

EDUCATION EXCHANGE

NEWSLETTER

Dean's Message: Welcome to a New Academic Year

This edition of *Education Exchange* gives a sense of the range of activities within the Faculty of Education both in Thunder Bay and Orillia, and of the achievements of our alumni.

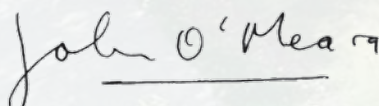
We bring you stories about research activities, scholarly publications, University-community partnerships, professional achievements of faculty members, and the contributions of international graduate students. We learn about Faculty of Education alumni who are contributing in a wide range of educational settings, including at Lakehead University. This issue also recognizes members of the Faculty of Education community who are retiring after many years of distinguished service.

Beyond the newsletter, we are very pleased that the Faculty of Education is the administrative home of the Joint Doctoral Program in Educational Studies for the period 2018-2024. Offered in conjunction with the University of Windsor and Brock University, Associate Professor Dr. Tanya Kaefer is the Program Director. Lakehead University very successfully hosted the summer courses for Year I and Year II students.

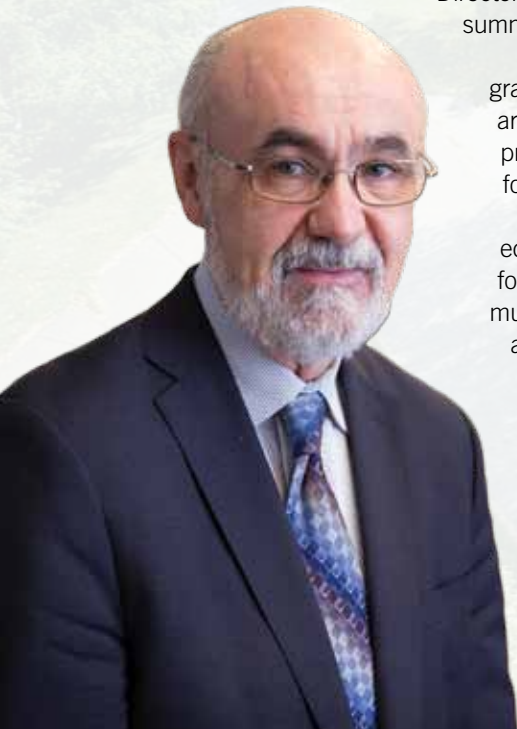
As the employment prospects for Bachelor of Education graduates improve in Ontario and elsewhere, our graduates are well positioned to take on these new opportunities. Our programs provide them with modern, rigorous and insightful foundations for successful careers.

The Faculty continues its commitment to Indigenous education. An important initiative is our enhanced support for student teaching placements in remote and isolated communities throughout northwestern Ontario. This year we have a record number of these placements, and we continue to develop these opportunities.

Thank you for reading *Education Exchange*.



Dr. John O'Meara
Dean of Education



Faculty of Education Alumni Profiles *What Are They Doing Now?*



Above, left: Carlo Porretta warms the drum in preparation for the Pow Wow at Driftpile First Nations, Alberta.

Carlo R. Porretta

Principal, Geraldton Composite High School and B.A. Parker Public School, Ontario

Graduate of the Bachelor of Education program, 2010
(Thunder Bay campus)

"I am currently starting in my new role as the Principal of Geraldton Composite High School and B.A. Parker Public School. I bring to this position my experience as a Vice-Principal in High Prairie, Alberta (2016-2018); Principal in Winnipegosis, Manitoba (2014-2016); Principal-Teacher on Windigo Island, Ontario (2012-2014), and Head of Guidance in Attawapiskat (2011-2012), among other roles in education. Working in these three provinces has given me a broader perspective of where students are at federally and how, in particular, I can assist with our First Nations students' success in this region of Ontario.

I am very excited for this new opportunity to work with students, teachers, staff, parents, Elders and community members, including Chief-in-Councils in the surrounding areas/communities. Being an educator means directly affecting and influencing the community and society in which we live, and this is a huge responsibility I take very seriously. My vision is to ensure that all of our students are successful: I believe that all students can succeed in school, and every student should be valued for what they can do.

In terms of my education, I loved attending Lakehead University. What I found most valuable at the University was the interactions I had with peers who came from all over Ontario and from other regions in Canada, and the conversations with professors, which gave me a better understanding of pedagogy and the profession. In addition, my placement experiences were tremendously valuable to my development as a teacher. I emerged from the program understanding that you need to possess a multi-faceted lens in education: you need to consider student achievement, triangulated assessment, the integration of research and data, the infusion of FNMI content, connections with parents and community, differentiated instruction, cultural proficiency and inclusion, the administrative side, and much more ... it is an extremely dynamic profession.

Education for our students holds the hope for a better, more optimistic future. I chose to work in this profession because I want to see our students achieve, develop academically, and most importantly become successful citizens of this beautiful nation. This is never about us as educators: everything we do at our schools must focus on what is in the best interest of the students. We have to genuinely care about them, honour their individual pathways, and create learning environments that are safe, engaging, and welcoming, so that our students can find interest in learning and build confidence and resiliency. This begins with our mindset: being positive, supportive, and ready to roll up our sleeves and get working for the students under our care. Students need to know there is more out there for them, but they have to go out and get it! I will work to the best of my ability to inspire students and to give them a strong sense of hope and motivation, and challenge them to strive to be the best they can be."



