

The King's University

# Academic Program Review

Bachelor of Education, Elementary and Secondary Education

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# Executive Summary

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This review of the two Bachelor of Education after-degree programs was complicated by the close links between the Elementary and Secondary programs. As a result, the two programs were reviewed together, and many of the recommendations apply to both programs.

A large number of recommendations have emerged from this effort. A number focus around King's character as a faith-based postsecondary institution. Hence the development of statements on how a foundational Christian faith commitment is expressed in the program and in a religiously diverse society are looked for. Equally, the development of a research plan that produces wide engagement over the role of religion in Alberta schools and teacher preparation is called for.

Another group of recommendations revolve around the development of, mapping to and assessment against a set of Student Outcomes for the program. Both students and sessional faculty will be oriented to those outcomes.

Finally, the theme of extending the relationship of the Faculty of Education emerged. This is reflected in proposed workshops on supporting pre-service teachers, and in more intentional connection with and support for graduates as they proceed through their teaching careers. Within the institution, the faculty will pursue appropriate presentations of the program as well as suggesting target audiences both inside and outside King's.

# Self-Study

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## 1. Description of the Self-Study Process

This self-study follows on the heels of a challenging period of change for the The King's University Faculty of Education. Within the last eight years, the Faculty designed and launched its Secondary Program, inducted an entirely new roster of faculty members, and sustained a total turnover of its administrative team (cf. Section 2.1). Now that this period of change is almost past, the time is ripe for taking stock through a program review.

The self-study was conducted through a recursive process involving many voices and activities. The report, itself, was generated by a three-member committee of the Faculty of Education which wrote initial drafts of many of the sections, placed them before the Faculty of Education for discussion, and then redrafted each on the basis of feedback from the full Education Faculty. The King's Institutional Research Office was a partner with the Faculty of Education throughout the self-study. The Office described the steps involved, provided and interpreted the statistics used in the report, served as a sounding board during the development of the self-study, and assembled the final document.

One of the important sources informing the Self-Study was an informally gathered list of questions related to possible program changes which the Faculty of Education generated during busy times. Although we never stopped discussing each of the questions—and discovering new ones—arriving at answers was postponed until a time when we would be able to attend to them properly through a program review process. Questions of this kind now surface in Section 3 of this Self-Study.

The Faculty of Education's first step in launching the Self-Study was a visioning exercise. This was conducted on August 20, 2015, and led by a King's staff member from outside the Education Faculty. We used a modified version of McGill Action Planning to probe the history, dreams, fears, identity, and priorities of our Faculty. Faculty members' comments were recorded on chart paper and later transcribed as a Word document. The records of the visioning exercise were a significant source for the themes which inform our Statement of Principles and Priorities (cf. Section 2.2). We moved many of the questions left open in August toward resolution through further steps in the self-study process.

One of the Faculty's activities early in the process was to conduct an audit of the priorities set in *Shared Vision 2020*, the strategic plan for The King's University which was adopted by our Board on March 4, 2015. Strategic priorities which fell within the scope of the Education Faculty were identified and threaded into the self-study drafts developed by the program review committee. Discussion by the full Faculty followed.

Given the many changes of programs and people which the Education Faculty had experienced, Faculty members believed that we needed to develop a statement which describes our identity in terms of foundational principles and priorities. This statement now appears within Section 2.2, the section dealing with Faculty goals. On December 4, 2015, at a mid-point in its development, we placed a draft of our Statement of Principles and Priorities before our Teacher Education Advisory Committee (cf. Section

2.4 for a description of TEAC's role and membership). TEAC members were unreserved in their responses which helped us identify priorities that we hadn't seen and clarify our language. TEAC's responses also helped us locate ways in which our foundational principles make us distinctive as a faith-based program and spurred us to envision a program of scholarship of teaching and learning related to questions of faith within the context of education in Alberta. Nevertheless, the Education Faculty regards the Statement of Priorities and Principles appearing in Section 2.2 as a draft statement requiring continued exploration and discussion.

