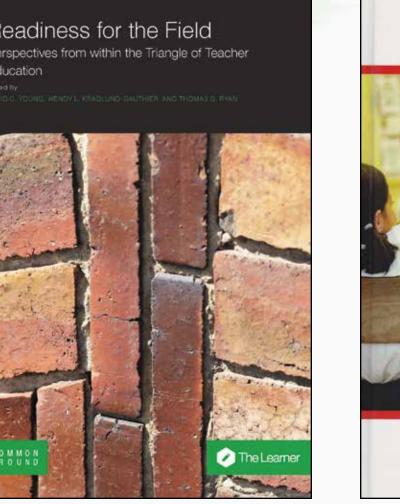


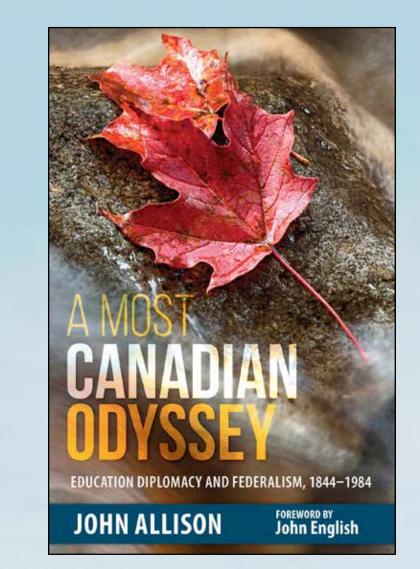
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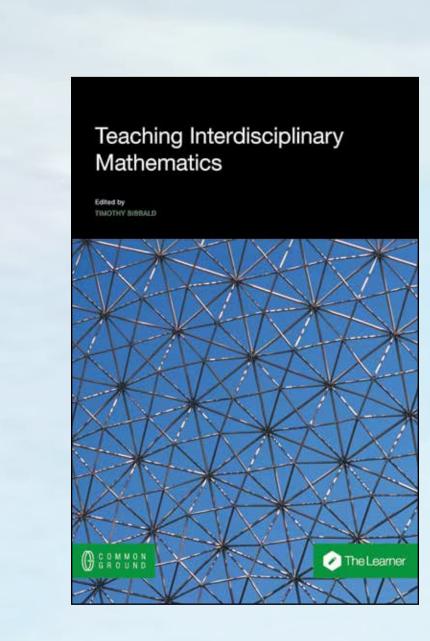
Unschooling and

ALTERNATIVE LEARNING

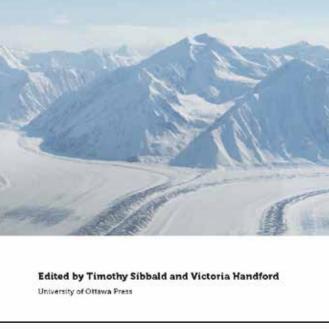


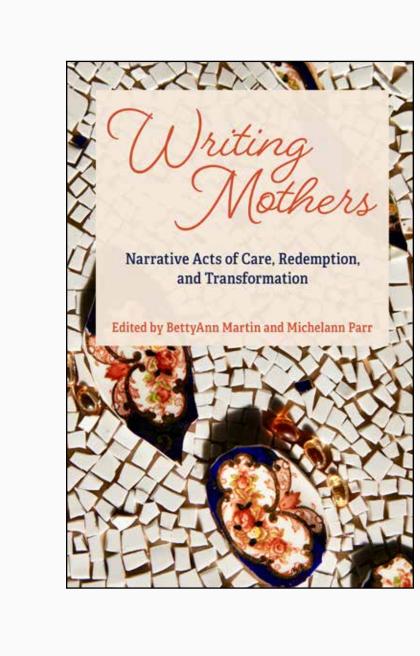


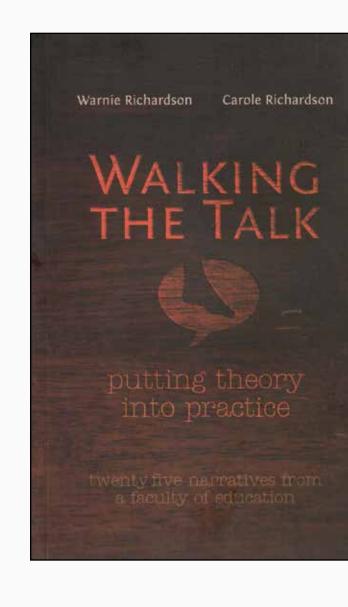




The Academic **Understanding the Journey** 









(pp. 45-63). Landscapes: The arts, aesthetics, and education (Vol. 10). Dordrecht, The Netherlands: Springer. and institutional trends which have brought choral singing as a whole into decline in the present day. This chapter discusses historical patterns in

# Allison, J. (2018). The 'World Politics' course: Changing thinking on international relations education in Ontario Secondary Schools, 1850-

singing in Canada from its high point during the liberal "baby boom" years to its decline from the 1970s onwards

1970. History of Education, 1-20. doi:10.1080/0046760X.2019.1585583 Abstract: What do secondary school students in Ontario, Canada need to know about the world in which they live? How did a secondary school 'World Politics' course that emerged in Ontario in the 1960s address this question? The 'World Politics' course that emerged in the 1960s clearly came about as a result of societal and educational developments. Educators in nineteenth-century Ontario felt no need for such a course. In more recent times, post-Second World War, the discipline of history underwent dramatic upheavals. The opportunities for new courses meant possibilities to reac out to new groups of students. Simultaneously, with this change, the importance of international relations in the history curriculum was reduced but this also allowed for its re-emergence elsewhere. Finally, 'World Politics' emerged as one of the responses to the need for an understanding of a much

### **Dr. Jennifer Barnett**

Barnett, J. (2015). Sexuality and life grievable. In H. Smits & R. Naqvi (Eds.), Framing peace: Thinking about and enacting curriculum as "radical hope" (pp. 193-207). Bern, CH: Peter Lang Publishers Abstract: Judith Butler (2010) notes, "FP1recariousness implies living socially, that is, the fact that one's life is always in some sense in the hands of the other" (p. 14). If one's life is in the hands of the other, and protection rights are influenced by social and political norms, it is then imperative pedagogic responsibility of the educator to provide opportunities for students to examine and challenge societal understandings of normativity. Th chapter applies the work of Judith Butler on the grievability of life to the current Canadian political argument over the name 'gay-straight alliance in publicly-funded schools. It argues that as teachers, it is not enough to use words and stories that promote a frame of peace—we must also engage

### **Dr. Glenda Black** Bernardes, R., Black, G. L., Jowi, J. O., & Wilcox, K. (2019). Teachers' critical interculturality understandings after an international teaching

students in a manner that questions and challenges personal pre-existing beliefs.

practicum. Critical Studies in Education [Online]. doi:10.1080/17508487.2019.1620817 **Abstract:** Using a critical approach, we studied the intercultural understandings of Canadian teachers who participated in a 3-week international teaching practicum in Kenya, 5—6 years before. Critical interculturality was used as the theoretical lens to explore the impact on teaching, constructions of identity, and power relations. We argue that while this international teaching practicum provided an 'awareness' of the Other it functioned within a neo-liberal, object-based framework that failed to address systems of power, and, in some ways, perpetuated colonia perspectives. Participants in this study were able to question power relations but lacked the support needed to develop a critical understanding of the own positionality and how power works in intercultural encounters. If international teaching practicums are to continue, we suggest that participant and facilitators be supported in developing critical perspectives related to these issues. This will necessarily require the maintenance of long-term equitable relations with host communities. We conclude by offering substantive curriculum and programmatic structure recommendations for international/overseas teacher education programs.