Sheena Kagoya

Client Relationship Assistant, TutorBright (Toronto)

Graduate of the Master of Education program, 2016
(Thunder Bay campus)

“As we graduate and leave formal education, many of us are idealistic. We are passionate and excited about the opportunity to change the world. As a Lakehead graduate, I left with the same gusto and curiosity I had built in classes such as those taught by Dr. Greenwood, Dr. Oakley, and Dr. Wakewich (Women’s Studies). I left with an ability to harness and sustain openness and curiosity. I left and, after a few tries, landed into a career that allowed me to grow in a way not unlike that which I had found at Lakehead.

At first, in my search for employment, nothing felt like the right fit. So, I volunteered at the YMCA of Greater Toronto’s Learning Opportunities Program. Volunteering as a literacy workshop co-instructor reminded me of the passion for teaching and learning I had discovered at Lakehead.

I once wrote, that: “[It is] classes like [the ones I had at Lakehead] that are the reason why I want to teach. [They remind me that] teaching and learning are actions of reciprocity.” Today, I would like to add that it is more than just classes. It is communities like those I found at Lakehead, at the YMCA, and at TutorBright (where I currently work) that have me feeling like I am truly changing the world.

As a one-to-one in-home tutoring and mentorship service that helps students reach their potential and become the best versions of themselves, TutorBright uses academics as a vehicle for building students’ confidence, self-esteem, and belief in their abilities. I spend my hours sharing information with parents and reminding them and their kids of how fun it is, and can be, to learn.

As I look back, I would like to share some advice to those entering and exiting the MEd program: remember to play! When we play, we are open to experimenting without boundaries; we are willing to try without fear of failure and in doing so, create communities of other like-minded people. As you exit the program, think about the infinite possibilities you have found and use them to guide you into your future.

Today, I am happy to say that, two years after graduation, I still want to be a part of the Lakehead community. In fact, within minutes of speaking to me, you will hear me sing its praises with a nostalgia that surely calls for a sequel. Therefore, dearest Lakehead (Faculty of Education), it seems inevitable that I’ll see you again soon!

Special thanks to my family!”



Jo Krisko

Manager, Student Success Centre, Lakehead University

Graduate of the Bachelor of Education Program, 2000
(Thunder Bay campus)

“After graduating from Lakehead University with a BA in English and a BEd in Junior/Intermediate Education, I was lucky to get a teaching job immediately. I started with a Grade 5/6 split class, moved to Grades 7 and 8, then finished my 12-year teaching career with senior English and guidance counselling. I was an active teacher who got involved in all aspects of athletics, arts, and travel. These experiences sparked in me a love of seeing students succeed, and wanting to work with them on their learning journeys.

As Manager of the Student Success Centre (SSC), I get to see students succeed in a number of ways. It’s extremely rewarding watching them leave our office with a sense of relief or happiness because we were able to provide a level of support critical to their needs. We offer services in the areas of career development, cooperative education, leadership, student engagement, and academic skills/support. I manage the teams between the Thunder Bay and Orillia campuses in delivering programs, creating initiatives, running events, and making sure our students benefit from the services we provide. We are here to help students be successful – throughout their University careers and beyond.

One of my favourite programs we offer is our leadership training. We have some excellent opportunities for students to develop and practice their leadership skills to become exceptional leaders. One of the most interesting aspects to this is the diversity we see among participants. Working with students from different backgrounds, whether domestic or international, has shown me that everyone brings something to the University culture.

The most challenging and satisfying objective we have here in the SSC is to stay relevant and at the forefront of what is happening in our students’ lives so that we can respond appropriately to their academic and career needs by implementing new initiatives. I really enjoy being able to be innovative and finding ideas that will help support students.

My experience in the Faculty of Education taught me that I am not just an educator: I am a leader, a mentor, and a coach. There is so much you can do with an Education degree; it’s not just about teaching – it’s about the skills that you learn and how you apply them. You also don’t have to stick with just one career path; you can keep changing and growing. As you do, new opportunities will present themselves in ways you might have never thought of before.”



Chris Vaillant

French as a Second Language
Teacher, St. Clair Catholic District
School Board (Sarnia, Ontario)

Graduate of the Bachelor of
Education program, 2006 (Orillia
campus)

"I began my journey with Lakehead as part of the Charter Class of the Orillia campus in 2006, and graduated from the Concurrent BA/BEd program with a major in Interdisciplinary Studies in 2011.

Currently, I am a French as a Second Language teacher with the St. Clair Catholic District School Board in Sarnia. Our board is unique in the fact that we begin French-language

instruction in Kindergarten, as opposed to the provincially mandated Grade 4, so I work with students aged 3 to 13 years. It's amazing to witness their growth from Kindergarten to Grade 8.

