

# Education News

Legacy of Hope Foundation: 100 Years of Loss  
Exhibition  
on the  
Residential  
School  
System in  
Canada  
draws  
interest from  
schools in  
Regina

Photo by Shuana Niessen

Taking in the exhibit (left to right): Dr. Laurie Carlson Berg, U of R, and Teacher, Mindy Derkatch with Dr. A. E. Perry School students Eric Yu, Elias Agioritis, and Angela Liu

Realize. Inspiring and Transforming Education.

University  
of Regina



Faculty of Education

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# Dean's Message

*By James McNinch*

In Canada, and in Saskatchewan specifically, current educators are working in a context that ties educational “success” instrumentally to economic engines and is generally dismissive and suspicious of education with its focus on student-based learning based on the premise that each young person has the right to a safe and nurturing environment so they may grow to be loving, thoughtful, and respectful human beings and engaged citizens. Instead, neo-liberal rhetoric ties success or literacy to jobs, productivity, and measurable outcomes. The ranking of provinces on international PISA scores has become a macho competition among provincial Ministers of Education. Authentic assessment is marginalized in favour of “standards” (Robinson, 2012, Sahlsberg & Hargreaves, 2011).

Faculties of Education are not just providing preservice (undergraduate) and in-service (graduate) “training” and professional development. Increasingly, Faculties are advocating for teachers and professors, reminding educational partners and the public that teacher work is not just “labour,” and challenging the assumptions about what constitutes the daily professional lives of teachers and professors (Apple, 1989).

A recent study by the Saskatchewan Instructional Development & Research Unit (SIDRU), our Faculty research unit, for Saskatchewan Teachers’ Federation (STF, 2013), provided clear evidence of teachers’ growing dissatisfaction with increased stress, accountability, workloads, and decreased roles as decision-making professionals. While teachers remain deeply committed to public education and the public good, the ethical principles and professional ideals that characterize their roles as teachers are increasingly at risk in the current social, political, and economic climate.

Three themes emerged from this research: a strong sense of teachers’ commitment to education, increasingly bigger barriers to teacher and student success, and problematic compromises to teachers’ commitment to education. Work intensification (Larson, 1980) refers to

how teachers are subjected to increasing external pressures, such as demands from policy-makers and broader societal expectations. In turn, this results in an increase in the number of tasks or duties for which a teacher is responsible, without additional resources or time. As the work of teachers is reduced to executing the decisions made by others, intensification carries a threat of de-professionalism. It becomes, in such a climate, the responsibility of Faculties of Education to advocate, against the grain, for the importance of teacher autonomy and professionalism and to encourage the kind of collegial collaboration that will sustain the profession.

Public perceptions that teachers have it “so easy” because of the apparently short school day and school year need unpacking. The public and government officials need to know the importance of time for reflection before, during, and after teaching, particularly relevant in an information age driven by technologies, which have accelerated access to instant information, but have not necessarily helped teachers to develop and sustain their relational and pedagogical work with students (Schon, 1983).

Teachers make hundreds of decisions every day about instructional strategies, the individual needs of each student, about what is important content, about how to plan for and assess learning, and how best to communicate

Photo by Shuana Niessen



Dr. James McNinch, Dean, separating DNA from wheat germ using biotechnology tool kit

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all of this with students, colleagues, administrators and parents. The classroom is a space in which many things are occurring simultaneously, multi-dimensionally, and often unpredictably. Such an environment requires quick thinking in action, but as importantly, it requires thoughtful reflection and further planning, adjusting, and adapting (Kauchak & Eggen, 2012). This is the invisible work of teachers that we need to explicate, against the grain, to a larger audience. Many educators believe that educational reform will never be successful, “if we continue to demean and dishearten the human resource called the teacher on whom so much depends...[and] if we fail to cherish – and challenge – the human heart that is the source of good teaching” (Palmer, 2007).

One only has to think of the politics of high stakes standardized testing as one such contested field where we need to work against the grain, providing evidence-based data of the dangers inherent in focusing on testing and not on learning. Another example is the often ill-informed debate, currently receiving much press, (Globe & Mail, 2014) about the “old math” and the “new math” and the supposedly lamentable skill level of children who do not know their times-tables. Such arguments quickly default to a false binary between rote learning versus discovery learning. Educators must

lead this debate, providing constructive discussion related to the history of math education, issues of gender, technology, and math as a symbolic language or code that we better understand because of educational research.

Many of the governments in Canada today have presumed that they are not just our elected representatives; rather, they position themselves to be “managers” of society, reflected in a neo-liberal policy of “lean” management (i.e. greater efficiency and productivity). As citizens, as professionals in educational institutions, and as students in schools, we are regarded by government as something to “manage,” as if we were items on the assembly line that can be fixed and improved (Schick, 2014). As academic activists in Faculties of Education our job is to contribute to the debate about, critique of, and research into public policy and school practice, for the sake of children in schools (Spooner, 2014). Aligning our program offerings to be attuned with the reality of the diversity of our school populations must also go hand-in-hand with our support and advocacy for the professionalism of the teachers we educate.

As Dean of the Faculty of Education for the past 6 years, I take great satisfaction in seeing the strengthening of our program through rigorous renewal and a concerted commitment to diversifying

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and Indigenizing our Faculty in multiple ways. This Faculty has never been more robust, despite budgetary constraints. I look forward to continuing to work with students, staff, and faculty members as the Director of SIDRU in the coming years. This edition of our Faculty *Education News* provides me with an opportunity to thank everyone for their contributions to the many ways in which we work to make this a better world.



# 100 Years of Loss Exhibit

By Patrick Lewis

Row 1 Photos by Patrick Lewis



JoLee Sasakamoose and Michael Cappello



Putting the exhibit together



Shauneen Pete and JoLee Sasakamoose

Row 2 Photos by Shuana Niessen



School children learning about residential school children



The exhibit



University students taking in the exhibit

Over 400 students from K-12 classrooms across Regina along with numerous university faculty and students attended the *100 Years of Loss: The Residential School System in Canada Exhibit*.

The exhibit was developed by the Legacy of Hope Foundation in 2010 as an educational tool for teachers and administrators to raise awareness and teach about the history and legacy of the residential school system of Canada. The Foundation also developed teaching resources

that complement the exhibit, available since early 2012. The Faculty of Education, University of Regina worked with the Foundation to host the exhibit in the early autumn of 2013. The exhibit ran from September 30 to October 18, 2013.