# **Dr. Brenda Bruner**

Law, B., Bruner, B. G., Scharoun-Benson, S. M., Anderson, K. D., Gregg, M. J., Hall, N., Kolen, A. M., Lane, K. N., MacDonald, D. J., Saunders, T. J., Sheehan, D. P., Stone, M. R., Woodruff, S. J., Belanger, K., Barnes, J. D., Longmuir, P. E., & Tremblay, M. S. (2018). Associations between teacher training and measures of physical literacy among Canadian 8- to 12-year-old students. BMC Public Health, 18(1039), 75-85. doi:10.1186/s12889-018-5894-7

Background: Quality physical education (PE) contributes to the development of physical literacy among children, yet little is known about how teacher training relates to this development. We assessed the association between teacher training, and the likelihood that children met recommende achievement levels for components of physical literacy as defined by the Canadian Assessment of Physical Literacy (CAPL). Methods: Canadian children (n = 4189: M = 10.72 years, SD = 1.19) from six provinces completed the CAPL. Logistic regression was used to examine the relationship between teacher training (generalist/PE specialist), adjusting for children's age and gender, and physical competence protocols (sit and reach, handarip, plank, Progressive Aerobic Cardiovascular Endurance Run [PACER], body mass index [BMI], waist circumference, Canadian Agility and Movement Skill Assessment [CAMSA]), the four CAPL domain scores, and the total CAPL score Results: Teacher training, in addition to children's age and gender, explained only a very small proportion of variance in each model (all R2 < 0.0) Children taught by a generalist were less likely to reach recommended levels of motivation and confidence (OR = 0.83, 95% CI, 0.72—0.95) or CAMS

scores (OR = 0.77, 95% CI, 0.67—0.90), even when accounting for a significant increase in CAMSA score with age (OR = 1.18, 95% CI, 1.12—1.26). All other associations between measures of components of physical literacy and teacher training were not significant. Conclusions: While teacher training is hypothesized to contribute to the development of physical literacy among elementary school students the observed effects in this study were either small or null. Children taught by PE specialists were more likely than those taught by generalists to demonstrate recommended levels of motivation and confidence, and to have better movement skills, which are hypothesized to be critical

# training on the various components of physical literacy development.

**Dr. Mark Bruner** Bruner, M. W., Boardley, I. D., Benson, A. J., Wilson, K. S., Root, Z., Turnidge, J., Sutcliffe, J., & Côté, J. (2018). Disentangling the relation between social identity and prosocial and antisocial behavior in competitive youth sport. Journal of Youth and Adolescence, 47(5), 1113 1127. doi:10.1007/s10964-017-0769-2

prerequisites for the development of a healthy lifestyle. Further research with more robust designs is merited to understand the impact of teachers'

Abstract: The social identities formed through membership on extracurricular activity groups may contribute to the frequency with which youth engage in prosocial and antisocial behavior. However, researchers have yet to disentangle the individual- and group-level processes social identification effects operate through; sex and perceived norms may also moderate such effects. Thus, we investigated the hierarchical and conditional relations between three dimensions of social identity (i.e., ingroup ties, cognitive centrality, ingroup affect) and prosocial and antisocial behavior i youth ice hockey players (N = 376; 33% female). Multilevel analyses demonstrated antisocial teammate and opponent behavior were predicted by cognitive centrality at the team level. Further, prosocial teammate behavior was predicted by cognitive centrality and ingroup ties at the individua level. Also, perceived norms for prosocial teammate behavior moderated the relations between ingroup ties, cognitive centrality, and ingroup affe and prosocial teammate behaviour. Finally, sex moderated the relations between cognitive centrality/ingroup affect and antisocial opponent behavior This work demonstrates the multilevel and conditional nature of how social identity dimensions relate to youth prosocial and antisocial behavior.

### **Dr. Terry Campbell** Campbell, T., Brownlee, A., & Renton, C. (2016). Pedagogical documentation: Opening windows onto learning. What Works? Research into

**Abstract:** The crucial step of "going public" with documentation of student success can be a challenging one. What can educators do to communicat what they are learning about student learning with parents, other staff, and the wider school community? This monograph describes the process o using pedagogical documentation, and how two educators record and share this dynamic form of ongoing assessment in progress with stakeholders. **Dr. Christine Cho** 

Cho, C. L. (2019). Listening to counter-stories: Enacting diversity and inclusion. In M. Kariwo, N. Asadi, C. El Bouali, & B. Demeke (Eds.) Diversity and inclusion: Compatible or competing paradigms (pp. 63-83). New York, NY: Palgrave-Macmillan. Abstract: The concept of learning is often commensurate with the premise of change: a change in attitude, perception, behavior, or knowledge Many future educators enter initial teacher education programs with the intent of "making a change" or "making a difference" in the lives of young people. Yet as Solomon and Levine-Rasky (2003) argued, "there is a gap between the hopes for equity in education and the realization of equity in actual outcomes" (p. 41). Some types of change require more of us and our institutions than others, particularly when the "change" has direct implications in terms of the power of the dominant group. The change required, or that occurs, for those from the dominant group does not come with the degree and type of emotional burden that is the case for racialized immigrants who must bear the burden of microaggressions and who take on the work of "educating" their White peers. The former is more likely to be rewarded for transformations in their consciousness than racialized immigrants who must do the emotional work of educating their peers, teachers, principals, and yes, even professors. This chapter explores the question: In what ways can the insights of those positioned as "Other" impact the instructor's creation of assignments and coursework for future

out of such divergent roots.