I initially began my schooling as a Catholic francophone student, and so was blessed with a strong base in French. Having that experience, and French roots, makes me proud to support Canada's bilingual spirit in my students today. Oftentimes, French language instruction is affiliated with tricolour flags and Eiffel Towers, but it's important to remember and reinforce the fact that we are learning because of our French-Canadian influences, not because of a country across the ocean. I particularly enjoy the opportunity to tie in connections to our First Nations, Métis, and Inuit brothers and sisters. After all, the French inhabited these lands before the English, and gave rise to the Métis nation. There are many rich learning opportunities to be had, and I hopefully do my part to help reconcile our nation's effort to heal past wounds.

I am currently the Secretary/Treasurer of the Alumni Association of Lakehead University and have been a part of the board for almost a decade. In 2010, I became the first alumnus of the Orillia campus elected to the Board of Directors as a Director at Large. Having served Lakehead University Student Union as a director and Vice-President Finance, in 2011 I was appointed to the position of Secretary/Treasurer, and also served as Vice-President in 2012.

The Alumni Association is a great opportunity to give back to the Lakehead community and the institution itself. Folks sometimes misunderstand the association, as we're often affiliated with fundraising. However, our mandate is really to engage, celebrate, and share. We want to engage our fellow alumni by getting together through events and reunions. We want to celebrate our successes, and recognize the achievements of our outstanding alumni. And finally we want to share that opportunity for success with others, such as current Lakehead students. Our association gives out literally tens of thousands of dollars in support to future alumni (which is to say, current students) each year. All alumni: please take the time to engage and join us in celebrating Lakehead's world-class achievements.

In addition to teaching, I work part-time for White Wing Group Inc., a corporation that focuses on organizing and helps to manage capital fundraising campaigns for churches of all denominations across Canada. It's a great way to give back to my community."

Spotlight on Professor Gerald Walton

Dr. Gerald Walton joined the Faculty of Education in 2007, and in July 2018 was promoted to the rank of Professor. Here he shares some parts of his journey in becoming an academic and a runner, and some factors that have contributed to his accomplishments and success.

From Graphic Artist to Professor

"I was a graphic artist in my 20s but a very unhappy one. I felt drawn towards learning about people and the world through academic study. Ultimately, I wanted to understand myself, even though I didn't know that at the time. At the age of 28, I cut the cord to a regular paycheque and began the journey that continues to this day. I did two years of University at Langara College in Vancouver before transferring to the University of Victoria to complete my BA. I promised myself that I would not stop studying until I had a master's degree, which I completed in 2000. At that point, I was dead-set against the idea of doing a PhD, although my friends insisted that I would do one, eventually. One year later, I uprooted my life in Victoria and drove to Kingston to start my PhD at Queen's. Even while in the program, I did not imagine becoming a professor but here I am, in my 11th year at Lakehead."

Research Interests: Bullying, Fear, and Finding Hope

"Ultimately, my research has always been about trying to find a pathway to hope and promise on some big issues that affected me, personally. Bullying is the main one. Being a queer kid, even though I did not describe myself that way at the time, was about being different – and what I see in the world is a growing fear and scapegoating of groups who are perceived as "different," especially those who are also perceived by the dominant group as a cultural or economic threat. But given the state of the world and the fact that bullying persists, I am a bit burned out from researching and writing about that topic. It is like trying to hold back the tide.

As a way to find some meaning in my research, I have begun to explore how fear can be a positive thing, how it might motivate people to achieve in ways that they did not think possible. Thinking of fear that way and steering and guiding its power towards goals changes people. I learned that from the many people I interviewed for the research, who honoured me by sharing their stories with me."

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Dr. Kurt Clausen (President, Canadian Association of Foundations of Education) presented the Outstanding Advising and Mentoring Award to Gerald in May 2018. This award recognizes Gerald as an exemplary teacher, mentor, researcher, and colleague, whose course materials challenge students to think critically about education and the world around them.



Teaching as an Act of Sharing

“My approach to teaching is to consider and actually treat students as adults and to presume that they have autonomy on being there, or not. Students decide to learn on their own accord. Even the notion of “teaching” doesn’t sit entirely well with me, as though I have all the answers and students do not. So that’s the first thing.

The second thing is that I want students to call me “Gerald” rather than the stuffy and distancing “Dr. Walton.” It’s fine, however, if students can’t bring themselves to do it because of ingrained cultural mores. I tell stories of my many failings and struggles — both academic and personal — that are relevant to being a student. From what I can tell, most students appreciate how I share with them my experiences with depression, anxiety, fear of public speaking, and fear of failure. I strategize to have them see me as a multi-dimensional human. My approach to teaching is to see students that way, too.”

Career Highlights and Rewards

“What stands out in my mind is the honour I have had with speaking with groups that could have soundly rejected what I had to say, but did not. I have given a few presentations on homophobic bullying to groups of 300 middle and high school students. Tough crowds! Another example is being invited to give talks in Humanities 101. I am a white male professor with tons of privilege. Humanities 101 students often come from backgrounds of poverty, racism, and various other barriers that I have never faced. Yet, they welcomed me, even if some are wary of me. It is an enormous honour being in the Humanities 101 classroom.