An organizing committee was formed from members of the Aboriginal Advisory Circle within the Faculty of Education and the Elementary Program group: Patrick Lewis, JoLee Sasakamoose, Shauneen Pete, Mike Cappello, Sarah Longman,

and Jennifer Tupper. The committee members set up the exhibit in the 5<sup>th</sup> Parallel Gallery at the U of R on the weekend of September 28 and organized the Opening for Survivors for the afternoon/evening of September 30 with a Public Opening on October 1. Elders and members of the community attended the Survivors Opening, which took place in one of the tipis provided by Regina Public Schools. The opening was followed by a tour of the exhibit and a meal.

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*Teacher response to the exhibition: "This exhibition was part of a large unit that we covered on residential schools. Dr. Shauneen Pete challenged our students to create awareness about residential schools. Our students created visual responses (artwork) at the conclusion of this unit. Some of their best ideas were to create a monument in memory of those who suffered or to have a memorial day."*

*~ Mindy Derkatch, Teacher, Dr. A. E. Perry School*



Michael Cappello



Survivors Opening Ceremony



Roland Kaye setting up the tipis



Challen McKay and Isaiah Roth,  
Archbishop M.C. O'Neill



100 Years of Loss timeline



Dr. Laurie Carlson Berg, Mindy Derkatch, Eric Yu,  
Elias Agioritis, and Angela Liu

Five tipis were set up on the Dr. Lloyd Barber Academic Green with the guidance and assistance of Roland Kaye from First Nations University of Canada. The tipis stood on the Green for the 3-week duration of the exhibit. The exhibit was a resource for Faculty of Education instructors to support preservice teachers' exploration of the Saskatchewan curriculum and to give students opportunity to reflect critically on the ways that the history and legacy of the residential school system is and is not integrated

across K-12 curricula. Moreover, the exhibit helped preservice teachers make connections to treaty education, reflect upon their own understanding and knowledge of the residential school system, and to consider the legacy of its effects today in both the field of education and the broader Canadian society. The aim of the exhibit and learning materials is to "promote an understanding of the history and legacy of residential schools, sensitize and educate young Canadians including Aboriginal, non-

Aboriginal and new Canadians, challenges stereotypes and contribute to shifting opinions that foster inquiry, dialogue, and action."

Some Regina school groups participated in the memorial work on the closing day of the exhibit beginning at the exhibit and ending at First Nations University of Canada with a traditional feast in the Memorial tipi. In addition, students from James Daschuk's Bac INDG 100 class provided tours of the exhibit in French.



# Teacher-Researcher Profile

Photos by Shuana Niessen



Mme Carrie Nicole Vany with students Jeff Millette, Josh Elegino, Alvin Ruter, Deven Dufour and Manni Gilboy-Bashutski

Mme Carrie Nicole Vany, a grad student in the Faculty of Education, University of Regina has been shortlisted for the Canadian Association of Curriculum Studies' Cynthia Chambers Master's Thesis Award. Her thesis, entitled "Possibilit  s pour l'int  gration du contenu autochtone dans l'immersion fran  aise," examined the integration of Aboriginal knowledge in immersion contexts, engaging in a critical analysis of resources pertaining to anti-racist teaching and treaty education in Saskatchewan. The CACS adjudication committee has identified her thesis as one of the top three submissions of this year's competition, noting that "[c]onsidering the number of strong submissions we received this year, this is quite an accomplishment." Mme Vany is currently employed as a middle years, French immersion

teacher with Regina Catholic Schools and is a graduate of the inaugural cohort of the Ma  trise en   ducation fran  aise programme.

## Overview of "Possibilit  s pour l'int  gration du contenu autochtone dans l'immersion fran  aise"

Mme Vany's thesis discusses the possibilities for the integration of Aboriginal knowledge in French immersion classrooms in Saskatchewan. The study results from interviews undertaken with text-participants with the goal of drawing out information pertinent to the inclusion of First Nations content in French immersion. She begins by highlighting the importance of reconsidering the notion of knowledge (St. Pierre, 2008), followed by the need to re-evaluate the historical narratives of

the province's history and underline the value of Tupper and Cappello's (2008) "(un) usual stories." She continues with an analysis of the Office of the Treaty Commissioner's Treaty Kit (2002) because this is a resource available to all schools in the province to be used as a starting point in the inclusion of Aboriginal histories. To ensure that practical strategies regarding anti-racist teaching are addressed, she also details Wong's (2002) practical ideas for including the experiences of students of all backgrounds into the teaching and learning experiences in a classroom. Finally, she presents a summary discussion of the contributions of the text-participants, before a final, more formal synthesis of the findings of her research. As well, Mme Vany includes reflections on some of her personal experiences related to the content presented.

## An interview with Mme Carrie Nicole Vany

**1** *What circumstances prompted the topic of your thesis?*

In one of my Master's classes, the professor, Dr. Lace Brodgen, had assigned us the task of critiquing an educational resource. I rather arbitrarily chose the Office of the Treaty Commissioner's Treaty Kit. As I worked through the assignment, I began to think about the potential for its use and purpose in my French Immersion classroom, and its potential to act as a springboard for transformative, anti-racist pedagogy. This led to

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further research in the area of Aboriginal knowledge and the possibilities for it in a French immersion setting, which was ultimately the focus of my thesis.

## 2 *How has your research been beneficial in your professional role?*

My research has changed how I see my role in the classroom and my relationships with my students and their families. I gained much insight into the traditional Aboriginal views of teacher and learner, which has allowed me to let go of my view of the teacher as the sole decision-maker and determiner of what is taught. While I'm still in charge of meeting curriculum outcomes, the students in my class are involved in planning what they learn and how they learn it, which has allowed them to take ownership of their own progress. I have been conscious of how I organized my classroom space to make it less fixed and more open to allow for discussion and exploration. My classroom is also one in which we often discuss race relationships, diversity, and student identity within those frameworks. I'm most proud of the fact that my students feel comfortable to face controversial issues and lay them out for discussion so that everyone can better understand each other.

## 3 *What do you hope your research might accomplish within the educational context?*

Because very little research has been done specifically in the

area of anti-racist education in French immersion in Saskatchewan, I would like to see more study into this very specific context. In some way, I also hope to contribute to it. I also see the potential for the work I do in my classroom every day with the students that I teach; I think that is where I truly have the power to transform.