The time frame for the self-study process was short—an effect of the nature of the winter term in our after-degree B.Ed. program. Most of our students are away from campus on their practica by the beginning of February. Since we wanted to make access to our students and classes available to the members of the external review team, the self-study needed to be completed before the team's visit in January. As a result of the short time frame, the report has features which would have benefitted from additional attention.

## 2. Department Profile

### 2.1. History and Context of the Education Program

In 1994, The King's University College was the first independent academic institution in Canada to receive provincial accreditation to deliver a teacher education program. King's appointed Dr. John Hull to join Dr. Robert Bruinsma and Dr. Alyce Oosterhuis as education faculty and accepted its first cohort of elementary pre-service teachers (hereafter PSTs) in September 1995. At this time, education was a department within the social sciences division with one of the faculty serving as the department chairperson. The Vice President's office supplied early administrative support. To ensure a strong sense of community among the PSTs, King's capped enrollment at 35, a target that was reached in 2001. The original proposal outlined a program vision that reflected the vision of the original education faculty and contributed to key features of the elementary program. The vision and resulting features were as follows:

- First, "successful teacher education programs are collaborative, partnership efforts where the stakeholders – teachers, local schools, school districts, university teacher education program, and prospective teachers – work co-operatively at helping teacher candidates take on their responsibilities."

Collaboration resulted in the participation of 'master' teachers who delivered methods courses to emphasize the effective *practice* of the profession. These courses were taught in one-week modules, bundled together in a course entitled EDUCATION 305, and in the early years included the subjects of social studies, biblical studies, math, science, art, PE, music and computers. The 2001 program review commented positively on these modules, stating, "All the examples, stories, and experiences shared by these teachers have extra credibility because they derive from immediate and concrete situations. In-service teachers tend to work from practice to theory. This inductive approach provides balance to the education academics who typically begin with theory and move to examples." The review highlighted the positive response with which PSTs rated the master teacher modules and how they enabled PSTs "to take extra large steps forward in their development as teachers."

Another example of how the program addressed the collaborative element of its vision was its lengthy practicum. At 16 weeks, King's offered more practicum weeks than was commonly found in other provincial teacher preparation programs: 4 weeks in year 1 and 12 weeks in year 2. All faculty supervised PSTs on their practicum placements.

- Second, reflection-in-action defined the program, developing in PSTs the ability to relate theory with practice.
- Third, PSTs were called to "base their thinking and action on their beliefs about truth, human worth, justice and compassion." In the conclusion of their 2001 review, the education faculty expanded on this point by noting PSTs "will not try to proselytize or indoctrinate their students but they will make room for belief in the classroom. In turn, they will then presumably help their students to understand the inevitable role of faith in determining what they value and where their ultimate allegiance lies."
- Fourth, PSTs were encouraged to realize that "the development of students' moral life and character is a professional responsibility," requiring them to engage in "normative reasoning."

The initial faculty of three focused on the content pillars of literacies (Dr. Bruinsma), education psychology (Dr. Oosterhuis), and education foundations (Dr. Hull). Since PSTs entered the program with knowledge in their subject areas, faculty could focus on shaping students into teachers who were self-aware and would create relevant curriculum and humane classrooms by modeling such practices. Many of the early graduates found employment in independent Christian schools.

As the program developed, the faculty made a number of adjustments to meet the needs of PSTs and other educational partners. These adjustments were often based on feedback, such as that given by the reconstituted Teacher Education Advisory Committee, or TEAC, which met six times between 1995 and 1999, advising on such issues as:

- the master teacher selection process;
- drafts of practicum manuals;
- continuing fallout from the Alberta Teacher Association's (ATA) policy urging its members not to accept practicum students from independent colleges into their classrooms;
- review of proposed curricular changes;
- the proposal of a secondary track for the B.Ed.

As a result of TEAC's input, faculty made a number of programmatic changes, including the addition of a computer science module to EDUCATION 305 (the master teacher modules); amending the first year practicum to include a reflective seminar; changing the practicum manuals as required, including the addition of a Notification of Concern form for the second year practicum; reassigning course sequences to enable better interactions between the first and second year cohorts, and introducing a classroom management and evaluation course (EDUC 410). Other programmatic changes during these early years included the addition of mock job interviews for second year students, arrangement of some remote practicum placements in the Lower Mainland of BC, and remodeling a classroom to resemble a large elementary classroom. Eventually the program added another classroom.

