).
  - The fact that the laboratory component provides a unique experiential program which complements the academic courses and establishes connections between the Faculty of Education, cooperating schools, parents, etc. This form of outreach and community engagement is a critical component of the program.
  - Promotion of program facilities (dedicated space with rich resources in which to practice micro-teaching, collaborate on assignments/projects, and develop professional relationships and networks).
- Newfoundland and Labrador Traditional Music: There is a desire to adjust the programs so that B.Mus.Ed. students (both Conjoint and Second Degree) can access the traditional music courses offered through the School of Music (folksinging, accordion, fiddle) and have them recognized as an accredited component of the degree.

## Bachelor of Special Education

### **Description:**

The Bachelor of Special Education program is designed to prepare Kindergarten to Grade 12 special education teachers. This 36 credit hour program is available through part-time or full-time study. To be considered for admission individuals must have a degree in education deemed appropriate by the Faculty of Education and have earned credit for certain courses in exceptionalities, language arts and/or reading. An average of at least 65% in the last 60 attempted credit hours (not including internship) is required. As well, individuals must have successfully completed a professional internship in education or have equivalent teaching experience.

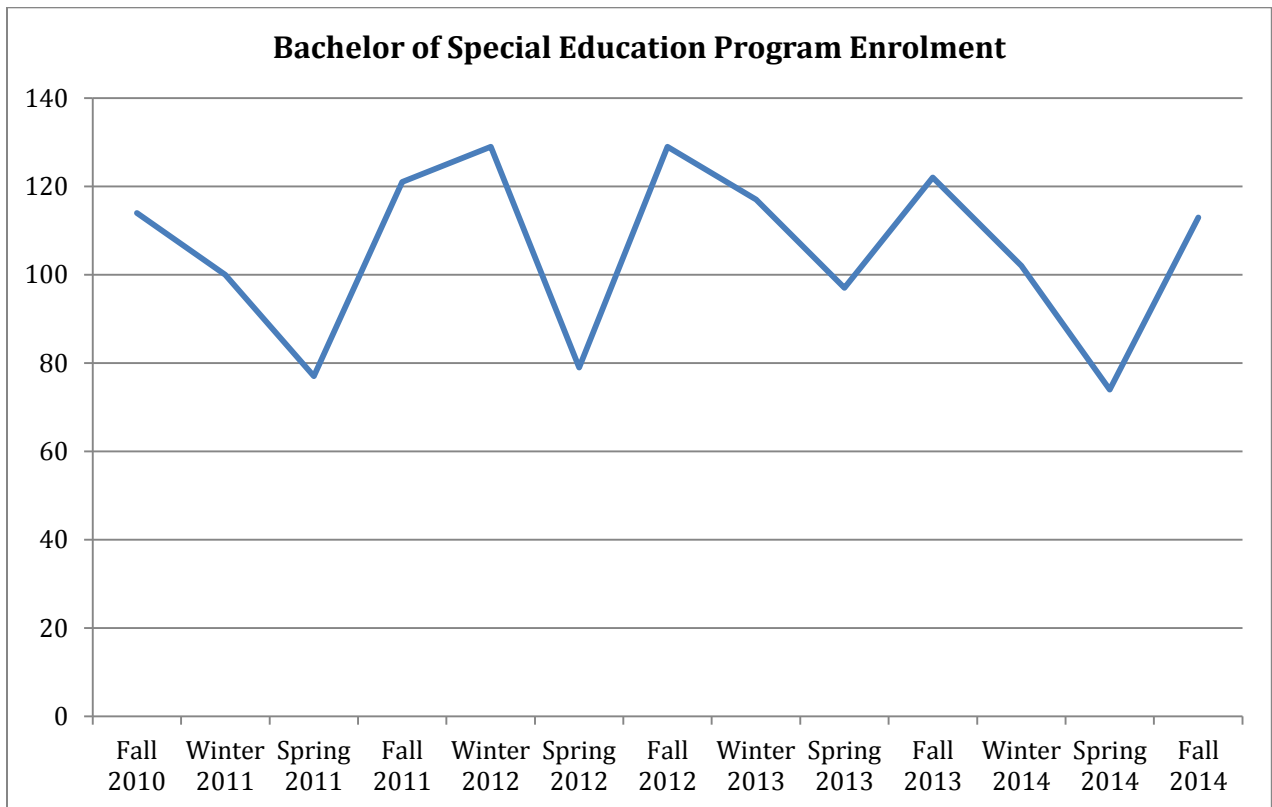
### **Program Requirements:**

#### **Required Courses:**

Education 3600 – Academic and Behavioural Assessment  
 Education 3610 – Nature and Characteristics of Intellectual Disabilities  
 Education 3620 – Nature and Characteristics of Emotional/Behavioural Disorders  
 Education 3630 – Nature and Characteristics of Learning Disabilities  
 Education 3650 – Practicum in Special Education; **and**

#### **Elective Courses: 21 credit hours selected from the following:**

Education 3040 – The Assessment and Development of Children's Language Abilities  
 Education 3640 – Current Issues in Special Education  
 Education 3660 – A Study of the Gifted Child  
 Education 3680 – Inclusive Practices for Students with Autism Spectrum Disorder  
 Education 3690 – Collaborative Practice  
 Education 3941 – Diagnosing and Directing Learning in Primary and Elementary Mathematics  
 Education 4505 – Transition Planning for Adolescents with Intellectual Disabilities  
 Education 4510 – Inclusive Practices for Students with Mild Intellectual Disabilities  
 Education 4515 - Inclusive Practices for Students with Moderate Intellectual Disabilities  
 Education 4520 – Inclusive Practices for Students with Behavioral Challenges  
 Education 4530 – Inclusive Practices for Students with Learning Disabilities  
 Education 4540 – Inclusive Practices for Students with Speech/Language Disorders  
 Education 4541 – Communication for the Deaf – Inactive Course  
 Education 4543 – Inclusive Practices for Students with Hearing Loss

**Enrolments:**

**Notes:** Data are the number of students active in the program enrolled in at least one course.

**Current issues in the program:**

**Imbalance in program applicants:** Currently there is an imbalance in the proportion of applicants to the Special Education Program. The vast majority of applicants hold a Bachelor of Education (Primary-Elementary) degree and there are very few who are Intermediate-Secondary degree holders. The Special Education program group also expressed concern about the low number of male students applying to the Special Education degree program.

**Access to Reading Pre-requisite:** One of the factors that may be impacting this imbalance is that students may not have an opportunity to complete a pre-requisite for the Special Education degree (Ed 4350: Reading in the Content Areas) as part of the Intermediate-Secondary degree. This limits them from gaining entry directly into the Special Education program (in September) immediately after finishing their Intermediate-Secondary degree. While the course may be completed in the Intermediate-Secondary Program, it can only be placed as a three credit hour option in the same time slot as a series of one and two credit hour institutes.

When the new Intermediate-Secondary program was established, faculty members wanted to provide some choice in course experiences for students and this was accomplished by establishing a series of one and two credit hour institutes. Past experience shows that when Education 4350 is offered in this

time slot, it is taken up by a large number of students, thereby reducing the number of students choosing to avail of the institutes. To address this problem, in 2014 faculty administration chose not to offer Education 4350 in the same time slot as the institutes. While Ed 4350 is typically offered in two semesters each academic year, Intermediate-Secondary students cannot fit it into their schedules unless it is offered in the same time slot as the institutes. In such cases they would need to take the course after they complete their program, most likely in fall semester. This means they are delayed by a year in being admitted to the Special Education program. This is problematic, as the Special Education Program Group does not wish to waive this course for admission. It is also problematic for students who may prefer to do this course instead of three institutes.

*Special Education Teacher Training:* A related matter involves concerns expressed by the Special Education program group about a perceived need for additional special education training for pre-service teachers within the Bachelor of Education programs. One specific area of concern was related to the assessment and remediation of reading and writing abilities.

*Quality of Per-Course Instructors:* There is growing concern about the availability of well qualified sessional instructors for special education courses that are surplus to the number of courses that can be taught by the Faculty's complement of regular tenured or tenure track faculty members. While the Faculty of Education usually receives several applications for most per course appointments, there are certain specialized courses for which we have very few applicants who meet all the qualifications. In such cases instructors are often difficult to locate, especially in situations where courses are classroom based and scheduled in daytime slots. The Special Education Program Group expressed their strong preference for instructors who hold a degree in Special Education and who have current or recent experience teaching in the special education field.

Unfortunately, filling all sections with sessional instructors who meet all of these criteria has proven to be very difficult from an administrative perspective. In some instances, such as when a course is advertised as a per-course appointment, the Faculty administration is required to adhere to the seniority provision of the Lecturer's Union of Memorial University of Newfoundland (LUMUN) Collective Agreement. In other cases, the only instructors in the applicant pool are retired teachers or retired administrators who often have a strong background in special education (but may not have completed a Special Education Degree) or who may not have current or recent teaching experience in the field.

*Course Delivery:* In recent years demand for online courses has increased significantly and this has impacted enrolment in on-campus courses. Because almost all courses in the special education program are now available online, students are no longer required to complete many courses on campus in order to complete a special education degree. Classroom-based courses are seeing lower numbers of students leading to the question of what is an appropriate balance of online versus face-to-face instruction for special education.



***Future directions:***

- Several options could be considered to address the issue of the imbalance in the special education program. One option could be to offer Education 4350 in a compressed (three week format) in the post-summer session period. This would enable students finishing the Intermediate Secondary program in August of any given year to begin the program in September of the same year. A second option would be for students to complete the course in the fall semester, following completion of the Intermediate-Secondary Program in August and enter the Special Education program in January of the following year. A third option would be to admit students to the Special Education program without the course and make Education 4350 a co-requisite. Finally, given the limited opportunity for electivity within the new Intermediate-Secondary program, the course could be listed as a requirement for the degree; however, this would require some program reconfiguration.
- The Faculty must redouble its efforts to attract well-qualified per-course special education instructors who have completed special-education degrees and have current or recent teaching experience in teaching students with special needs. One option could be to advertise for expressions of interest from qualified special education instructors for future per course opportunities thereby creating a pool of applicants who can be matched to particular courses and called upon as those courses become available.
- Program delivery changes being considered are alternate delivery models including (1) the use of a blended model, where possible; (2) front loading the on-line components of courses with content, while reserving class time for interaction; (3) greater use of summer institutes; and (4) the flipped classroom model.
- The two main teacher education programs may need to be reviewed to determine whether there is a need to augment the existing program with additional special education training, particularly with respect to the development, assessment and remediation of reading and writing.

## Bachelor of Education (Post-Secondary) as a First Degree

### **Description:**

The Bachelor of Education (Post-Secondary) as a First Degree and Bachelor of Education (Post-Secondary) as a Second Degree are designed to prepare students for a variety of instructional and leadership roles in formal and informal post-secondary education, including teaching and other careers in academic, adult, community, technical and trades, and professional education. The Bachelor of Education (Post-Secondary) as a First Degree is a 120 credit hour program and is available through part-time or full-time study. To be admitted students must have completed the Diploma in Adult Learning and Post-Secondary Education and additional studies as a journey person for a designated trade or equivalent training and experience in another field. Advanced standing to a maximum of 30 credit hours may be awarded, upon admission, for training and work experience applicable to post-secondary education settings.

### **Program Requirements:**

#### **Twenty-one credit hours as follows:**

Education 2710 - Course Organization and Development in Post-Secondary Education

Education 2720 - Introduction to Post-Secondary Education

Education 2730 – General Methods of Teaching in Post- Secondary Education

Education 2801 – The Adult as Learner

Education 3280 – Educational Assessment

Education 3801 – Educational Media

Education 4700 – Student Teaching in Post-Secondary Education

and

#### **Twenty-one credit hours to be chosen from:**

Education 2800 – Introduction to Adult Education

Education 2803 – Educational Aspects of Adult Development

Education 2806 – Sociology of Adult Education

Education 3440 – Organization and Administration of Programs in Adult Education

Education 3710 – Group Instruction in Post-Secondary Education

Education 3720 – Individual Instruction in Post-Secondary Education

Education 3730 – Curriculum and Instructional Development in Post-Secondary Education

Education 4710 – Recurring Issues in Post-Secondary Education

Education 4730 – Educational Programs and Practices in Industry and Labour

Education 4760 to 4780 – Advanced Specialized Post-Secondary Education Technology

#### **Additional Requirements:**

1. Six credit hours in English
2. Thirty non-Education credit hours patterned to strengthen the area of teaching specialization
3. Twelve additional credit hours from any subject areas outside of Education
4. Advanced standing to a maximum of 30 credit hours for students possessing at least a combined total of six years of training and work

***Enrolment:***

(see below)

***Current issues in the program:***

The Faculty of Education recently concluded an in-depth review of its degree and diploma programs in post-secondary education. Changes to the programs take effect in the 2014-15 academic year. See below for a detailed description.

***Future directions:***

(see below)

## Bachelor of Education (Post-Secondary) as a Second Degree

### **Description:**

The Bachelor of Education (Post-Secondary) as a Second Degree program is a 36 credit hour program available through part-time or full-time study. To be admitted to the program applicants must have been awarded an undergraduate degree from an institution recognized by Memorial University. Additional courses may also be required.

For both first and second degree programs candidates complete a program of study including courses in academic literacy, curriculum development and assessment, teaching methodologies, adult education and a range of other topics relating to adult and post-secondary education.

### **Program Requirements:**

#### **Twenty-one credit hours as follows:**

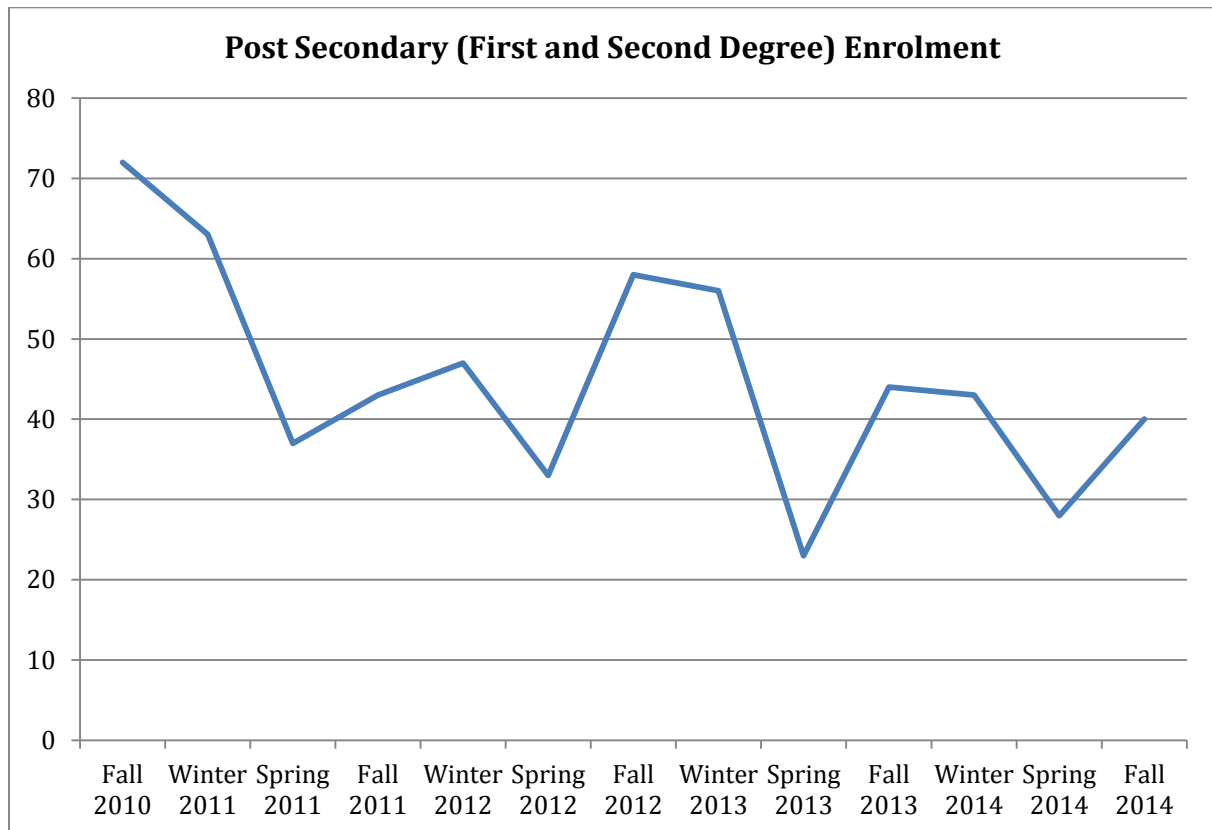
Education 2710 - Course Organization and Development in Post-Secondary Education  
 Education 2720 - Introduction to Post-Secondary Education  
 Education 2730 – General Methods of Teaching in Post- Secondary Education  
 Education 2801 – The Adult as Learner  
 Education 3280 – Educational Assessment  
 Education 3801 – Educational Media  
 Education 4700 – Student Teaching in Post-Secondary Education

#### **Fifteen credit hours of which six must be chosen from:**

Education 2800 – Introduction to Adult Education  
 Education 2803 – Educational Aspects of Adult Development **or**  
 Education 2806 – Sociology of Adult Education

#### **Nine must be chosen from:**

Education 3440 – Organization and Administration of Programs in Adult Education  
 Education 3710 – Group Instruction in Post-Secondary Education  
 Education 3720 – Individual Instruction in Post-Secondary Education  
 Education 3730 – Curriculum and Instructional Development in Post-Secondary Education  
 Education 4710 – Recurring Issues in Post-Secondary Education  
 Education 4730 – Educational Programs and Practices in Industry and Labour  
 Education 4760 to 4780 – Advanced Specialized Post-Secondary Education Technologies

**Enrolments:**

**Notes:** Data are the number of students active in the program enrolled in at least one course.

**Current issues in the program:**

The Faculty of Education recently concluded an in-depth review of its degree and diploma programs in post-secondary education. Changes to the programs take effect in the 2014-15 academic year. See below for a detailed description.

**Future directions:**

(see below)

## Diploma in Adult Learning and Post-Secondary Education

### **Description:**

The Diploma in Adult Learning and Post-Secondary Education is a new 30 credit hour diploma and replaces the current Diploma in Adult Teacher Education and the Diploma in Post-Secondary Education. To be admitted to the Diploma in Adult Learning and Post-Secondary Education applicants must have completed either a training program or slate of post-secondary level courses or courses required for the *Post-Secondary Instructor Certificate* awarded by the Government of Newfoundland and Labrador. The six courses (18 credit hours) required for the certificate are embedded in the 30 credit hour requirement for the new diploma program. In addition to instructors seeking a further credential, the diploma program is open to other individuals who may come from diverse backgrounds including administrative, academic, adult education, business, health, literacy, policy, student services, and technical and trades professions. Upon completion of the diploma, qualified candidates have the option to progress to the Bachelor of Education (Post-Secondary) as a First Degree. The 30 credit hours attained for the diploma are embedded in the 120 credit hours required for the degree.

### **Program Requirements:**

**30 credit hours in Education courses as follows:**

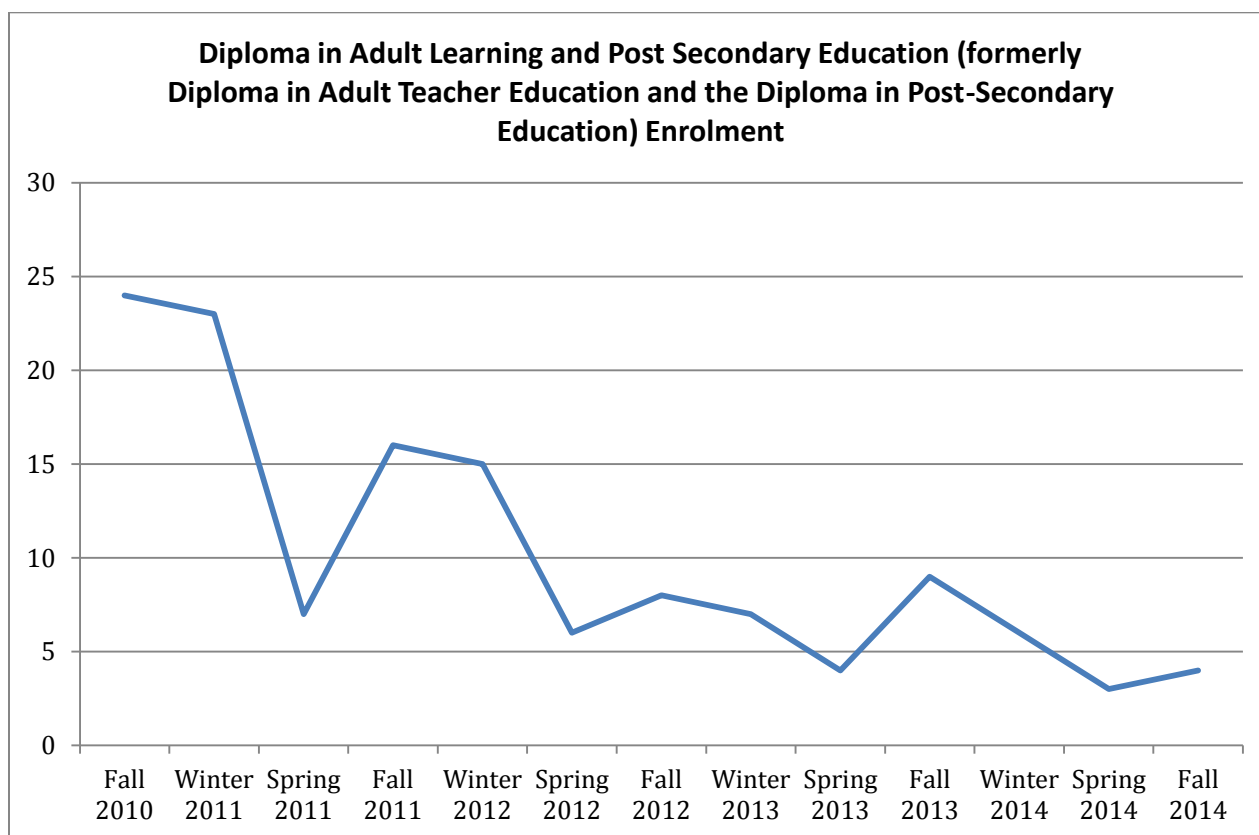
**18 Credit hours including:**

Education 2700 – Academic Literacies  
 Education 2710 - Course Organization and Development in Post-Secondary Education  
 Education 2720 - Introduction to Post-Secondary Education  
 Education 2730 – General Methods of Teaching in Post- Secondary Education  
 Education 2801 – The Adult as Learner  
 Education 3280 – Educational Assessment

**12 Credit hours selected from:**

Education 2800 – Introduction to Adult Education  
 Education 2803 – Educational Aspects of Adult Development **or**  
 Education 2806 – Sociology of Adult Education  
 Education 3730 – Curriculum and Instructional Development in Post-Secondary Education  
 Education 3801 – Educational Media  
 Education 4730 – Educational Programs and Practices in Industry and Labour

- no more than 6 credit hours at the 2000 level
- a maximum of 12 credit hours which have been used to fill the requirements of another degree or diploma.