### **An excerpt from Mme Carrie Nicole Vany's thesis**

Malgré cette présence importante de la population autochtone, actuelle et historique, il existe encore, chez les personnes non-autochtones, la perception que l'histoire des traités n'intéresse que les Premières nations (Tupper et Cappello, 2008). De surcroît, "the [history] of the treaties themselves are largely missing from the curricula students encounter in Saskatchewan schools" (p. 560). Pour mieux souligner l'importance de l'impact des traités sur le vécu de tous ceux et celles qui vivent dans la province, il faut que les citoyens comprennent la signification de ces documents, non seulement d'un point de vue historique, mais aussi dans le but de se rendre compte des implications de ces ententes pour notre société aujourd'hui et à l'avenir. "c'est évident que, comme nous a suggéré Jackson (2003), ma recherche ne se termine pas avec l'écrit de ce dernier chapitre. En effet, je ne cherche pas à ce qu'elle prenne fin, car je reconnais que, même si j'ai vécu cette recherche pendant au moins les derniers trois ans, je continuerai à chercher et à questionner

dans ma pratique comme enseignante."

Defended: September 2013

Supervisor:

Dr. Lace Marie Brogden

Committee: Dr. Andrea Sterzuk and Fadila Boutouchent

External Examiner: Dr. Mirela Moldoveanu from l'Université de Québec à Montréal



# Protecting Our Sacred Water: Partnership Infuses SUNTEP With Renewed Energy

By Shuana Niessen

Photo by Shuana Niessen



Janice R. Thompson, SUNTEP Coordinator



Carissa MacLennan, Project Manager for Protecting Our Sacred Water, Jane Goodall Institute of Canada

Photo by Shuana Niessen

*What makes me feel good about this partnership is that it gives us a voice, and recognizes how important cultural and traditional knowledge is to us. It supports what we do with our students, and helps us to feel proud of who we are and where we come from.*

*~Janice R. Thompson,  
SUNTEP Coordinator*

Photo by Brenna LaPlante



John MacDonald, Sessional Instructor, with students



SUNTEP student presentation

Photo by Shuana Niessen

The Gabriel Dumont Institute (GDI) offers the Saskatchewan Urban Native Teacher Education Program (SUNTEP) 4-year Bachelor of Education program in cooperation with the Faculty of Education, University of Regina, with an emphasis on Métis and First Nations history and culture. Among students of this program, however, there is great diversity of background and cultural knowledge. As Janice R. Thompson, SUNTEP coordinator, says, “You can’t assume that all students are connected to the land.”

SUNTEP endeavors to develop student connections with the land along with Indigenous perspectives, so students, in turn, can incorporate cultural perspectives into their preservice and in-service teaching. Indigenous perspectives have much to offer science education in particular.

Thus, over the past eight months, Janice and Carissa MacLennan, Project Manager for Protecting Our Sacred Water and Director of Education and Youth Engagement for the Jane Goodall Institute

of Canada (JGI), have been engaged in discussions, which have developed into a new partnership for the continued development of both SUNTEP students and the Protecting Our Sacred Water resource.

Carissa MacLennan was introduced to Janice by Claudette Moran at the Dumont Technical Institute. Carissa says, “JGI was looking for input to the resource Protecting Our Sacred Water, to ensure the Métis perspective is included. Claudette suggested that JGI connect with the SUNTEP program at the University of Regina.”

Janice explains that the Protecting Our Sacred Water resource is a living document, which supports preservice teachers in making connections to provincial curriculum with Métis and First Nations cultural and traditional values and knowledge.





Photo by Shuana Niessen

SUNTEP students attending Protecting Our Sacred Water Workshop

As the conversations developed around this resource, John MacDonald, a sessional instructor in science education at SUNTEP, suggested having JGI deliver some professional development with the SUNTEP students. He says, "With water being one of the gifts of Mother Earth to all living things, concepts dealing with water occur multiple times throughout the provincial curriculum. The Protecting Our Sacred Water project facilitates incorporation of First Nations views on water into the curriculum."

Thus, arrangements were made for Carissa to lead a workshop to 3<sup>rd</sup>-year SUNTEP students in Regina on February 25<sup>th</sup> and 26<sup>th</sup>. Carissa says that JGI has two hopes: "One hope for working with SUNTEP students is to get feedback on Protecting Our Sacred Water guide from a Métis perspective—to ensure that the guide is supporting teachers in understanding and incorporating Métis traditional knowledge in their classrooms. The other hope is to build the skills of the SUNTEP teachers in bringing action planning into their teaching practice." Working toward these goals, during the workshop, Carissa asked students to evaluate the Protecting Our Sacred Waters resource, and as they engaged

with the exercises to consider, the question, "Is there another framework that would work better for Métis communities?"

This involvement adds to the students' identities. Janice says, "as the students inform the project on curriculum matters, their identities as SUNTEP students and as Métis and First Nations curriculum makers are developing," and at the same time, they are being equipped to be advocates for experiential and inquiry-based approaches that lead to community-based action projects.

The workshop was a valuable addition to student learning. John MacDonald says, "The 3<sup>rd</sup>-year students at SUNTEP gained valuable knowledge and experience in creating activities for their classrooms through this workshop. The Sacred Water project provided Métis and First Nations perspectives on a critical sustainability issue. Students especially welcomed the opportunity to learn within their own culture and to learn that their culture had much to offer this globally important issue."

At the time of the workshop, students were also in the middle of their pre-internship field experiences, so Janice was anticipating that the workshop

may have influenced how they approached teaching when they returned. This partnership weaves into SUNTEP's work with students, as Janice states, "The project parallels what we do here. It enriches the students as they continue on to be practicing teachers. This partnership has invigorated us and empowered our students."

Janice says, "We are anticipating more and wondering where this relationship will go and how it will grow." Carissa says, "I hope that SUNTEP and JGI build a long-lasting partnership that helps support our future educators. I believe that there is great synergy between the educational values of SUNTEP and JGI Canada and I hope that we can continue to support new and practicing teachers to do action projects with their students."

What makes Janice feel good about the partnership is that "it gives us [Métis] a voice, and recognizes how important cultural and traditional knowledge is to us. It supports what we do with our students, and helps us to feel proud of who we are and where we come from."