The most recent addition to the elementary courses was EDUC 450, first offered in September 2014, again following discussion with TEAC. This one credit course introduces second year elementary PSTs to beginning of the year procedures and practices. PSTs work with a mentor teacher (in most cases the mentor teacher with whom they will do their practicum the following January) during two prep days in August, the first two days of school in September, and then two additional days in September and October to observe the on-going development of classroom ethos, relationships, procedures, etc.

Today, the elementary program has remained faithful to the original vision in many ways but has also expanded beyond it. It is similar in the following ways:

- Collaborative relationships with various stakeholders continue to be important in the program. As Section 2.4 outlines, we have extensive relationships with specific schools and related institutions, including a well-functioning TEAC. We continue to involve master teachers in various capacities, either as sessionals, practicum supervisors, or module instructors. Modules for EDUC 305 now include Bible, Art, Social Studies, Music, FMNI, ELL, PE, Science, and Assessment.
- Emphasis is still placed on lengthy practicum placements—generally 17 weeks for both streams. Elementary PSTs spend 5 weeks in a classroom in year 1 and 12 weeks in year 2. Secondary PSTs spend 6 weeks in year 1 and 11 weeks in year 2. Each of these practicum experiences are concluded with an on-campus final seminar intended to help PSTs debrief their practicum experiences. All faculty supervise PSTs on practicum.
- Reflection is a mainstay of the program and is a requirement in many courses.
- The focus on intentionality in planning remains, as do the links between theory and practice.
- A cap of 35 PSTs per cohort remains in place.
- PSTs are encouraged to discern their fundamental beliefs about truth, justice, what it means to be human, and the meaning of life and then contemplate how these beliefs might impact their views of education, students, and teaching.

Many of the differences are related to broader understandings of the Christian assumptions undergirding the program. At its inception, the program was built largely upon the same Calvinist tradition that inspired Dutch Calvinist immigrants to establish K-12 Christian schools in Canada as well as to found King's. Neo-Calvinism, or perhaps more accurately Neo-Kuyperianism, named after the early 20<sup>th</sup> century Dutch Prime Minister Abraham Kuyper, argues that all of life is under God and that a Calvinist is therefore called to serve God actively in all areas of life, including education. While Calvinism led to the establishment of King's and characterized the early faculty, today the faculty is drawn from a wider range of Christian backgrounds and work in a wider range of intellectual traditions. King's former President described King's as a Christian institution with a "Calvinist accent." If King's faculty members come from more diverse Christian backgrounds, then its student body is even more pluralist, with students from various Christian denominations, different religions, and some who do not self-identify as religious. While King's has always had an open admissions policy which applied to the Education Program as much as to any other program, the vast majority of early education graduates took jobs in Christian schools (at that time independent schools), indicating that most PSTs were Protestant and if not knowledgeable about, at least comfortable with, the Calvinist tradition. Today PSTs take jobs in a greater variety of schools. Our graduates teach in public, Catholic, alternative, independent, non-Christian faith-based, and charter schools.

There are three other important areas of difference. First, administrative support increased when the education department hired a part-time assistant in 2001. Over time this support increased and became a full time position in 2013. Second, changes to King's organizational structure meant that education is now an independent faculty with a dean. This structure came into effect in 2008. Third, King's now enjoys a strong relationship with the Alberta Teachers Association. King's signed a Memorandum of Understanding with the ATA in 2013; education students have an ATA student local; an ATA representative attends two education faculty meetings per year and is a member of TEAC; and a King's representative sits on the ATA Teacher Education and Certification Committee.

