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Welcome to the Faculty of Education Research Newsletter. Our newsletter is designed to keep you in touch with the latest news and information on research in the faculty. The Faculty of Education at York is recognized as a vibrant community of researchers and scholars who share the goal of engaging in high quality research. What makes this a particularly exciting place to be is the breadth of research that is produced, and the degree to which this research advances Faculty's reputation for work that is intended to have an impact on individuals, schools, communities and society as a whole.



This year is an exciting year to be involved in research within the Faculty of Education. A record number of Faculty members submitted applications for SSHRC funding. On November 14 we will hold the third annual Research Forum in the Faculty, with presentations by Steve Alsop, Mario DiPaolantonio, and Jen Gilbert, an exciting event that many will want to attend.

We can look forward to the coming year as a time when we not only celebrate the great work being done, but work on enhancing the strong research culture that exists in the faculty. In the next several months, we will be engaging in consultations within the Faculty in order to identify strategic directions that will allow us to further support the capacity of faculty and students to engage in research, to increase the impact of the knowledge produced and to enhance the visibility of the great work being conducted here.

In this issue, we highlight current research projects by faculty, as well as recent published articles, reports and conference presentations. If you would like to find out more, please contact our Research Officer, Julia Lalande (JLalande@edu.yorku.ca). Thank you.

Steve Gaetz
(Associate Dean, Research and Field Development)

RECENTLY FUNDED

Digital Stories of Coming to Learn: A community-based study of barriers and motivators to adult education for newcomer and low-income women

Dr. Chloë Brushwood-Rose recently received \$59,975 from the Canadian Council on Learning for the research project *"Digital Stories of Coming to Learn: A community-based study of barriers and motivators to adult education for newcomer and low-income women"*. This research project will explore the complex social and psychological factors that function as barriers and motivators to newcomer and low-income women who access community-based adult learning opportunities.

Together with her collaborator, Jennifer LaFontaine of the Central Neighbourhood House, Dr. Brushwood Rose will

implement two digital storytelling workshops for approximately 20 newcomer and low-income women through the CNH Women's Program. The research project will be enriched through in-depth interviews with each of the research participants to explore the non-material barriers and motivators experienced by this group when accessing community- and arts-based adult learning programs. The educational biographies produced by these women in the workshops will offer insights into their experiences of social difference, family and community support, and previously held beliefs about education. As such, this research aims to improve newcomer and low-income women's access to and participation in community-based adult education. Congratulations to Chloë Brushwood-Rose and Jennifer LaFontaine on this fantastic success.

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RECENTLY FUNDED

“Relationships between Auditory Skill Development, Early Literacy Skills and Cognition in Children”

Congratulations to **Connie Mayer** and **Pam Millett** for their recently funded project “*Relationships between auditory skill development, early literacy skills and cognition in children identified under Universal Newborn Hearing Screening Programs*”. The Oticon Foundation will fund this 6-months long project with DKK 100,000 (approximately \$20,000). Together with their colleague Dr. Akamatsu, Dr. Mayer and Dr. Millett will gather and analyze data on children enrolled in the Central West Infant Hearing Program, one of the 12 provincial Infant Hearing Programs, in order to establish relationships between auditory perception skills, cognitive skills and early literacy skills.

Although many studies have shown that learning to read and achieving high literacy levels are areas of great difficulty for deaf/hard of hearing children, relatively few researchers have studied the use of phonological awareness by these children.

However, such an approach could be important as it has been demonstrated that older deaf/hard of hearing students who use a predominantly phonological code in working memory tend to be better readers than those who use a non-phonologic code. This research study is built on the hypothesis that children who are identified early with hearing loss and who demonstrate good use of residual hearing with amplification can and do demonstrate strong phonological awareness skills. The hypothesis is that early identification and early amplification lead to better use of residual hearing, leading to better phonological awareness skills and ultimately resulting in better literacy skills. The findings of this study will have wide ranging implications for reading instruction approaches for deaf/hard of hearing children, since phonological awareness has typically not been an explicit focus of reading programs for these children.