# Enhancing Treaty Education Through Digital Storytelling

By Shuana Niessen

In 2011, a group of Faculty of Education researchers, Drs. Alec Couros, Jennifer Tupper, Ken Montgomery, and Patrick Lewis, received a 2-year Insight Development Grant from the Social Sciences and Humanities Research Council (SSHRC) for their project entitled “Storying Treaties and the Treaty Relationship: Enhancing Treaty Education Through Digital Storytelling,” in which they set out to enhance the understanding of treaties and the treaty relationship in the context of Saskatchewan for Grades K - 6 students, teachers, and community. The group expanded to include doctoral student and Research Assistant, Katia Hildebrandt, and Nehiyo (Cree) Knowledge Keeper and Interdisciplinary Artist/Storyteller, Joseph Naytowhow.

The project was in part a response to a study done by Tupper (2011), which indicated that though treaty education is mandatory in Saskatchewan, preservice teacher knowledge and understanding of treaties and the treaty relationship was “distressingly limited” (p. 40).<sup>1</sup> Further, once employed, many teachers felt that only schools with significant numbers of Aboriginal students should offer Native studies programming (Tupper & Cappello, 2008, p. 562).<sup>2</sup>

<sup>1</sup>Tupper, J. (2011). Disrupting ignorance and settler identities: The challenges of preparing beginning teachers for treaty education. *in education*, 17(3), 38-55.

<sup>2</sup>Tupper, J., & Cappello, M. (2008). Teaching

The project used digital media through an inquiry process to enhance awareness and understanding of Aboriginal people’s experiences, past and present, through retelling of histories and current experiences, and by developing an understanding of the significance of all of us being treaty people.

Four classrooms, one in each of four different schools in three different communities, all within Treaty 4 territory, participated in the study. The team purchased 2nd generation iPads, seven for each classroom, to allow maximum exploration and narrative creativity within the constraints of the budget.

As evidence of success, the researchers have “witnessed some students using digital storytelling tools to tell meaningful stories evolving from the treaty education curricula resources. For example...Grade 6 students extended the inquiry to explore topics and create digital stories pertaining to residential schools, the Sixties Scoop, housing conditions for Aboriginal people, and Aboriginal activism through hip hop expression” (Couros et al., 2013, p. 552).<sup>3</sup> One of the greatest sources of

treaties as (un)usual narratives: Disrupting the curricular commonsense. *Curriculum Inquiry*, 38(5), 559-578.

<sup>3</sup>Couros, A. et al. (2013). Storying treaties and the treaty relationship. *International Review of Qualitative Research*, 6 (4), 548-558.

engagement was through the stories and teachings of Joseph Naytowhow. “This was particularly emphasized in the Grade 3 classroom...when...a young self-identified Aboriginal student inquired whether Joseph went to powwows. When he responded in the affirmative and began to drum and sing, her face lit up, and we watched her unconsciously hug herself.”<sup>4</sup>

A Grade 3 French Immersion Teacher, Claire Krueger, who was involved with the project from the beginning says of her experience, “Like the preservice teachers previously mentioned, my knowledge of treaties was also ‘distressingly limited.’ Luckily, I was hired to teach in a school that was participating in a research project through the University of Regina. The first year was a steep learning curve as I struggled to be the expert on the content, technology, and process. Going into the second year of the project, I decided to join my students as a fellow learner instead. By positioning myself as a learner alongside my students, I was able to overcome my own ignorance as a limiting factor. Teachers do not need to be experts on treaties and the treaty relationship in order to provide a successful treaty education program. By inviting experts into the classroom either in person or virtually, and by learning together, both the teacher and the students can

<sup>4</sup>ibid.

gain powerful insight into the treaty relationship.”

Claire explains the challenges she encountered: “Beyond a reluctance to engage with the subject matter, there are logistical challenges as well. While First Nations content has been embedded within the curriculum, the actual teaching of the treaties content does not fall within the curriculum. Finding grade-appropriate resources is also a significant challenge. Further, teaching the treaties can be contentious. The interpretation of First Nations issues in Canada is often divisive and teachers are wary of putting themselves and their classes at the centre of controversy.”

As advice on how to integrate treaty education, Claire offers: “I found the easiest way for me to integrate treaty education effectively into my program was by pairing it with my English language arts (ELA) curriculum. Through the strands of reading, writing, listening, speaking, viewing, and representing, we were able to cover both ELA curricular outcomes and meet our treaty education objectives.” There are still some challenges, which Claire is determined to help others overcome: “Finding grade-appropriate resources continues to be a challenge. It was this challenge that motivated me to extensively document our project on our blog (<http://treatypeople.edublogs.org/about/>) so that other teachers would have some resources to share with their students. In the end, resources that students create themselves will ultimately have a much larger impact than

any that I could find for them. Parents were informed via weekly emails and blog posts about what we were covering in class. There were no issues brought forth by parents regarding this project.”

As for evidence of success, Claire says, “By comparing the beginning and end projects, it is clear that students experienced significant growth in their understanding of treaties and how they are a part of the treaty relationship. Students went from having no idea of what a treaty was, to having a basic understanding that they were Treaty People, to understanding many of the complexities of the treaty relationship. On a basic level, this project was successful because students developed an extensive understanding of what it means to be a treaty person.”

“Students also developed into competent 21<sup>st</sup> century learners. Many students were familiar with iPad technology, had used the internet, and understood YouTube prior to beginning this project. However, few had used these as tools for learning. By the end of the project, students were fluent in the vocabulary and necessary skills required not only for searching but also for interacting with the internet. They had learned the blogging, tweeting, Skyping, uploading, and content creation skills essential for a contemporary approach to inquiry.”

The most obvious and transformative success of this project was the engagement and intrinsic motivation students

developed through the inquiry process. Claire says, “Once it became clear that I did not have the answers, nor a particular plan for getting them, my students’ intrigue was piqued. When they discovered that their questions and suggestions were directing our program, they took over. The diversity and depth of investigation in the final projects is a testament to the powerful nature of the inquiry process.”

Another outcome of this project is that Claire has become vocal about the importance of treaty education, speaking and presenting about her experience. She was short-listed for the Canadian Education Association Ken Spencer Award for Innovative Teaching and Learning award (130+ applicants nationally) and received honourable mention.





# The Compliment Tree

Photos by Amanda Moisuk



Amanda Moisuk didn't expect the publicity that her first assignment for her U of R, Faculty of Education, Visual Arts (EVIS 101) course received.

The project was to create a place-based piece of artwork that was a response to a place of her choice. Immediately, Amanda knew that she wanted to do something outside. Amanda says, "Many of my favorite moments happen in nature. I grew up spending a lot of time outside and it filled me with a great respect, a reverence, and a deep love of nature." Amanda had to be able to take her project into the classroom, so she decided on two more requirements: it had to be positive, and it had to be interactive.