Clausen, K. (2016). From vigour to rigour: Tensionality and Ontario's unbalanced curriculum, 1963—2013. In A. Ibrahim, N. Ng-A-Fook, & G. Reis (Eds.), Provoking curriculum studies: Strong poetry and the arts of the possible (pp. 213-226). Oxford, UK: Routledge. **Abstract:** When Interim Revisions of the elementary curriculum were created in the mid-1960s by the Ontario Department of Education, it boldly curriculum documents). In so doing, it endeavours to explain how, through small changes, a seemingly antithetical philosophical position could grow

**Dr. Julie Corkett** Giroux, C., Carter, L., & Corkett, J. K. (2020). An exploration of quality of life among Ontario postsecondary students living with chronic illness Ehlers-Danlos Syndrome. The Canadian Journal for the Scholarship of Teaching and Learning.

**Abstract:** Ehlers-Danlos Syndrome (EDS) is a connective tissue disorder that results in negative health events. It also holds potential for periodic or permanent disability and psychosocial stress. While a diagnosis of EDS can occur at any age, the psychosocial effects of an EDS diagnosis can be especially challenging when symptoms present during postsecondary education. This qualitative study examined the psychosocial effects of EDS on the quality of life of Ontario postsecondary students (n=11). One-on-one semi-structured interviews followed a brief online eligibility survey. Thematic analysis of interview data revealed that emotional factors such as anxiety and depression, faculty and peer attitudes including issues of judgment and stigmatization, and feelings of frustration affect the quality of life of postsecondary students.

### Dr. Susan Elliott-Johns Elliott-Johns, S. E., & Richardson, C. (2017). The first year of implementation: The enhanced teacher education program at the Schulich School

of Education (Nipissing University). In D. Petrarca & J. Kitchen (Eds.), *Initial teacher education in Ontario: The first year of four-semester* teacher education programs (pp. 127-154). Polygraph Book Series, Vol. 9. Ottawa, ON: Canadian Association for Teacher Education. Abstract: This chapter outlines changes made to the two-year (four semester) teacher education program, launched at Nipissing University in September, 2015. A brief overview of the program is followed by more detailed discussion of components of the various teacher education programs offered, including the nature and organization of field experiences. The opportunity for teacher candidates to participate in Action Research as part of their coursework and practicum is described as an innovative aspect of the new program. The chapter concludes with analysis of the insights, challenges, and opportunities encountered in redesign (both conceptualization and implementation), and refinement of collective vision of the program. At the time of writing (i.e., end of the first year of implementation), the program was continuing to evolve through ongoing commitment to innovation and relevance in teacher education.

# **Dr. Kristen Ferguson**

Ferguson, K., Brown, N., & Piper, L. (2018). A common Book: A novel approach to teaching and learning. *The Canadian Journal for the* Scholarship of Teaching and Learning, 9(2). [Online] https://doi.org/10.5206/cjsotl-rcacea.2018.2.6 **Abstract:** Most research on common book programs focuses on student outcomes. This paper presents a study about the impact of a common book

program on teaching and learning practices at a small mainly undergraduate university. This study consists of two phases. In Phase 1, we surveyed faculty members (N= 32, a response rate of 21.3%), about the influence of the program on teaching practices and dialogue with colleagues as well as their perceptions of the program's impact on student learning. In Phase 2, we conducted interviews with business faculty, who were early program adopters (N=8). Most respondents believed that students benefited from the program. Faculty members perceived the common book program as a tool that tacilitated course content and enhanced students' literacy. While responses were mixed about the perceived impact on teaching practices, taculty members interviewed telt that the common book program created opportunities for discussion about teaching and learning.

# **Dr. Lorraine Frost**

Laronde, G., MacLeod, K., Frost, L., & Waller, K. (2017). A case study of the integration of information and communication technology in a Northern Ontario First Nation community high school: Challenges and benefits. Journal of International Education Research, 13(1), 27-34 Abstract: A case study approach was used in examining Information and Communication Technology (ICT) use within a small First Nation high school in Northern Ontario. Quantitative and qualitative data was gathered from students, teacher, and the administrator, who participated in an online survey, followed by interviews on their use of ICT in education. How ICT was used in the classroom was examined as well as identifying the challenges and benetits. The students' benetits included easier access to research through the Internet, tacilitated organization through the use of Google drive, and the use of social media. Challenges were similar to those found in in mainstream schools with concerns of technical problems, off-task behaviour, and improper reterencing. The teacher and administrator identitied barriers preventing the increased use ot ICI, including the lack ot protessiona development, resources, and Indigenous language software. The administrator recognized there was a wide skill set range among teachers in the adoption of ICT integration into their teaching. Recommendations include more professional development in ICT for teachers, additional resources for

# **Dr. Douglas Gosse**

Gosse, D. (Ed.). (2019). About face: Essays on recovery, therapies, and controversies of addictions in Canada. St. John's, NL: Breakwater Books. **Abstract:** About Face: Essays on Addictions, Recovery, Therapies, and Controversies seeks to broaden the conversation around addiction in Canada Featuring essays by a diverse group of writers, *About Face* delves into the major categories of addiction: drugs, alcohol, sex, pornography, video games, gambling, body dysmorphia, and eating disorders. With stories by those suffering from addictions, experts in the field, and service providers, this anthology is a far-reaching intervention into one of our country's most rapidly expanding social problems.

### Chris Hachkowski Hachkowski, C. (2013). Aboriginal education: A transition of world views. In S. E. Elliott-Johns and D. H. Jarvis (Eds.), *Perspectives on*

transitions in schooling and instructional practice (pp. 369–396). Toronto, ON: University of Toronto Press **Abstract:** In Canada each September, thousands of Aboriginal students leave their home communities to attend provincial and territorial secondary schools. Historically, the academic success rates of Aboriginal students have been significantly lower than non-Aboriginal students. To facilitate the transition into the public education system, school boards and First Nation communities develop and implement specific programs, and teachers are provided intormation to modity teaching strategies to meet the learning needs ot Aboriginal students. However, even with the increase in government tunds to support educational initiatives to address the academic success rates of Aboriginal students, no significant increases have been demonstrated. A fundamental reason for this is the lack of understanding and recognition of the Aboriginal worldview in an education system that perpetuates the dominant, non-Aboriginal culture. As Aboriginal students transition into this foreign system, educators and school boards must also transition their ideas and curricula to reflect and recognize alternative worldviews that Aboriginal students bring to their classrooms.

# Dr. Steve Hansen

Patterson, J. T., McRae, M., & Hansen, S. (2019). On whether task experience of the peer differentially impacts feedback scheduling and skill acquisition of a learner. *Frontiers in Psychology, 10*(1987), 1-10. doi:10.3389/fpsyg.2019.01987 Abstract: Previous research has shown that peers without task experience provided knowledge of results (KR) as effectively as performers who

self-controlled their own KR schedule (McRae et al., 2015). In the present experiment, a group of participants first practiced a motor task while selfcontrolling their KR during a defined acquisition period. Twenty-four hours after their last retention trial, these participants with motor experience then provided KR to a learner during their skill acquisition. Participants were required to learn a serial-timing task with a goal of 2,500 ms. Participants completed a defined acquisition period and then returned 24 h later for a retention test. In retention, learners who received KR from experienced peers were predicted to outperform learners who received KR from inexperienced peers. The results showed that performers learned the task similarly, independent of the peer's previous task experience. However, the peer groups differed in their frequency of providing KR to the learner and showed a discrepancy between their self-reported KR provision strategy and when they actually provided KR. The results have theoretical implications for understanding the impact of self-control in motor learning contexts.