**Enrolment:**

**Note:** Data are the number of students active in the program enrolled in at least one course.

**Current issues in the programs:**

In Fall 2012, the Faculty of Education initiated a review of the Diploma in Adult Teacher Education, Diploma in Post-Secondary Education, Bachelor of Education (Post-Secondary) as a First Degree and Bachelor of Education (Post-Secondary) as a Second Degree. Representation was invited from all stakeholders in the Post-Secondary Education system across the Province. These included College of the North Atlantic, Marine Institute, private colleges and the Department of Advanced Education and Skills. All facets of the existing programs were reviewed. The proposed new diploma and other changes made to these programs reflect the changing needs of students and the post-secondary education system in the Province, and the need to reorganize programs to enhance effectiveness and responsiveness.

The new Diploma in Adult Learning and Post-Secondary Education forms an important part of a structured slate of professional credentials for those who seek careers within formal, non formal and informal adult learning and post-secondary settings or who may already be working in these areas. Currently, the Department of Advanced Education and Skills require post-secondary instructors in the Province, to complete six prescribed education courses. The Faculty of Education offers these courses and the Department of Advanced Education and Skills issues a *Post-Secondary Instructor Certificate* upon successful completion of the six courses.

The six courses (18 credit hours) required for the certificate are embedded in the 30 credit hour requirement for the new diploma program. In addition to instructors seeking a further credential, the diploma program is open to other individuals who may come from diverse backgrounds including administrative, academic, adult education, business, health, literacy, policy, student services and technical and trades professions. Upon completion of the diploma, qualified candidates have the option to progress to the Bachelor of Education (Post-Secondary) as a First Degree. The 30 credit hours attained for the diploma are embedded in the 120 credit hours required for the degree. The degree builds on the diploma with additional education courses; the possibility for advanced standing based on prior training and work experience and provides the opportunity for students to strengthen their area of specialization through additional academic (non-education) courses. Students who have an acceptable prior degree can proceed directly to the Bachelor of Education (Post-Secondary) as a Second Degree. This 36 credit hour program also includes the 18 credit hours required for the *Post-Secondary Instructor Certificate*.

The existing adult education and post-secondary education courses have been re-configured into the regulations for the Diploma in Adult Learning and Post-Secondary Education, Bachelor of Education (Post-Secondary) as a First Degree and Bachelor of Education (Post-Secondary) as a Second Degree.

***Future directions:***

The new structure represents the first phase of changes recommended by the review committee. Further changes, i.e., phase two, will be forthcoming for the 2015-2016 Calendar.

- During the review there was recognition of the need for an academic literacies approach. A new course Education 2700 (Academic Literacies in Adult and Post-Secondary Learning Contexts) was proposed and is currently being developed. The review also recommended the development of an online version of Education 2730 (General Methods of Teaching in Post-Secondary Education), which is also currently under development.
- Other recommendations from the review committee included the establishment of a teaching and learning philosophy to provide coherence and direction for the programs (currently under progress), a process of curriculum mapping to ensure relevance and responsiveness in course content and delivery, the re-development of existing courses and the development of new courses. The review suggested that this process begin with the core courses. The purpose of this re-development and restructuring is to deliver a set of programs that meets the needs of the post-secondary sector and is sensitive to the changing needs of students. Courses are available online and the program can be completed at a distance with the intention of attracting students nationally and internationally.



## The Bachelor of Education (Native and Northern)

### **Description:**

The Bachelor of Education (Native and Northern) is a program designed for the preparation of Aboriginal students who intend to pursue a teaching career in the communities of Northern Labrador. The 150 credit hour program is offered at the St. John's campus and offers both a primary-elementary and intermediate-secondary route.

### **Program Requirements:**

#### **Primary/Elementary Education Route**

1. 150 credit hours in consultation with the Office of Undergraduate Student Services.
  2. The following academic credit hours are compulsory:
    - a) twelve credit hours in English
    - b) six credit hours in Math
    - c) six credit hours in Science
    - d) six credit hours in Anthropology
    - e) six credit hours in Linguistics (Inuktitut or Innu-aimun)
    - f) three credit hours in Psychology]
  3. A concentration of four courses from each of two of the following subject areas: Aboriginal Studies, Art, Folklore\*, French, Geography, History, Linguistics\*, Mathematics, Music/Music Education, Physical Education, Religious Studies, Science, Theatre Arts\*
  4. 60 credit hours in education, to be determined from an approved list, in consultation with the Office of Undergraduate Student Services.
  5. Three credit hours from one of the following areas:
    - I. Teaching of Inuktitut or Innu-aimun for students who are proficient speakers of one of these languages
    - II. Language and culture for students who are not proficient speakers of Inuktitut or Innu-aimun
- Further credit hours in Education to complete the required total of 60
6. Candidates who are proficient speakers of Inuktitut or Innu-aimun and who plan to teach one of these languages and/or plan to teach in one of these languages shall complete at least 3 credit hours from each of the following areas:
    - a. Language literacy skills (cross listed as Education/Linguistics)
    - b. Language teaching skills (cross listed as Education/Linguistics)
  7. 15 credit hour internship (Education 404X).
  8. Further credit hours to complete the required total of 150

#### **Secondary Education Route**

1. 150 credit hours in consultation with the Office of Undergraduate Student Services.
2. The following academic credit hours are compulsory:
  - a. six credit hours in English
  - b. six credit hours in Anthropology

- c. six credit hours in Linguistics (Inuktitut or Innu-aimun)
  - d. three credit hours in Psychology **and**
  - e. A concentration of eight courses in each of two areas of study.
3. 54 credit hours in Education, to be determined from an approved list:
    - a. At least 3 credit hours in Education from each of the following areas:
      - i. Administration, Curriculum Development, Educational Psychology, Introductory Overview of Native Education, Native Education Issues and Trends, Reading, Social Context of Education, Student Evaluation, Teaching English as a Second Language, Teaching Strategies
    - b. Appropriate teaching methodology courses to correspond with concentrations in clause 2. e. to be determined from an approved list, in consultation with the Office of Undergraduate Student Services
    - c. Three credit hours from one of the following areas:
      - i. Teaching of Inuktitut or Innu-aimun for students who are proficient speakers of one of these languages
      - ii. Language and culture for students who are not proficient speakers of Inuktitut or Innu-aimun
  4. Further credit hours in Education to complete the required total of 54
  5. Candidates who are fluent speakers of Inuktitut or Innu-aimun, and who plan to teach one of these languages and/or plan to teach in one of these languages, shall complete at least 3 credit hours from each of the following areas:
    - a. Language literacy skills (cross listed as Education/Linguistics)
    - b. Language teaching skills (cross listed as Education/Linguistics)
  6. 15 credit hour internship (Education 404X)
  7. Further credit hours to complete the required total of 150 may be selected from any subject area outside of Education or from other credit hours in Education which are approved for the secondary area.

***Current issues in the program:***

The Bachelor of Education (Native and Northern) program is under review in conjunction with the introduction of the Community-Based Bachelor of Education (Primary-Elementary) in Labrador. The Bachelor of Education (Native and Northern) program is not accepting new students until the review is completed.

## Diploma in Native and Northern Education (Teacher Education Program in Labrador)

### **Description:**

The Diploma in Native and Northern Education in Labrador (T.E.P.L.) is a 60 credit hour teacher education program in Labrador with Options in Classroom Teaching or Core Language Teaching. A candidate for admission to this program must normally be a speaker of either Innu-aimun or Inuktitut and meet the General Admission Requirements of the University as outlined in the Calendar. Both options also require a series of non-credit professional seminars in topics such as: classroom management, organizational skills, healing, technology and learning resource development.

### **Program Requirements:**

The following 30 credit hours are required for both **Option A - Classroom Teacher** and **Option B - Core Language Teacher**.

Education 2022 – The Teaching of Inuktitut or  
 Education 2032 – The Teaching of Montagnais  
 Education 2655 – Recognizing and Protecting Children’s Needs  
 Education 3001 – Supervised Practice Teaching in Native Schools I  
 Education 3002 - Supervised Practice Teaching in Native Schools II  
 Education 3321 – Native Literature  
 Education 4220 – The Teaching of Inuktitut I or  
 Education 4230 – The Teaching of Innu-aimun I E  
 English 1030 – Writing  
 Linguistics 1530 – Reading and Writing in Innu-aimun I  
 Linguistics 1531 - Reading and Writing in Innu-aimun II and  
 Linguistics 2020 – Introduction of the Structure of Inuktitut I or  
 Linguistics 2030 – Introduction to Innu-aimun (Montagnais/Naskapi) I

**Option A - Classroom Teacher** - the following 30 credit hours are compulsory **in addition** to those 30 credit hours required for Option A and B.

Education 2182 – An Introduction to Teaching Science in the Primary and Elementary Grades  
 Education 2194 – Physical Education in the Primary and Elementary Grades  
 Education 2200 – Language Arts  
 Education 2350 - An Introduction to Teaching Mathematics in the Primary and Elementary Grades  
 Education 3007 – Teaching Strategies in Native and Northern Schools  
 Education 3140 – Creative Arts  
 Education 3281 – Tests and Measurements  
 Education 3961 – Social Studies in Native and Northern Schools  
 Education 4330 – Curriculum and Instruction in Native and Northern Schools I

**Sociology/Anthropology 2220 - ???????**

Professional Seminars. This is a non-credit component which is compulsory and will include seminars dealing with topics such as: Classroom Management, Organizational Skills, Healing, Computer Training and Resource Development.

**Option B - Core Language Teacher** - the following 30 credit hours are compulsory **in addition** to those 30 credit hours required for Option A and B.

Education 2035 – The Teaching of History and Culture of Labrador Inuit and Innu.  
 Education 2036 – The Teaching of Aboriginal Issues

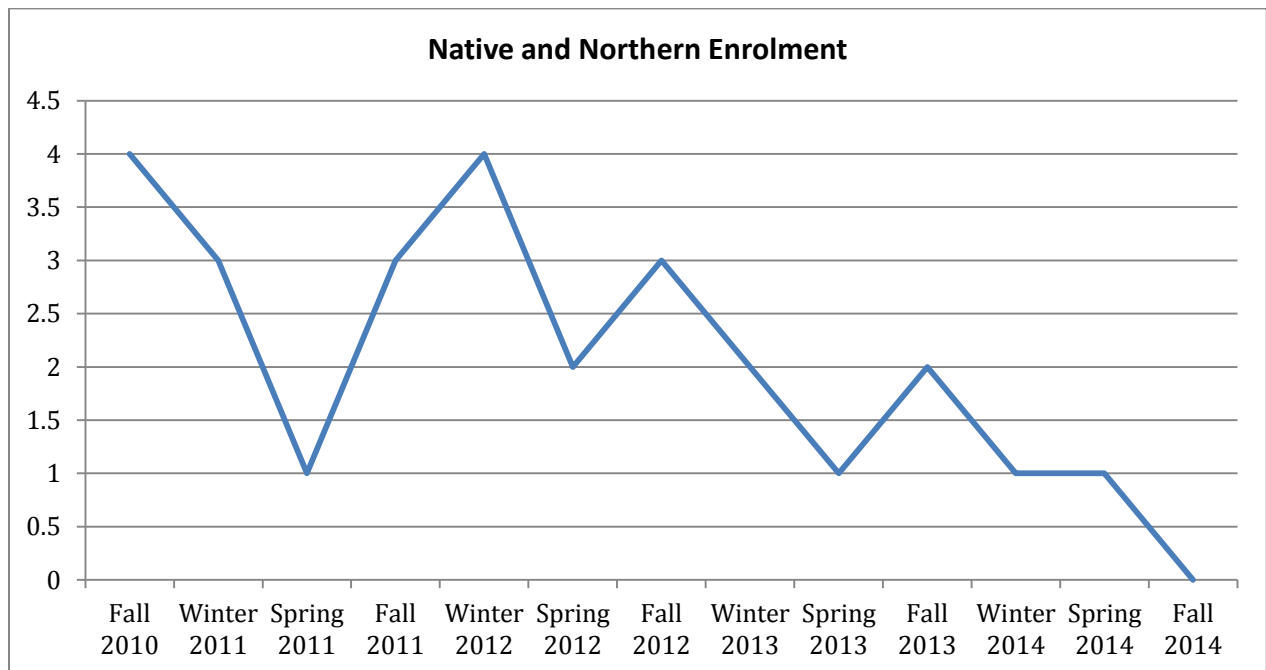
Education 2037 – Aboriginal Drama  
 Education 2038 – Aboriginal Music and Art  
 Education 2039 – Cultural Camp (the former Education 2041)  
 Education 3007 – Teaching Strategies in Native and Northern Schools  
 Education 4221 – The Teaching of Inuktitut II or 4231 – The Teaching of Innu-aimun II  
 Education 4330 - Curriculum and Instruction in Native and Northern Schools I Linguistics 2021 - Introduction of the Structure of Inuktitut II or 2031 - Introduction to Innu-aimun (Montagnais/Naskapi) II

Professional Seminars. This is a non-credit component which is compulsory and will include seminars dealing with topics such as: Classroom Management, Organizational Skills, Healing, Computer Training, and Resource Development.

### ***Current issues in the program:***

There are currently no active students in the Diploma in Native and Northern Education. The program is under review in conjunction with the introduction of the Community-Based Bachelor of Education (Primary-Elementary) in Labrador. The Bachelor of Education (Native and Northern) program is not accepting new students until the review is completed.

### ***Enrolments:***



### ***Notes:***

- 1. Data are the number of students active in the program enrolled in at least one course.***
- 2. This program is under review and not currently accepting new applicants.***

## Bachelor of Education (Primary-Elementary) – Inuit Bachelor of Education Program (Labrador)

### **Description:**

The Inuit Bachelor of Education (Primary-Elementary) is a 150 credit hour program designed to prepare teachers of grades K-6 in the Labrador educational context. The program, which will begin in Fall 2015, is intended for students of Aboriginal descent who intend to teach in communities with significant indigenous populations. This full-time program, which extends over 9 consecutive semesters, includes an early field experience and a one-semester internship placement. To be considered for admission, individuals must have at least 30 credit hours of prior university education or complete a 30 credit hour preparatory year. Successful completion of 30 credit hours from a range of courses applicable to the degree with an average of at least 65% will be required to be formally admitted into the program.

### **Program requirements:**

<b>Semester 1 – Fall (12 CH)</b>	<b>Semester 2 – Winter (12 CH)</b>	<b>Semester 3 – Spring (12 CH)</b>
Ed 2040 – Basic Interpersonal Comm. Ed 2202 – Educ. in Native and Nor. Comm. ENGL 2390 – Intro. To Modern English Structures FOLK 1000 – Intro. To Folklore LITP Modules (Offered by NG)	Ed 3618 – Nature of the P/E School Child - Development Ed 3951 – Curriculum, Instruction, and Assessment in the PE School I ENGL 2160 – N.A. Aboriginal Lit. HIST 1016 – Themes in Aboriginal History LITP Modules (Offered by NG)	<b>Intersession</b> Ed 4301– Intro Internship in the P/E School Ed 3619 – Nature of the P/E School Child- Learning and Cognition LITP Modules (Offered by NG) <b>Summer</b> Ed 3962 – Social Studies in the P/E School GEOG 2495 – Regional Geog. of Labrador LITP Modules (Offered by NG)
<b>Semester 4 – Fall (12 CH)</b>	<b>Semester 5- Winter (12 CH)</b>	<b>Semester 6- Spring (12 CH)</b>
Ed 3952 – Curriculum, Instruction, and Assessment in the PE School II Ed 3273 – Science in the P/E Grades Ed 3312 – Lang. Arts in the P/E School I ANTH 2220 – Labrador Society & Culture LITP Modules (Offered by NG)	Ed 3543 – Lang. Arts in the P/E School II Ed 3940 – Mathematics in the P/E Grades Ed 4240 – Intro to the Exceptional Learner FOLK 3920 – Folklore in Education LITP Modules (Offered by NG)	<b>Intersession</b> Second Language Requirement: Linguistics 2025 - Inuktitut I Linguistics 2026 - Inuktitut II <b>Summer</b> Ed 2038 – Aboriginal Music and Art Ed 2039 – Cultural Camp LITP Modules (Offered by NG)

<b>Semester 7 – Fall (15 CH)</b>	<b>Semester 8 – Winter (12 CH)</b>	<b>Semester 9 – Spring (12 CH)</b>
Ed 401X – Extended Teaching Internship	Ed 3322- Children’s Literature in the P/E School HKR 2001 – Introduction to Physical Education for Education Students ANTH 3240 – Reg. Studies: Contemporary Native Peoples of Canada SOC1 2270 - Families LITP Modules (Offered by NG)	<b>Intersession</b> Ed 4425 – Introduction to Educational Administration ANTH 4070 – Ab. Self-Governance LITP Modules (Offered by NG) <b>Summer</b> Ed 4381 - Perspectives on Education HIST 2800 – Ind. Peoples & Colonialism LITP Modules (Offered by NG)
<b>Semester 10 – Fall (12 CH)</b>	<b>Semester 11 – Winter</b>	
Ed 3484 – Computers & Learning Resources for PE Teachers Ed 2022 – The Teaching of Inuktitut COMM 2000 – Critical Approaches to Popular Culture SOC1 3731 – Sociology of Culture LITP Modules (Offered by NG)	LITP Modules (Offered by NG)	Convocation

### Total Enrollment for All Bachelor of Education Programs

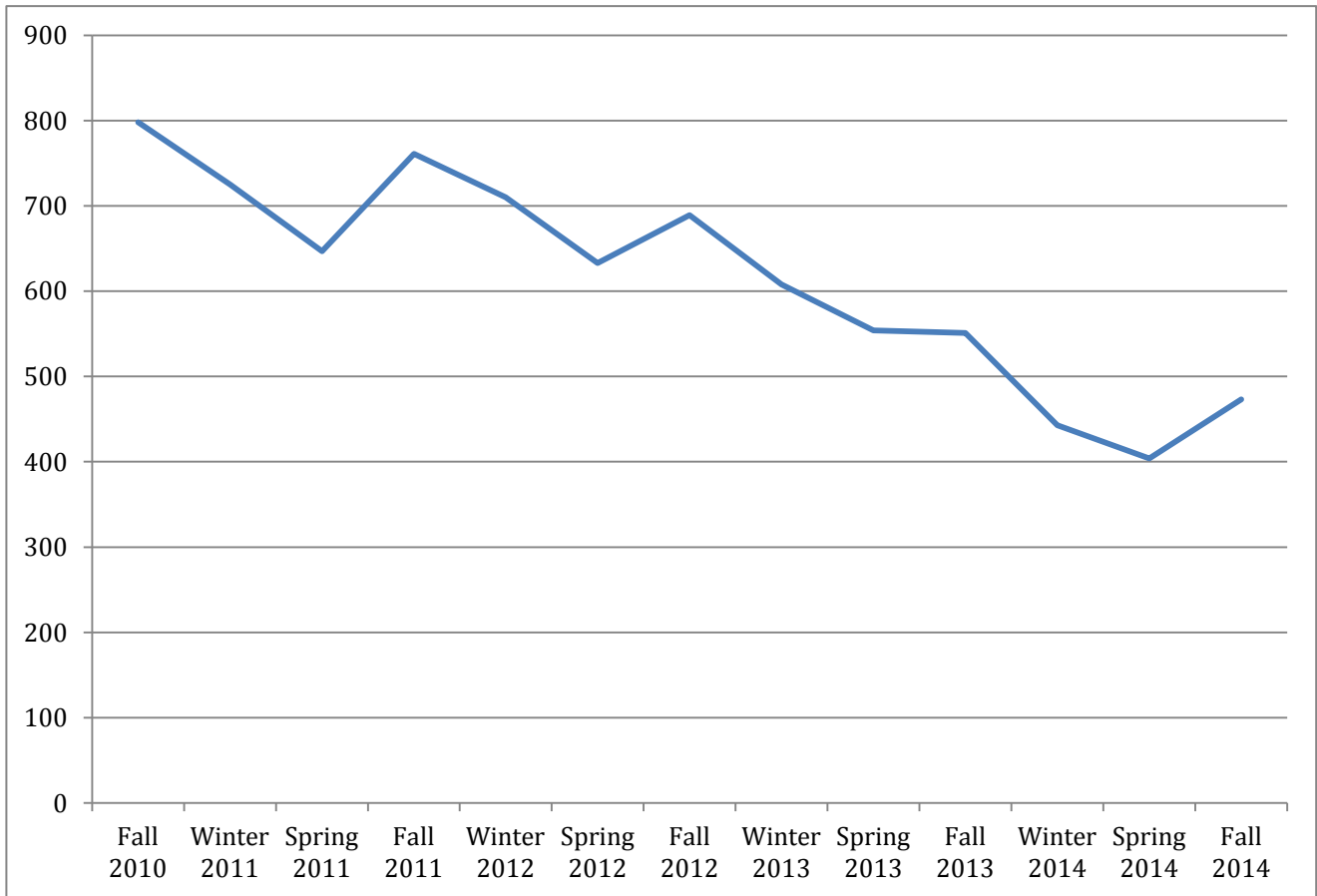


Figure 4. Total enrolment: All Bachelor of Education students, 2010 – 2014.