Unsure of what to do for her project, Amanda decided to go for a walk around Wascana Lake. She says, "The wind was blowing through the leaves and I was thankful for getting some time to be outside with the beauty of the trees. I laughed at the next thought that entered my head, 'What would happen if the trees could talk back to me?' I laughed at the prospect of getting compliments from a tree! I then realized that was my project: The Compliment Tree."

So, Amanda bought pre-cut, brown card stock and punched holes in the cards with a dragonfly punch. She decorated the cards with green, brown, purple, and copper marker accents in different patterns. She then tied twine on them and went to hang them on a tree.

Early in the morning on September 15, Amanda drove around Wascana Park until she got to the old Broad Street Bridge. From there, she walked to a location that she liked and tied her cards and markers with twine to a tree. Amanda says, "I put up a sign that explained the purpose of the project and that it was part of my Arts Education degree. I invited participants to take a compliment, leave a compliment, or admire the project. I also explained I would leave the project up for 24 hours to ensure that it didn't turn into litter."

The Compliment Tree gained media attention almost immediately. Amanda got a call from her instructor, Ned Bartlett, who told her that CBC Radio was hoping to interview her. Sheila Coles, host of the CBC Morning Edition, had discovered the exhibit on her morning run, saying

"sometimes stories just fall from the trees, literally." Sheila saw all the tags hanging from the tree, and was intrigued by the Compliment Tree project. The Morning Edition's Iryn Tushabe began inquiring about how people were responding to the project. One interviewee saw all the positive messages that could make someone's day, so she decided to add to it. Another interviewee said that it brings out positive emotion in all of us. (Hear the comments at <http://www.cbc.ca/player/Radio/Local+Shows/Saskatchewan/ID/2407371939/>)

After the 24-hour period of the exhibit, Amanda went to clean up the project and found that there were a few compliments taken and 10 left back for her. Amanda says, "My favourite (although there were many beautiful compliments left) is the one that has a circle and a triangle on the card. I knew that meant that the compliment was left by someone who couldn't write, yet they still wanted to contribute." Even with all the publicity, this compliment is what made the project a success for Amanda.

# Talk "le Bac"

## L'expérience de bénévolat au Québec, un premier pas vers les stages dans les écoles francophones

Pendant leur année à l'Université Laval, les étudiants du Bac font du bénévolat en français. Cette année, une nouvelle formule a été créée pour rendre cette expérience plus significative. Les étudiantes qui se destinent à l'enseignement primaire ont eu à préparer une animation autour d'un conte, qu'elles doivent présenter dans six garderies à proximité du campus. Elles ont dû sélectionner des livres adaptés au groupe d'âge cible (4-5 ans) puis créer une animation autour de ce dernier en incluant de courtes activités pour soutenir l'attention des enfants. Enfin, elles ont dû s'exercer à le faire de façon dynamique avec Marie-Ève Vachon-Savary dans le cadre du cours de Communication orale de sensibilisation interculturelle. Cet exercice est filmé au début et à la fin pour que les étudiantes puissent mesurer leur évolution. Selon Tyra Padget et Josée Bumphrey, l'expérience leur donnait l'opportunité de devenir

plus à l'aise devant les jeunes en français. De leur côté, les étudiants qui se destinent à l'enseignement au secondaire feront un atelier partage au sujet d'une de leurs passions dans des maisons des jeunes de la ville de Québec. Ils font donc un exercice similaire (qui tourne autour d'une passion personnelle) auprès d'une clientèle adolescente.

## Volunteering in Quebec, a first step towards internships in Francophone schools

During their year at Université Laval, Bac students do volunteer work in French. This year, a new method was created in order to make this a more meaningful experience. Elementary education students were asked to prepare a lesson based on a fairy tale, which they presented in six different daycares around the Université Laval campus. They were required to select a book for children aged 4-5 and to prepare an activity that would captivate their attention. They were also asked to prepare dynamic activities in their oral communication class with Marie-Eve Vachon-Savary. This activity was filmed to enable students to evaluate their

teaching. According to Tyra Padget and Josée Bumphrey, the experience allowed them to become more comfortable teaching in French. Secondary education students were asked to prepare a presentation on a topic of personal interest to present at a youth centre or club.

## Le Bac au congrès national de l'ACELF!

Les étudiant.e.s du Bac ont participé au congrès national de l'ACELF, l'Association canadienne d'éducation de langue française, le 27 septembre à Regina. Cette journée, sous le thème de: Fier francophones, citoyens engagés, fut un franc succès. La présence des étudiant.e.s du Bac et de leurs accompagnateurs Claire St.Cyr-Power et Jean Dufresne fut même soulignée lors des salutations d'usage. Voici quelques témoignages de ceux et celles qui y ont assisté: "C'était super intéressant d'entendre et comprendre les expériences des enseignants... et cela m'a vraiment motivée de faire plus d'effort pour inclure le français dans tous les aspects de ma vie." (Jacee) "Cela m'a permis de réaliser à quel point l'enseignement est le domaine idéal

pour moi. Je compte assurément participer à d'autres congrès dans le futur si les occasions se présentent." (Alexandra)

## Le Bac at the ACELF national convention!

On September 27, Bac students participated in the ACELF (l'Association canadienne d'éducation de langue française) national convention in Regina. The theme of the convention was: "Proud francophones, involved citizens." The presence of the Bac students as well as Bac instructors Claire St. Cyr-Power and Jean Dufresne was appreciated and even acknowledged during the opening remarks. Here are a couple of testimonies of students who participated in the event:

"It was really interesting to hear and understand teacher experiences... and it really motivated me to make more of an effort to include French in all aspects of my life." (Jacee)

"It allowed me to realize that teaching is the ideal field for me. I would absolutely want to participate in future conventions if the occasion presented itself." (Alexandra)

# Spooner(ism) on Standardized Testing

By Shuana Niessen

Spoon·er·(ism) /Spōōnə r(izəm/)

1. a verbal polemic in which the speaker (named Spooner) intentionally exposes the undemocratic impacts of a policy (such as standardized testing), often to grave effect.



**D**r. Marc Spooner must be doing something right. He's been a multiple winner of the *Prairie Dog's* Best of Regina Poll for Best U of R Professor, including the 2013 poll. When students were asked why they thought Dr. Spooner was chosen for this award, one student commented, "Marc always tells it straight to you even if it isn't what you want to hear. It pushes you to work harder, think deeper, and become a better student, learner, and person."