Montgomery, R. E., Hartley, G. L., Tyler, C. J., & Cheung, S. S. (2015). Effect of segmental, localized lower limb cooling on dynamic balan Medicine and Science in Sports and Exercise, 47(1), 66-73. doi:10.1249/MSS.000000000000379

Purpose: This study aimed to determine the effect of cooling progressively greater portions of the lower extremities on dynamic balance and vater immersion at 12°C (lateral malleolus, ankle; lateral femoral epicondyle, knee; anterior superior iliac spine, hip) for 10 min before perforn unipedal balance test (Star Excursion Balance Test (SEBT)) with their dominant limb. Muscle activation of the vastus lateralis, biceps femoris, ti anterior, and lateral gastrocnemius was measured with surface EMG during the SEBT.

Results: Core temperature remained euthermic throughout all trials. Gastrocnemius temperature decreased from control (30.4°C  $\pm$  0.5°C) with kneeps (23.7°C  $\pm$  1.7°C) and hip immersion (22.4°C  $\pm$  1.0°C), whereas vastus lateralis temperature decreased from control (33.7°C  $\pm$  1.7°C) with hip immersion (27.3°C  $\pm$  2.0°C) (P < 0.01 for all comparisons). Cold water immersion influenced mean anterior and posterior reach distance on the SEBT in a dose-dependent fashion. Compared with those in control, mean anterior and posterior SEBT reach distances were not decreased with anklo (-1.38% and -0.74%, respectively) and knee immersion (-2.48% and -2.74%), whereas hip immersion significantly reduced SEBT by 4.73% and 4.05% (P < 0.05, d = 0.52-0.58). Muscle activation was largely unaffected as the lower extremities were cooled, with only the lateral gastrocnemius during the anterior SEBT approaching a decrease (P = 0.059).

### Conclusions: Cooling larger portions of the lower extremities progressively affect dynamic balance, and thermal protection strategies should focus of maintaining temperature in the large muscle mass of the thigh **Dr. Blaine Hatt**

Canadian Journal of Education, 41(1), 126-143. **Abstract:** The article examines the importance of imagination in adult—child relationships in 21st-century experiential learning, where Ice is an acronym for Imagination creativity education. It explores, through hermeneutic phenomenology, the impact of imagination in the life-experiences of three school-aged children through the wonder of toying, through shining new light on the autism spectrum, and through the debilitating effec

Hatt, B. E. (2018). The new ice-age: Frozen and thawing perceptions of imagination. [Special issue: Teaching creativity, creatively teaching]

of unbridled imagination. Life-experience is recognized as a foundational principle of imagination, and imagination is recognized as the catalyst for creative inquiry. The article discusses the vocative voice in children that calls out in its vulnerability to educators to act with appropriate, intentional, and responsible pedagogical relationality. The article concludes by highlighting the impact that imagination potentially holds for the future of

# **Dr. Dean Hay**

Bourdon, E., Mavor, M., & Hay, D. (2017). Assessment of three-dimensional trunk kinematics and muscle activation during cycling with independent cranks. Journal of Sports Science & Medicine, 16(4), 536-542.

Abstract: Independent cranks (IC) are recently introduced bicycle cranks that are decoupled; therefore allowing each leg to pedal independent of the other. Despite this introduction, limited research has been conducted assessing biomechanical changes when cycling with IC. Therefore, the purpose of this study was to evaluate and compare trunk kinematics and surface electromyography (sEMG) during IC and normal crank (NC) cycling during a graded exercise test to volitional fatique. Ten healthy, physically active men performed two tests (IC and NC) on a cycling ergometer on separate days. 3D motion capture data of the trunk and pelvis and sEMG of the latissimus dorsi, tibialis anterior, gastrocnemius lateral head, rectus femoris, vastus lateralis and the biceps femoris were collected bilaterally. The first 30 seconds (beginning) and the last 30 seconds (end) of each trial were analyzed with respect to external load (beginning vs end), crank type (IC vs NC) side (left vs right), and phase of the pedal cycle (push vs recovery). Mean load at volitional fatigue in NC (351 W) was significantly greater than IC (318 W; p < 0.001). As external load increased, there was a similar increase in spine flexion angle in the sagittal plane for both NC (8.2°) and IC (4.6°). The NC condition demonstrated significantly greater increase in muscle activation from the beginning to the end than the IC condition in the tibialis anterior, rectus femoris and biceps femoris in the push phase, and the rectus femoris and biceps femoris in the recovery phase. As IC demonstrated less increase in activation, they cause less variation in muscular contraction from beginning to end throughout the full pedal range of motion, yet do not alter gross trunk kinematics. Due to altered muscle activation patterns when cycling with IC, they are proposed as a potentially beneficial training tool to increase training diversity.

### **Dr. Todd Horton** Horton, T. A. (2017, April). Think about it!: Renewing our commitment to teaching for critical thinking in the social studies and history curricula. What Works: Research into Practice Research Monograph, No. 67. Abstract: One of the goals of the Ontario Ministry of Education is to empower students to become critically thoughtful and informed citizens. The content of the goals of the Ontario Ministry of Education is to empower students to become critically thoughtful and informed citizens.

question for educators is how to teach critical thinking with and through the curriculum. We have the framework; we have the tools. Now it is time for us to accept the critical challenge and make it so. Let's renew our commitment to teaching for critical thinking. With brand new social studies and

### Dr. Daniel Jarvis Jarvis, D. H., Buteau, C., Doran, C., & Novoseltsev, A. (2018). Innovative CAS technology use in university mathematics teaching and

assessment: Findings from a case study in Alberta, Canada. Journal of Computers in Mathematics and Science Teaching, 37(4), 309-354. **Abstract:** In this paper, we report on a case study that focused on innovative uses of CAS technology in university mathematics teaching and assessment. The study involved a site visit to the University of Alberta campus (June 2015) during which: interviews were conducted with five mathematics faculty members and seven mathematics students; math lectures were attended; and artifacts were collected such as course outlines, software demonstrations, and assessment tools. Findings center around the innovative use of the open source software known as SageMath, both in the teaching (answer checking, interactive lecture demonstrations) and assessment (assignments, mid-terms, final examinations) practices of one particular instructor who taught seven iterations of a Mathematical Programming and Optimization undergraduate course.