A significant development of the program has been the addition of a secondary stream. The Calvinist vision of kindergarten through university Christian education had prompted King's to consider a secondary stream as early as the mid-1990s. Indeed, the 2001 education program review made this recommendation, and it came to fruition in 2009. At that time King's was the only university college in Canada to be granted a secondary program. The King's education vision described above was enlarged to inform both streams.<sup>1</sup> It is important to note the programmatic language being used here; King's has one B.Ed program with an elementary and a secondary stream. In other words, King's does not have differentiated elementary and secondary programs. Naturally there are differences in the programs delivered to the two streams, but PSTs in both streams take a number of courses together and most faculty teach both elementary and secondary PSTs. Taking courses together helps PSTs gain an appreciation for teaching at all levels and helps debunk stereotypes associated with teaching at the different levels.

The launching of the secondary stream coincided with significant changes to the composition of faculty. When King's submitted its proposal for the secondary stream to the Campus Alberta Quality Council in 2007, two of the three long term faculty had retired. The remaining long-term faculty member was faculty dean. Two replacement faculty were hired in 2008, one working on her PhD dissertation and the other soon to start her PhD. Before the new hires arrived at King's, the Dean suffered a stroke. As the 2008-2009 school year began, the new faculty took on additional responsibilities to support the Dean and the program. Development of the secondary stream continued, and two new faculty positions were created to support it. One of these new hires was completing her PhD dissertation. The position of field placement coordinator was also added; prior to this time either a faculty member or the part-time administrative assistant had coordinated all the practicum placements.

By the time the secondary stream launched in 2009, all faculty but the Dean were either new to the institution or had been teaching at King's for one year. Only the Dean and one other faculty member had their PhD; the rest were working on it or about to start. A final faculty member was appointed in 2010 and began teaching in January 2011. He too was working on his PhD.

Approximately one and a half years later the Dean announced his intention to retire in May, 2014, leading faculty to undertake an intensive process of clarifying the dean's role within and beyond the

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<sup>1</sup> The King's Foundation supported the creation of the secondary stream with significant financial support for the first five years. This support funded the purchase of resources, particularly for the library curriculum collection.



faculty. After a lengthy study, faculty decided to separate the role into a fulltime dean and a part time assistant dean, and appointed existing faculty to fulfill both roles. The process of transferring responsibilities and mentoring occurred in 2013. During this time of dean transference, both the long-term administrative assistant and the field placement coordinator retired. New appointments have been made for these positions but not yet for the vacant faculty position to replace the retired Dean.

King's B. Ed program is celebrating its 20<sup>th</sup> birthday this year! It has developed a solid vision, expanded from three faculty members to six (although one position remains vacant), now has a secondary stream, and has earned a solid reputation among the various stakeholders. Hundreds of students have graduated from the program, and they now teach in every context imaginable. By all accounts, they are well prepared and contributing to education in Alberta and around the globe.

## 2.2 Goals, Priorities and Principles

This section reviews the vision and the goals which have guided the Education Program in the past, noting how they are linked to our current practices and to the Mission and Vision of The King's University. This section also presents a new Statement of Priorities and Principles. It was developed by the Education Faculty as a way to clarify and describe our identity as a faculty unit, keeping in mind our current context within the field of education in Alberta and beyond.

The founding vision for the Education Program at King's was described in the 2001 *Five-Year Review of the Bachelor of Education Program* in this way:

1. Successful teacher education programs are collaborative, partnership efforts where the stakeholders—teachers, local schools, school districts, university education programs, and prospective teachers—work cooperatively at helping teacher candidates take on their responsibilities. This key idea places a high value on the role of practice in teacher preparation.
2. The vision presented the model of reflection-in-action, the ability to be thoughtful about how practice relates with theory.
3. In the context of King's foundational and contextual approach to faith-based education, the vision called for teachers to base their thinking and action on their beliefs about truth, human worth, justice, and compassion.
4. Teachers were envisioned to realize that the development of students' moral lives and characters is a professional responsibility.

In addition, the *Proposal for a Bachelor of Education—Secondary (AD)*, submitted to the Campus Alberta Quality Council in 2007, listed these General Program Goals:

1. To provide King's graduates, as well as those from other accredited post-secondary institutions in Canada, with an innovative secondary education degree offered in a two-year "after degree" format.
2. To meet the needs of secondary schools in Alberta and elsewhere for well-prepared graduates with an integrated, faith-based approach to secondary teaching.
3. To offer this program to a small, carefully selected cohort of students so as to foster community and collegiality with close interaction among students and faculty both in campus-based course work and in practicum settings.