AWARDS AND RECOGNITION

Paul Axelrod, Dean of the Faculty of Education, has been named the recipient of this year's **David C. Smith Award** by the Council of Ontario Universities. The award, in honour of the late David Smith, former Chair of the Council of Ontario Universities and Principal of Queen's University, recognizes individuals who have contributed to scholarship and policy in higher education in Canada. Dr. Axelrod is the author and editor of 8 books and some 40 scholarly articles on the history and politics of schooling and higher education, among them *Scholars and Dollars: Politics, Economics and the Universities of Ontario, 1945-1980*. He is the recipient of a number of prizes for his scholarly work, including a Distinguished Research Award from the Canadian Society for the Study of Higher Education, a certificate of merit from the Canadian Association of Foundations of Education, and three publication prizes from the Canadian History of Education Association. Dr. Axelrod commented, “I am honoured to receive this award. It has inspired me to continue my research on post-secondary education, including aspects of policy development. I am interested in learning more about how policy choices are made by governments. As Dean, I have had an unusual vantage point to observe that process over the past several years.” Dr. Axelrod was honoured at a reception and dinner sponsored by the Council of Ontario Universities on November 1 where he delivered a talk entitled “A History of Good Teaching: Student Perspectives”.

Deborah Britzman was one of three recipients of the 2007 Distinguished Psychoanalytic Educator's Award of the **International Federation for Psychoanalytic Education (IFPE)**. The award was presented at the IFPE's 18th annual conference which was held in Toronto October 19-21, 2007. The award, which is for outstanding contributions to psychoanalytic education, was inaugurated by the IFPE in 1998. Each year the IFPE recognizes deserving recipients who have distinguished themselves in educating candidates and students of psychoanalysis in clinical and academic settings representing the broadest possible array of psychoanalytic knowledge. “This is a great tribute to Deborah Britzman for her outstanding scholarship,” said Paul Axelrod, Dean of York's Faculty of Education. “She is known internationally by researchers and educators in a variety of fields, and this most recent tribute recognizing her contributions to psychoanalytic education extends her reputation.”

In 2006 Britzman was the first Faculty of Education member to be honoured with the title of York University Distinguished Research Professor. She is the recipient of previous awards including the James and Helen Meritt Distinguished Service Award to the Philosophy of Education from Northern Illinois University (2003); the Ontario Confederation of University Faculty Associations Teaching Award (1999); and the Faculty of Graduate Studies Teaching Award, York University (1999). Her scholarly publications include four books and 60 scholarly articles, on a range of subjects, from teacher education, to the work of Anna Freud and Melanie Klein, to the role of psychoanalysis in education, to the study of “difficult knowledge”.

Connie Mayer's ‘Pager Project’ in Deaf and Hard of Hearing Education was recognized by the Toronto District School Board for providing “program enhancements that enrich our students’ educational experiences”. Connie Mayer, a literacy specialist and deaf-education professor in York's Faculty of Education, agreed to monitor the project over five years with Toronto District School Board psychologist Jane Akamatsu. Bell Mobility donated 250 text message pagers and the promise of five years of free service, and the Eglinton Rotary club paid for translators. Beginning in 2002, the Motorola pagers went to students, their parents, teachers and in-class sign language interpreters at two schools, Danforth Collegiate and Northern Secondary. “Right away we saw lots of benefits,” said Mayer, who interviews participants every three months. “Students were getting out of the house more.” Ultimately, Mayer says she would like to see the pagers added to the provincial Assistive Devices Program to subsidize message devices for deaf people the way hearing aids are now covered.

The Toronto Catholic District School Board selected “**Overlooking the Overlooked**”, a collaboration between the Art Gallery of York University and *Destination Arts* (Faculties of Education and Fine Arts), as the recipient of 2006-2007 Exemplary Practice Award for Ward 1. The award acknowledges “outstanding initiatives in the school community”. **Kathy Lundy** co-ordinates *Destination Arts*.

HOT OFF THE PRESS

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- Jenson, J., & de Castell, S. (2007). *Worlds in Play: International Perspectives on Digital Games Research*. New York: Peter Lang.
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- Killoran, I., Tymon, D., & Frempong, G. (2007). Disabilities and inclusion in Toronto preschools. *International Journal of Inclusive Education*, 11 (1), 81-95.
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- Wien, C.A. & Callaghan, K. (2007). "Fragile moments": Artists co-constructing creative experience with children, parents and early childhood educators. *Innovations: The International Reggio Exchange*, 14, 2, 13-21.