### Dr. Mumbi Kariuki Kariuki, M. (2013). Co-teaching in graduate programs. *Review of Higher Education & Self-Learning, 6*(18), 184—189.

Abstract: While co-teaching is a common method of delivery of instruction in teaching/leaning environments, it has been heavily researched within inclusive or special education classrooms settings and mainly at the elementary level (K-8). Subsequently, while there is abundance of literature in co teaching, including discussions on how it is carried out, the challenges and benefits, there is not nearly as much research based on higher education classrooms. Teaching in graduate classrooms is based on different philosophical underpinnings and therefore requires a different set of skills and approaches compared to K-8 settings. The proposed study seeks to explore the phenomenon of co teaching within a graduate environment. Eig instructors who have been involved in co teaching at the graduate level will be interviewed to explore the strategies they employed, the challenge hey encountered and their perceptions of the benefits for themselves as instructors and for the students. In addition, fifteen graduate students w have also been involved in a co-taught class will be interviewed to explore their perceptions of the benefits and challenges. The results will highligh the characteristics if any, that differentiate the experiences with co teaching in graduate level courses compared to K-8 inclusive environments. I

### Dr. Kristina Karvinen Karvinen, K. H., Balneaves, L. G., Courneva, K. S., Perry, B., Truant, T., & Vallance, J. (2017). Evaluation of online learning modules for

results will add to the existing body of literature on co teaching in higher education.

improving physical activity counseling skills and practices of oncology nurses. *Oncology Nursing Forum, 44*(6), 729-738.

Purpose: To examine the effectiveness of online learning modules for improving physical activity counseling practices among oncology nurses. Design: Randomized, controlled trial Sample: 54 oncology nurses.

# Methods: Oncology nurses were randomly assigned to the learning modules group or control group. The learning modules group completed six online

earning modules and quizzes focused on physical activity for cancer survivors, general physical activity principles, and motivational interviewing Main Research Variables: Percentage of cancer survivors counseled, self-efficacy for physical activity counseling, knowledge of physical activity, and perceived barriers and benefits of physical activity counseling. Findings: Analyses of covariance revealed no significant difference between the learning modules and control groups in the percentage of cancer survivors that oncology nurses counseled. Significant differences were found in self-efficacy for physical activity counseling and perceived barriers to Conclusions: The online learning intervention tested in this study improved some parameters of physical activity counseling but did not increase the

percentage of cancer survivors that oncology nurses counseled. Additional pilot work is needed to refine the intervention. Implications for Nursing: This study suggests the potential utility of an evidence-based online learning strategy for oncology nurses that includes nformation on physical activity and its benefits in cancer survivorship. The findings offer a framework on how to implement physical activity

Zena. X., Kociolek. A. M. Khan, M. I., Milosavljevic, S., Bath, B., & Trask, C. (2017). Whole-body vibration exposure patterns in Canadic Prairie farmers. *Ergonomics. 60*(8), 1064-1073. doi:10.1080/00140139.2016.1252859

**Abstract:** Whole body vibration is a significant physical risk factor associated with low back pain. This study assessed farmers' exposure to v equipment, presenting a substantial risk to musculoskeletal health including the low back. Assessing vibration exposure is critical in promoting a saf occupational environment, and may inform interventions to reduce farmer's exposure to vibration.

# **Dr. Gerald Laronde**

Laronde, G., MacLeod, K., Frost, L., & Waller, K. (2017). A case study of the integration of information and communication technology in Northern Ontario First Nation community high school: Challenges and benefits. Journal of International Education Research, 13(1), 27-34 Abstract: A case study approach was used in examining Information and Communication Technology (ICT) use within a small First Nation high school in Northern Ontario. Quantitative and qualitative data was gathered from students, teacher, and the administrator, who participated in an online survey, followed by interviews on their use of ICT in education. How ICT was used in the classroom was examined as well as identifying the challenge and benefits. The students' benefits included easier access to research through the Internet, facilitated organization through the use of Google drive and the use of social media. Challenges were similar to those found in in mainstream schools with concerns of technical problems, off-task behaviou and improper referencing. The teacher and administrator identified barriers preventing the increased use of ICT, including the lack of professiona development, resources, and Indigenous language software. The administrator recognized there was a wide skill set range among teachers in the adoption of ICT integration into their teaching. Recommendations include more professional development in ICT for teachers, additional resources for ICT, and more development of Aboriginal language software.



# Law, B., Post, P., O, J., & McCullagh, P. (2018). Video-based observation in sport: From 'forgotten' to ubiquitous. Journal of Sport Psychology in

Action, 9(4), 260-270, doi:10.1080/21520704.2018.1513962 Abstract: Demonstrations have been recognized as a useful tool for helping people learn new skills and for modifying psychological responses such as anxiety, confidence, and motivation. However, the use of video-based demonstrations has been overlooked in the sport psychology literature. With advances in computer and mobile technology it is now possible to film, edit, and provide athletes with real-time feedback on many types of behavior within real-life settings. This article provides an overview of video-based observation in sport as well as practical tips and examples for mental performance consultants, coaches, and other movement practitioners for how they might use video to modify not only sport skills but also psychological

# Hansen, S., McAuliffe, J., Goldfarb, B., & Carré, J. M. (2017). Testosterone influences volitional, but not reflexive orienting of attention in human males. *Physiology & Behavior, 175,* 82-87. doi:10.1016/j.physbeh.2017.03.032

Abstract: The impact of testosterone (T) on the exogenous (Experiment 1) and endogenous (Experiment 2) orienting of visual attention in male was examined. Sixteen male participants completed both an exogenous and an endogenous cuing task on two separate days. About 2—3 h prior to testing, either a placebo or a dose of T was administered. The inhibition of return (IOR) phenomenon was observed during the exogenous cuing task but IOR was not influenced by T. During the endogenous task, participants demonstrated the expected cuing effects on both days. However, longer reaction time to invalid target locations was observed following T-administration. The manipulation of T-levels in males provides converging evidence of dissociation between reflexive and volitional orienting of attention.