## Graduate Programs

The Faculty of Education, on behalf of the School of Graduate Studies, currently offers a number of graduate credentials as listed in Table 2.

Degree	Program
Master of Education	Counselling Psychology
	Curriculum, Teaching and Learning Studies
	Educational Leadership Studies
	Information Technology
	Post-secondary Studies
Master of Arts and Education	Francophone language, literature and culture
Graduate Diploma	Professional Health Education Educational Leadership Studies (pending approval)
Doctor of Philosophy	

*Table 2.* Degrees offered through the Faculty of Education.



## Master of Education (Counselling Psychology)

### **Description:**

The Counselling Psychology (CP) program prepares knowledgeable, skilled, dedicated and ethical professionals who are committed to enhancing human potential across the life span and in a variety of settings. Students in the program come from a wide variety of personal, social and educational backgrounds. Students in the program study a variety of conceptual frameworks and research findings as preparation for working with other professionals, paraprofessionals and self-help groups. The program provides a broad-based sequence of studies and supervised experiences that will prepare graduate students to be knowledgeable and skilled practitioners who can function in a variety of settings.

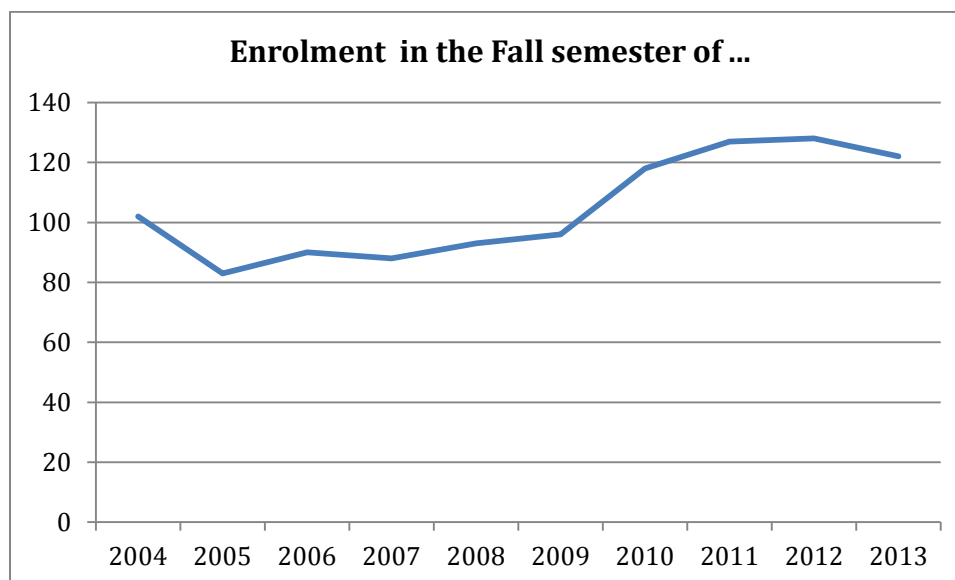
### **Program requirements:**

Two options are available to students in the CP program:

Comprehensive course route	Thesis route
6100 – research methods	6100 – research methods
6700 – ethics	6700 – ethics
6702 – individual counseling skills	6702 – individual counseling skills
6706 – career counseling	6706 – career counseling
6708 – group counseling skills	6708 – group counseling skills
6720 – internship	6720 – internship
Four electives	Second research methods course
	Thesis

*Note: For specific details, see section 10.8.3 of the regulations of the School of Graduate Studies.*

### **Enrolments:**



***Issues and future directions:***

Members of the Counselling Psychology program group are currently examining changes to the program that better prepare our students to be the best possible counsellors. Keeping in mind accreditation issues for graduates, the program group is currently looking at expanding the offerings, introducing multiple streams and providing more course offerings. At the same time, we are looking at the development of a cohort model which will allow students to have better access to courses they need and desire in a more timely fashion.

## Master of Education (Curriculum, Teaching and Learning Studies)

### **Description:**

The Master of Education (Curriculum, Teaching and Learning Studies) (CTLS) provides opportunities for students to investigate pertinent issues in these interrelated areas from a variety of perspectives: philosophical, historical, social, cultural, cognitive and technological. The conceptual bases of curriculum, teaching, and learning are explored and analyzed along with related examples of historical and current policies and practices. The program encourages the development of broad-based insights into issues related to these areas through an emphasis on critical inquiry and reflective practice. It supports students in the development and enhancement of research capabilities and professional expertise and practice.

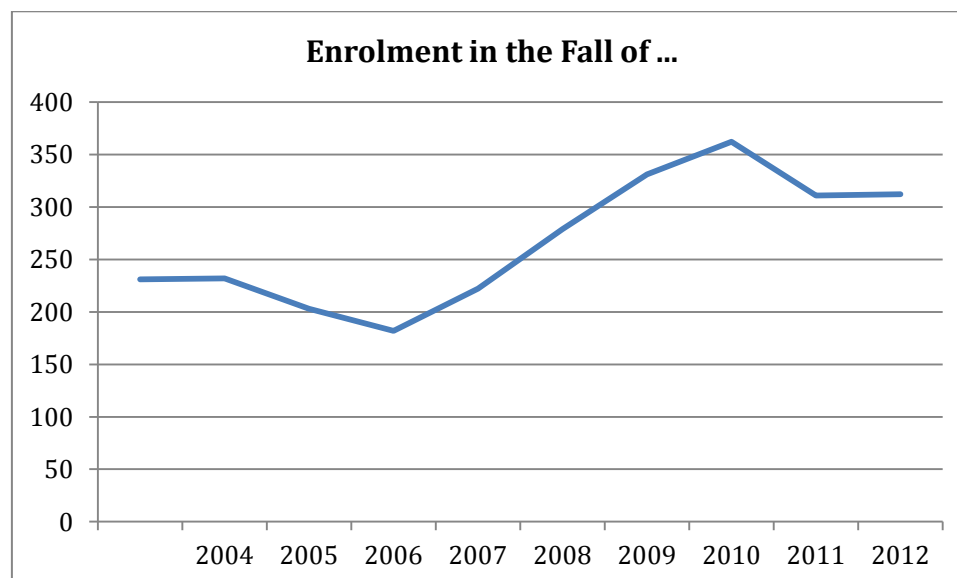
### **Program requirements:**

There are four options available to students in CTLS program:

Course route	Project or folio	Internship	Thesis
6100 – research methods	6100 – research methods	6100 – research methods	6100 – research methods
6300 – Teaching and learning	6300 – Teaching and learning	6300 – Teaching and learning	6300 – Teaching and learning
6602 – Curriculum studies	6602 – Curriculum studies	6602 – Curriculum studies	6602 – Curriculum studies
Two courses from specialization	Two courses from specialization	Two courses from specialization	Two courses from specialization
Exit course – Research seminar or biographical methods or action research	Project or folio	Internship	Second research methods course
Additional electives	Additional electives	Additional electives	Thesis

**Note:** For specific details, see section 10.8.2 of the regulations of the School of Graduate Studies.

### **Enrolments:**



***Issues and future directions:***

The Curriculum, Teaching and Learning Studies program group is currently debating a number of issues. A significant issue concerns the balance between on-campus and distance education offerings. Members of the program group feel that it is imperative to be able to offer on-campus courses to students, especially international students, as part of a high quality program experience. One response to this has been the development of a pilot project for cohorts. Through the introduction of cohorts, we feel that we will be able to offer students a mixture of on-campus and distance education courses that will enable them to have rich, beneficial experiences.

## Master of Education (Educational Leadership Studies)

### **Description:**

The M.Ed. (EDLS) is an opportunity to explore a broad range of issues in educational leadership, policy and administration. It prepares candidates to assume leadership roles in a variety of settings, including school and district leadership, post-secondary institutions and policy analysis.

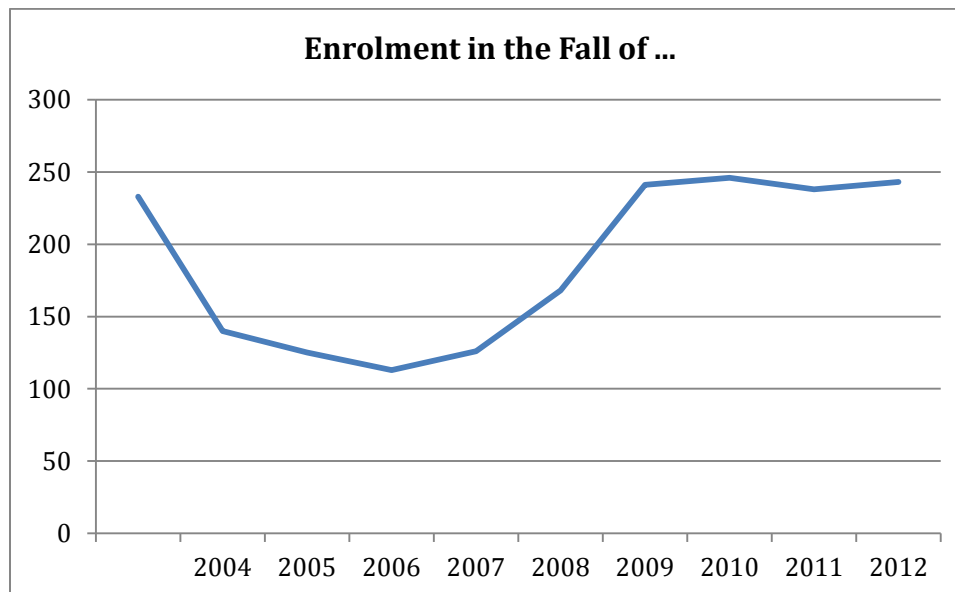
### **Program Requirements:**

There are four options available to students in the EDLS program:

Course route	Project or folio	Internship	Thesis
6100 – research methods	6100 – research methods	6100 – research methods	6100 – research methods
6204 – Educational administration: Theory and practice	6204 – Educational administration: Theory and practice	6204 – Educational administration: Theory and practice	6204 – Educational administration: Theory and practice
6205 – Educational Policy: Theory and practice	6205 – Educational Policy: Theory and practice	6205 – Educational Policy: Theory and practice	6205 – Educational Policy: Theory and practice
Two courses from closed electives	Two courses from closed electives	Two courses from closed electives	Two courses from closed electives
Exit course – Research seminar or biographical methods or action research	Project or folio	Internship	A second research method course
			Thesis

**Note:** For specific details, see section 10.8.1 of the regulations of the School of Graduate Studies.

### **Enrolments:**



### **Issues and future directions:**

Online vs. classroom

Quality of writing for some students

Separate something for principals, something for superintendents/directors

Developing cohorts locally, nationally and internationally

## Master of Education (Information Technology)

### **Description:**

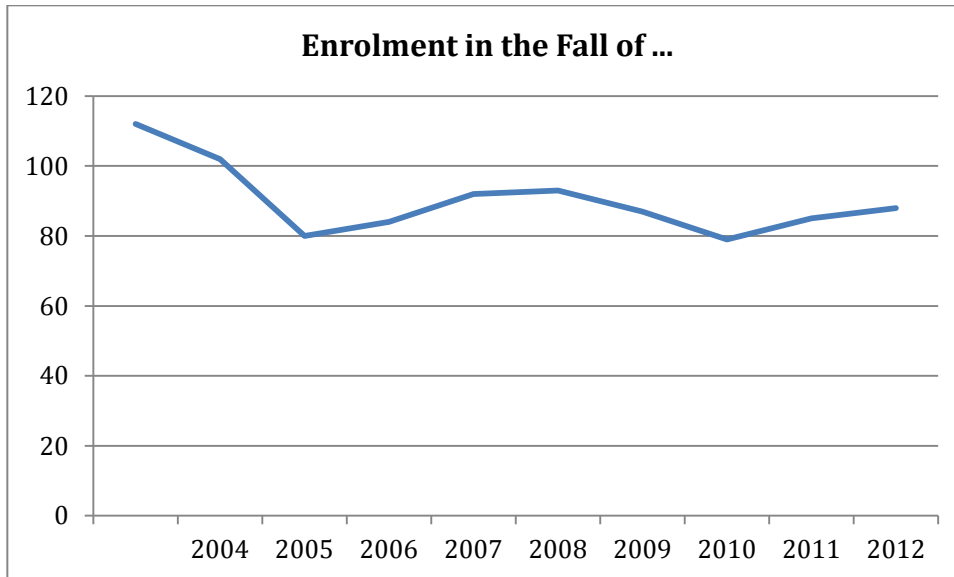
The graduate program in Information Technology (IT) is offered in partnership with the Cape Breton University (CBU). It is designed to facilitate the educational use of information technology in a wide variety of settings. The program will be of interest to educators at all levels including K-12 teachers, school administrators, those in the post-secondary system, business and industry, as well as those in most other adult learning situations. The goal of the program is to develop pedagogical and leadership expertise, continued professional development and the training of instructional designers.

### **Program requirements:**

There are two options available to students in the IT program:

Course route	Thesis
6100 – research methods	6100 – research methods
Two of 6610 – Research on computers in the curriculum 6615 – Educational software prototyping and evaluation 6620 issues and trends in Educational computing	One of 6610 – Research on computers in the curriculum 6615 – Educational software prototyping and evaluation 6620 issues and trends in Educational computing
Four courses from CBU: 5101 Assessment of software and information technology applications for education 5103 Integration of instructional design and information technology 5104 Applications of learning theory to educational multimedia design 5105 Designing web-based learning 5106 Technology planning for educational environments 5107 Information management for educational environments	Three courses from CBU: 5101 Assessment of software and information technology applications for education 5103 Integration of instructional design and information technology 5104 Applications of learning theory to educational multimedia design 5105 Designing web-based learning 5106 Technology planning for educational environments 5107 Information management for educational environments
One of 6822 – Foundations of instructional design in post-secondary education 6823 – Principles of program design and development 6802 -- Adult learning and development 6426 -- Computer applications in educational administration	One of 6822 – Foundations of instructional design in post-secondary education 6823 – Principles of program design and development 6802 -- Adult learning and development 6426 -- Computer applications in educational administration
Exit course – Research seminar or biographical methods or action research	A second research methods course
	Thesis

**Note:** For specific details, see section 10.8.5 of the regulations of the School of Graduate Studies.

**Enrolments:****Issues and future directions:**

In 2010-2011, the IT program underwent a review initiated by the Faculty of Education. Overall, the program was viewed favorably but some issues were identified. One issue identified was the need to re-affirm the relationship with Cape Breton University, greater cooperation and more frequent interaction between our two institutions. As part of efforts to address this issue, CBU has been participating in the admissions review process. We also had a series of meetings with our colleagues at CBU to discuss program issues and future developments.

From the review and our meetings, a proposal for a revitalization of the IT program has been developed and is about to be put forward. It was felt that the expectations of applicants to the program were different than the expertise with the Faculties. Consequently, there is a need to modify the program to emphasize educational technology and educational technology law. We propose revisions and additions to the M.Ed. (I.T.) program in consideration of the goals of the original agreement between Cape Breton University and Memorial University, a recent review of the program and recent discussions about the program by administrators and instructors.

The first proposed revision is a different title, "M.Ed. in Educational Technology" to more closely reflect the curriculum in the program. "Educational Technology" aims to develop expertise and critical inquiry in the ethical practice and study of facilitating learning and improving performance through the creation, use and management of technological processes. The program will offer four specializations (Instructional design and formative evaluation, responsible uses of technology, technology planning and leadership, and research and development) in one of two routes (thesis or course).

## Master of Education (Post-secondary studies)

### **Description:**

The Master of Education (Post-Secondary Studies) (PSS) program is designed to prepare graduates for employment in a variety of roles in informal and formal post-secondary learning environments (including academic, adult, professional, technical trades, professional education and student services/development). The program of study, which may be completed via on-line distance education, consists of courses designed to facilitate a study of post-secondary educational systems through an examination of their foundations, directions, organization and administration as well as curriculum and instructional development options for occupational preparation and adult education.

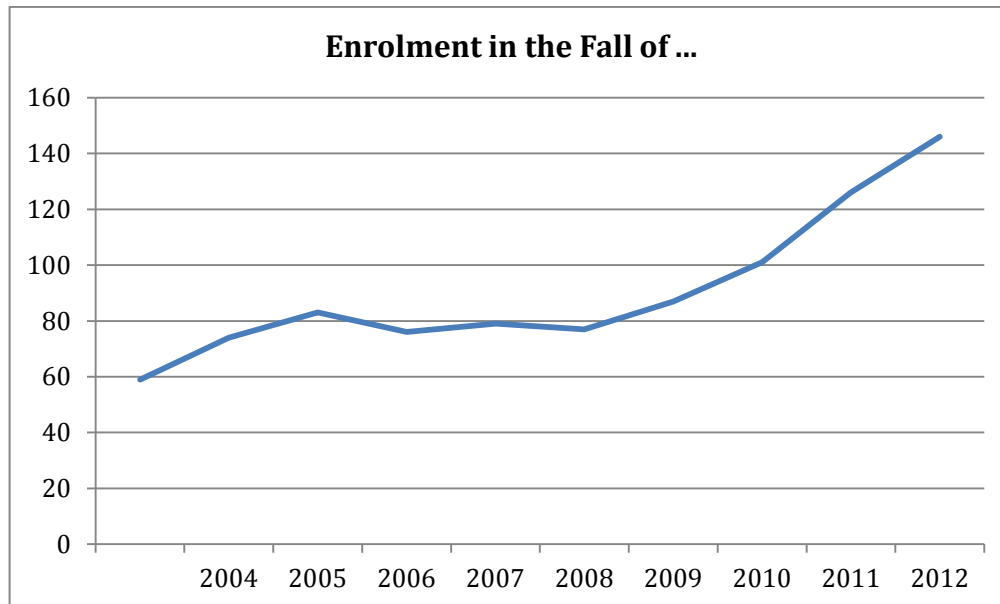
### **Program requirements:**

There are three options available to students in the PSS program:

Course route	Internship	Thesis
6100 – research methods	6100 – research methods	6100 – research methods
6801 – Foundations of post-secondary programs	6801 – Foundations of post-secondary programs	6801 – Foundations of post-secondary programs
6802 – Adult learning and development	6802 – Adult learning and development	6802 – Adult learning and development
6803 – Research in post-secondary education	6803 – Research in post-secondary education	6803 – Research in post-secondary education
At least two additional courses from list of closed electives	At least two additional courses from list of closed electives	Two additional courses from list of closed electives
Exit course – Research seminar or biographical methods or action research	Internship	Thesis

**Note:** For specific details, see section 10.8.4 of the regulations of the School of Graduate Studies.



**Enrolments:****Issues and future directions:**

The Post-Secondary Studies program sits on the edge of a precipice. It could flourish or it could wither, and the deciding factor is academic staffing. At one point, the program was vibrant but retirements and leaves have diminished our capacity. As a consequence, a shortage of faculty in this area affects our ability to offer a variety of courses and provide thesis supervision. The bulk of the program work has fallen on the shoulders of two people. While we have been the beneficiaries of the support of teaching term appointments, the lack of faculty has led to a lack of direction and cohesion, and an inability to create a vibrant and rich program.