We believe that the key ideas presented in the 2001 program review and the 2007 secondary program proposal still characterize the King's Education Program. Our program challenges PSTs to develop a conceptual framework for educational thinking and action which expresses their foundational beliefs about the meaning of human life. We emphasize the role of reflection in improving teaching and in linking teaching to a framework for educational thought and practice. We believe that the sense of community which we develop within our cohorts contributes to our PSTs' growth. We work collaboratively with educational stakeholders to provide PSTs with rich opportunities for practice. Significantly, we view practice, reflection, collaboration and conceptual frameworks as intertwined aspects of teacher preparation—something that the program founders believed as well.

These key ideas align with the Mission and Vision of The King's University. The King's mission is

to provide university education that inspires and equips learners to bring renewal and reconciliation to all walks of life as followers of Jesus Christ, the Servant King.

The newly developed *Shared Vision 2020* states that King's vision is

to be widely known as a Christian university serving to build a more humane, just and sustainable world.

Inspiring and equipping PSTs to be teachers oriented toward reconciliation and renewal is a central intent of our program. It is why the Education Program challenges PSTs to consider their foundational beliefs, construct a conceptual framework for educational thinking and action linked to them, and develop teaching practices which express them. These central intents and their relationship to the Mission of King's have been stable from the early days of the program to the present.

On the other hand, our current context is more complex than the program's founders might have anticipated. From the beginning, the program welcomed graduates from institutions other than King's and prepared teachers for public as well as independent schools. Still, the founders had reason to expect that the program's first order of business would be to serve King's graduates and to provide teachers for independent Christian schools that wished to hire graduates prepared in a faith-based program. Twenty years on, the backgrounds and aspirations of the students we serve, as well as the schools that hire our graduates, have become more diverse than the founders anticipated. In addition, the educational backgrounds and faith traditions of the current faculty are also broader than those of the original faculty. In recognition of these developments, the Education Faculty saw a need to develop a Statement of Priorities and Principles which would translate the original key ideas for a more complex and diverse context. The following statement was developed as a part of the self-study process and is considered by the Education Faculty to be a draft requiring more dialogue:

#### Statement of Priorities and Principles

The King's University Education Program is a Christian, faith-based program which aims to be generously open to students of all faiths as well as to students who profess none. The program is

based on our assertion that good education involves engagement with basic, existential questions, particularly with what it means to be human. Students are encouraged to engage critically with worldviews that shape education and to develop a conceptual framework for educational thinking and action which expresses their foundational beliefs about the meaning of human life. Faculty members model how followers of Jesus Christ aim to bring understandings and practices of renewal and reconciliation to education across a full range of educators' responsibilities. Students are invited to develop understandings and practices that express their own views of what it means to be human.

The priorities and principles which follow describe how our faith-based program engages with our contemporary context.

1. The Faculty of Education prepares pre-service teachers to become transformative educators who
  - a. develop inviting classroom environments that cultivate student growth through nurturing relationships and challenging learning opportunities.
  - b. make classrooms into safe spaces where all students belong and the whole student is valued.
  - c. recognize faith as a foundation of identity needing exploration and nurture.
  - d. inspire students to direct their lives according to worthy visions of how people can flourish as individuals, as a society, and in relation to the natural world.
  - e. fascinate students with the intricacy of the natural world.
  - f. equip students to notice injustice and wrong, understand how to analyze its causes and commit to responding.
  - g. position themselves to achieve transformative goals by viewing themselves as curriculum creators rather than merely as curriculum implementers.
  - h. serve their students well by being well-prepared.
2. The Faculty of Education enables pre-service teachers to become transformative educators by providing a teacher education program which is guided by re-imagination of what education should be. We do so by
  - a. conducting professional conversations with the aim of developing capacity to articulate our foundational beliefs and understandings clearly and to engage with prevailing cultural currents critically.
  - b. challenging pre-service teachers to re-imagine how education should contribute to human flourishing within their classroom and beyond.
  - c. modelling the transformative teaching that we want pre-service teachers to develop.
  - d. engaging pre-service teachers in continual reflection on practice, on the relation of their practice to their imagination of what education should be, and on connections between their teaching and frameworks of educational thought and practice.
  - e. developing a sense of community and collaboration within cohorts that promotes deeper reflection and stronger growth for pre-service teachers.
  - f. determining our pre-service teachers' individual and collective learning needs and being responsive to them.
  - g. collaborating with educational stakeholder groups to provide preservice teachers with rich field experiences.
  - h. noticing our students' strengths and weaknesses in the field and responding to them