My greatest reward would be how students respond to what I have to offer. When I get comments from students that what they learned in my course was “life-changing,” I feel rewarded and also humbled. When I watch them give a presentation in class with confidence and enthusiasm, where before they felt meek and terrified, I feel inspired.”

Running, and Challenging Self-Limiting Beliefs

“It is an interesting coincidence — maybe not a coincidence at all — that the same month I was conferred with my PhD was also when I ran my first marathon. It is interesting for me to consider how my achievements in both of those areas reflect the same process of continually challenging attitudes that I had about my own abilities, that I was not capable of doing a PhD or, later, that I would fail as an instructor. These assumptions on my

part are not unlike how I assumed I was incapable of running a 10K race, then a half-marathon, then full marathons.

Why does my mind work that way? I have theories but the point here is that many students hold self-limiting beliefs about themselves, too. Challenging ourselves can rupture some of the boundaries of what we see as our limits. We are not invincible and barriers are real, but growth certainly does come from the hard work of meeting a challenge and facing adversity.”

Thoughts on Tenure, Privilege and Speaking Out

“My career as an academic and amateur long-distance runner are entwined because they are both about achievement and facing anxieties. The CAFE award I was honoured with and the promotion are very much about that. But it would be too easy for me to glibly think that my achievements are based on my own efforts, alone. The fact is that I benefit from a much larger colonial system that channels me, as white and male, to the top. I have learned this from various Indigenous, neo-colonial, and post-colonial scholars.

As a tenured professor, I am at a point in my career where I am looking to find a renewed sense of meaning in what I do. I am interested in becoming more involved with Lakehead International. I have found working with international students to be a joy but also a challenge because of my lack of knowledge and needing to learn as I go along. I see opportunities to work with Lakehead International to build further support for international students and I hope I can make that happen.

Meanwhile, I am struggling with a book manuscript on rape culture and men’s responsibility to work against it. I am fortunate in having Gianluca Agostinelli, a doctoral student in the Joint PhD in Educational Studies program, as a co-author on the manuscript. The project is heavy with emotional labour. Frankly, though, I have a choice about whether to engage in the work or to do something else. The very fact that I have such autonomy over what I do is, itself, a huge privilege. With privilege comes responsibility to speak out on social and political issues of our time, as I have always tried to do by bringing my scholarship to broader, public audiences.”



Gerald is an avid runner, and completed his first marathon in 2006.

International Graduate Students Bring Diverse Cultures and Perspectives to the Faculty

In recent years the Faculty of Education has welcomed a record number of international graduate students. These students bring to the Faculty a kaleidoscope of cultures and perspectives, presenting opportunities for complex, global conversations to take place in classes about educational practice, research, and ideologies.

Research suggests that for international students, the benefits of studying abroad are multiple. Immersing oneself in a new culture connects to acquiring new life skills, experiencing different learning styles and educational contexts, working with a diverse range of people, improving language proficiency (if one is studying in a language different than their first), preparing for a globalized workforce, and being able to better appreciate and “see” one’s home country through new eyes.

It is unquestionably an exciting growth experience, but it can also be an overwhelming one. International students often face social, cultural, and economic challenges as they navigate life on a new campus. Homesickness, an unfamiliarity with local businesses and services, language difficulties, and the overall challenge of coping with major change can be daunting. It is thus important for post-secondary institutions to provide needed supports.

Dr. Paul Berger, Chair of Graduate Studies and Research in Education, explains: “Lakehead International has been welcoming international students for some time and we’ve always had a few of them in the MEd program; we’re now working hard to respond to the growth. While Lakehead International provides a comprehensive orientation to international students, we’ve created a specific course to help ease the transition, especially related to academic writing. We’ve been providing writing coaching to international students, though the move to academic writing at the graduate level in a second or third language is still very challenging for most. We also provide several opportunities per term where people can meet each other outside of classes and we strongly encourage international students to attend. Meeting people who have already been here for a term or two can be very valuable in helping to know everything from how to look for a job to which courses might be best to take.”

Three Master of Education students took the time to share why they came to Canada, why they chose Lakehead, and their impressions of the graduate program.

Ritika Singh

Home: New Delhi, India

Master of Education Program

“Lakehead was the only University I applied to for my MEd degree. I was drawn to the promise of small class sizes. I took a virtual tour of the campus and saw the beautiful natural environment and blue waters of the lake, and decided to apply.

The educational system in Canada is very different than in India. The learning here is continuous, cumulative, and student-directed. I have had many opportunities to relate my research interest – gender-based violence in India — to my course work. I have also gained a consciousness of place, which has given me new ways of seeing Thunder Bay but also back home.

In this program, it has been easy for me to build rapport with professors. They are very accessible and compassionate. Dr. Gerald Walton’s Graduate Seminar course was especially helpful, as we learned about scholarly writing, how to read scholarly works, and how to make presentations. He showed us the ropes which allowed us to find success in the program. I would strongly recommend this course to every international student!