This is unfortunate because the PSS program has great potential for expansion into international markets, particularly in the area of student services. The north-eastern United States and Europe represent potential markets that could attract a significant number of students and enhance our reputation.

## Graduate Diploma in Professional Health Education

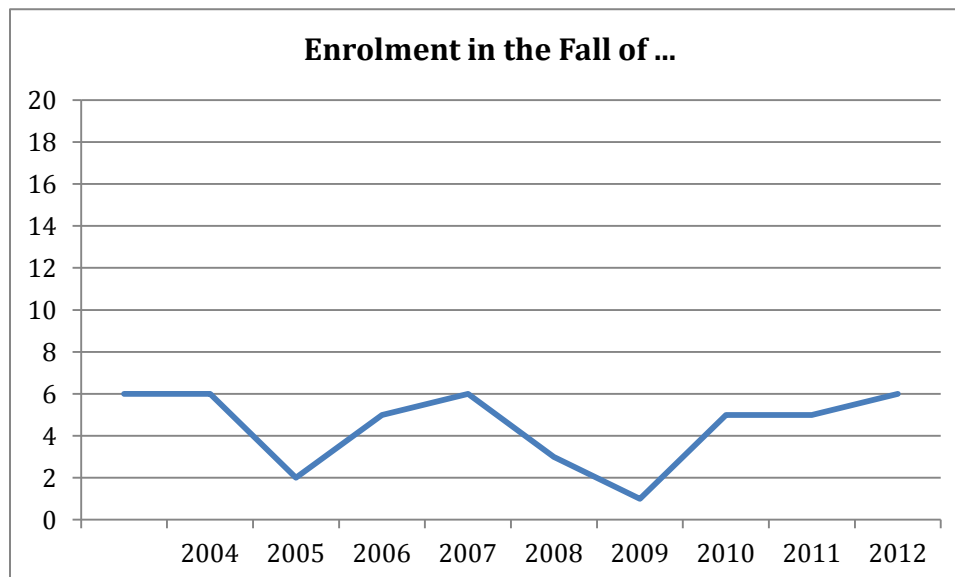
### **Description:**

The Graduate diploma in Post-Secondary Studies (Health Professional Education) enables health professionals to develop their skills as teachers and leaders in educational program design, development, evaluation and administration. This graduate diploma is intended for educators and educational leaders of formal and informal post-secondary health professional education programs.

### **Program requirements:**

Course route
6801 – Foundations of post-secondary programs
6802 – Adult learning and development
6806 – Interprofessional Education in the health professions
One of 6100 – research methods 6803 – Research in post-secondary education One elective from list of closed electives

### **Enrolments:**



***Issues and future directions:***

At this point in time, the single issue with this diploma is the lack of critical mass to regularly offer ED 6806. The low subscription to the program means that it is not viable to offer the course regularly which, in turn, may affect students' ability to complete their program in a timely manner.

Yet, like the PSS program, there is a market in this field. We have been holding discussions with the Faculty of Medicine concerning the possibility of a joint Master's degree in professional health education.

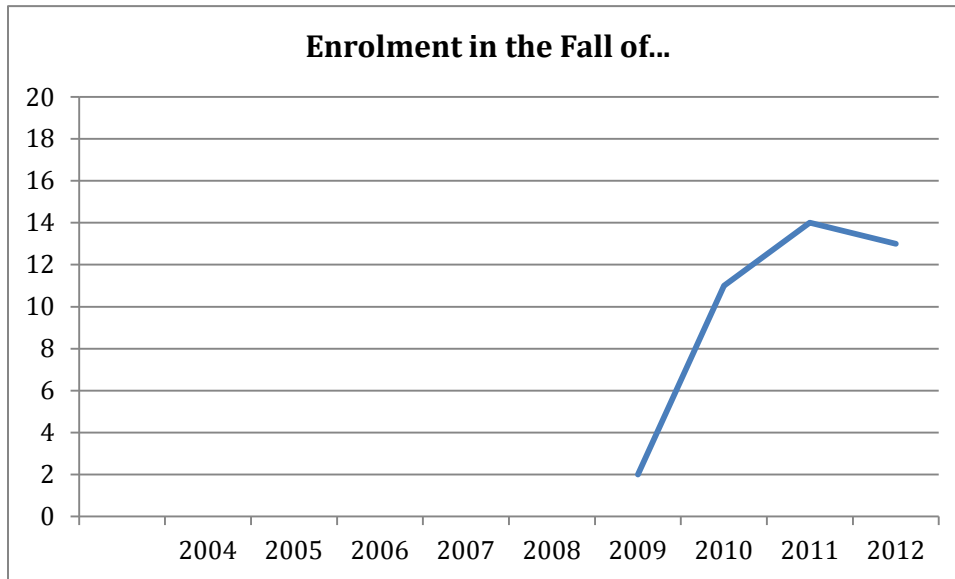
## Master of Arts and Education (Francophone Languages, Literatures and Culture)

### **Description:**

This degree was developed as a partnership with the Department of French and Spanish in response to a recognized need to improve the French language skills of teachers of French in the Province. Students in this program complete courses on topics in French-language cultures and advanced issues in language as seen through the study of literature and culture. In doing so, the degree offers students an opportunity to deepen their expertise in their chosen field of study (French language, literature and culture) while at the same time enriching their understanding of second-language pedagogy.

### **Program requirements:**

Course route	Project route
6100 – research methods	6100 – research methods
6800 – Francophone literatures: Theory and practice	6800 – Francophone literatures: Theory and practice
6810 – Francophone cultures: Theory and practice	6810 – Francophone cultures: Theory and practice
Three courses from Department of French and Spanish	Two courses from Department of French and Spanish
Three of: 6668 – Current issues in SLE 6669 – Graduate seminar in SLE 6673 – SL Teaching, learning and curriculum 6674 – Research SL 1 elective	Three of: 6668 – Current issues in SLE 6669 – Graduate seminar in SLE 6673 – SL Teaching, learning and curriculum 6674 – Research SL 1 elective
6390 – Research and development seminar	6392 -- Project

**Enrolments:*****Issues and future directions:***

This program is currently in its fifth year and we do not see any significant issues at this time. We will continue to monitor enrolments. The Department of French and Spanish will develop their courses for online delivery which will enable us to attract students from various regions of the country.

## Doctor of Philosophy

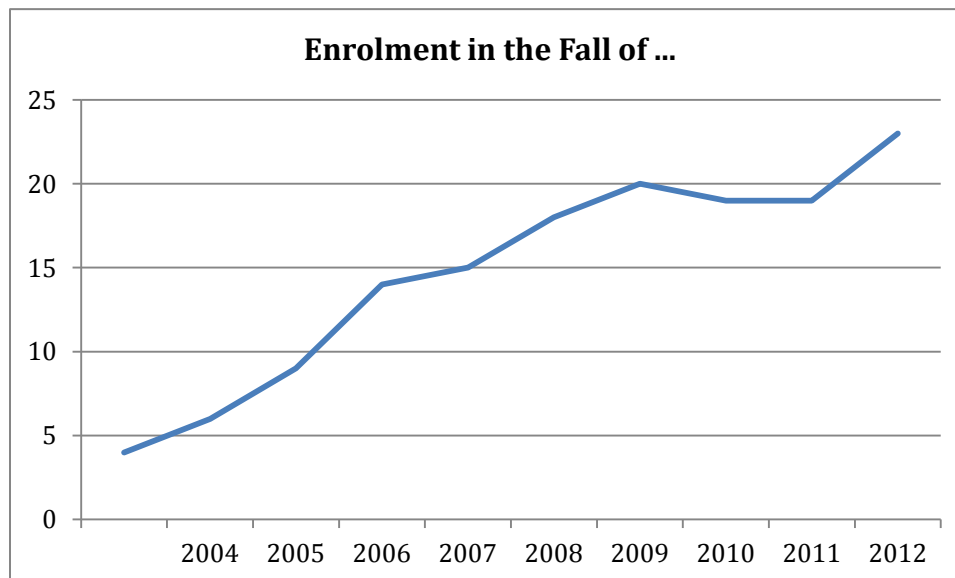
### **Description:**

The Doctor of Philosophy degree offers students the opportunity to engage in advanced study of issues related to education in its broadest sense. The program of study is individualized; each student works on a program of study developed by the student's supervising committee. Students engage in research opportunities and contribute to the scholarly life of the faculty.

### **Program requirements:**

All doctoral students complete two required courses. ED 7001 is an independent, directed studies course under the direction of the student's supervising committee. ED 7002 is a course in advanced research methods. Students are required to complete a residency requirement in their first year. All students must complete a comprehensive examination and a dissertation.

### **Enrolments:**



### **Issues and future:**

Our doctoral program was reviewed in 2010 by an external panel of experts. Overall, the program received a favourable report. Subsequent meetings were held within the Faculty concerning issues and recommendations raised by the review panel. A proposal to restructure and revise the Doctoral Studies Committee and broaden its mandate to be a forum for discussion has been approved by Faculty Council. One of the first tasks of the new committee will be a review of the comprehensive examination.

### Program accessibility

One of the pillars of Memorial University's strategic plan is accessibility. As the only university in the province, and given the geographic dispersion of the population, Memorial University has a particular obligation to make courses and programs accessible to the people of the Province.

The Faculty recognizes that a significant number of students are non-traditional students. Much of the Faculty's graduate student population consists of working professionals who are seeking to advance their education. The Faculty of Education recognizes the challenges that students must surmount to complete their courses and degrees. Some of these obstacles include:

- Long distances for travel from remote parts of the province
- Young or single parent families who have to relocate
- People early in their careers with no opportunity for educational leave

For example, the dispersion of the population over a large geographic region means that many students must travel long distances on a weekly basis to attend classes. It is not uncommon for a graduate student to finish teaching class in a public school and then make a two hour trek to attend a three hour graduate class, followed by another two hour journey home. Adverse weather conditions can make the journey treacherous, including the risk of a vehicle-moose collision.

The Faculty has consistently made a dedicated and concerted effort to offer courses and programs in an accessible way and find ways to accommodate students' circumstances. This has been accomplished in a number of ways:

- An increase in the courses and programs offered through distance education
- Varying the scheduled format of courses
- Extensive use of the Province's Polycom system
- Offering courses in various regions of the Province
- Offering institutes for teachers and administrators

#### ***Courses outside the overpass:***

In the past ten years the Faculty of Education has offered 60 graduate courses in various regions of the Province. These sites have tended to be located in a few pivotal locations, including: Burin, Clarendville, Grand Falls – Windsor and Corner Brook. Many of the off-site offerings were the result of the creation of regionally based cohorts in the CTLS and EDLS programs. Additionally, a number of the off-site offerings were established at the request of groups of students who needed a course and were located in proximal communities.

***Distance education:***

The Faculty of Education has established a strong and dynamic online presence. Three of our Master's degrees can be completed online while significant portions of the others can be completed online.

***Polycom:***

Often, required courses are not available online and individual circumstances may create undue hardship for students who need to relocate to the main campus for a semester. In many instances, the Faculty of Education has been able to accommodate students by making use of the Polycom system, allowing a small number of students to participate in a campus course through videoconference. In the past four years, we have offered twelve courses that have made use of the Polycom system.

***Weekend and intensive courses:***

In addition to travelling to other parts of the Province and providing access through video conferencing, the Faculty also tried to accommodate students by making use of alternative schedules. Faculty members have often modified their courses to allow them to be offered over a series of weekends in the semester or in an intensive format in which the course is compressed into a shortened timeframe while still meeting the required contact hours. In doing so, students are able to travel to St. John's to take the needed courses. In the past ten years, 50 classes representing 17 different courses have been offered with an alternative schedule. Approximately one-half of these have been courses in the Counselling Psychology program.

***Summer Institute for French Teachers:***

The Faculty of Education of Memorial University has been offering a Graduate Summer Institute for French Teachers (SIFT) since summer 2010 at the St. John's Campus. This institute has been possible due to funding received from the Department of Education and the Government of Newfoundland and Labrador through the Official Languages in Education Agreement.

The Institute consists of two graduate-level courses, one French course and one Education course and is offered over a four-week period. The French course is offered by the Department of French and Spanish, Faculty of Arts during the first two weeks of the Institute. The Education course is offered in the last two weeks of the four-week session with each being allocated 36 instructional hours. Over the last four years, course registrations have doubled from 13 to 27. Admission to the Institute is open to practicing teachers and graduate students. Graduate students may use the courses as electives in their program. Participants who are not graduate students may transfer the courses to their program of study if they are admitted to the Master of Education program of study.



## Community and scholarship

### Leadership consortium:

The *Educational Leadership Consortium* (ELC) is an entrepreneurial arm of Memorial University's Faculty of Education. The ELC was established in 2011 to consolidate the Faculty's considerable expertise in educational leadership, school effectiveness, teacher development, evaluation and monitoring, distance learning, performance improvement and other education-related fields and to seek opportunities to work with partner organizations and agencies to leverage these skills and experiences.

The ELC is housed within the Faculty of Education and serves the educational and professional needs of school leaders through creative and active partnerships. One of the first visual signs of the results of the Educational Leadership Consortium's success was the 'first ever' Principals' Leadership Academy which was co-hosted by the Department of Education and the Faculty of Education, with the active cooperation of school districts from across Newfoundland and Labrador.

Our aim is to enable the co-construction of an experience leading to improvements in schools. We see this Leadership Academy and the ELC as the first of many initiatives, with many partners, leading to more effective professional development which will build on our strengths, enhancing the capacity of our instructors and better serving the needs of educational leaders.

The consortium continues to collaborate and plan activities with interested stakeholders in the educational sector. We also continue to pursue partnership opportunities at the national and international level. Our group has research and practical experience in many areas of leadership. These areas include effective schooling, educational finance, school board governance, policy development, school improvement, assessment, principal training, school management and human resource development.

### EDGE Conference Series

The Faculty of Education has co-sponsored and organized three conferences on issues in Education. The conferences attracted participants from the local, national and international communities, and included practitioners and scholars.

### Memorial Presents

Memorial University hosts a forum entitled *Memorial Presents* as a means of connecting the University to the broader community. A number of faculty members have contributed to this forum

### Harris Center and the Faculty

The Harris Center has as part of its mandate, connecting the University to the broader community. A number of our faculty members have participated in events sponsored by the Harris Center.

## Student Funding

### *Fellowships*

Graduate students in the Faculty of Education are eligible to receive fellowship funding provided from the School of Graduate Studies. Full-time, thesis route students are eligible to receive \$5,000 per year in the Master's program and \$12,000 in the doctoral program. As of the Fall 2013 semester, 15 doctoral students and 12 Master's students were receiving funding.

### *Graduate assistantships*

Each year, the Faculty of Education provides graduate assistantships for the fall and winter semesters. These assistantships are available to full-time students. Graduate assistants are assigned to a faculty member and carry out a number of tasks. Often, GAs will conduct literature reviews, collect and analyze data, score protocols or assist faculty members with research projects. Occasionally, a GA will assist with teaching.

As evident in Figure 5, there has been a consistent and dramatic increase in the funding provided by the Faculty, rising from approximately \$20,000 in 2008 to nearly \$90,000 in 2013.

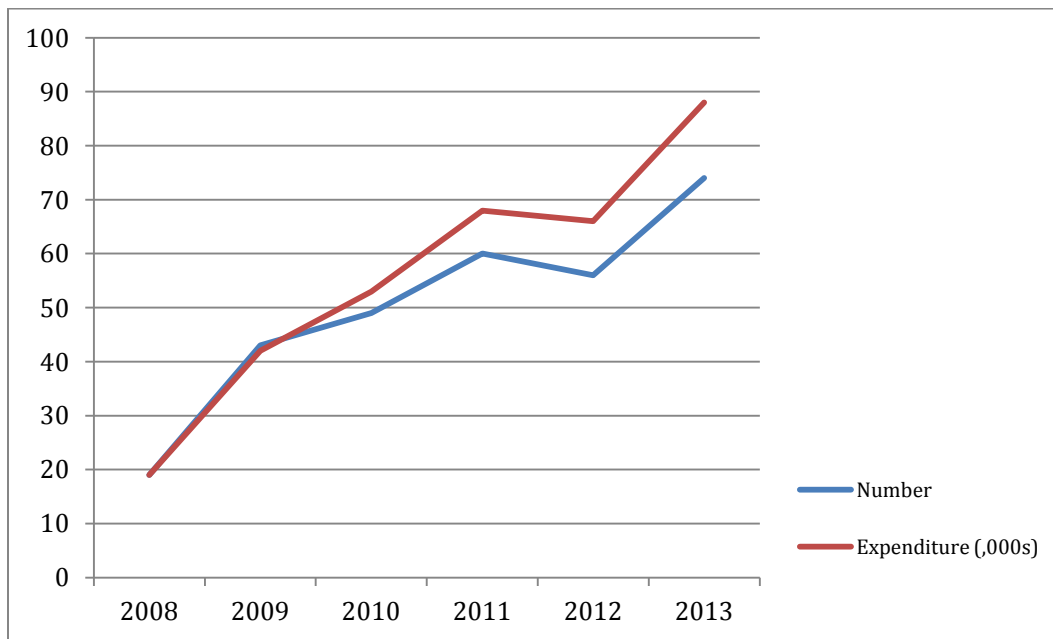


Figure 5. Number and expenditure for graduate assistantships in the Faculty.

### *SSHRC funding*

Traditionally, students in the Faculty have not been interested in pursuing funding from the Social Sciences and Humanities Research Council. This is understandable, given the nature of our students. That is, most of our students are part-time professionals and SSHRC funding is not necessarily part of their academic plan.

Yet, with the inception of the doctoral program, members of the Faculty community have been diligent in applying for SSHRC fellowships and scholarships. Over the past five years, our doctoral students have been successful in procuring SSHRC funding. Six doctoral students received funding. At the same time, two Master's students applied for and were successful in receiving funding. In the current academic year (2013-2014), two Master's students have applied for SSHRC funding. No doctoral students applied.

### *Student travels funds*

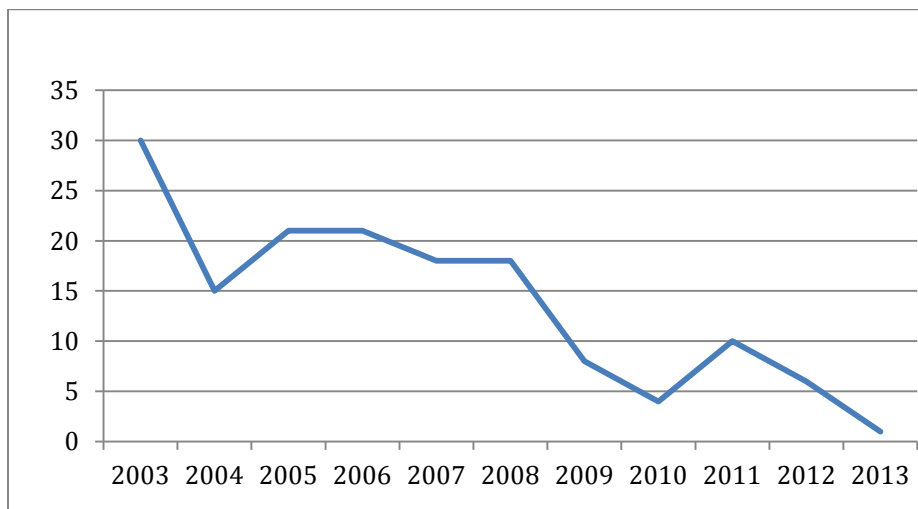
The Faculty and University provide a number of funds to aid graduate students in the dissemination of their research. The Faculty will provide a one-time stipend of \$600 to a graduate student who will be presenting a paper at a conference. A \$250 stipend is provided by the Graduate Student Union while the School of Graduate Studies will contribute \$200. Over the past seven years, 13 doctoral students and six Master's students have availed of these funds.

Faculty members have also supported student travel to conferences with funds from research grants.

### *Fellow of the School of Graduate Studies*

Twice each year, the Faculty of Education nominates students for the title of *Fellow of the School of Graduate Studies*. The title is a distinction bestowed upon graduate students "in recognition of outstanding academic achievement throughout a graduate program"<sup>3</sup>.

Graduates of the Faculty of Education have, over the years, been recipients of this award. However, as evident in Figure 6, there has been a steady decline in the number of Education students receiving the award. This is due, for the most part, to a decline in interest among students in applying for the award. In the last academic year, only three students sought nomination for the title.



*Figure 6.* Number of recipients of the title of *Fellow of the School of Graduate Studies*.

<sup>3</sup> <http://www.mun.ca/sgs/current/scholarships/criteria.php>

## **Scholarships**

The Faculty offers a number of scholarships to undergraduate and graduate students.