The readers of *Prairie Dog* also recognized Marc as the 2013 recipient of the Best Citizen Activist Award. This isn't a big surprise considering that Marc also "tells it straight" when it comes to systemic social issues such as poverty and homelessness. Most recently, however, Marc's voice has been raised against standardized testing. He views the issues of poverty and achievement as directly linked. Marc says, "Poverty is the biggest learning disability. Testing scores are not telling us anything. If you

want to know something about achievement, tell me where the students live, and I can tell you, as Alfie Kohn says, 'with chilling accuracy,' how well they are achieving."

Marc views education as liberation, though he recognizes the existing tension between indoctrination and liberation. He asks, "What are the telling signs of a democratic classroom? Creative engagement, discussion of significant current events, and political or democratic engagement." These three aspects are necessary for students not only to function in the world, but also to envision and build a better world. And it is these three aspects that are omitted when the focus becomes standardized testing. "We have to be careful in what we are trying to achieve when education is reduced to test scores, a method all too popular in dictatorships."

The push for standardized testing is perplexing to Marc, given that "even the architect of standardized testing, Dr. Diane Ravitch, is now one of the biggest opponents of it." Searching for a metaphor to shed light on this backward movement towards standardized testing, Marc says, "It's like instead of building cell phone towers, we are building land lines. Or, if you take standardized tests in September and call

this formative assessment, it is like driving a rear-wheel drive in reverse and calling it front-wheel drive. It's still a rear-wheel drive car!" Further, standardized testing diverts funds from the classroom, moving funds from the public to the private sector, to publishing companies who write and print tests, and to computer companies who administer results. And, the results that are published provide a distorted view of teaching and learning and greatly affect morale.

Marc continues, "It's not like we don't have great models to follow: Look at Finland, a social democracy, which has narrowed the gap of inequality. They have a strong middle class (something that is eroding in our society). Their teachers have autonomy, professionalism, and a master's degree. They don't have standardized curriculum; schools themselves determine what they will teach." Yet, Finland is regularly in the top five on every measure on the PISA scores. "That's the kind of society I want to live in," Marc says, "one that minimizes inequity and allows teachers to be professionals and students to take up all the benefits of a democracy."



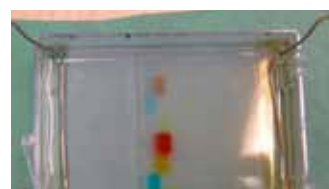


# Biotechnology Tool Kits: Raising Awareness of Careers in Agriculture

*By Shuana Niessen*



John MacDonald presenting a biotechnology tool kit



Jennifer Tupper watches for results



Fadila Boutouchent and Xia Ji extracting dye from M & Ms

*Photos by Shuana Niessen*

Perhaps a biotechnology tool kit doesn't sound like fun, but participants in a SIDRU seminar on October 23<sup>rd</sup>, who had the opportunity to try them out, thought the experiments fun and educational. The kits are packed with a colourful assortment of items: M&Ms, battery packs, syringes, wires, test tubes, solutions and the like. John MacDonald, sessional instructor in science education for the Faculty of Education, University of Regina, developed the kits in response to a need he saw to "support new provincial science curricula at the 20 and 30 levels," and to develop awareness in students

about the role biotechnology plays in agriculture and the possible careers in agriculture. John says, "The cost of the materials made doing these activities out of reach for many schools." Plus, there is a "lack of activities that illustrate the science behind the biotechnology field that plays an important part in the agriculture industry in the province." The kits give students opportunities to experiment with a number of cellular and genetic topics such as food dye electrophoresis, which involves batteries, paperclips, gel, solution and a microcentrifuge, for determining which food dyes

have been used in a product (such as cattle feed), or DNA extraction to determine, for example, the amount of gluten in wheat germ.

The \$38,250 of funding for these kits was received through the Agricultural Council of Saskatchewan from Agriculture and AgriFood Canada. Eight kits have been developed, four are in Saskatoon and four are in Regina. They will be lent out to schools for a small fee, which will be used to replenish the kits. The project is almost complete, with John currently editing the manual for the kits.

# WCSA Top Rookie



Janelle Wiebe, a first year Faculty of Education, Secondary Physical Education student and a rookie on the University of Regina Women's Cougars Softball team, helped the University of Regina Cougars to an 11-7 season record and a Silver Medal at the 2013 Western Collegiate Softball Association (WCSA) League Championship.

In October 2013, Janelle was named and awarded the WCSA Top Rookie. This is the first time that a student from the

University of Regina has won this award in the programs 8-year history. She was also named a WCSA Second Team Allstar at Centre Field. Janelle hails from Nipawin, Saskatchewan.



## Student Awards Reception

The Student Awards Reception, to acknowledge the outstanding academic achievement of Faculty of Education students for 2013 was held March 11, 2014.



Organizers: Dr. Val Mulholland, Associate Dean; Kristina Lee, Assistant to the Associate Dean; and Wendy Campbell, Program Assistant



Student award recipients enjoying lunch together

### Upcoming Exhibit at the Mann Art Gallery in Prince Albert

#### Beading Between Generations

Special Exhibit

Mann Art Gallery in Prince Albert  
June 17 - 30

The exhibit features profiles and works of eight beaders from Saskatchewan who came together to laugh, learn, and create as part of a SSHRC study on intergenerational learning in Indigenous textile communities, led by Dr. Cindy Hanson, along with student Dakota Fayant-McLeod

The beaders range in age from 24 to 93 years and use contemporary and more traditional designs in their works. They represent Métis, Cree, and Saulteaux backgrounds. Another part of the study involved Mapuche weavers in Chile.

The exhibit will have an opening on National Aboriginal Day, Saturday, June 21. Admission is free. Hosted by the Faculty of Education at the U of R.



# Former Faculty of Education Dean Receives University of Regina Distinguished Service Award



Photo by Don Hall photography

Dr. Michael Tymchak with his Distinguished Service Award and pin on December 9, 2013

## Former Faculty of Education Dean, Dr. Michael Tymchak

Born in Saskatchewan, Dr. Michael Tymchak received a BA magna cum laude and High Honors in History from the University of Saskatchewan in 1964 and a Doctor of Philosophy [Ethics] from the University of Manchester in England in 1974.