My advice to international students is to come with an open mind, embrace change, and come with the knowledge that your perceptions will change over time. Also, develop a community so that you can be supported and can help to support other international students. I have experienced homesickness and know that it is important for me to stay busy and connected with others. Also, adjusting to the winter cold has been challenging. To go from experiencing temperatures of +40°C in my home country to temperatures of -40°C in Thunder Bay meant that last winter was the longest winter of my life!

I plan to complete my MEd in Fall 2018 and pursue a TESL [Teaching English as a Second Language] certification course, then continue my career as a teacher internationally. I worked as a teacher in India, teaching English and German to students in Grade 2-8, and now have a passion to teach in other parts of the world.”



Rom Sapkota

Home: Kathmandu, Nepal

Master of Education Program,
Specialization in Gerontology

“I came to Canada two years ago with my family, being drawn to the excellent Canadian education and healthcare system. I am impressed by the educational system and teaching methodologies here. I come from the Nepali educational system, which tends to be lecture-based, with final evaluation in the form of a written exam worth 100% of a student’s mark in a course. Here I am impressed with how



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there is student engagement and assessment all throughout a course, and how it is possible to form close relationships with teachers and professors.

With my Master's degree from Nepal, and 12 years' teaching experience in college classes in English literature, I enrolled in Lakehead's Master of Education program to upgrade my back-home degrees and link up for further academic pursuits here. I am specializing in Gerontology, because while my passion for teaching is strong, my specialization may open doors for me to explore issues relating to ageing populations in Canada. There is a high demand for qualified people to work with and for senior people.

Being a student here, I have observed the sincerity and dedication of professors for concrete academic outcomes of students. I am enjoying my time as an enthusiastic learner with several years of teaching experience to draw on. It is interesting to be a student again at this stage in my life, and I feel energized by the dynamic learning environment of the classrooms.

There is a Nepali community in Thunder Bay, and my brother and his family live here as well, and together we participate in cultural festivals and celebrations. It is, however, sometimes a struggle as I feel that I live 'in between' two cultures, and there is much that I miss about home and feel nostalgic about. This is a common struggle of students who have left their countries of origin. I now have Permanent Resident status in Canada and believe this is a very good place for my daughter, and future generations, to live. My wife has benefitted from the excellent healthcare system and I believe my academic journey in this new place will definitely pave my way, with multiple possibilities ahead."



Qianqian Chen

Home: Chongqing, China

Master of Education Program

"I come from Chongqing, a major city in southwest China, and home of the famous Chinese 'huo guo' (hot pot). I chose Lakehead after reading comments online from a Lakehead student, who said the MEd program provides high-quality learning opportunities and is respectful to international students. In some universities, international students and local students learn in separate classes, but the Lakehead MEd program creates a holistic learning environment. The students' cultural differences mean we learn about topics from different perspectives. I also like that we have our own Education library, and I spend a lot of time there.

The topic of educational psychology has sparked interest for me in the program. I believe if students enjoy what they study, they will understand the knowledge, rather than memorize it. Hence, learning about students' thinking is an area I want to study in depth. How can teachers teach in a way that students love? In the Fall semester, I have the honour to learn about this topic through a directed study course with Dr. Tanya Kaefer.

A challenge I face is with APA writing. As an international student, there is a long way to go to enhance writing skills. From my experience, the solution is to keep practicing and always ask for suggestions from peers and writing coaches. You will learn a lot from others!

I plan to work as an educator in the future: this desire is from my heart. From my childhood I would act like a teacher, and when I interact with others, I am a caregiver. I am always thinking about how to interpret specific knowledge

to make it interesting to others. The MEd program feeds this 'hunger' in me and other students. There is also concern shown to international students, through workshops and events at the University that guide you to studying in Canada."

Your legacy is enriching my future.

The support I received through the estate of Florence Shuttleworth-Higgins has allowed me to focus more on my studies, bringing me closer to my career goals and dreams.

~ **Marinda Tran**, Bachelor of Arts
Recipient of the Florence Higgins Music Scholarship (2017), Lakehead University



For information on how to include a charitable gift in your will to Lakehead University contact Lee-Anne Camlin at:

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Working in Digital Spaces: Helen DeWaard Discusses Open Education

Helen DeWaard has long been a champion of digital teaching and learning – and the online educational resources that make it possible. As a Faculty of Education Contract Lecturer in Orillia, her teaching focuses on working in online spaces and developing digital literacy. She is also an Open Education Fellow with eCampus Ontario, through which she contributes to the advancement and adoption of open educational resources: publicly accessible, openly licenced digital resources that can be used for teaching, learning, and research – at colleges and universities across the province. Here, she discusses some of her work and research, and her interest in open education practice and pedagogy.

Developing an Interest in Open Education

“I became a connected and networked educator over my years as an educator in K-12 and in higher education. After I completed my Master of Educational Technology from UBC, I continued to look for ways to connect my work with others in global contexts, and pushed myself into open digital conversations and learning experiences. As my network grew, opportunities (like the Open Educator Fellow position with eCampus Ontario) came up that benefited my teaching at Lakehead University, and allowed me to build connections to other open educators in higher education learning spaces in Ontario.”