### **UG Scholarships and awards**

Gordon Billiard Award in Education  
(Harlow)  
Jeremiah and Theresa Bonia  
Memorial Award  
Chesley & Katherine Brown Bursary  
Bruton Scholarship (Teaching of  
Science)  
Dr. Linda Coles Primary/Elementary  
Literacy Scholarship  
Alice Cook Education Award  
The Sylvia Dawson Education Award  
William J. FitzGerald Memorial  
Bursary  
Carrie E. Hodder Memorial  
Scholarship  
Dr. Ethel M. James Memorial  
Scholarship  
The Eileen Kelly Memorial Bursary  
Grace Layman Scholarship in  
Education Drama  
The Loretta Lynch Education  
Scholarship  
Effie and Leander Mercer  
Scholarship  
A. Baxter Morgan Memorial  
Scholarship  
John M. and Elsa S. Morgan  
Scholarships  
Dr. M.O. & Grace Morgan Harlow  
Bursary  
Rick Morris Memorial Bursary  
Newfoundland and Labrador  
Teacher's Assoc. Scholarship  
Patti Lynn Noonan Memorial Harlow  
Travel Bursary  
Mary O'Keefe Memorial Scholarship  
Dr. Hugh O'Neill Education  
Scholarship  
The Pinsent Family Harlow Travel  
Award  
Dr. Herbert Lench Pottle Scholarship  
Dr. Herbert Lench Pottle Scholarship  
in Education

Quebec Labrador Foundation  
Scholarship  
Scott Memorial Scholarship  
Ron and Gwen Seary Memorial  
Scholarship  
The Edward Harvey & Ellie Vokey  
Scholarship  
Tony Walsh Scholarship  
Toronto Alumni Scholarship  
The Sisters of Mercy & Presentation  
Scholarship  
French Funding for French  
Education Students  
University Medals for Academic  
Excellence for Bachelor of  
Education:  
Primary/Elementary  
Education  
Music Education  
Native and Northern  
Education  
Post-Secondary Education  
The Newfoundland and Labrador  
Teachers' Association Medal  
The William J. May Prize in Post-  
Secondary Studies  
(Undergraduate)  
The Margaret Waterman Kelly  
Teaching Prize  
The Holy Heart of Mary Legacy  
Convocation Award

### **Graduate Scholarships and awards**

David Dibbon Scholarship in  
Education - \$5,000 Entrance  
Scholarship to be awarded in  
September 2012 (NEW  
Dr. Ethel M. Janes Memorial  
Scholarship in Education  
(Graduate) - \$2,000 (\$1,000 paid  
in the Fall Semester and \$1,000  
paid in the Winter Semester)

CFUW Edith Creighton Scholarship -  
\$2,000  
Canadian College of Teachers  
Scholarship - \$875  
Dr. Austin J. Harte Memorial  
Scholarship - \$1,000

Dr. Lynda Younghusband  
Counseling Award - \$500  
Dr. Harrison Hedley Way  
Scholarship - \$1,455

### Student funding – issues and challenges

On the surface it seems that the Faculty offers a number of awards and scholarships to students. Yet, despite opportunities to receive funding and distinctions, many awards and scholarships go unclaimed. The decline in interest in the title *Fellow of the School of Graduate Studies* is a case-in-point (see previous section).

Another example is the Dr. Lynda Younghusband Award to support travel for a student in the Counselling Psychology program who is attending the national conference. While we appreciate the generosity of the donor, the award has attracted little interest and in the past two years no student has applied for the award. Many undergraduate scholarships are, likewise, unclaimed. Students choose not to apply for the awards.

At the graduate level, it may be the case that the demographics of the student body are such that students are not attracted to potential awards. Most students are part-time students and on a course route. In the first instance, this renders them ineligible for many awards. Second, being working professionals many may have commitments and interests that lay elsewhere.

## Student awards

Our students have been engaged in scholarship and achieving recognition for their achievements. While there are a number of awards available within the Faculty, our students have distinguished themselves outside of the Faculty. These include:

- Kathy Conway-Ward (2013). Music NL Music Educator of the Year.
- Andrew Jesso (2012). Graduate Student Union award for Teaching Excellence.
- Oana Radu (2011). CATE award for best dissertation.
- Alanna Noftall (2011). *Canadian Music Educators' National Essay Competition*. 1<sup>st</sup> place (Undergraduate).
- Nelle Duinker (2011). *Canadian Music Educators' National Essay Competition*. 3<sup>rd</sup> place (Undergraduate).
- Bev Fitzpatrick (2011). *Canadian Educational Researchers Association* student travel award.
- Oana Radu (2010). Co-recipient of the EDEN award for best research paper. (2010) *Canadian Music Educators' National Essay Competition*
- Vanessa William (2010). *Canadian Music Educators' National Essay Competition*. 1<sup>st</sup> place (Undergraduate).
- Andrea Lane Gardner (2010). *Canadian Music Educators' National Essay Competition*. 2<sup>nd</sup> place (Undergraduate).
- Jennifer Stratton (2009). *Canadian Music Educators' National Essay Competition*. 1<sup>st</sup> place (Graduate).
- Bev Fitzpatrick (2009). *American Educational Research Association* student travel award.
- Catherine Gillis (2008). *Canadian Music Educators' National Essay Competition*. 1<sup>st</sup> place (Undergraduate).
- Heather Dorie (2008). *Canadian Music Educators' National Essay Competition*. 2<sup>nd</sup> place (Undergraduate).
- Sheri Cormier (2008). *Canadian Music Educators' National Essay Competition*. 3<sup>rd</sup> place (Undergraduate).
- Connie Morrison (2005). F.A. Aldrich Fellowship.
- Danielle Devereaux (2004). Dalton Camp Award.
- Danielle Devereaux (2004). Gregory Power Poetry Proze.
- Lori-Anne Layman (2002). *Canadian Music Educators' National Essay Competition*. 2<sup>nd</sup> place (Undergraduate).
- Caitlin Quinton (2001). *Canadian Music Educators' National Essay Competition*. 1<sup>st</sup> place (Graduate).
- Nancy Dawe (2000). *Canadian Music Educators' National Essay Competition*. 1<sup>st</sup> place (Graduate).
- Renee Ryan (2000). *Canadian Music Educators' National Essay Competition*. 3<sup>rd</sup> place (Undergraduate)
- Bernie Lindemann (2000). CAEP award for best dissertation.
- Caitlin Quinton, (). Dr. Franking Churchley Graduate Essay Competition. 1<sup>st</sup> place.
- Carla Safrany (). Kenneth Bray Undergraduate Essay Competition. 2<sup>nd</sup> place.

## Scholarship by students

Our graduate students are actively involved in scholarship and this is particularly true of our doctoral students. Working with faculty, they publish papers and present their work at conferences. Below is a partial list of scholarly activity, as provided in a call to students and faculty.

### *Publications and conferences*

**Kelly, D.** (In press). Theorizing teacher dispositions from Kantian perspectives on practical reason and judgement. *Philosophy of Education*: 2013.

**Que, H. & Li, X.** (accepted). Voice of Chinese post-80s students in English academic writing. *The Electronic Journal for English as a Second Language*.

Li, X. & **Que, H.** (under review). Challenges and needs of newcomer youth in Newfoundland. *Canadian and International Education*.

**Fouillard, C. & Hurley, N.** (2014, October). *Reclaiming Innu health: A case study in research collaboration*. Workshop presentation at the Voices in Indigenous Health: From the Wisdom of the Elders to the Stories of the Youth: International Indigenous Health Conference. The International Network in Indigenous Health Knowledge and Development and the Manitoba Network Environment for Aboriginal Health Research. Winnipeg, Manitoba. **Greene, M.** (2014, forthcoming). On the inside looking in: Methodological insights and challenges in conducting qualitative insider research. *The Qualitative Report*, 19(29)

**Greene, M.** (2014, Forthcoming). Review of the book *The Doctoral Journey: Perseverance*. *Canadian Journal of Higher Education*.

**Greene, M.** (2014, Forthcoming). *Kentucky Handicap Racing: A History of the Top Weight Carriers*. Charleston, SC: The History Press.

**Greene, M. & Kirby, D.** (2014, forthcoming). Distance students as virtual migrants: A case study from Atlantic Canada. *Alberta Journal of Educational Research*, 59(3)

Hurley, N., **Lu, D., Zhao, H., Yu, P., & Wang, X.** (April, 2014). *Transitional experiences of Chinese students to graduate study at a Canadian University within a social, political, cultural, and linguistic context*. A Paper presented to the SSHRC Conference on Envisioning Reciprocal Learning between Canada and China. University of Windsor, Windsor, Ontario.

**Lu, D. & Hurley, N.** (April, 2014). *Early findings of an investigation of secondary Chinese teachers perceptions toward teacher accountability*. A presentation to the Consortium for Cross Cultural research in Education at the Annual General Meeting of the American Educational Research Association, Philadelphia, PA.

- Saqlain, N.** (2014, March). Virtual schooling in rural Newfoundland and Labrador. The paper presented at Aldrich Conference, St. John's, NL, Canada.
- Saqlain, N.** (2014, Jan). Barriers to girls' education in rural Pakistan. Paper presented at the Faculty of Education's Doctoral Seminar Series, Memorial University.
- Sheppard, B., Seifert, T., **Wakeham, M.** (June 2014). Paper presented at the combined Conference of Canadian Association for the Study of Educational Administration and Canadian Commonwealth Council of Educational Administration and Management, Fredericton, NB, Canada.
- Greene, M.** (2013). The hardest part is through: Support services and graduate student persistence in the social sciences and humanities disciplines. Presentation given at the Faculty of Education's Doctoral Seminar Series, Memorial University, October 10, 2013.
- Greene, M.** (2013). Transitioning into, through and out of graduate school: A theoretical model. *Canadian Journal of Career Development*, 12(1), 49-57.
- Greene, M.** (2013). *Nasrullah: Forgotten Patriarch of the American Thoroughbred*. Charleston, SC: The History Press.
- Greene, M.** (2013). Diversions, delays, and departures: Support services and graduate student persistence in the social sciences and humanities. Presentation given at Qualitatives Conference, May 23, 2013, Ottawa, ON.
- Greene, M.** (2013). Support services and graduate student persistence in the social sciences and humanities. Presentation given at AACUSS Annual Conference, May 22, 2013, Wolfville, NS.
- Greene, M., & Kirby, D.** (2013). Shifting Priorities amidst a Changing Demographic: Graduate Student Persistence in the United States and Canada. 10th International workshop on Higher Education Reform, October 4, 2013, Ljubljana, Slovenia.
- Kirby, D., & **Greene, M.** (2013). Madly off in all directions: The incoherence of approaches to higher education access across the Canadian provinces. 10th International workshop on Higher Education Reform, October 3, 2013, Ljubljana, Slovenia.
- Burrow, J., **Greene, M.**, Coffey, R., Beaupre, A., & Steeves, J. (2013). It's a PhD not a Nobel Prize: Considering doctoral studies. Panel discussion given at CACUSS Conference, June 20, 2013, Montreal, QC.



- Greene, M., & Kirby, D. (2013). Migrant matriculants studying on the web: An Atlantic Canadian example.** Presentation given at the 11th Annual Hawaii International Conference on Education, January 8, 2013.
- Hardware, S. (2013).** Strengthening the Atlantic curriculum through multiliteracies pedagogy. Paper presented at the Aldrich Conference, Memorial University.
- Kelly, D. (May, 2013).** Rethinking with Martin: District administrators on the relevance of the presuppositions of argumentation to policy- and decision-making. Canadian Society for the Study of Education, University of Victoria. (Paper presentation and invited panellist for Education in a Post-Metaphysical World: Reflections on Chris Martin's Program of a Shared, Public Understanding).
- Kelly, D. (March, 2013).** Theorizing teacher dispositions from Kantian perspectives on practical reason and judgement. Philosophy of Education Society, Portland, OR. (Paper presentation).
- Li, X. & Que, H. (2013, November).** Why is Newfoundland grass less green? – An analysis of newcomer support and integration. Faculty doctoral presentation at Memorial University in St. John's, Canada.
- Mulcahy, B. (2013).** *Educational programs and settlement services: A history of the Association for New Canadian, 1979-2011.* Paper presented at the Aldrich Conference, Memorial University.
- Que, H. (2013).** Let's Make It Easier to Survive Winter. Multicultural Women's Organization of Newfoundland and Labrador Newsletter, 14. Retrieved from <http://www.mwonl.org/wp-content/uploads/2013/10/MWONL-Newsletter.August-2013.pdf>
- Que, H. & Li, X. (2013, August).** Engaging newcomer youth in Newfoundland schools and local communities. Paper presentation at the EDGE Conference in St. John's, Canada.
- Que, H., Li, X., & Fabretto, C. (2013, June).** Facilitating newcomers' integration into the local job market in Newfoundland. Poster presentation at Community-University Expo in Corner Brook, Canada.
- Que, H. & Li, X. (2013, June).** Chinese post-80s overseas graduate students' voice in English academic writing. Paper presentation at Canadian Association for the Study of Discourse and Writing (CASDW) in Victoria, Canada.
- Saqlain, N. (2013).** From railcars to virtual schooling: A history of distance education and e-learning in Newfoundland and Labrador. Technology-Mediated Learning, 20-28. Available from <http://journals.library.mun.ca/ojs/index.php/TML/article/view/832/722>

- Saqlain, N. & Mahmood, Z.** (2013). English language instructors' perceptions about technology based language learning at Northern Border University, Saudi Arabia. *The Turkish Online Journal of Educational Technology*, 12 (2), 106-110. Available from <http://www.tojet.net/articles/v12i2/12210.pdf>
- Saqlain, N., Al-Qarni, F., & Ghadi, N.** (2013). Are English teachers in Saudi Arabia ready to integrate technology? *Procedia - Social and Behavioral Sciences*, 103, 146-153. Available from <http://www.sciencedirect.com/science/article/pii/S1877042813037646>
- Saqlain, N., Al-Qarni, F., & Ghadi, N.** (2013, May). Are English teachers in Saudi Arabia ready to integrate technology? A paper presented at the annual conference of the International Educational Technology Conference, Kuala Lumpur, Malaysia.
- Sheppard, B., Seifert, T. & **Wakeham, M.** (2013). *Teaching and learning in 21<sup>st</sup> century classrooms: A leadership challenge*. St. John's, NL: A report prepared for the Centre for Distance Learning and Innovation, Department of Education, NL.
- Seifert, T., Sheppard, B. & **Wakeham, M.** (2013). *Teachers' use of technology and their ideas about learning*. Book of Abstracts and Electronic Proceedings of the Annual Conference of European Distance and E-Learning Network, Oslo, Norway.
- Walker, A.** (2013). Principal leadership and teachers' professional activities. Paper presented at the Hawaii International Conference on Education.
- Fitzpatrick, B., & Schulz, H.** (2012, June). *Using a mixed methods design to understand how to improve students' critical thinking in social studies*. Paper presented at the 8th Mixed Methods International Conference in Leeds, England.
- Fitzpatrick, B., & Schulz, H.** (2012, May). *Elementary teachers use formative assessment and explicit instruction to develop critical and higher order thinking in social studies*. Paper presented at the 2012 CSSE Annual Meeting in Waterloo, Ontario.
- Fitzpatrick, B., & Schulz, H.** (2012, April). *Mixing messy data: Understanding the effects of classroom intervention on higher level thinking*. Paper presented at the 2012 AERA Annual Meeting in Vancouver, BC.
- Fitzpatrick, B., & Schulz, H.** (2012, April). *How a research-based intervention and teacher learning community supported teachers in teaching and assessing Higher Order Thinking*. Paper presented at the 2012 AERA Annual Meeting in Vancouver, BC. (peer reviewed)
- Schulz, H., & **Fitzpatrick, B.** (2012, May). *Thinking in social studies and science: What teachers in grades 7-12 think and do*. Paper presented at the 2012

CSSE Annual Meeting in Waterloo, Ontario.

- Schulz, H., & **Fitzpatrick**, B. (2012, April). *From research to practice: Teachers use formative assessment and explicit instruction to develop higher order thinking*. Paper presented at the 2012 AERA Annual Meeting in Vancouver, BC.
- Curran, V., Fleet, L., & **Greene**, M. (2012). An exploratory study of factors influencing resuscitation skills retention and performance among health providers. *Journal of Continuing Education in the Health Professions*, 32(2), 126-133.
- Kelly**, D. & Okshevsky, W. (May, 2012). Kantian perspectives on conditions for practical discourse: Implications for identifying teacher dispositions in the moral domain. Canadian Society for the Study of Education, University of Waterloo. (Paper presentation).
- Kelly**, D. (May, 2012). Roundtable 8: Diversity and Equity in Educational Achievement. Canadian Committee of Graduate Students in Education. University of Waterloo. (Chair/Discussant).
- Greene**, M. & Kirby, D (2012). The impact of tuition fees on access and student migration: Lessons from Canada's Atlantic coast. *Journal of Widening Participation and Lifelong Learning*, 14(1), 72-90.
- Philpott, D., & **Greene**, M. (2012). Developing an effective first year experience for students with academic challenges: Preparing a proposal for a pilot program. Paper presented at the International Conference on the First-Year Experience, July 16-19, 2012, Vancouver, BC.
- Smith, D. & **Kelly**, D. (May, 2013). Dialogic spaces: A critical perspective on policy development for educational leadership qualifications in Ontario. Canadian Society for the Study of Education, University of Victoria. (Paper presentation).
- Walker**, A. (2013). Comparative analysis of Jamaica, Japan and Newfoundland's leadership approaches to education. Paper presented at the Aldrich Conference, Memorial University.
- Greene**, M. (2012). On the inside looking in: Methodological considerations in conducting qualitative insider research. Paper presented at Qualitatives Conference 2012, June 20-22, St. John's, NL
- Greene**, M. (2012). Writing and Publishing in Graduate School. Invited panel presentation given at Congress 2012, Canadian Society for the Study in Higher Education (CSSHE) / Canadian Association for the Study of Adult Education (CASAE) Conferences, Waterloo, ON, May 28-30, 2012.

- Greene, M., Sharpe, D., & Kirby, D.** (2012). Distance students as virtual migrants: A case study from Atlantic Canada. Paper presented at the Canadian Network for Innovation in Education (CNIE) Conference, May 14-16, 2012, Canmore, AB.
- Greene, M.** (2012). Indwelling as reflexive research: Exploring the relationship between objectivity and subjectivity in insider research. Paper presented at Aldrich Interdisciplinary Conference, March 3, 2012, St. John's, NL.
- Greene, M.** (2012). Transitioning into, through and out of graduate school: A theoretical model. Poster presented at Congress 2012, Canadian Society for the Study in Higher Education (CSSHE) Conference, May 28-30, 2012, Waterloo, ON.
- Sharpe, D., & **Greene, M.** (2012). Accommodating the Contemporary Student in an Antiquated System: Revisiting and Re-envisioning Models of Higher Education Transitions. Paper presented at Congress 2012, Canadian Society for the Study in Higher Education (CSSHE) Conference, May 28-30, 2012, Waterloo, ON
- Saqlain, N.** (2012). Technology and foreign language pedagogy: What the literature says. Educause review online. Available from <http://www.educause.edu/ero/article/technology-and-foreign-language-pedagogy-what-literature-says>
- Sheppard, B., Seifert, T. & **Wakeham, M.** (2012). *Teaching and Learning in Today's Public School Classrooms: A 21<sup>st</sup> Century Leadership Challenge*. Paper presented at the meeting of the Commonwealth Council for Educational Administration and Management, Limassol, Cyprus, November 3-7, 2012.
- Young, F., Joy, R. Newhook, L.A., Murphy Goodridge, J. & Twells, L.** (2012). From Goat's Milk to Mother's Milk: Attitudes Towards Infant Feeding-Grandmothers' Perspectives. Presentation at the Primary Healthcare Partnership Forum 2012.
- Young, F., Joy, R. Newhook, L.A., Murphy Goodridge, J. & Twells, L.** (2012). From Goat's Milk to Mother's Milk: Attitudes Towards Infant Feeding-Grandmothers' Perspectives. Canadian Association of Midwives 12th Annual Conference and Exhibit. (Awarded second place in poster competition.)
- Egan, R., **Greene, M.**, Todd, A., & Hajek, A. (2012). Translating teaching instruction into teaching practice: The impact of a semester-long graduate program in teaching. Poster presented at the Society for Teaching and Learning in Higher Education (STLHE) Annual Conference, June 19-22, 2012, Montreal, QC
- Fitzpatrick, B., & Schulz, H.** (2011, June). *Elementary students learn to think*

*deeply in social studies*. Paper presented at the 23rd Annual Ethnographic & Qualitative Research Conference, Cedarville, OH.