Dr. Janet McIntosh

McIntosh, J. (2017). Reflective written pieces: Inquiry into the practices of pre-service literacy teachers. Networks: *An Online Journal for Teacher Research, 19*(1). [Online] https://dx.doi.org/10.4148/2470-6353.1013 **Abstract:** The purpose of this action research project was to explore whether a reflective writing strategy, developed and used with pre-service

teachers in a literacy methods course, assisted them with integrating theory and practice. The teacher educator analyzed the written reflective pieces and determined common categories. Study findings revealed some themes: meeting student needs, classroom strategies, field link experience personal student experiences, and growth statements. Pre-service teachers explored what their current knowledge was and how it had changed through the time spent reading and writing in the course; imbedded within the reflection pieces were references to practicum experiences w students in classrooms. Through the act of writing their thoughts down, they indicated changes in their individual views about how to approach literacy teaching. Finding reveal that the reflective writing strategy served as an effective starting point for pre-service literacy teachers' emerging

# Mady, C. (2018). French as a second language teacher candidates' language proficiency and confidence: Exploring the influences of a home

stay practicum experience. Journal of Language Teaching and Research, 9(5), pp. 887-894. http://dx.doi.org/10.17507/jltr.0905.01 Abstract: Teacher language proficiency and confidence influences students' classroom experiences. With the view to supporting French as a secon language teacher candidates' language development, 15 teacher candidates participated in a home-stay practicum experience within a French milieu This study sought to explore teacher candidates' self-concept of proficiency and their confidence pre- and post-experience. Both qualitative and

Leggo, C., Lemieux, A., Mantas, K., Meyer, K., Morelli, S., Nellis, R., & Vaudrin-Charette, J. (2016). The school bus symposium: A poetic journey of co-created conference space. Art/Research International: A Transdisciplinary Journal, 1(1), 141-173.

McLarnon, M., Wiebe, S., Richardson, P., Balsawer, V., Binder, M., Browning, K., Conrad, D., Fels, L., Gouzouasis, P., Human, A., Eun-Ji, K

collectively aimed to promote art education through imaginative approaches to curriculum studies, poetic inquiry and academic conference

### Dr. Nancy Maynes Holdsworth, S. & Maynes, N. (2017). But what if I fail? A meta-synthetic study of the conditions supporting teacher innovation. *Canadian*

**Dr. Michael Parr** 

https://doi.org/10.1002/trtr.1862

Journal of Education, 40(4), 665-703. Abstract: This meta-synthesis investigates the conditions that support teacher innovation in schools. Twenty-seven articles that report on studies using a combination of qualitative and quantitative methodology were selected for this analysis. The articles were analyzed using Hargreaves's and Fullan's concept of "professional capital" as a framework, and nine emergent themes were developed. Most significant among the themes were the impact of teacher attitudes and beliefs, and the importance of school structure on how teachers initiated and sustained innovations in teaching practice. This research is limited by the ability to generalize results. This limitation is due to the variety of methodologies and sample sizes employed by studies used for the meta-synthesis. This article offers a discussion of the importance of local adaptation in supporting teachers to develop and sustain innovations that lead to positive school change.

# Allison, J., Gosse, D., & Parr, M. (2014). If you hit, you sit: Implications of a case study of the retired male primary teacher. *New Male Studies,*

Abstract: During the early 2000s, the cries for male primary teachers grew louder in the Province of Ontario. The issue has many dimension This pilot study will examine some of these issues through the analysis of an oral history interview of a successful and retired male primary teache It intends to lay the groundwork and examine some of the issues that would arise in a bigger cross-generational analysis comparing retired male teachers' life experiences with those of male pre-service teachers in their Faculty of Education programs. It also builds on the authors' previous research into pre-service teachers. In particular the issues of isolation, role expectations and retention will be looked at. The paper will conclude by examining with some benefits of a future cross-generational research project.

# Driessens, S., & Parr, M. (2019, August). Re-writing the wor(I)d: Quick writes as a space for critical literacy, *The Reading Teacher*. [Online]

**Abstract:** The authors expand discussions about critical literacy with a focus on how quick writes can be used to facilitate critical literacy within the context of both teaching and learning. Quick writes, initiated by carefully crafted invitations, are presented as a low-risk space for students to address issues of social justice and civil rights. Writing artifacts of five students, gathered in the context of a six-month classroom inquiry, are considered through a lens of critical literacy and provide authentic representations of student learning. Practical suggestions are offered to help teachers support students as they become critically literate, specifically through the practices of carefully crafted invitations to write and student quick writes.

### Peltier, C., Manankil-Rankin, L., McCullough, K., Paulin, M., Anderson, P., & Hanzlik, K. (2019). Self-location and ethical space in wellness research. International Journal of Indigenous Health, 14(2), 39-53. doi:https://doi.org/10.32799/ijih.v14i2.31914 **Abstract:** Working with Indigenous communities involves responsibility, relationship, respect, and reciprocity (Kirkness & Barnhardt, 2016). Our

research consists of a partnership with Nipissing First Nation to explore their citizens' understanding of wellness. Our aim is to tell a collective story of wellness based on the experiences of Nipissina First Nation citizens. As part of our relational process, our research team engaged in an exercise o self-location in preparation for working with Nipissing First Nation stories. This process involved looking back into our own stories of wellness from three temporal points: as children, youth, and adults. Our collective perspective of wellness involved three main themes of relationship, identity, and determinants of health. This exercise helped researchers become aware of their own subjective lenses about wellness. Awakening to our own stories helped us to recognize the ethical space that existed between us as researchers, the stories we will gather, and the perspectives of our community advisory committee. Engaging in this exercise illuminated the need for a continual reflexive stance, consistently being mindful about the privilege w hold as researchers and the invisible stories that creep into an analysis. The process of self-location was an essential element in beginning our research journey. It prepared us for working respectfully and reciprocally with the community that honours the ethical space we collectively share.

### Dr. Ron Phillips Phillips, R. (2019). Education in Canada — Does anyone read our constitution? *Brock Education Journal, 28*(2), 4-16.

in Open & Distance Learning, 12(7), 135-146.

as well as education organizations that state unequivocally that education in Canada is the exclusive jurisdiction of the provinces and territorie Some statements indicate that the federal government has no constitutional role in education. Such misinformation and beliefs have had severe consequences for First Nations as Canadians absolve federal inaction in First Nations education because "education is a provincial responsibility. However, education in Canada is the constitutional responsibility of both the federal and provincial/territorial governments. This article examines the federal government's constitutional responsibility in education, as well as the consequences of the misinformation. **Dr. Graydon Raymer** 

**Abstract:** Gastrocnemius muscle phosphocreatine ([PCr]) and hydrogen ion ([H(+)]) were measured using (31)P-magnetic resonance spectroscope

**Abstract:** Education in Canada is generally considered to be within the exclusive domain of the 13 provincial and territorial governments. There

are numerous statements or writings from politicians, textbook authors, federal and provincial governments, researchers, newspaper columnist