- i. noticing and responding to changes in schools and scholarship
3. The Faculty of Education engages the broader world of education as a faith-based teacher education program by
    - a. contributing to the work of educational stakeholder groups in Alberta
    - b. becoming a resource to teachers in the field
    - c. developing a faculty-wide program of research which connects the scholarship of teaching and learning to a vision for faith-based teacher preparation
    - d. becoming a resource for pedagogy to instructors in the King's undergraduate program

### 2.3. Staffing

In addition to the criteria which would normally guide the choice of faculty members for teacher preparation programs, our program prioritizes hiring faculty members who share our faith-based vision for teacher education and have substantial, successful elementary or secondary teaching experience. The priority placed on faith-based vision aligns with the mission of The King's University and with the Faculty of Education's own sense of identity and mission. The priority placed on teaching experience aligns with the program's emphasis on strong linkages between our courses and the world of elementary and secondary teaching practice. These priorities help create the identity of the Education Faculty and shape the character of the program, but also have costs. They can narrow the field of suitable applicants for open faculty positions in our program, making it more likely that new hires may come into their positions with uncompleted doctoral degrees.

Current Faculty Members:

Faculty	Position	Tenure	FTE
<b>Prof Lloyd Den Boer</b>	Associate Professor of Education	Tenure Track	1.0
<b>Dr Scott Key</b>	Associate Professor of Education	Tenured	1.0
<b>Dr Margie Patrick</b>	Associate Professor of Education	Tenured	1.0
<b>Dr Wendy Stienstra</b>	Associate Professor of Education	Tenured	1.0
<b>Prof Bernice Stieva</b>	Assistant Professor of Education	Tenure Track	1.0

Faculty	Position	Status
<b>Dr Robert Bruinsma</b>	Professor of Education	Emeritus
<b>Dr John Hull</b>	Professor of Education	Emeritus
<b>Dr Alyce Oosterhuis</b>	Professor of Education	Emerita

One faculty position is open. King's is conducting a search for a compatible candidate with a specialization in science education. We anticipate that this position will be filled by the start of the 2016-17 academic year.

In addition to the current faculty members, a small group of sessionals with whom the Education Faculty has close and long-standing relations teach several education courses. For the 2015-16 academic year these sessionals include:

- Dr. Gordon Booth, retired IT consultant, Grand Yellowhead Public School Board
- Dr. Darlene Eerkes, retired principal, Edmonton Public School Board
- Dr. John Hull, retired Dean, King's Education Faculty
- Derk VanEerden, retired science instructor, Edmonton Public School Board

All members of the Education Faculty participate in supervision of practica. In addition, a small group of sessionals—again individuals with an on-going relationship with our Faculty—assist in supervision.

The Faculty of Education has had a fulltime Dean position since 2009. This position is currently shared between the Dean and the Assistant Dean.

The Education Program has a fulltime Field Placement Manager, Jana Haveman, who arranges practicum placements for the B.Ed. Program and supervises a group of PSTs in their practica.

The fulltime Education Coordinator, Andrea Hart, serves as an office administrator; arranges undergraduate field experience placements; and manages the administrative details for EDUC 305 and EDUC 315, courses composed of modules taught by master teachers.