The Importance of Open Education

“Open education is important since it’s not easy or necessary to work in isolation as an educator. Building a collaborative, networked teaching and learning environment benefits teachers and students, and can expand thinking and push learning to new levels. Further, using open, accessible, and available resources reduces monetary burdens on students who are already carrying heavy academic, family and work loads. Having an open ethos and culture in the classroom builds a trusting and caring environment that makes learning a safer and positive experience for students.”

Autoethnography Research

“In my current research I am looking at my own practices as an open educator to see how I balance privacy and openness as I negotiate the macro, meso, micro, and nano levels (Cronin, 2017) of digital spaces, and apply critical digital literacies in doing

the work of teaching and learning in the open. I’m examining artifacts and reflections from over six months of experiences and conversations relating to decisions about being an open educator. By sharing this auto-ethnographic information, there may be elements that reflect the lived experiences of others from which to learn, thus prompting shifts into the open for other educators.”

Being an Open Education Fellow

“It has been an incredible experience to share the Ontario higher education open education context with educators around the globe. I recently attended the OEGlobal conference in Delft, The Netherlands, where the OEFellows were able to travel together, share common experiences and build relationships while connecting and learning from other open educators. I also travelled to Sudbury to present “Wayfinding in Open Education” session at the CNIE conference (my blog post, [Getting From Point A to Point B](#), outlines this experience).

As an Open Education Fellow, I’ll encourage others to explore the Ontario Extend program to push their own learning into the current, digitally enhanced teaching and learning spaces. I’m now able to share the recognition from eCampus Ontario as an ‘empowered educator’ since I’ve completed the [Ontario Extend modules](#) relating to being a 21st Century Educator. My extending work is found at the [Extending My Thoughts](#) blog site, which is a model that others can follow if they plan to work toward their own skill development.”

Making Connections

“If anyone wants to learn more about being an open educator, where to find open educational resources, or how to connect to others in open spaces, please contact me. I can be found on Twitter: [@hj_dewaard](#). I blog at [Five Flames 4 Learning](#).”

Reference

Cronin, C. (2017, October 17). Open education, open questions. *Educause Review*. Retrieved from <https://er.educause.edu/articles/2017/10/open-education-open-questions>

New Books Published by Faculty



***Teaching and Learning Secondary School Mathematics* (Springer, 2018)**

Dr. Ann Kajander and
Co-Editors

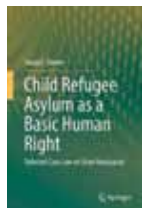
Bridging the gap between mathematics education research and practice is a key focus of the recently published *Teaching and Learning Secondary School Mathematics*.

Co-edited by Associate Professor Dr. Ann Kajander (Lakehead University), Dr. Jennifer Holm (University of Alberta), and Dr. Egan Chernoff (University of Saskatchewan), the volume – featuring a roster of Canadian and international authors – provides a synopsis of recent research about secondary level mathematics teaching and learning.

As stated on the Springer website: “The chapters address topics of broad applicability such as technology in learning mathematics, recent interest in social justice contexts in the learning of mathematics, as well as Indigenous education. The voices of classroom practitioners, the group ultimately responsible for implementing this new vision of mathematics teaching and learning, are not forgotten. Each section includes a chapter written by a classroom teacher, making this volume unique in its approach.”

Mathematics educator Dr. Ann Kajander, who has taught mathematics at the secondary and post-secondary level, says the book is designed to fill a gap in the literature and includes a uniquely Canadian perspective, situated in an international context. She reports that the editorial team was particularly thrilled with the book’s Forward, written by Indigenous mathematician and educator Edward Doolittle, in which he observes that “many of the chapters of this book are directly about Indigenous mathematics education” and that he was pleased to find some “connections to Indigenous cultures, issues, and peoples” in every chapter of the book.

Each of the book’s six sections is introduced with a Preface (or two) by senior Canadian mathematics education scholars or mathematicians. The final Commentaries in each section situate the chapters in an international context, including eight commentaries from scholars representing five different continents.



***Child Refugee Asylum as a Basic Human Right: Selected Case Law on State Resistance* (Springer, 2018)**

Dr. Sonja Grover

Dr. Sonja Grover, a professor in the Faculty of Education, has published a new book that discusses the child’s right to asylum as a basic human right; the scope of the child’s right to asylum given the child’s privileged status under international human rights and

humanitarian law, and considers relevant international and domestic case law concerning child refugees and child asylum seekers.

In the book, Dr. Grover provides recommendations for modifications of child refugee policy and state law to further compliance with international law requirements in regards to child refugee asylum seekers.



***Democracy 2.0: Media, Political Literacy and Critical Engagement* (Brill, 2018)**

Dr. Michael
Hoechsmann and
Co-Editors

Participatory media, which allow us all to produce and circulate information to limitless online audiences, have radically shifted public life. *Democracy 2.0: Media, Political Literacy and Critical Engagement* explores this shift through a series of evocative, international case studies that document the impact of alternative and community use of media, in general, and *Web 2.0* in particular.