### Belfry, G. R., Raymer, G. H., Marsh, G. D., Paterson, D. H., Thompson, R. T., & Thomas, S. G. (2012). Muscle metabolic status and acidbase balance during 10-s work:5-s recovery intermittent and continuous exercise. Journal of Applied Physiology, 113(3), 410-417. doi:

during repeated bouts of 10-s heavy-intensity (HI) exercise and 5-s rest compared with continuous (CONT) HI exercise. Recreationally active male subjects (n = 7; 28 yr ± 9 yr) performed on separate occasions 12 min of isotonic plantar flexion (0.75 Hz) CONT and intermittent (INT; 10-s exercise, 5-s rest) exercise. The HI power output in both CONT and INT was set at 50% of the difference between the power output associated with the onset of intracellular acidosis and peak exercise determined from a prior incremental plantar flexion protocol. Intracellular concentrations of FPCr and [H(+)] were calculated at 4 s and 9 s of the work period and at 4 s of the rest period in INT and during CONT exercise. [PCr] and [H(+)] (mean  $\pm$  SE) were greater at 4 s of the rest periods vs. 9 s of exercise over the course of the INT exercise bout: [PCr] (20.7 mM  $\pm$  0.6 vs. 18.7 mM  $\pm$  0.5 P < 0.01); [H(+)] (370 nM  $\pm$  13.50 vs. 284 nM  $\pm$  13.6; P < 0.05). Average [H(+)] was similar for CONT vs. INT. We therefore suggest that there a alycolytic contribution to ATP recovery during the very short rest period (<5 s) of INT and that the greater average power output of CONT did not manifest in greater [H(+)] and greater glycolytic contribution compared with INT exercise.

Ricci, C. (2011). Emergent, self-directed, and self-organized learning: Literacy, numeracy, and the iPod Touch. *International Review of Research* 

### **Abstract:** This paper uses narrative and storying to retell how two girls ages 5 and 7 continue to make use of an iPod touch to expand their literacy and numeracy. The paper explores the stopwatch and alarm features within the clock application, as well as the weather application, and the Internet browsing capability of the iPod touch. It also explores some of the challenges and inequities inherent in using this type of technology. The paper concludes with the author's belief that it is important to allow learners freedom to explore and freely play with the technology and that emergent, self-directed, and self-organized learning is a natural and gentle approach to lifelong learning.

### Elliott-Johns, S. E., & Richardson, C. (2017). The first year of implementation: The enhanced teacher education program at the Schulich School of Education (Nipissing University). In D. Petrarca & J. Kitchen (Eds.), Initial teacher education in Ontario: The first year of four-semester

teacher education programs (pp. 127-154). Polygraph Book Series, Vol. 9. Ottawa, ON: Canadian Association for Teacher Education. Abstract: This chapter outlines changes made to the two-year (four semester) teacher education program, launched at Nipissing University in September, 2015. A brief overview of the program is followed by more detailed discussion of components of the various teacher education program of their coursework and practicum is described as an innovative aspect of the new program. The chapter concludes with analysis of the insights challenges, and opportunities encountered in redesign (both conceptualization and implementation), and refinement of collective vision of the program. At the time of writing (i.e., end of the first year of implementation), the program was continuing to evolve through ongoing commitment to innovation and relevance in teacher education

Rickwood, G. (2015). The status of Daily Physical Activity in northern Ontario's elementary public schools. Journal of Education and Training Studies, 3(2), 136–149. http://dx.doi.org/10.11114/jets.v3i2.605 Abstract: The importance of daily physical activity (DPA) for children and youth is highlighted in Canada's Active Healthy Kids annual report on fitness. Since 2005, this report has revealed that elementary-aged students are spending most of their waking hours stationary, in front of scree overcome in schools governed by school-based practices and policies that supported DPA. In these particular schools, participants expressed that thei

internal resources were the best detense against detractive torces that marginalized school-based physical activity

# **Dr. Thomas Ryan**

Ryan, T. G. (2019). Black student achievement, engagement and inclusion in physical education. *International Journal of Physical Education,* **Abstract:** Black Student Achievement (BSA) is addressed via literature and past research which sought to illuminate educator perceptions and enduring beliefs of Afrocentric pedagogy. Teaching environments and the aims of Afrocentric pedagogy were highlighted as a means to diminish achievement gaps of Black elementary and secondary students. A review of the effectiveness of Afrocentric pedagogy and curriculum teaching

environments experienced by teachers and administrators is detailed. Engagement and the reduction ot disengagement is presented as a key tactor i BSA and as an outcome our survey inquiry demonstrated that educators believe in diversity as it relates to students, history and staffing. Participants claimed to maintain high expectations, worked to be supportive, and believed in all students as successful learners yet the BSA issue continues. BSA can be impacted if new knowledge of BSA issues is increased, coupled with an enhanced understanding of the underlying Afrocentric pedagogy in school communities. We believe the continued emphasis and increased professional development, additional resources and enhanced programming is vital to achieve certain outcomes in BSA.

### Dr. Tara-Lynn Scheffel

Scheffel, T., Cameron, C., Dolmage, L., Johnston, M., Lapensee, J., Solymar, K., Usher-Speedie, E., & Wills, M. (2018). The journey of a collaborative children's literature book club for teacher candidates. *Reading Horizons, 57*(1), 1-14. **Abstract:** This paper highlights the two-year journey of an extra-curricular book club for teacher candidates as they explored children's literatu in order to further their teaching practice. Initial themes were confirmed and refined as the journey of the book club concluded after two years. A sociocultural theoretical framework guided this work and considered Cambourne's (1988) conditions of learning, specifically immersion in texts, as well as the important role of social contexts in developing shared text meanings. A qualitative methodology, drawing on participatory action research (Kemmis & McTaggart, 2005) and taking a case study approach to sharing the "case" of this collaborative children's literature book club, was used

# sustained use of insoles with a progressive system of increasing arch support. *Footwear Science, 8*(3), 147-154.

**Dr. Alison Schinkel-Iv** 

Abstract: Previous work regarding the effects of insole use on spatio-temporal gait parameters has yielded inconsistent results. While most studies have employed passive insoles, insoles that encompass a system of progressively increasing arch support may present different effects on gait parameters. Therefore, the aim of this study was to investigate changes in spatio-temporal gait parameters before and immediately after insertion of the insoles into the shoes; and before and after eight weeks of insole use. Twenty (10 male/10 female) healthy individuals were tested in two sessions (eight weeks apart) while walking over a GAITRite® system, in their own shoes (no insoles) and with the insoles inserted in their own shoes (both feet). Spatio-temporal gait parameters (step length, stride length, step time, single support time, double support time, and gait velocity) were obtained from the GAITRite® system, and symmetry ratios were calculated. Decreases in step length and single support time were identified in short insoles walking compared to shod walking in the baseline session, while single support time increased from the baseline session to the final session The results of this study suggest that in healthy young adults, the use of insoles with a system of progressive arch support contributed to altered a parameters both immediately and following eight weeks of sustained insole use. Future work should determine whether similar effects are observe in clinical populations and whether these changes are beneficial in both healthy and clinical populations. **Dr. Jeff Scott** 

Martins, O., Schinkel-Ivy, A., Cotter, B. D., & Drake, J. D. M. (2016). Changes in spatiotemporal gait parameters following immediate and

### Steele, A., & Scott, J. (2016). Emotionality and learning stories: Documenting how we learn what we feel. *Canadian Journal of Environmental* Education, 21, 106—124.