- Fitzpatrick, B., & Schulz, H.** (2011, May). *Formative assessment improves "thinking about thinking" for elementary students*. Paper presented at the 2011 CSSE Annual Meeting in Fredericton, NB.
- Fitzpatrick, B., & Schulz, H. W.** (2011). *Formative assessment in the elementary classroom and its impact on higher order thinking*. Paper presented at the 2011 AERA Annual Meeting in New Orleans, LA.
- Schulz, H., & **Fitzpatrick, B.** (2011, June). *Teachers' understandings of higher order thinking and what this means for their classrooms*. Paper presented at the 23rd Annual Ethnographic & Qualitative Research Conference, Cedarville, OH.
- Schulz, H., & **Fitzpatrick, B.** (2011, May). *Developing students' higher order thinking using formative assessment and direct instruction*. Paper presented at the 2011 CSSE Annual Meeting in Fredericton, NB.
- Schulz, H., & **Fitzpatrick, B.** (2011, April). *Structured teaching and formative assessment to develop critical thinking in elementary school students*. Paper presented at the 2011 AERA Annual Meeting in New Orleans, LA.
- Kirby, D., **Greene, M.**, Sharpe, D., & Bourgeois, M. (2011). Participation and Retention of High School Online Learners in Post-Secondary Education. Paper presented at McGraw Hill Ryerson First Year in Focus- Maximizing Student Retention- Everyone's Responsibility, 38th National Teaching and Learning Conference, May 9, 2011, St. John's, NL.
- Kirby, D., **Greene, M.**, Bourgeois, M., & Sharpe, D. (2011, July 6). Matriculating eastward: Maritime student migration to Newfoundland and Labrador. St. John's, NL: Faculty of Education, Memorial University of Newfoundland.
- Greene, M.** (2011). Review of the book Lowering Higher Education: The rise of corporate universities and the fall of liberal education. *Canadian Journal of Higher Education*, 41(3), 128-130
- Kirby, D., Sharpe, D., & **Greene, M.** (2011). Matriculating Eastward: An Examination of Factors Influencing the Inter-Provincial Migration of Maritime Students to Newfoundland and Labrador. Paper presented at Congress 2011, Canadian Society for the Study in Higher Education (CSSHE) Conference, May 30, 2011, Fredericton, NB.
- Kelly, D.** (May, 2011). From (C)I to (D): Implications of clouded self-projection for moral education. Canadian Society for the Study of Education, University of New Brunswick. (Paper presentation).
- Seifert, T., **Radu, O. G.**, & Doyle, A. (2011). Flow: an emotional experience in

- mathematics problem solving. In B. Sriraman & V. Frieman (Eds.), *Interdisciplinarity for the 21st Century: Proceedings of the 3rd International Symposium on Mathematics and its Connections to Arts and Sciences*, Moncton 2009. Monograph 11 in *The Montana Mathematics Enthusiast Monographs in Mathematics Education*, Information Age Publishing, Charlotte, NC.
- McLeod, H. and **Bride, K.** (2010). *Self study, social justice and art education: A teaching project*. CSEA. Toronto, Ont.
- McLeod, H., **Bride, K.** & Snow, D. (2010). *"Am I really doing this right?" Distance co-supervision of art creativity research through self study*. Edge 2010, St. John's, NL.
- McLeod, H., **Bride, K.** & Stevens, K. (2010). *Performing according to the script? Dress as technology amongst pre-service teachers in Newfoundland and Labrador*. Edge 2010. St. John's, NL. (presenter McLeod).
- Yeoman, E., McLeod, H., **Bride, K.**, Vaandering, D., & (2010). *A conversation about schooling in times of war from several perspectives*. CACS Pre-conference/CSSE.
- Fitzpatrick, B.**, & Schulz, H. W. (2010). Teaching and assessing thinking in social studies and science. *The Scoop*, (6), 1, 4-5.
- Fitzpatrick, B.**, & Schulz, H. (2010). *Assessing higher order thinking: What teachers think and do*. Paper presented at the 2010 AERA Annual Meeting in Denver, CO.
- Fitzpatrick, B.** & Schulz, H. (2010, July). Teaching and assessing higher order thinking in elementary social studies and science. In Tchibozo, G., (Ed.) *Proceedings of the 2nd Paris International Conference on Education, Economy and Society*, Vol. 1, Strasbourg, France: Analytrics.
- Goodnough, K., Osmond, P., & **Kelly, D.** (May, 2010). Examining the long-term impact of collaborative action research on teacher identity and practice: The perceptions of K-12 teachers. American Educational Research Association, Denver, CO. (Paper presentation).
- Radu, O.** & Seifert, T. (2010). *Mathematical intimacy within blended and face-to-face learning environments*. Paper presented at the annual meeting of the European Distance and e-learning Network, Valencia, Spain. [Recipients of the Best Research Paper Award.]
- Dodd, C.**, Kirby, D., Seifert, T. & Sharpe, D. (2009). The impact of high school distance e-learning on rural students' university achievement and persistence. *Online Journal of Distance Learning Administration*, 12 (1).
- FitzPatrick, B.**, & Schulz, H. (2009, October). *Thinking about teaching and*

*assessing thinking in social studies and science*. Paper presented at the EDGE Conference, St. John's, Newfoundland and Labrador.

Schulz, H., McKee, R., & **FitzPatrick**, B. (2009, October). *Gender, achievement and mathematics learning in Newfoundland and Labrador*. Paper presented at the EDGE Conference, St. John's, Newfoundland and Labrador.

**FitzPatrick**, B., & Schulz, H. (April, 2009). *The role of higher order thinking in teaching and assessing middle school science and social studies*. Paper presented at the 2009 AERA Annual Meeting in San Francisco, CA.

**FitzPatrick**, B., & Schulz, H. (2009, January). *The role of higher order thinking in teaching and assessing science at the middle school level*. In Hawaii International Conference on Education 2009 Conference Proceedings. (pp. 4152-4172). Honolulu, Hawaii.

**Kelly**, D. (May, 2009). Operationalizing Habermasian discourse ethics within educational administration. Canadian Society for the Study of Education, Carleton University. (Paper presentation).

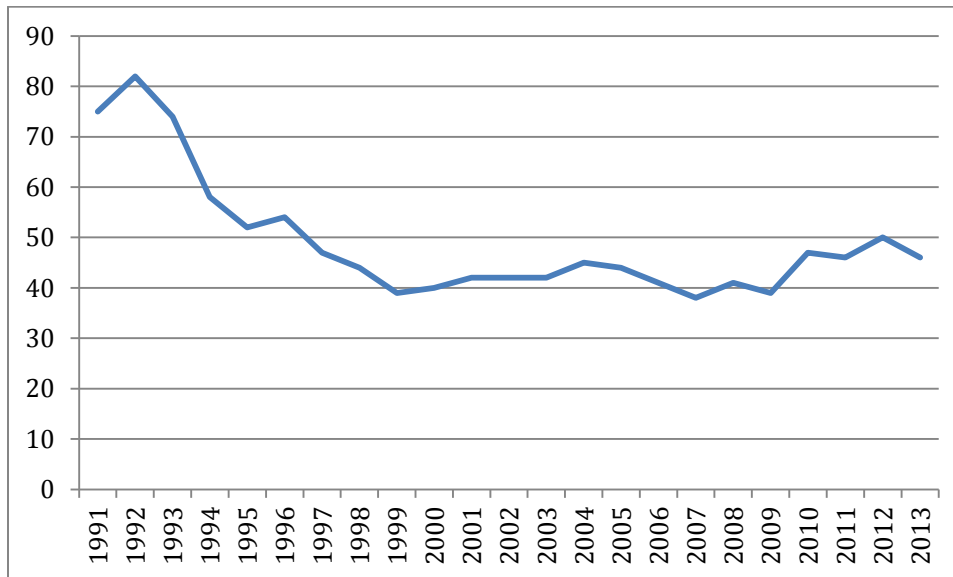
**Kelly**, D. (March, 2009). From Senge to Habermas: Reconceiving "discourse" for educational learning organizations. Philosophy of Education Society, Montreal, QC. (Paper presentation).

Seifert, T. & **Hedderson**, C. (2009). Intrinsic motivation and flow in skateboarding: An ethnographic study. *Journal of Happiness Studies*, March 2009. <http://www.springerlink.com/content/57851114g6383t1p/>

## Our Faculty

### Changing nature of the faculty

Over the past two decades a significant shift has occurred in our faculty complement. The early 1990s saw a peak of approximately 75 faculty members followed by a steady and significant decline over the next 10 years. At the turn of the millennium, our complement reached a low point that was less than one-half of that in the early 1990s. The complement remained fairly consistent, hovering between the mid-30s and mid-40s since that point (Figure 7).

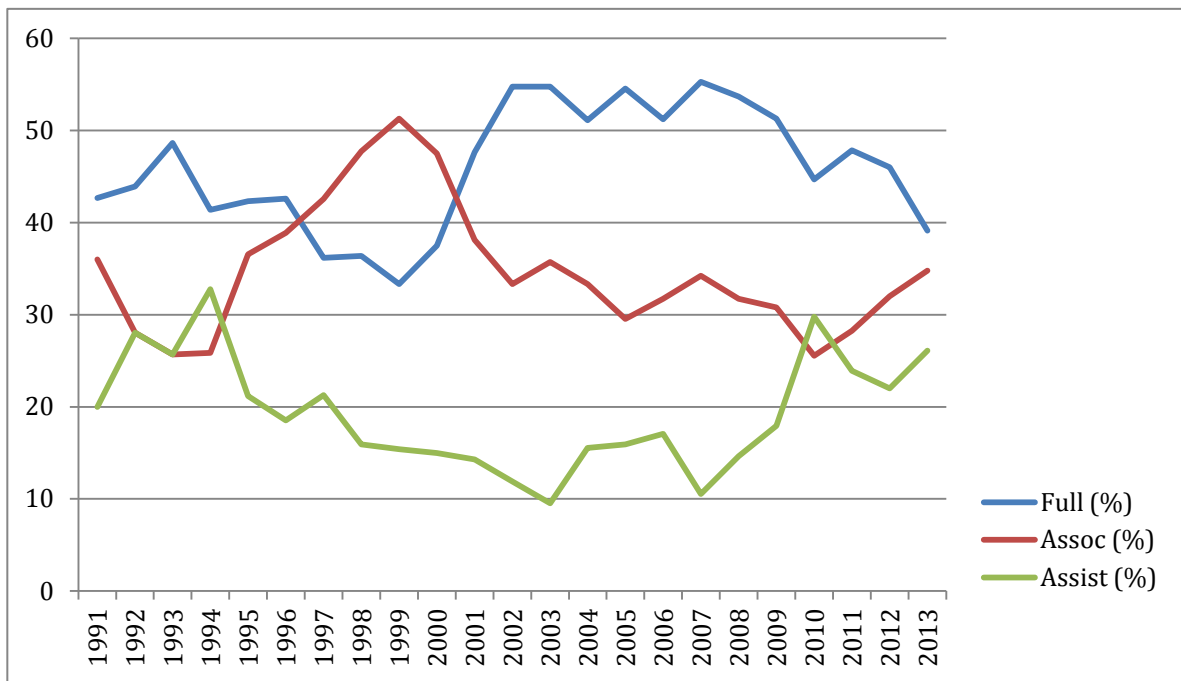


*Figure 7.* Size of Faculty complement since 1991. Source: University Fact Book ([http://www.mun.ca/ciap/Analysis/fact\\_book.php](http://www.mun.ca/ciap/Analysis/fact_book.php)).

Figure 8 presents the distribution of rank within the faculty. The percentage of faculty members at the associate professor level rose in the late 1990s, followed by a rise in the percentage of full professors through the 2000s. At the same time, there was a decline in the percentage of assistant professorships. As shown in Figure 4, the size of the faculty complement in this time frame was small and steady, suggesting this was a period of relatively little hiring. These trends are indicative of an aging faculty.

Indeed, these trends are starting to be realized as faculty members retire. In the 2012-2013 academic year, five faculty members retired. In the 2013-2014 academic year, three more have announced their retirement. Informal polls and conversations suggest that an additional 12 faculty members could retire in the next three years. Four faculty members have indicated they will be retiring within the next 1½ years.





*Figure 8.* Percent of faculty complement by rank and year.

In addition to the changing demographic of the faculty, the early 1990s also saw a change in the emphasis of the Faculty. Prior to the 1990s, the Faculty of Education was seen as a teacher training college. Although a few faculty members saw themselves as researchers, many saw their primary responsibility as teaching. Through the 1990s, the Faculty started to undergo a transition with a greater emphasis on research. Newly hired faculty members were expected to engage in research and research productivity becoming increasingly important.

The 2012 University Comparator Study states our complement was 48 in 2010. Three other universities participating in the study had faculty complements similar to ours: University of Manitoba (44), University of Saskatchewan (48) and the University of Regina (42). Two of these institutions had similar total student enrolments similar to ours (Regina – 1,766; Saskatchewan – 1676; Memorial – 1582). Manitoba had a significantly lower total enrolment (847).



## Some projects in the Faculty of Education

As stated in our mission statement, the Faculty of Education is committed to improving the human condition through education. Scholarly activities in which we are engaged reflect this commitment, highlighting our desire for excellence in education. Some of these projects, as offered by faculty members, are described herein.

### ***Indigenizing the academy***

Anderson, K. and Hanrahan, M.

Change agency within the academic community. This is a two-person reflection of change efforts led by two scholars of Aboriginal Ancestry as they work from their respective roles to lead change within the academy to advance the success of Aboriginal interests.

### ***Hebron Diversity Research Fund project***

Badenhort, C.

The percentage of participation by women in engineering studies remains low in Canada and their long-term retention in the profession of engineering even lower. We argue that career-long sustainability is a key problem, significantly because the dynamic “who” and “why” of the aspiring engineer are often not explicitly included in established engineering education curricula which tend to focus on the technical content, or the “what” and “how”, of engineering. We suggest that attention to students’ values, motivations and professional identification will not only enable the career-long sustainability of engineering professionals in today’s complex and ever-changing world, but will also produce better engineering solutions for the benefit of all of us.

### ***Digital play***

Burke, A.

I co-edited a book “Children’s Virtual Play: Culture, Learning and Participation” with Jackie Marsh published by Peter Lang in New York as a part of the New Literacies epistemologies series. This seminal book included international participants from this forum.

### ***Children’s Career Development: Engaging Parents, Schools, and Community.***

Furey, E.

Quantitative and qualitative research methodologies are being utilized to examine parents, teachers, day-care workers and children’s perceptions and taken-for-granted assumptions of young children’s career development, of their roles and levels of involvement as well as interactional factors affecting this development.

### ***Intentional Use and Evaluation of iPad Applications in the Instruction of Pre-service Teachers***

Maddigan, B, Galway, G. & Stordy, M.

This study will contribute to our understanding of how emerging technologies may improve quality pre-service teacher education. Mobile technologies are

becoming more prevalent in primary, elementary, intermediate and secondary (K-12) classrooms in Newfoundland and Labrador but there are still questions about the value of mobile devices as an instructional tool for pre-service teacher development. While some work has been undertaken in this area, the use of tablets in teacher education is still a relatively new pedagogy. This study will address two principal research questions: (1) To what extent can tablet (iPad) technology (applications) be intentionally used in pre-service teacher education to enable instructors to meet course outcomes? and; (2) how does the use of this technology add value to course delivery and student learning?

Nine Memorial University Faculty of Education instructors joined the study and were provided with iPads if they did not have one. Participants have been tasked with systematically incorporating these mobile technologies into their on-campus instruction. Participants are using and evaluating a range of instructional applications (apps) specific to their discipline and/or teaching focus areas. Group meetings take place after each instructional semester (up to and including the Summer 2014). Group interviews and focus group methodologies are in use to collect data. Analysis will take place after data collection is complete and group interviews have been transcribed; a report will be prepared for the Instructional Development Office (a \$5,000.00 instructional development grant was obtained for this study) and findings will be disseminated through this report and potentially a peer-reviewed article and/or conference presentations.

### ***Growing Community Power to Enhance Youth Success in School***

Gardner, M.

This project is a community-university partnership with the Rabbittown Community Centre and neighbourhood to explore increasing the graduation rate of youth in their community.

### ***Adult learning and workplace literacy***

Glassman, M.

The project focused upon the production of a series of computer-mediated instructional modules that will assist adult learners to enhance their functional and effective use of concepts and critical vocabulary related to two technical vocations (e.g., carpentry/woodworking and food services). The rationale for this project was founded upon the speculation that many adults wish to enter the workforce but oftentimes possess low levels of literacy that serve as an impediment to obtaining employment. This finding is supported by the “Adult Literacy and Life Skills Survey” which identified that more than 50 percent of survey respondents tested at or below Level 2 literacy, which would reflect a “...low or very low level of functionality with basic literacy and essential skills for the workplace.” (Desjardins, Werquin, Murray, & Clermont. 2005).

At the current time, industry-specific computer-mediated software programs that focus upon essential skills and workplace literacy development are not readily available (Barker, 2005). In particular, computer-mediated instructional modules that can be self-paced and adapted to the needs and abilities of the individual learner, coupled with one-to-one instructional support to prepare adults for

employment in various workplace technical vocations (e.g., carpentry and the food services industry) are not widely available for the adult learner with low-literacy abilities (Thomas & Buck, 1994). Campbell (2005) contends that workplace literacy-learning programs, if utilized effectively, will enable “marginally skilled employees” to improve their essential skills in literacy to the degree where they may be gainfully employed.

### ***Teacher inquiry in STEM***

Goodnough, K.

The project I am leading, Teacher Inquiry in STEM (Science, Technology, Engineering, and Mathematics) Teaching and Learning, 2013-2018, (also known as Teachers in Action) is a development and research project supporting the professional learning of teachers in Newfoundland and Labrador through collaborative inquiry.

### ***Training rural trainers***

Hache, G.

Most recent has been on the manner in which rural trainers develop and deliver instruction for trainees residing in rural community as they commence work for newly developing, small, community-based enterprises.

### ***AIDS service organizations and the prevention of HIV***

Harris, G.

The major emphasis is on prevention of the human immunodeficiency virus (HIV). My research explores how AIDS Service Organizations (ASOs) play a role in supporting people living with HIV (PHAs) to maintain healthy lifestyles through initiatives such as PHA driven peer support/education and facilitating a positive sense of belonging with the ASO. The role of positive emotions and thoughts (i.e., positive psychological constructs such as hope, empowerment, self-efficacy, self-esteem) in relation to high-risk behaviour has been a salient theme throughout several of my studies. I have also been exploring the role alcohol and other drug use (e.g., cannabis) plays in high-risk behaviour among PHAs as well as other at risk groups (e.g., university students). This also includes studying the remediation and prevention of alcohol use as a means to curb risk. I have completed several studies focused on the K-12 school system notably in relation to guidance counsellors' and educational psychologists' roles in working with at risk students around high-risk behaviour. My research involvement around prevention of HIV/HCV also includes a focus on government, community, and education policies.

### ***The Great War Project***

Hawksley, F., Stordy, M., Vaandering, D., Hoben, J., Hickey, A., Hickey, R., Madden, A. & Boland, T.

Engaging young people in the Centennial Years of The Great War, the Royal Newfoundland Regiment and Newfoundland 1914-18 is a focus for this research and development. The Great War Project Group is engaged in researching and developing an on-line learning experience drawing on Drama-in-Education processes, conventions and communication styles and Epistemic Gaming. At the center of the experience for young learners is a 97 year old Botanical Field

Notebook filled with descriptive images of the battlefield of the Somme in 1917, one year following July 1st, 1916. As young participants take on the frame of reference of Botanical Scientists, they are drawn in to the world of the Botanist and discover a much larger story as references to "encampments", "villages" and map references take them to the battlefields of the Royal Newfoundland Regiment and the story of The Regiment.

### ***Cognitive functioning and healthy aging***

Hesson, J., Grant, M. & Butler, R.

Like good physical health, healthy cognitive functioning contributes to successful aging in that it allows elderly individuals to maintain their ability to live and function independently. There is some evidence in the current literature that suggests a link between CMV infection and impaired cognitive function in the elderly. While CMV infection is extremely common (occurring in about 70% of adults), a fraction of that 70% have an immune response against CMV that over time develops into what is called an immune risk phenotype. The immune risk phenotype is associated with a number of issues in the elderly which may have similar underlying pathology to that of neuro-cognitive impairment. This is why we think that the immune risk phenotype might identify individuals at greater risk of cognitive decline. Therefore, we have planned a study to estimate the prevalence of immune risk phenotypes in the elderly Newfoundland population, identify elderly individuals with or without an immune risk phenotype, measure baseline cognitive function in the members of both groups and monitor changes in cognitive function in both groups over a 2 year period. The sample for this study will consist of 60 individuals between the ages of 80-89.

### ***Grade eight history resources***

Johnson, T.

This project involves the development of a website for Grade 8 teachers and students in NL. The website will enable them to make direct links to hundreds of primary sources found in Special Collections and Archives Division of the Queen Elizabeth II Library. The website will be divided into the units and chapters corresponding to the course textbook, *Voyage to Discovery*. Links to the primary sources will be aligned with each chapter topic as well as with the learning outcomes provided in the Course Curriculum Guide.

This project is a partnership that includes: the Faculty of Education, Queen Elizabeth II Library, Curriculum division of the Department of Education, and NL schools and teachers. I am working closely with Colleen Field and Linda White in the Social Collections and Archives Division. They are searching for primary sources suitable for the curriculum topics and learning activities that I am designing for Grade 8 students. I am also working with Audrey Oake, a retired Grade 8 Social Studies teacher, to develop a bank of questions that teachers can use for class discussion, projects and tests, based on the primary sources. The website should make it easy for Grade 8 teachers to show their students resources that will motivate their interest in their past. Students will be able to access the resources quickly and easily for class projects.