Dr. Tymchak started his career at the University of Regina in 1969 as an instructor in the Philosophy Department. In 1984, he moved to the Faculty of Education to teach. Several years later, Dr. Tymchak served as the Dean of the Faculty of Education (1992 – 2000) and Acting Dean (2006 – 2008). However, his impact at the University of Regina was not limited to education students. He helped found

the University's first Teaching Development Centre in 1996 and served as the Director of the Saskatchewan Instructional Development and Research Unit (SIDRU). Dr. Tymchak also served as a research consultant for the Transdisciplinary Project that led to the development of interdisciplinary initiatives at the University of Regina.

Outside the University of Regina, Dr. Tymchak has been involved in a variety of educational endeavors throughout the province for over 35 years. He wrote the Internship and Field Experiences Report for the Saskatchewan Teachers' Federation in 1988, and was the Chair of the Working Group, studying the issue of School Councils for the Saskatchewan School Trustees Association in 1997. Dr. Tymchak was also

instrumental in the formation of the Northern Teacher Education Program [NORTEP], the Saskatchewan Urban Native Teacher Education Program [SUNTEP], and most recently the Nunavut Teacher Education Program in 2007.

One of Dr. Tymchak's most notable achievements was his appointment by the Minister of Education in 1999 to chair the SchoolPlus Task Force and Public Dialogue on the Role of the School. Following extensive consultations across the province with all the educational partners, Dr. Tymchak produced the Task Force's final report in 2001. This report helped craft the policy direction of provincial government concerning education, which is still in force today. The policy is based on the concept of schools as centres of learning, support and community for the children and families they serve.

For his outstanding work in the field of education, Dr. Tymchak was awarded a Canada 125 medal in 1992, a Saskatchewan Centennial Medal in 2005, and the 2008 Arbos Award from the Saskatchewan Teachers' Federation for his support of and contributions to the profession of teaching.

Reprinted from <http://www.uregina.ca/external/communications/feature-stories/current/fs-12102013-1.html>



# Grants and Awards

## Saskatchewan Health Research Foundation

T. Hadjistavropoulos, L. Thorpe, S. Whiting, P. Hunter, D. Alfano, D. Malloy, S. Kaasalainen, V. Dal Bellos Haas, L. Lix, & **Ron Martin**, (Collaborators: J. Williams, J. Alcorn, P. Chilibeck, D. Kohl, G. Ell, V. Ripley, D. Bleakney). The QOL Team. Project Title: **Community and Research Alliance for Quality of Life in Older Adults**. (3 years \$717,881)

## SIDRU Research Envelopes

*The Professional Development Fund:*

**Kathy Nolan.**

Project Title: **Reconceptualizing the Internship Triad Through a Learning Community Professional Development Model**. (\$3,500)

*The Partnership and Community-Based Project Fund:*

**JoLee Sasakamoose**

Project Title: **Transforming**

**Trauma: Assessing the Outcomes of Yoga and Art Therapy for Aboriginal Females in Residential Treatment**. (\$3,500)

*The General Fund:*

**Val Mullholland and Twyla Salm**

Project Title: **Teaching for a Better World - Phase 2 - Cooperating Teachers and Internship Evaluation**. (\$2,000)

# Long Service Awards

## 10 Years:

Buryl Bernard  
Jerry Orban

## 15 Years:

Abu Bockarie  
Twyla Salm  
Rick Seaman  
Chris Taylor

## 25 Years

Nick Forsberg

## 30 Years

Paddy Dishington

## 35 Years

Cyril Kesten



Photo by Don Hall Photography

Back row, left to right: Cyril Kesten, Abu Bockarie, Nick Forsberg, Dean James McNinch.  
Front row, left to right: Jerry Orban, Twyla Salm, Paddy Dishington, and Rick Seaman

# New Faculty and Staff



**Alison Molina-Girón** was born and raised in Honduras where she completed her undergraduate studies in

special education. After receiving her Masters in inclusive education from the University of Kansas, she joined the Department of Education at the Universidad Pedagógica Nacional Francisco Morazán where she taught courses on inclusive education.

She has worked as a school teacher with distinct populations including low-income and Indigenous students as well as students with disabilities in Honduras, Panama, and United States. Her experiences with students on the margins furthered her interests and commitment to advancing anti-oppressive, and social justice education.

Alison's SSHRC-funded doctoral research examines the practice of citizenship education in Canada, with a focus on how conceptions of good citizenship, cultural diversity, and inequality are taught in the classroom, and the degree to which this prepares students to be actively engaged citizens in civic and political life.



**Spy Dénommé-Welch** is a multi-disciplinary scholar and artist. Spy writes, composes, performs, and

produces work in theatre, opera, and video. He completed his PhD in Education at York University (2011), focusing on an Indigenous opera creation and decolonizing performance practices. His doctoral research was funded by SSHRC and Ontario Graduate Scholarship. In recognition for his work, he received the prestigious President Susan Mann Dissertation Award.

He wrote and co-composed the Dora-nominated opera, *Giiwedín*, which was remounted in Winter 2014 by Wilfrid Laurier University's Faculty of Music as its mainstage opera production. He has also composed shorter works for chamber ensemble and is a winner of the 2013 Baroque Idol composer competition.

He is currently completing his second full-length opera with collaborator, Catherine Magowan, and with the support of the Ontario Arts Council and the Toronto Arts Council. His academic work is published in journals such as *Canadian Theatre Review*, *Canadian Journal of Native Education*, and *Public*.



**Melissa Berwald** joined the Faculty of Education in January 2014, accepting an Academic Advisor

position. She is no stranger to the U of R. She enjoyed summer sports school as a child and became a U of R student in 1993. She received a BA in Psychology and Sociology in 2000, received full scholarship for a 1-year Japanese Language Course in Kitakyushu, Japan in 1998, and completed a Master of Administration-Leadership in 2102, not to mention numerous certificates along the way.

As a university student, Melissa has shown an interest in languages and worked in the Language Lab, ESL, and Language Department as a German assistant. She enjoys world travel and has lived in Germany, Australia, and Japan for extended periods. Her interests include hiking and walking, being outdoors, and maintaining health and fitness.

Melissa is excited to join a dynamic group of colleagues in the Student Program Centre and feels proud to be part of this reputable Faculty.

# Sponsored Faculty Events



The Faculty of Education and SIDRU, University of Regina, were pleased to sponsor a public presentation on Tuesday, September 24 by New Zealand scholars, Dr. Lynne-Harata Te Aika and Dr. Richard Manning from the University of Canterbury, Christchurch. Their presentation focused on treaty education within a Māori and New Zealand context as well as addressing issues related to culturally based (Indigenous) pedagogy and program Indigenization within preK-12 and postsecondary contexts.