**Abstract:** Based on a three-year research project in which outdoor and environmental education were embedded in classroom curricula, this paper considers learning story pedagogy and accompanying emotional elements often found in narratives. We draw on neuroscience research findings that support the importance of emotion in focusing attention and supporting memory. A detailed account of the E4E (Educating for Environment) university/school partnership project includes a description of the resulting documentation over three years. Comparison and analysis of the documentation are followed by four propositions for outdoor and environmental education practitioners' consideration. Dr. Glen Sharpe

# Sharpe, G. W., & Curwen, T. (2012). The hidden curriculum in elementary education — beyond the straight line: A theoretical, critical and

reflective analysis of the hidden curriculum in elementary school education in Ontario, Canada. Review of Higher Education & Self-Learning, **Abstract:** What is the hidden curriculum and how does it manifest itself in an elementary school classroom? What role do teachers and student play in this dynamic and how can educators hope to break away from this formulaic means in which to deliver the curriculum we are provided wit A student's role in the classroom is reconsidered with a greater emphasis placed upon nurturing student interests, sharing power in the classroom

and expanding a students' role in the conflict management process. This departure from the norm will better prepare a student for the demands the

# Dr. Timothy Sibbald

twenty-tirst century workplace requires of them.

Sibbald, T. M. (2017). An explanatory model of teacher movement within Ontario school boards. *Canadian Journal of Educational* Administration and Policy, 184, 23-33. **Abstract:** Teacher movement within school boards is examined using multiple case study. Emergent themes achieved theoretical saturation and are consistent with the research literature. In this paper, the relationships between the themes are used to develop a substantive theoretical model of teacher movement within school boards. The model uses a two-phase chronology of events that arise during teacher movement. The two phases

are the short-term chronology of teacher transfer events, and the other is a long-term chronology of lifestyle over a teaching career. The model is

consistent with all findings in this study and concordant with findings by other researchers.

Perspectives on arts education research in Canada (Vol. 2). Leiden, The Netherlands: Brill,

### Dr. John Vitale Vitale, John L. (2020). Exploring the fears of pre-service generalists in the music classroom: An arts-based narrative. In B. Andrews (Ed.)

**Abstract:** This study explores the attitudes and perspectives of elementary generalist teachers who have self-identified as having a fear of taking music education course and a fear of teaching music. Participants include 20 pre-service generalists who (a) described their fears of teaching music and (b) provided a rationale for these fears through a 2-page written journal reflection. A typical qualitative analysis revealed that participant collectively generated tive themes, namely: (a) inadequacy, (b) embarrassment, (c) stress, (d) past experiences, and (e) tuture time deticit. Through an arts-based methodology, I have chosen to present and discuss the findings through an authentic screenplay. This fictional narrative (entitle Facing the Music) is about three primary school teacher candidates (Melody, Viola, and Cadence), and their music education professor (Dr. Basso). In sum, all three teacher candidates have had uneventful musical experiences and feel ill-prepared and fearful of teaching music, while the professo attempts to makes sense of what his students are thinking and feeling. This study has practical implications for many stakeholders including prein-service generalists, music specialists, and administrators at all levels. Most importantly, the screenplay format allows stakeholders to easily process. the findings in an appealing and resonant format that easily lends itself to further discussion, learning, and meaning-making, ultimately revealing intrinsic value and significance of arts-based methodologies. The Journal of Unschooling and Alternative Learning

## The Canadian Journal of Action Reseau Edited by Dr. Kurt Clausen

Co-edited by Dr. Blaine Hatt, Dr. Nancy Maynes, & Dr. Thomas Ryo

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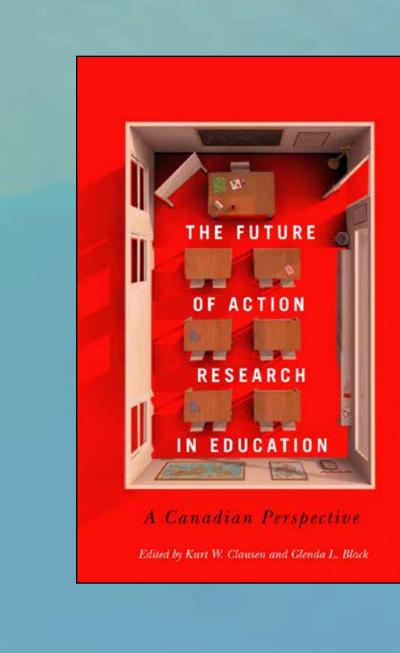
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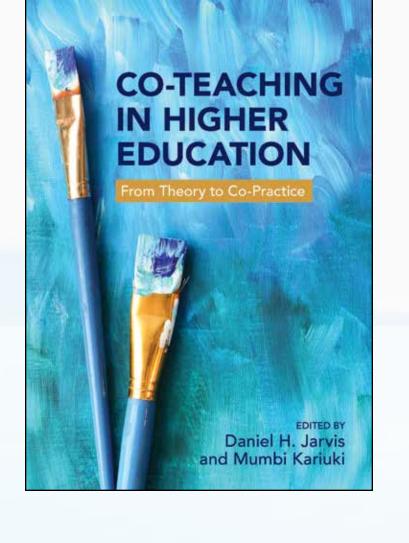
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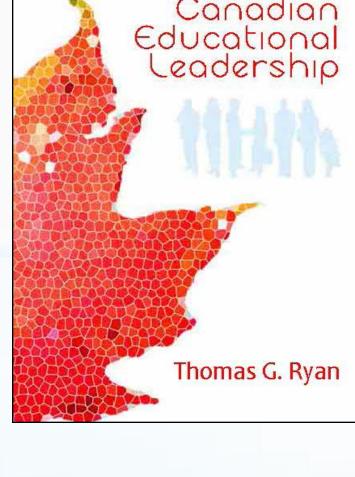
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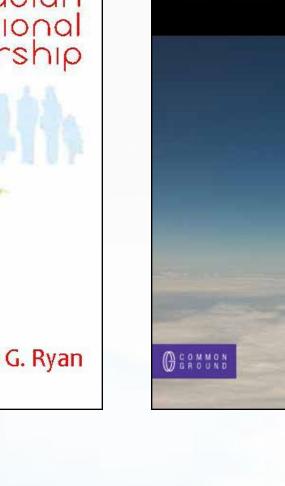
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teachers to teach for and about diversity and inclusion