### ***Career Integrated Learning***

Joy, R.

Career Integrated Learning. This research project relates to Memorial's Teaching and Learning framework as it helps students articulate the competencies they have acquired. Many students will graduate with a degree from university but they are not aware or able to articulate the competencies that they have acquired as a result of their degree and experiences. Students need this knowledge in order to transition to graduate studies or the world of work and compete in today's job market. This research project has already impacted students positively and through discussions at conferences we have other universities interested in becoming part of the project.

***Occupational songs of the logging industry and rural history literacies***

Kelly, U.

My current research project, funded by The Harris Centre, investigates the occupational songs of the logging industry in Newfoundland and Labrador as meaning-making practices and **historic rural literacies**. This project includes interdisciplinary research in education, folklore and ethnomusicology and is done in partnership with The Research Centre for Music, Media and Place (MMaP). Its purpose is to document, to analyze and to record archival – and previously unrecorded - logging songs for the *Back on Track* CD and booklet series, which is overseen by the Director of MMaP, Dr. Beverley Diamond, Canada Research Chair in Ethnomusicology. I am the producer of the CD and the author of the accompanying booklet scheduled for release in Fall, 2014. This tangible research product will be shared with the communities from where the songs originated and where logging was a vital economic and cultural force so as to re-engage a discussion of culture, history, memory and identity in relation to community rejuvenation. Three new projects have emerged from this research: a social history project; a web-based museum exhibit; and an anthology of poetry.

***Mathematics problem-solving***

Kondretiva, M.

A good mathematical problem is the heart of mathematical instruction. It attracts students' interests, activates and empowers students' mathematical knowledge, connects different topics and ideas, and makes the lesson dynamic and memorable. How can one recognize or create such problems? This question has many facets and involves consideration from different perspectives. My interest in this topic originates from many years of teaching practice and outreach activities in mathematics. My joint position at the Faculty of Education and Department of Mathematics gives me a unique opportunity to explore the nature of good mathematical problems and their role in teaching mathematics in a greater extent. My research projects and articles aim to address this question through the following lenses: 1. Cognitive and historical developments of mathematical knowledge. 2. Challenge and mathematical giftedness. 3. Mathematical paradoxes, intuitive and rigorous mathematical logic. 4. The role of technology in assisting mathematical thinking. 5. Interconnectedness and unity of mathematical knowledge.

***The integrity and protection of personal privacy in the online course data at four Canadian universities.***

Mann, B.

How private is online course data? This research will attempt to determine the location and status of user-generated content in online distance courses. The user-generated content comprises discussion board and chat-room text, as well as playable voice-over protocol (VoIP) files. It is expected that the user-generated content may be under-protected as a consequence of hands-off policy statements, unknowing support staff, uncaring professors and students, and unwilling social network intermediaries (SNIs) to invite opportunities for unintentional breaches of personal privacy and third-party marketing to the participants in online distance courses.

***The Effect of Data-Informed Collaboration in Newfoundland and Labrador's New Inclusive School Model***

Mattatall, C.

The research program is centred primarily in the areas of collaboration, data-based decision-making and reading intervention in the primary and elementary grades. All three of these areas are currently being explored in three separate studies; each at a different stage of implementation. This research examines whether the reading performance trajectories of Grade 1 students in schools in which the classroom teachers collaborate frequently are greater than those of students in schools whose teachers do not collaborate frequently.

***Poetry and Parents***

McLeod, H. & Ruebsaat, G.

I am working with Gisela Ruebsaat, a poet in Victoria, British Columbia, using the practices of poetic inquiry (Brady, 2009; Prendergast, 2009; Butler-Kisber, 2012) to better know our parents and to reflect on our relationships with them after their deaths (Leggo, 2010, Stewart, 2010). Sources for our work include my father's poetry that remains unpublished four decades after his early death. Throughout his life, writing poetry seems to have been a way of reflecting on and making sense of the dilemmas and complexities in life and experience (Soutar-Hynes, 2012). Other sources include Gisela's interviews and conversations with her mother before her death and stories her mother told her as she was growing up. These were stories of war, death, migration and survival, threads which are now interwoven with Gisela's memories of her mother (Ruebsaat, 2009a, 2009b, 2013a, 2013b). Through the layered lens of poetry, we have been able to reach and see beyond the family lore of who our parents were and get a more nuanced picture not only of them but of the social forces that shaped them. War, gender and class were huge factors that moulded their lives in different ways. I look through the lens of my father's own words, examining poetry he wrote over the course of his life. This is the direct voice at a particular moment in time. Gisela inquires into who her mother was through the filter of memory, through the writing of poems based on stories told by her mother or images created from fragments of story. We hold that language is 'mothertongue', (Stewart, 2010, p. 88). My father, Donald McLeod, and Gisela's mother, Ursula Schumacher, were about the same age. Both were teenagers during the Second World War and later, as



adults, lived in British Columbia, Canada. Both voices were marginalized, Donald's through the operations of class and regional disparity, and Ursula's through the inequities associated with gender, language and immigration status. Both strove to reach beyond their marginalization through the acquisition of language and education. So far this work has resulted in two peer reviewed international conference presentation, and the submission of three publications now under peer review.

***Activity theory, technology and higher education***

Murphy, E. & Rodriguez, M.

Activity Theory is a tool that can help make sense of the complex changes taking place in higher education because of the integration of technology. Unlike other theories, it allows for a focus that includes elements in the social, cultural and historical setting in which the technology is used. In addition, it supports consideration of the practices of individual students and educators as well as practices at the institutional level. The book I have authored, **Activity Theory Perspectives on Technology in Higher Education**, presents a compelling theory that will be useful for researchers, academics, policy makers, administrators and instructors interested in understanding and controlling the shifts that are occurring in education due to the integration of technology.

<http://www.igi-global.com/book/activity-theory-perspectives-technology-higher/>

***Discourse, justification and education: Jurgen Habermas on moral epistemology and dialogical conditions of moral justification and rightness.***

Okshevsky, W.

In this paper I address the question of whether a certain form of dialogically derived agreement can function as an epistemic (universal and necessary) criterion of moral judgment and ground of moral authority. I examine arguments for and against in the literature of educational philosophy and develop Jurgen Habermas's affirmative answer as presented in his Discourse Theory of Morality. Habermas's position is articulated as a moral epistemology ("strong dialogicality") and is developed through his critique of the "monologism" of certain aspects of Kant's moral theory. I conclude with a consideration of some educational implications of Habermas's position.

***Students' and teachers' experiences in the biology classroom***

Pelech, S.

My research has been focused on secondary science curriculum (primarily biology) from an interpretive (hermeneutic) prospective. My recent research has been exploring student and teachers' experiences in the biology classroom and how they understand what it means to teach biology well.

***Experiences of LGBT in the school system***

Pickett, S.

My research and interests at present are in the broad area of diversity, social justice and community based research. Presently, I am studying the experiences of Lesbian, Gay, Bisexual and Transgender (LGBTQ) school personnel in Newfoundland and Labrador with a specific focus on micro-aggressions and how they relate to inclusive school climate/culture. I am the chair of the Sexuality and

Gender Education (SAGE) committee, an ad hoc Faculty of Education committee, which was struck in late 2012. As a committee we began with a community based research approach in order to understand the experiences of our SAGE members (students, staff, faculty) and how these experiences relate to our committee goals, efficacy and direction. My service as chair of the SAGE committee fits well with my overall research agenda, which includes utilizing qualitative methods and a community based research approach to increase visibility and inclusion for LGBTQ persons, families and communities in educational contexts. I am in dialogue with community partners about future research, focusing on the expectations and experiences of Lesbian parents in Newfoundland and Labrador with elementary age children (a growing population).

### ***Teaching critical thinking in science and social studies***

Schulz, H. & Fitzpatrick, B.

Working with grade 5 and 6 students, we sought to increase their critical and higher level thinking in science and social studies. This is the fifth year that we have conducted these projects. Dr. Fitzpatrick initially developed an instructional intervention that utilizes formative assessment with explicit instruction and that is focused on higher level thinking in grade 5 social studies. We have expanded the instructional intervention to grade 5 and 6 science but use a guided inquiry approach to learning science. The intervention typically includes one or two units of the grade level curriculum and takes from 12 to 20 weeks. The teachers who work with the classes that are in our projects are involved in all aspects of the instruction. We conduct the intervention ourselves for two or three years and then the teachers do the intervention with our assistance and support. We have now worked with over 10 classes of students. We use mixed methods research designs to test the effectiveness of the instructional intervention. This is based on a quasi-experimental design with (usually) several classes of intervention students and several of comparison students in two or three schools. In the studies that we have completed to date, including 2013, the students in the intervention groups showed improvement in their higher level thinking in science and social studies beyond that of the comparisons groups (medium effect on pre- and posttests). Most intervention groups also showed improvement in their general critical thinking skills (Cornell test) beyond that of the comparison groups. We documented the students' development throughout the intervention on the formative assessments (five to nine per unit of instruction) where we found both stronger and weaker students progressed in their thinking. We also interviewed the students, pre and post, to determine how they thought about their thinking.

### ***Technology implementation in the schools***

Sheppard, B., Brown, J. & Seifert, T.

In these projects, I have worked with two of my colleagues in the Faculty of Education, Memorial University to identify through the study of selected schools the sources of leadership that have either facilitated or inhibited implementation of the emerging technologies in the teaching and learning processes and to determine the perceptions of teachers and school principals of how these technologies have affected their respective roles. This is a field of study that my

colleagues and I have been pursuing for several years, commencing with our being awarded a Community-University Research Alliance (CURA) research grant of \$1,000,000 in 2006. Following the completion of the CURA research, the Centre for Distance Learning and Innovation (CDLI) awarded Dr. Seifert and I a grant of \$30,000 to continue our research in this area. Although we are continuing our data analysis, we have already published several works relating to this project.

### ***School Boards Matter (2013)***

Sheppard, B., Galway, G., Brown, J. & Wiens, J.

This project is a major pan-Canadian study of school board governance funded by the Canadian School Board's Association. The report, titled *School Boards Matter*, suggests that the school district apparatus in Canada has diminished as provincial governments have enacted an aggressive centralization agenda. The authors theorized that in a politicized environment, the values, reward systems and accountabilities against which school board superintendents and trustees operate are likely to differ substantively from those of politicians and bureaucrats, thereby creating a policy environment that is antagonistic to local governance.

### ***Developing educational leaders in West Africa***

Sheppard, B., Hurley, N. & Dibbon, D.

This project attempts to make significant contributions to the national educational systems of Ghana, Nigeria, the Gambia and Sierra Leone. Dr. Jophus Annuah Mensah, Dr. Sheppard and Dr. Hurley provided a week long professional learning session in the Gambia for senior officials from each of these countries. One of our PhD students, Sylvester Boadi, is completing doctoral research on the efficacy of the implementation of our leadership development program in Ghana. He made a field trip to Ghana early in this year and his findings indicate that this program is being implemented by a dedicated institute set up for that very reason. It is clear that the work will likely have a significant and ongoing impact on educational enhancement in English West Africa.

### ***Cybercells and virtual learning***

Stevens, K.

The concept of cybercells refers to a way of integrating virtual and actual classrooms. Cybercells were explored in a recently completed SSHRC project focused on community-university relations (CURA) in which selected courses at Memorial University were linked to classrooms in Newfoundland and Labrador schools. Cybercells enabled actual (or face-to-face) groups on campus to engage virtual visitors from schools in their pre-service teacher education. Through cybercells educational theory taught in the Faculty of Education and classroom practices in local schools were brought together.

### ***School leadership and bullying***

White, G., Sheppard, B. and Seifert, T.

This project seeks to determine if there is a relationship between school administrative practices and the prevalence of bullying within the school. Do schools which see themselves as professional learning communities have climates and cultures which have fewer bullies? Using data collected by Dr.

White and Dr. Sheppard, we are using advanced statistical modeling to determine if administrative practices such as distributed leadership are associated with decreased bullying.

***Addressing harm: Restorative justice in NL schools***

Vaandering, D.

*Addressing Harm in Schools: The NL Experience* which provided a clear context for the extension of my doctoral research in the field of restorative justice in education. In 2012, a SSHRC funded public dissemination grant has allowed me to develop a significant professional development institute [*Relationships First: Implementing restorative justice from the ground up*] for educators in NL that is showing itself to be transformative on personal and professional levels. This experience is shaping a research agenda for at least the next 5 years. This research agenda is informing my engagement as a teacher-educator as I have initiated 2 restorative justice courses—one graduate, one I/S undergraduate. It is also the key to developing an arts/aesthetic dialogue-based social pedagogy in a social studies/social justice context for beginning teachers. This is a collaborative project with Fred Hawksley where we explore how the imaginary worlds can deepen understanding of real world contexts through critical, active-reflective pedagogy.

***Elizabeth Penashue and the Labrador Inuit***

Yeoman, E. & Penashue, E.

I am working with Innu elder and environmental activist, Elizabeth Penashue, on a book and related cross-media resources based on a diary she has been keeping in Innu-aimun since the late 1980s when she was a leader in the Innu protests against NATO low level flying and weapons testing on Innu land. The project, funded by the Social Sciences and Humanities Research Council of Canada (SSHRC), supports Elizabeth's work educating young people about Innu culture, history and the land. In addition to the production of the book and other resources, the project also explores issues in research collaboration and translation between an Indigenous elder and a non-Indigenous academic and will contribute to the literature on these topics. This collaboration addresses priorities of both MUN and SSHRC to support Aboriginal research and community engagement.

***Assistive technology for students with learning disabilities***

Young, G.

My doctoral research examined the use of assistive technology by students with learning disabilities. This study employed multiple data sources to examine the degree to which the use of assistive technology and a supportive school environment impacted students' self-concept, school motivation and academic achievement, as they transitioned from a two-year segregated demonstration school program and were re-integrated into their neighbourhood inclusive schools. Future research will examine how teachers develop instructional practices that incorporate assistive technology within the context of universal design for learning, as well as students' perceptions of these practices.

## Faculty funding

Twice each academic year, the Faculty of Education makes available research funds through a call for proposals. Faculty members are invited to submit proposals which are adjudicated by the *Research and Development* committee. At each round, \$15,000 is available for an annual expenditure of \$30,000. Since the Fall of 2007, 20 grants have been awarded to Faculty members ranging in value from approximately \$1,800 to \$6,500.

## Supervision

A significant role played by faculty members is that of a supervisor. We frequently and routinely supervise students as they undertake theses, projects, paper folios or internships. As of Winter 2014, 34 faculty members have participated on doctoral supervisory committees since the program's inception. Since 2009, 39 of our faculty members are, or have been, supervisors of Master's theses, projects, folios or internships. (Counseling internships are not included in this count.)

Our emphasis in recent years has been to try, where possible, to include newer faculty as committee members. This will build supervisory capacity and ensure our program is on solid ground for the future.

## Scholarly productivity

### **Publications**

Comparator study indicates that Memorial University was fifth of nine universities examined for the number of books, chapters and peer reviewed articles in 2010-2011. The average publication rate per FTE was fifth of the nine universities.

### **External grants**

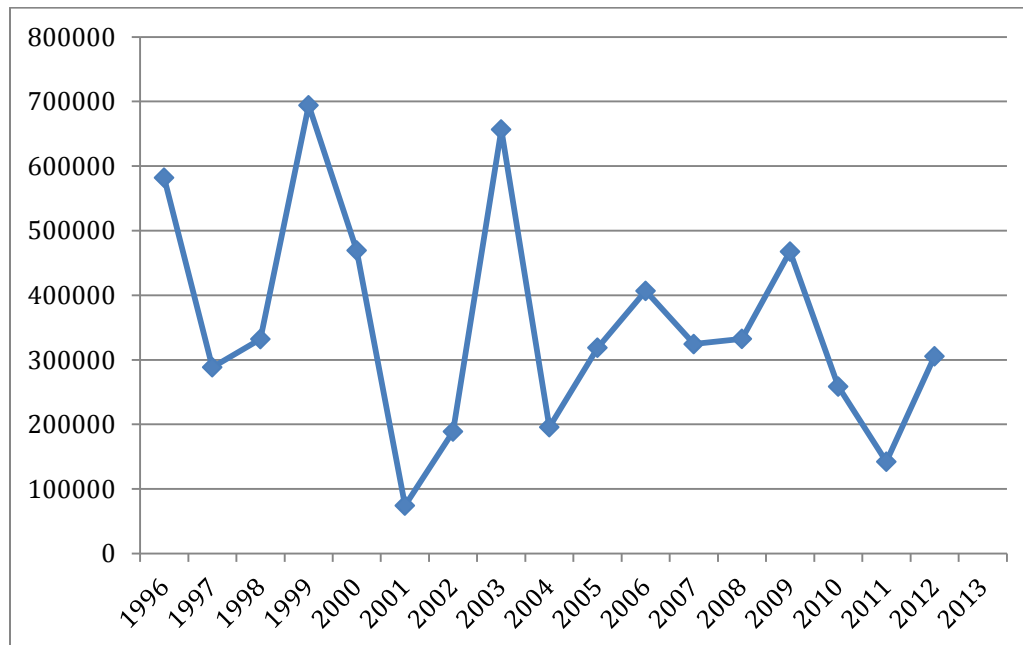


Figure 10. Total external funding received by the faculty by year.

The amount of research funding received by Faculty members from external sources has been varied over the years. In most years, the Faculty holds between \$200,000 and \$400,000 in grants. Rarely does it fall below \$200,000 and on a number of occasions the amount has exceeded \$400,000.

The Faculty of Education has been the beneficiary of two major research awards in recent years. The first was a Community-University Research Alliance grant from the Social Sciences and Humanities Research Council. Funds from this grant were used to establish and support the Killick Center for e-Learning Research. With one million dollars in funding over a five year period, the CURA grant served as an umbrella to support a series of projects on e-learning. In total, eight projects involving eleven different faculty members were supported, in addition to funding a significant number of doctoral, a master and undergraduate students.

The second research award is a Science, Technology, Engineering and Mathematics project. In 2012, the Faculty of Education at Memorial University received a significant contribution from Hibernia Management and Development Company (HMDC) to support primary/elementary teacher learning for pre-service and practicing teachers in Science, Technology, Engineering and Mathematics (STEM) education. The overall goals are to:

- Enhance STEM knowledge and pedagogy of K-6 teachers in Newfoundland and Labrador.
- Increase the interest and knowledge of K-6 students in STEM education.
- Increase the capacity of STEM education in Newfoundland and Labrador.
- Create a model of teacher professional learning, with particular emphasis on STEM, that reflects current research about how people learn.
- Support teachers in fostering active, inquiry-based student learning in STEM education.

### Awards and distinctions received by members of the Faculty while with our faculty.<sup>4</sup>

- McLeod, H. (2013). 2013-National Award - Excellence and Innovation in the K-12 Classroom. Awarded by The Canadian Network for Innovation in Education, for ED 6107, *Arts Education: Creativity in the Classroom* (course author)
- Yeoman, E. (2013). CAEP/CASWE Carol Crealock Memorial Award.
- Vandeering, D. (2012-2013) MUNSU Excellence in teaching and outstanding contribution to student life award.
- Gardner, M. (2012). *Canadian Network for Innovation in Education - Award for innovation in on-line course development: "The Nature and Development of School Counselling Services."*
- Anderson, K. (2012). Newfoundland & Labrador Teachers Association: Life Time Membership Award.
- Johnson, T. (2012). Memorial University Student Union Excellence in Teaching Award for excellence in teaching and outstanding contribution to student life
- Canadian Education Research Award for best research paper in the *Canadian Journal of Education* (2010-2011).
- Sharpe, D., Kirby, D. & Barbour, M. (2011). Best Research Paper at the 2011 annual conference of the European Distance and E-Learning Network (EDEN).
- Gardner, M. & Kirby, D. (2011). Recipients of the Canadian Educational Researcher's Association R.W.B. Jackson Award.
- Collins, A. (2010). *The Herbert Coutts Distinguished Service Award, Canadian Society for the Study of Education.*
- Glassman, M. (2010). *The National Adult Literacy Database (NALD) Innovative Technology Award.*
- Radu, O. & Seifert, T. (2010). Best Research Paper at the 2010 annual conference of the European Distance and E-Learning Network (EDEN).
- Glassman, M. (2009). *Council of the Federation Literacy Award for Newfoundland and Labrador.*
- Murphy, E. (2009). *Editorial Review Board: Best research article of 2008: Journal of Distance Education.*
- Kondratieva, M. (2008) *Motivational Teaching Award, Memorial University, Dept. Of Mathematics and Statistics.*
- Seifert, T., Sheppard, B. & Vaughn, A. M. (2008). Best Research Paper at the 2008 annual conference of the European Distance and E-Learning Network (EDEN).
- Glassman, M. (2007). *Council of the Federation Literacy Award for Newfoundland and Labrador.*
- Murphy, E. (2005). *Editor's award for most outstanding article for 2004: Canadian Journal of Learning and Technology.*
- Kirby, D. (2007-2008). Recognized as a distinguished Minerva Scholar by the Canadian Council on Learning.

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<sup>4</sup> These were extracted from the CVs of Faculty members. Funding awards are not included on this list. Only awards or distinctions received while members of the Faculty of Education are included.