Dr. Patrick Lewis organized Dr. Shawn Wilson's visit on October 21. Dr. Wilson is the author of *Research is Ceremony*; during his visit he spent time with 3<sup>rd</sup>-year Elementary students, and engaged in discussions with faculty and graduate students as well as meeting with the Aboriginal Advisory Circle.



On March 19, the Annual Education Lecture was given by Dr. Zeus Leonardo of the University of California, Berkeley, "Rewriting Race: Charles Mills, the Racial Contract, and Critical Race Education." The lecture was followed by an evening discussion at the *talkin' about school and society* series on the theme of "What's



Race Relations Got to Do With It? Toward a Critical Theory of Education Inequality" at La Bodega Restaurant in Regina, with presenters/provocateurs, Dr. Zeus Leonardo, Dr. Carol Schick (U of R), and Dr. Verna St. Denis (U of S).



# Faculty Member Co-Producing and Co-Hosting “The Four”



The Four is a local Indigenous television talk show carried by Access 7 in which a group of four Indigenous women share their views on a variety of topics. Co-Producer and Co-Host, Dr. Shauneen Pete, is an associate professor with the Faculty of Education and is currently serving as Indigenization executive lead for the U of R. Left to right: Shannon Fayant, Shauneen Pete, Robyn Morin, and Bevann Fox.

You can watch “The Four”  
Weekly on Access 7  
Every Tuesday at 7:00  
Starting January 21, 2014

@The4Newo  
Find us on Facebook

## Retirement



Photos by Shuana Niessen

On Friday, October 4, Dr. Ann Kipling Brown was surprised by friends and colleagues with a retirement celebration. Dr. Kipling Brown writes, “Thank you all for the well wishes for my retirement in December. The event on Friday, October 4 left me deeply moved and happy to have so many people join me in celebration of my career in dance education. I have been blessed to have so many experiences and

colleagues in dance and education. Much of this would never have happened if I had not joined the unique Arts Education program in the Faculty of Education at this university.” Dr. Kipling Brown was presented with a whimsical creation by Anita Rocamora as an expression of gratitude for the work she has done over the years in the Faculty of Education

# Published Works

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**Brogden, L. M.** (2013). Comforting discomfort: A review of "Warrior women: Remaking postsecondary places through relational narrative inquiry." *Special Issue, Part 1: [Indigenous Education] in education*, 19(2), 153-159.

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**Lewis, P. J.,** Montgomery, M., Campbell, C. A., **Ritenburg, H.,** & Diversi, M. (2013, Winter). Initiating a new story. *International Review of Qualitative Research*, 6(4), 478-486.

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Hodgins, S., & **Thompson, S.A.** (in press). Spilt milk counts: Belonging and moving on down the hall... In Danforth, S. (Ed.) *The best inclusive education: stories and lessons of struggle and success*.

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**McNeil, B.** (2013, Nov). A review of "Baygirl." *CM: An Electronic Reviewing Journal of Canadian Materials for Young People*, 20(1). Retrieve from <http://search.proquest.com/docview/1468524185?accountid=13480>

**McNeil, B.** (2014, Feb). A review of "What's next for this beginning writer? Mini lessons that take writing from scribble to script." (rev. ed.) *CM: An Electronic Reviewing Journal of Canadian Materials for Young People*, 20(1).

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**Nolan, K., & Keazer, L.** (2014). A review of "Towards equity in mathematics education: Gender, culture, and diversity." British Society for Research into Learning Mathematics. *Research in Mathematics Education*, 16(1), 84. doi:10.1080/14794802.2013.874097

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Correction from last issue: Young, M. I., Joe, L., Lamoureux, J., Marshall, L., Moore, D., Orr, J-L., Parisian, B. M., Paul, K., Paynter, F., & **Huber, J.** (2012). *Warrior women: Remaking postsecondary places through relational narrative inquiry*. Bingley, UK: Emerald Group Publishing.



# Campus Events



The Annual Education Career Expo was held January 27, 2014 with approximately 37 organizations represented. Through the Expo, students are able to connect with



school divisions and other organizations across the province and into Western Canada who are looking to hire university graduates.



Photo above: Dr. Warren Wessel and Dr. Rick Seaman, Faculty of Education, visit the Career Expo.

Photos by Shuana Niessen



Dr. Xia Ji participated in a panel discussion on Volunteerism and Social Activism at UR International Development on February 3, 2014.



Dr. Alec Couros participated in an Open Access Panel discussion on October 22, 2013.



Dr. Patrick Lewis participated in a panel discussion on Childcare on Campus: The Struggles of Parents in Post-Secondary Education on March 11, 2014.



Dr. Valerie Triggs helped to organize a Creative Resistance workshop with Norman Nawrocki held November 6, 2013.



Dr. Cindy Hanson (left) participated in a panel presentation on Women, Healing and the Indian Residential School Claims Process on March 25, 2014.

## Wrapping up the Six-Year CIDA Malawi TEVET Project With Donations of Books and Supplies to Malawi Schools and Hospitals



Some of the boxes of books and other teaching resources donated by U of R and SIAST faculty, ready for loading.



Abu Bockarie and Elaine McNeil working with students (Ashley, Sara and Eilysh) to number and log in each box as it loads onto the container at the Education Building loading dock.



# The Aesthetics of Pedagogy Exhibition



The Aesthetics of Pedagogy Exhibition, featuring the art of 4<sup>th</sup>-year Arts Education students of Dr. Valerie Triggs, was open for viewing from May to December 2013.

**Make a Place:** Students reinvigorated evidence of previous human interaction in places that held meaningful memories for them. They situated their work within creative movement already underway. Making something sharable contributed new directions and new potentialities to the mix of materials and flows that compose the making of place.



**Make a Connection:** Considering the aesthetic as the feel of the openness of closed form (Masumi, 2002), students set out to radically remix their compositions of place with those of others. Their collaboration generated new connecting places that recalibrated their senses of what they already knew with the potential generated through inventive experimentation and play.



**Make it Happen:** Engaging the inquiry already underway, students sought constraints in formal curricula that might augment opportunity for furthering their inquiry. Just at the sensation of openness to self-variation, a boundary is given to the infinity that a place holds, making the world feel inhabitable. Through a practice of making and remaking, each determination of difference is made with an anticipation at the bodily level of degrees of potential for other determinations.