Co-edited by professors Paul R. Carr (Université du Québec en Outaouais), Michael Hoechsmann (Lakehead University), and Gina Thésée (Université du Québec à Montréal), the volume examines some of the potentials and also limits of interactive media for democratic participation.

As the authors explain: “Democracy requires a functioning, critically-engaged and literate populace, one that can participate in, cultivate and shape, in meaningful and critical ways, the discourses and forms of the society in which it exists. Education for democracy, therefore, requires not only political literacy but also media and digital literacies, given the ubiquity and immersiveness of *Media 2.0* in our lives.”

In his Afterword to the collection, renowned critical pedagogue Peter McLaren refers to the book as “one of the best media literacy texts in the field” and one that “has arrived at a precipitous moment in world History.”

Other Lakehead University contributions to the book include a co-edited chapter, “Engagement with the Mainstream Media and the Relationship to Political Literacy,” co-authored by Lakehead Orillia Assistant Professor Gary Plum, and former Lakehead Orillia student Lauren Howard.

The collaboration between the three editors continues with a follow-up book underway called *Education for Democracy 2.0: Global Voices for Critical Media Literacy*.



Dr. Leisa Desmoulins (pictured front) with the “Shaping Our Future” working group. Members of the group include community members and staff from the Thunder Bay Police Service.

Stronger Together: Collaborative Partnerships Benefit Community

Reducing systemic barriers, with the goal of creating a more equitable society, is a focus of many community organizations and researchers at the University. Establishing collaborative partnerships – where both parties work together toward a shared goal – can thus produce transformative results. While community partnerships are numerous among faculty in Education, here we shine a spotlight on two University-community partnerships that are aiming to make a difference to individuals in marginalized communities.

“Shaping Our Future” Organizational Change Project: Dr. Leisa Desmoulins Partners with Police Service

The “Shaping Our Future” organizational change project has an important goal: to improve relationships between the Thunder Bay Police Service (TBPS) and members of Indigenous and marginalized communities.

Assistant Professor Dr. Leisa Desmoulins, who is partnered with the TBPS as a researcher and consultant, is leading a working group that is focused on how to “re-right” the police service’s relationships with racialized and Indigenous peoples, LGBTQI individuals, and immigrant and youth populations.

“This is a multi-faceted, multi-year project with an overarching goal of transformation to TBPS processes of recruitment, training, communication and community relations,” she explains. “Our goal is to move to a proactive, rather than reactive, police service – one that is guided by the communities they serve in a bottom-up approach.”

The working group is comprised of members of the police service and the community, most of whom identify as members of minoritized groups. It was established by Dr. Desmoulins in partnership with Acting Police Chief Sylvie Hauth and Director of Communications and Technology Chris Adams.

“We recognized the importance of having the community at the table and having diversity in genders, races, and ethnicities,” Dr. Desmoulins says.

The working group has identified four priorities for TBPS:

1. Revamping the structure and function of the Aboriginal Liaison Unit to enhance community policing;
2. Invigorating recruitment to attract Indigenous and other under-represented groups to the police service;
3. Creating structured, ongoing training opportunities for police service staff via diversity courses and cultural courses to enhance their knowledge and abilities;
4. Enhancing communications internationally and externally to convey organizational changes and foster accountability.

Underlying all of these priorities is a need for sustainability: creating change that lasts. Dr. Desmoulins explains that the training opportunities, for example, “are not going to be short-term or online module-style training sessions; we recognize that what is needed is ongoing, face-to-face cultural and diversity training that is career-long.”

The shift to a proactive police service also requires a much deeper integration of TBPS into the community: attending cultural events, building relationships, and ultimately, establishing trust.

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Recently, Dr. Desmoulins undertook a TBPS workforce census, surveying the socio-democratic make-up of the police force. She found that the aggregate employee is a male, heterosexual, married constable, between the ages of 45 to 54 years old, who does not identify as either Indigenous or a visible minority.

This data is important, she notes, for two reasons: “The first is trust: people who live in the community have trust if they feel represented by people who look like them in the police service. The second is recruitment: a goal is to have the TBPS representative of the wider community, which means bringing in more women and Indigenous constables, for example.”

In the next phase of her research she will conduct a baseline trust survey, examining how the public feels about the police.

“This is much more than a typical ‘satisfaction survey,’” she explains. “Trust is really about establishing long-term relationships, and that is our ultimate goal: to build community relationships of trust with the service.”

Humanities 101 Partnership with Faye Peterson Transition House

The Humanities 101 program, founded by Associate Professor Dr. Christina van Barneveld, has partnered with over 30 social service agencies in the community – and the very first of these partnerships was with Faye Peterson Transition House in 2005. The partnership was a natural fit, as both Humanities 101 and Faye Peterson House share a goal of empowering and supporting marginalized community members.

Humanities 101 is a community-based outreach program that offers a University-level educational experience to individuals who face social or financial barriers to postsecondary education.