- Singh, A. (2000). Certification of Appreciation, Palliative Care Unit, St. John's Newfoundland, at the Ceremony held on PCP's 20<sup>th</sup> anniversary.
- Sheppard, B. (2003). *NLSBA Educator's Award of Excellence*.
- Glassman, M. (2003). *Canada Post Literacy Award for Literacy Educator of the Year*.
- Sheppard, B. (2002). *CEA-Whitworth Award for contribution to education in Canada in educational policy, research and practice*.

#### **Order of Canada**

Joan Netten  
Otto Tucker  
Phil Warren  
Len Williams

#### **Order of Newfoundland**

Otto Tucker  
Wayne Nesbit

#### **Professor emeriti**

Clar Dolye  
Wilf Martin  
Phil McCann  
Bob Crocker

#### **3M National Teaching Fellowship**

Andrea Rose

#### **President's awards – Community Service**

Joan Olford

#### **President's awards – Outstanding Research**

Stephen Norris  
Linda Phillips  
Elizabeth Murphy

#### **President's awards – Outstanding Teaching**

Betty Brett  
Wayne Nesbit  
Andrea Rose  
Norm Garlie  
Ursula Kelly

#### **Queen's Jubilee Medal**

Andrea Rose  
David Philpott



### Barriers to scholarly activity

In our APR survey, faculty members were asked about factors they perceived as barriers to their scholarly productivity. Before describing what some of these are, it should be noted that not all respondents provided an answer. It should also be noted that several indicated that either there were no barriers or the barriers were “only those related to my own shortcomings.” One faculty member declared that “(I) am generally happy with my current research capability and productivity.” Having said that, the factors considered by some to be barriers are worthy of consideration in our attempts to create a climate supportive of scholarship. Some of these are readily rectified; while some are beyond our immediate control.

### Workload

Faculty members were asked what were existing barriers that limited or inhibited their scholarly activity. A number of different answers were provided but the most common barrier is workload. “There is always a tension between balancing teaching, research and service. It seems all cannot be done well.” While the number of courses faculty are required to teach was commonly cited, it appears that “most faculty members are overextended” and “there are simply not enough of us to do the work.” “Too many meetings that go on for longer than needed and that gobble up precious time.” As one faculty member commented, “I am often frustrated by the amount of busy work that must be completed each week.”

These comments highlight, not only the tension between teaching research and service, but also an emerging tension between a collegial model of governance and one that is dominated by administration. The Faculty’s *By-laws and procedures* indicate that much of the decision-making in the Faculty relies on a committee process and Faculty Council. For example, the *Terms of Reference* for the *Committee on Graduate Studies* states it is the responsibility of the Committee to “concern itself with matters of policy, priorities and regulations relating to admissions, programs, courses, evaluation and supervisory procedures respecting graduate programs.” “Committee work is huge” yet the danger lurks that with “too many meetings that go on for longer than needed and that gobble up precious time,” matters that are the responsibility of the collective will become assumed by individuals.

In comparison, era of the early 1990s saw a faculty complement that was considerably larger with a smaller student body. There was a sufficient corpus that individuals could contribute significantly to the work of the Faculty without being overly burdened. However, our complement is approximately two-thirds of the size with a significantly larger student body, compounded by the fact that “many faculty in my area are retiring.” The demands created by collegial governance are ever present or increasing yet fewer faculty are willing to commit to participation. One faculty member pointed out that “the issue being that there is a sense that this time is NOT valued research; productivity/publication is valued so it is difficult for others to commit to these other tasks.” One faculty member commented that “I would like to develop a new course on [omitted] but am hesitant to do so because of the time it will take away from writing.” Another

faculty member pointed out that “The value of a program chair position cannot be underestimated in supporting students and helping to keep program groups working together for the benefit of the student” yet while this work is crucial to the health of the faculty, its relationship to promotion and tenure is uncertain and its value unrecognized.

### ***Funding***

Several faculty members indicated that a shortfall in funding is a barrier to productivity. Some faculty members pointed out that access to research grants was raised as a concern. Faculties and scholars that do not have links to “big industry” will be shut out of access to funds. Indeed, it was felt that there was “insufficient funding from various funding agencies for social science research.”

Additional faculty members indicated that “travel funding is also a dilemma”. One faculty member commented that “the amount of money provided by the university barely covers one conference a year” and the belief was expressed “that many of us take on extra teaching responsibilities to fund doing our jobs.”

### ***Additional factors***

Several other factors were mentioned as barriers to scholarly productivity. Some of these include:

- Frustration with tech support
- Access to schools for research
- Inadequate WiFi coverage in the building
- Delays in access to approved funding
- Lack of student interest in conducting research

### ***A counterproductive ethos?***

Comments offered by some faculty members suggest that there exists, or the potential to develop, a culture within the faculty and university that is antagonistic to creativity, scholarship and well-being. Such a culture is one that creates perceptions whereby some forms of research, and some faculty are valued, receive recognition or resources over others. One faculty member commented that “I fear there may be too much emphasis on quantitative and funded research. The best work I do is neither.” Another stated that “only some Faculty and some kinds of research are valued ... it takes its toll, not just personally, but throughout the Faculty because we lose collectively when such feelings persist.”

At the same time, there seems to be emerging perceptions of solitude within the Faculty. One faculty member commented about feeling “the isolation of working alone within the faculty on my particular research agenda.” Another faculty member observed that “many new faculty members rarely speak at meetings ... and other more senior faculty members have receded to the background of faculty life.”

It was also expressed that there is a culture of fear associated with the promotion and tenure process. In discussing this topic, one faculty member stated that “I have spoken to a number of faculty ... and I believe many of them worry about this. Some of us would appreciate help and some are afraid to ask for it.”

## Physical resources

Through several initiatives, the Faculty of Education has been able to renovate and upgrade several classrooms and learning spaces. The goal is to create model classrooms and modern learning spaces which integrate technology with contemporary pedagogy.

### Social Sciences and Humanities Classroom

The Social Sciences and Humanities Classroom was established to create a versatile space with multimedia capability to contribute to a positive learning environment. It has enhanced the Faculty's opportunities to make significant progress towards the goal of expanding the teaching/learning possibilities available to students and faculty in the Faculty of Education.

Completion: 2013

### Mathematics Classroom

The Mathematics Classroom has improved the teaching/learning environment for mathematics education. Students and professors have greater flexibility in this classroom and access to current technology. This inspires our students to be the best math facilitators they can be and improve their classroom practices.

Completion: 2009

### STEM Classroom

This classroom was created to display effective teaching/learning environments that promote the inclusion of STEM in our teaching spaces and practices. A STEM Education Degree Program is currently being developed and is expected to begin September 2015.

Completion: 2013

### The Teaching/Learning Commons

The Teaching/Learning Commons is a leading edge hub of services supporting both graduate and undergraduate students in their academic programs. This state of the art, open concept environment provides space and technologies for teaching and learning with the use of smart boards, team boards, polycom unit and other technologies. It is a lively, engaging space with flexibility in design to accommodate innovative projects and seminars using integration of technologies.

Completion: 2014

Located on the fifth floor (ED5006), the Commons is equipped with modern furniture and is well-suited to group and individual study in an open environment. The installed facilities include:

- Collaborative spaces with modular furniture separated by dividers;
- two Smart™ Interactive Flat Panels equipped with Smart Notebook™ 14 as well as Microsoft® Office 2013;

- two iMacs equipped with Final Cut Pro X for video editing as well as SPSS for statistical analysis;
- a presentation practice area with a Smart Podium™ which is also equipped with Smart Notebook™ 14 and Microsoft® Office 2013;
- a kitchenette with a microwave, kettle, coffee maker, refrigerator and sink;
- and printing and scanning facilities (colour and B&W) accessible through Labnet.

### **Technology Education Laboratory**

Technology Education spaces are diverse and have highly specialized requirements for equipment, room size and supporting infrastructure. This laboratory provides pre-service teachers with the necessary skills to work effectively and safely in current teaching and learning strategies engaging traditional and emerging technologies.

Completion Date: 2013

## The Curriculum Materials Center

The Curriculum Materials Center is one of the showpieces in the Faculty of Education that provides a space for instructors and students to engage in activities such as research, reading and study, course or lesson preparation, or the development of materials. The Center's collection, housed on the second floor of the Hickman building, is specialized to meet the needs of students and instructors in the Faculty of Education. The collection contains current Provincial curriculum documents, current texts and support materials authorized for K-12 schools in NL, a current collection of children and adolescent literature, academic and professional periodicals, psychological testing materials, and electronic resources. The center also contains study carrels, two TeamBoard interactive whiteboards, 6 Labnet workstations, computer and printing resources and soft-seated reading and group study areas.

### CMC 2013-2014 Special Projects and Trends

- Physical plant improvements – addition of a Learning Commons (ED5006/5007) in Summer 2014; and electrical improvements (ED2030) pending
- Assessment and cataloguing of the NL archive and superseded textbook collection (lead: Liza-Ann Tucker, includes CMC and QEII staff)
- Electronic books – assessment and increased purchasing (lead: Beth Maddigan)
- Mobile technologies – assessment and purchase recommendations complete, funding sought (lead: Beth Maddigan)
- Staffing assessment and redistribution of duties with addition of ED5006/5007 (lead: Beth Maddigan)
- NL Aboriginal Education Resources – historical materials cataloguing in progress (lead: Liza-Ann Tucker & Stacey Penny QEII)
- NL Aboriginal Education Resources – budget submitted for new resources for Labrador Institute cohort (lead: Beth Maddigan)
- NL Aboriginal Education Space – consultations with Patricia Knockwood (NB Aboriginal Services Librarian) and Memorial's ARO

### CMC Holdings

#### **Children's literature**

**16,941 items**

Includes juvenile fiction, nonfiction, picture books, beginning readers, and French language materials.

### **Textbooks** **13,187 items**

Includes current and superseded textbooks used in Newfoundland and Labrador schools. Copies of current NL Department of Education authorized textbooks and associated teacher guides for K-12 are held at the CMC (St. John's). One copy of the Department of Education authorized textbooks and associated teacher guides for K-6 are held at the Ferris Hodgett Library (Grenfell). *Grenfell holdings and circulation statistics are not included in this report.*

### **Other Circulating Materials** **2,751 items**

Includes a comprehensive collection of psychological tests and inventories with an Education focus, a modest A/V collection (mainly for instructor use), a small selection of current and bound journals, Faculty of Education graduates' Masters and PhD theses, and recently acquired (6 months – 1 year) academic holdings in the discipline of Education.

## **CMC Social Media**

### **Overview of activity for the CMC Facebook page with online visitors**

Circulation Supervisor, Liza-Ann Tucker, serves as the Social Media lead. The primary focus for the Faculty of Education is Facebook and occasional contests are run in the CMC to alert students to the existence of the page. The page was created in January 2012 and continues to be the social media vehicle most useful for informal communication with our users.

#### 2013-2014 Activity

- **Likes:** 168 new members “liked” the page enabling them to follow the content of the page; and allowing us to post relevant information in an efficient, informal way for continual contact. Currently the page has 330 active “likes.”
- **Reach:** Page content is fed to members and that content is occasionally shared, broadening the basic impact of any post. This year there were there were 9873 communication connections with users.

### CMC Holdings – 5 Year Circulation Comparison

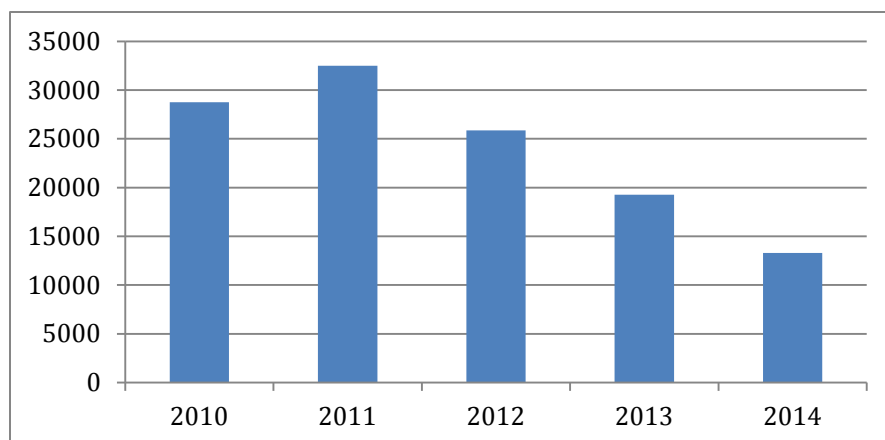


Figure 11. Materials Circulation.

**Notes:**

1. Decreases are following anticipated trends based on shifts to electronic media, non-prescribed reading, and print materials reduction in favour of online resources and student study and collaboration space.
2. Fluctuating student enrollment for the Primary/Elementary first degree program, and changes in coursework for the Intermediate/Secondary second degree program have also impacted circulation.
3. Circulation of reserve materials, and materials housed by other libraries (i.e. QEII materials in the Education academic discipline) are not included.

### CMC Holdings In-Library Materials Use

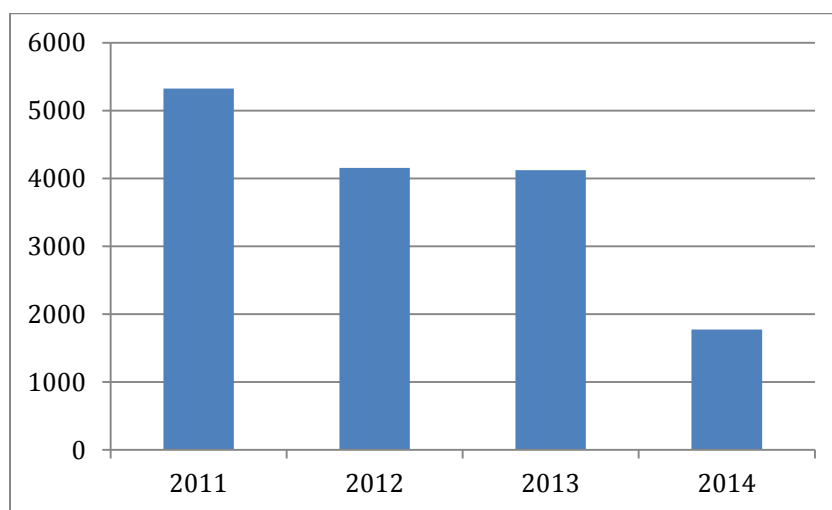


Figure 12. In House Materials Use.

**Notes:**

1. 2014 data is incomplete. Daily hand-counts were completed by SWASP and MUCEP student assistants. When positions were lost this activity was overlooked. Reinstated as a staff responsibility as of August 2014.
2. Reference books, select journal back issues, current print journals, and archived textbooks are housed in the CMC for in-library use only.



## Campus Guides (Topic – Education)

		2012-2013	2013-2014
Indigenous Resources in Education	<a href="http://guides.library.mun.ca/indigenous_resources_education">http://guides.library.mun.ca/indigenous_resources_education</a>	36	88
Intermediate/Secondary Education	<a href="http://guides.library.mun.ca/intermediate_secondary_education">http://guides.library.mun.ca/intermediate_secondary_education</a>	260	189
Literature for Children and Teens	<a href="http://guides.library.mun.ca/literature_education">http://guides.library.mun.ca/literature_education</a>	490	420
Primary/Elementary Education	<a href="http://guides.library.mun.ca/primary_elementary_education">http://guides.library.mun.ca/primary_elementary_education</a>	641	412
Special Education Library Resources	<a href="http://guides.library.mun.ca/special_education">http://guides.library.mun.ca/special_education</a>	501	279

Table 3. Campus Guides use reported in sessions – 2 year comparison.

**Notes:**

1. Usage sessions are recorded when a user accesses a guide and explores at least one link on the page.
2. Campus Guide topic page usage is heavily influenced by library instruction and instructor use in class.
3. Course-specific campus guides are created on demand, but are not included in this list.

## CMC Weekly Open Hours

- Spring/Summer 2013 = **52.5 hours** per week
- Fall 2013 = **56.5 hours** per week (extended to 64.5 hours per week for a 3-week period preceding exams)
- Winter 2014 = **56.5 hours** per week (extended to 64.5 hours per week for a 2-week period preceding exams)

### CMC Research Assistance (in-depth)

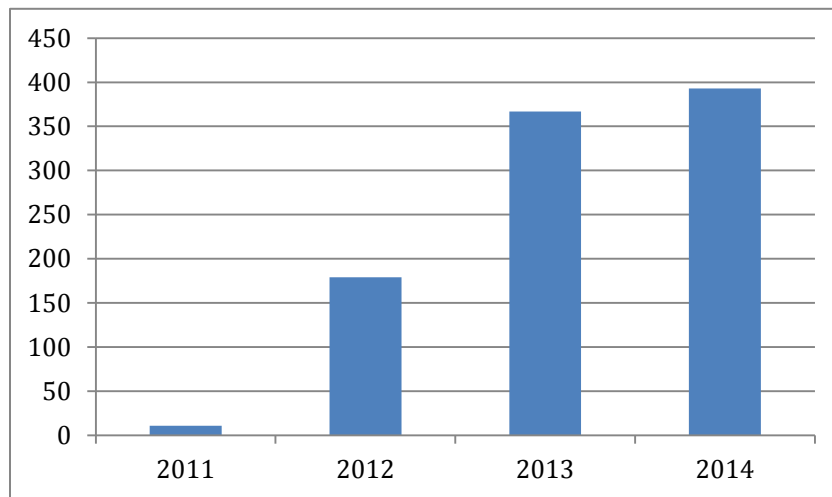


Figure 13. In-Depth Research Queries.

**Note:**

1. Education Librarian hired September 2011. Increases in reference questions observed when the librarian is available to assist students. Staff are acquiring the new skills necessary to answer reference questions as needed. Circulation Supervisor answers in-depth reference queries in the absence of the Education Librarian.

### CMC Directional Questions

Directional questions include how to find a resource in the CMC; how to utilize available equipment; who to contact for services outside of the CMC; assistance with the photocopier, printers, etc.

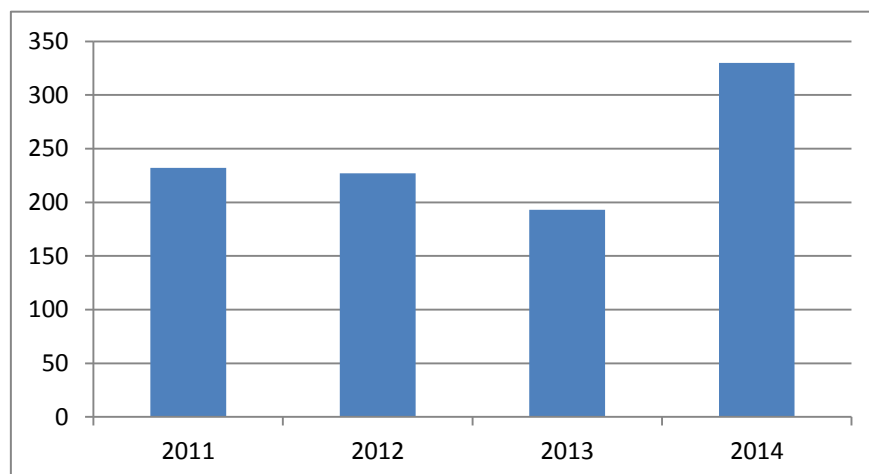


Figure 14. Number of Directional Questions.

**Note:**

1. 2014 statistics more accurately represent the questions answered by staff daily. However, picture is still incomplete and relies on staff remembering to manually account for all queries.

### Education Databases - Activity

Database	Notes	2012-2013	2013-2014
Education Source		52,245	53,536
ERIC (Proquest & Ebsco combined)	- The U.S. Federal Government had significant difficulties with the database and removed much of the available "grey" literature. The database was also unavailable for several weeks in Fall 2013.	124,140	76,143
H.W. Wilson Omnifile	- Discontinued June 2013	48,800	n/a
CBCA Education	- Disruptions and no data August – October 2012 - Subsumed by Proquest Education Journals in 2013	20,000	n/a
Proquest Education Journals	- Acquired September 2012 - Suspected anomalies for the unexpectedly high 2013-2014 statistics have been queried by QEII Librarian, Dianne Taylor-Harding	11,876	57,865

*Table 4.* Total on and off-site online article searches and materials access. Use reported by Search – 2 year comparison.

**Notes:**

1. Includes all searches of the listed databases by registered Memorial University Library users, on and off campus.
2. No data included for multi-disciplinary databases (i.e. Legal Source, PsychInfo)

### Information Literacy & Library Instruction

Dissemination of information related to finding, accessing and evaluating research materials is completed by the Education Librarian. Instructors book in-class sessions related to assignments and coursework. Students, generally at the Masters and PhD level, make individual appointments for assistance with literature review (30 minutes – 1 hour). These statistics do not include orientation sessions which are conducted for each new on-campus cohort of undergraduate students.

Session Type	2012-2013	2013-2014
In-Class Library Instruction Sessions	9	9
One-on-One Student Appointments	4	10

*Table 5.* Information Literacy and Library Instruction.