CONFERENCE PRESENTATIONS

- Barrett, S. E., & Nieswandt, M. (2007). "Teaching science for social justice through socioscientific issues: Teacher candidates' beliefs." Paper presented at the National Association for Research in Science Teaching Annual Conference. New Orleans.
- Britzman, D. (October 2007). "Without Qualifications. Learning the Impossible Professions." Paper presented at the International Federation for Psychoanalytic Education, Eighteenth Annual Interdisciplinary Conference, Toronto.
- Britzman, D., Parr, A., Salvio, P. (2007). "On the Paradoxes of Mind in the Impossible Professions." Submitted Panel at the International Federation for Psychoanalytic Education, Eighteenth Annual Interdisciplinary Conference, Toronto.
- Portelli, J. P., Solomon, R. P., Mujawamariya, D., Barrett, S. E., Pinto, L., Di Francesca, N., et al. (2007). "Critical-democratic perspectives on mentorship and induction for new teachers: The case of Ontario." Paper presented at the Canadian Society for the Study of Education Annual Conference. Saskatoon, Saskatchewan, Canada.
- DiPaolantonio, M., with Professor V. Bell (University of London, Goldsmiths) (July 2007). "Aesthetics, Law and the *Nomos*." Paper presented (with funding from the Art & Humanities Research Council (UK)) at the Law and Society Association International Conference, Humboldt University, Berlin, Germany.
- Dunlop, R. (May 2007). "Dreaming by the Book: Reader's Diary as Pedagogical Text and Investigative Practice." Investigating Our Practices Conference, University of British Columbia, Vancouver.
- Krasny, K. (May 2007). "Essentializing identities in twentieth-century children's readers." Paper presented at the Annual Convention of the International Reading Association, Toronto.
- Lotherington, H. (June 2007). "Reconceptualizing language education for a globalized society." Paper presented at the Canadian Association of Applied Linguistics Annual Conference, Congress of the Humanities and Social Sciences 2007, University of Saskatchewan, Saskatoon.
- Lotherington, H. (May 2007). "Ong's concept of secondary orality and digital possibilities in multiliteracies research: A case study of new story-telling directions." Roundtable paper presented at the Canadian Society for the Study of Education Annual Conference, Congress of the Humanities and Social Sciences 2007, University of Saskatchewan, Saskatoon.
- Lotherington, H. & Paige, C. (May 2007). "Digital translations: Creating multilingual multimodal narratives in the elementary classroom." Poster presented at the 52nd Annual Convention of the International Reading Association, Toronto.
- Lotherington, H. (May 2007). "Literacy, language and technology: New narratives and new educational possibilities." Invited keynote address presented at the Leading Learning Conference, Huntsville, Ontario.
- Lotherington, H., Paige, C., Grasser, D., deCastro, W., Micallef, A., Schmitt, A., Perreira-Foyle, R., & Lenchner, L. (April 2007). "Maximizing children's learning." Paper presented at the National Inner City Conference, Toronto.
- Owston, Ron (October 2007). "Teachers can make a difference: professional development as a policy option for improving student learning with ICT." Paper presented at the CERI-KERIS International Expert Meeting on ICT and Educational Performance, Cheju Island, South Korea.
- Robinson, Jackie (May 2007). "Crossing Boundaries: Investigating the nexus of the arts, education and community" at the University of Regina.
- Wien, Carol Anne (October 2007). "Emergent curriculum: How on earth are we supposed to do this?" Keynote at the Annual Conference of the Association of Early Childhood Educators of Newfoundland/Labrador.

UPCOMING EVENTS

RESEARCH FORUM

Please join us for our annual **Research Forum** on **November 14** in the **Senior Common Room (Rm. 021), Winters College, York University (3:00 - 5:00 p.m.)**.

Wine and cheese reception and displays of publications and research projects to follow presentations.

Presentations:

Steve Alsop, "*Feeling the weight of the world: journeys from the heart in science and technology education*"

Mario DiPaolantonio, "*Forging Commemorative Time and Spaces*"

Jen Gilbert, "*Fighting over the Children: Gayness and the Fantasy of Origins*"

For more information, flyers and maps, please contact: Julia Lalande, Research Officer, Faculty of Education

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BOOK LAUNCH

Please join us for the following book launch:

Unleashing the Unpopular: Talking About Sexual Orientation and Gender Diversity in Education (Association for Childhood Education International), edited by *Isabel Killoran and Karleen Pendleton-Jimenez*. (Karleen Pendleton-Jimenez, a student of Prof. Celia Haig-Brown, was the recipient of the Governor General's Gold Medal in 2005).

Friday, November 30, 7:00 p.m.

Toronto women's bookstore

73 Harbord St.

partially wheelchair accessible

free admission

Readings by...

Tonya Callaghan, Dale Callender, Hilary Cook, Carter Cook, John Guiney Yallop, Celia Haig-Brown, Isabel Killoran, Karleen Pendleton Jimenez, Janet Romero-Leiva