## 2.4. Other Resources

Our students benefit from the services of an extensive network of people, institutions, and resources beyond our fulltime faculty and staff. These include:

- Master teachers: EDUC 305 (elementary program) and EDUC 315 (secondary program) are courses composed of one-week modules largely taught by exemplary classroom teachers. The master teachers, carefully selected by the Faculty of Education, develop long-standing relationships with the Education Program, often returning to teach the same module each year.
  - EDUC 305 Modules (elementary)
    - Bible/Religion
    - Art
    - Physical Education
    - Social Studies
    - Science
    - Music
    - Assessment
    - English Language Learners
    - First Nation, Metis, Inuit
  - EDUC 315 Modules (secondary)
    - Assessment
    - English Language Learners
    - First Nation, Metis, Inuit
- Mentor teachers: The Education Faculty cultivates relationships with teachers who enjoy supervising our practicum students, especially through the work of our Field Placement Manager.
- Relationship with the King's Science Faculty: During the first five years of the Secondary Education Program, The King's University Science Faculty collaborated with the Education math education specialist to deliver EDUC 320 and EDUC 420 Curriculum and Instruction in Secondary Mathematics and Sciences I and II. We anticipate that many of the advantages of cooperation which were realized during that period will continue after the hiring of a science educator to co-teach the course.
- Curriculum Collection, The King's University Library: The primary purpose of the King's Library Curriculum Collection is to support the instructional programs of the Faculty of Education for preparation of pre-service elementary and secondary school teachers. It also serves the curriculum needs of King's children's literature courses.

This collection contains a total of 13,659 items, consisting of the following materials:

- Samples of elementary and secondary student textbooks and teacher guides in various subjects.
- Teaching methodology guides and lesson/unit plans.
- Children's and young adult literature including fairy and folk tales, picture books, fiction, comics/graphic novels, beginning readers and non-fiction/informational texts.
- Multimedia kits (e.g. math manipulatives, games, puppets, large format books, etc.).

In addition to the Curriculum Collection, the King's Library also provides 2,454 academic books in the areas of

- History of Education
- Theory and Practice of Education
- Individual Institutions – Canada, the United States and Europe.

The Library also provides students and faculty with access to 50 electronic information databases, including

- Ebsco Education Research Complete
  - ERIC
  - Alberta Online Reference Centre (ORC)
  - PsycInfo
  - SocIndex
  - Academic Search Complete
  - Canadian Periodical Index
  - JSTOR.
- Teacher Education Advisory Committee: TEAC is a standing advisory group with membership from education stakeholders in the Edmonton area. It meets twice yearly with the Education Faculty to provide advice on topics chosen by the Faculty. The advice has been useful; this report includes ideas which reflect some of the discussions that have been held. Significant meeting topics in recent years have included practicum assessment, inclusive education, and the Education Faculty's Statement of Priorities and Principles. The current membership of TEAC includes:
    - Ary De Moor, Association of Independent Schools and College of Alberta
    - Elco Vandergrift, Executive Director, Prairie Centre for Christian Education
    - Roy Ripkens, Deputy Superintendent, Northern Lights School Division, representing CASS
    - Marilyn Bergstra, Alberta School Boards Association
    - Monique Gravel, Executive Staff Officer, Alberta Teachers' Association
    - Bonnie Zack, Director, Human Resources Consulting, Edmonton Public School Board
    - Mark Motut, Human Resources, Edmonton Catholic School
    - Paul MacLeod, Registrar/Director, Professional Standards Branch, Alberta Education
  - Faculty contact with teacher preparation throughout the province
    - The Dean is a member of the Association of Alberta Deans of Education, currently serving as the secretary of the organization.
    - The Field Experience Manager is a member of Edmonton Area Field Experience Committee
    - The Dean is a member of the Alberta Teachers' Association Teacher Education and Certification Committee
    - For many years, the Assistant Dean served on the Northern Bursary Selection Committee and on Alberta Education's Workforce Planning Committee
    - Bernice Stieva is a board member of the *Christian Educators' Journal*
  - Relationship with the Prairie Centre for Christian Education: The King's Education Faculty has historical connections with PCCE, a service organization supporting Christian faith-based schools in Alberta, Saskatchewan and Manitoba. PCCE has offices in our building. Some of our students do their practica in PCCE member schools, and some of our graduates aspire to teach in them. King's Education Faculty members often present workshops at the organization's annual teachers' convention. A dynamic organization, PCCE has developed a framework for faith-based curriculum

development called Teaching for Transformation. PCCE has been a useful conversation partner, particularly in relation to its Teaching for Transformation framework.