“We provide a healthy and supportive environment where the student can experience the excitement and benefits of a postsecondary education, without the costs,” Dr. van Barneveld explains.

Faye Peterson House assists women and their children in violent or at-risk-of-violence situations, provides a safe and supportive temporary shelter environment, and offers crisis services, counselling, outreach programs and support groups. Through their long-standing partnership with the University, they also recommend up to four clients each year to the Humanities 101 program.

Debbie Zweep, Executive Director of Faye Peterson House, says that 12-week Humanities 101 programming can have a significant effect on women’s self-esteem.

“One of the biggest gaps for women who use our services is around their sense of self-worth. For some, having been in abusive relationships, they may be isolated and have low self-esteem, and the thought of attending University is beyond them. So, the empowerment they gain from completing the program is very significant. It can have a huge impact on their self-worth and also on their children and families, and ultimately this benefits the whole community.”

Another impact of Humanities 101 is its capacity to spark learners’ interest in pursuing further learning. This could involve reading on their own about a topic that has caught their attention, completing high school courses, or attending college or university.



Left: Dr. Christina van Barneveld, Founding Director of Humanities 101. Right: Debbie Zweep, Executive Director of Faye Peterson Transition House, the first community agency to partner with Humanities 101.



Irene Lal Din, an outreach worker at Faye Peterson House, says some of their clients who graduated from the program opted to pursue education, going on to become nurses, social workers, and dental hygienists. Others have remained connected to Humanities 101 after graduation, becoming Mentors to other individuals starting the program.

“The program has a strong impact on women’s personal development,” Irene Lal Din explains. “It is a big deal for them to be able to say, ‘I’m taking a University course!’ We are very grateful to Lakehead University and all the professors and volunteers who make this program possible. Working together as a community, we are making a difference.”

Retiring

Dr. Juanita Epp, Professor

Dr. Juanita Epp, Professor in the Faculty of Education, joined Lakehead University in 1991. She was Chair of the Department of Undergraduate Studies in Education for many years, took on the position of Acting Dean in a time of transition, and contributed to many departmental and University committees over the years.

A commitment to making a difference underlies all of Dr. Epps's research. Her work on systemic violence in schools has been particularly influential and she has also made important contributions to research on school effectiveness, student attrition, teachers responding to child abuse, early reading, Indigenous education, international education, shared governance in schools, women in educational administration, feminist mothering, teacher education, and alternative forms of assessment. In addition to teaching at the undergraduate level, she supervised many Masters and Doctoral students.

Dr. Epp shares that "the words above accompanied my transition as I became 'Professor Emeritus.' How do I comment on a 50-year career as a teacher? What thread flows from those first kindergarteners in Saskatchewan in 1968, through the children of all ages in nine schools in Canada, Yugoslavia, and England? How do they connect to the 3,294 education students in the 80 undergraduate courses I taught here? Or the 402 graduate students in the 47 graduate courses I offered in person, through distance education, or online?"

A career in education is a career in social change, but it is also a story of personal relationships. I have been so fortunate to have been a part of it. My thanks to all who have shared this journey."



Dr. Juanita Epp, right, receives Professor Emeritus status at a Senate meeting, conferred by Dr. Moira McPherson (left), Interim President and Vice-Chancellor



After a diverse career in education, Rita is looking forward to travelling, spending more time with her grandchildren, and volunteering in schools

Rita Murphy, Faculty Liaison

Rita Murphy has enjoyed a multi-faceted career in education, which began shortly after her graduation from teachers' college at Lakehead University. She was Communication Chair at Hillcrest High School, an English teacher at Sir Winston Churchill CVI, and Special Educator with Lakehead Public Schools. Following her career in schools, she joined Lakehead's Faculty of Education as a Faculty Advisor and Instructor, then moved into a new role created three years ago that made the most of her diverse skill set: Faculty Liaison.

"The Faculty Liaison role involved supporting our teacher candidates as well as Associate Teachers and Faculty Advisors: I saw myself as a bridge between the University and the schools. I spent a great deal of time in the field, observing our teacher candidates and providing them with feedback on lesson delivery and lesson plans. At the same time,

I was a support for Associate Teachers, validating all of the work they do and helping to provide informal professional development opportunities to them, such as helping newer ATs write meaningful assessment reports," she explains.

Her time in the field proved very beneficial in cementing relationships with many schools. For example, her relationship with staff at Winston Churchill led to an innovative literacy partnership program for Intermediate/Senior students, and a school culture in which Winston Churchill teachers regularly took in large numbers of Lakehead teacher candidates for placements.

Reflecting on her career at the University, Rita says the real-world experience she brought to the Faculty was her strength.

"What I know about the real world of teaching, coming out of my experience, is what I contributed best. Working with Faculty members who have a research-based focus, such as Dr. Teresa Socha and Dr. Laurie Leslie, meant that we could each draw on our strengths, along with our collective passion, knowledge and experiences, to create the best possible education program for teacher candidates.

"My time at Lakehead has been an incredible adventure! It has been all about the people. It is about making a difference and passing it forward ... and seeing the next generation of teachers succeed."

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