- Relationship with the Association of Independent Schools and Colleges of Alberta: The King's Education Faculty has also maintained active relations with AISCA. The organization represents a wide range of independent schools throughout the province, some of them faith-based and many of them not. Some of our graduates teach in schools which are members of AISCA, including several teaching in Islamic schools.
- Special Relationships with Particular Edmonton Public Schools: King's had developed close relationships with a handful of Edmonton Public Schools, including the Edmonton Christian Schools which are historically linked to the Prairie Center for Christian Education and to King's and Kennilworth, a neighbouring school, which has graciously hosted field experiences in junior high drama, art, music, and physical education for four years running.
- Mock interviews: All of our second year students participate in an afternoon of interview practice during which principals from a wide variety of schools conduct mock interviews with our students and coach them on their interview skills.

## 1.4. Scholarly Activity

Scholarship is highly valued at The King's University. Research and scholarship play a central role in consideration for tenure and promotion. As the recently completed King's *Strategic Research Plan (2015-2020)* noted, the total of scholarly contributions by 50 continuing faculty members in the previous three years included 11 academic books, 108 peer-reviewed academic articles, 65 popular articles, 129 creative works, 279 presentations at academic conferences, and 119 other academic contributions. Of these 768 scholarly contributions, 89 involved students.

The *Strategic Research Plan* outlined five overlapping themes that characterize research and scholarship at King's:

1. Religion, Culture and Society
2. Environment
3. Pedagogy
4. Community Engaged Research
5. Natural Sciences Research

Despite the challenging period of changes through which the Education Faculty has recently passed and the number of Faculty members who have been completing doctorates, scholarly contributions are beginning to emerge from the Education Faculty. An Insight Development Grant to study public school teachers' views on teaching religion in social studies that Dr. Margie Patrick and her collaborators received is the most notable example. This and the scholarly interests of other Faculty members are described below.



## Scholarship of Individual Faculty Members

### Prof. Lloyd Den Boer

One of Lloyd's scholarship areas is educational leadership where he is particularly interested in how novice educational leaders learn to understand their roles. He is currently completing a dissertation titled, "How principals think: A qualitative study of the mental models of novice leaders." In 2012-13, he served as a research consultant to the Association of Independent Schools and Colleges in Alberta, in support of the *AISCA Quality School Leadership Project*. AISCA submitted the resulting study, on supporting novice leaders through a mentorship program, to Alberta Education in 2013. He presented this research at an International Christian Community for Teacher Education Conference in 2015.

Lloyd is developing a second area of scholarly interest in English Language Arts, focusing currently on the ELA strand of listening in relation to the capacities required to sustain diverse societies as settings for human flourishing. He has presented on "Generous listening as formative classroom practice," at the 2015 Kuyers Faith and Teaching Conference. His next step will be to explore the contributions that the Mikhail Bakhtin's work on *Speech Genres* can offer to this project.

### Dr. Scott Key

Scott's focus has been a "Jesus on Education" project. During 2013-14, he explored Jesus as Good Shepherd and Jesus on student voice with two presentations ("Teachers as Shepherds" and "Student Voice in the Classroom") at the 11th Biennial International Christian Community for Teacher Education conference. Scott's article, "The Good Shepherd: Lessons for Teacher Education Programs," was published in the August 2015 of the *International Christian Community for Teacher Education Journal*. Scott continues to work on an article entitled "Classroom Teachers as Shepherds" to be submitted to the *International Journal of Christianity and Education* (formerly *The Journal of Education and Christian Belief*). In addition, Scott continues to work on a project related to student voice and pre-service teachers. The goal is to work towards a more complete understanding of Jesus' philosophy of education and pedagogical practices.

### Dr. Margie Patrick

Margie researches the intersection of religion and social studies in Canada. To date she has published papers that examine the place and scope of religion in the curriculum documents of Canada's western provinces and the contributions of religion education to citizenship education in the Canadian context. The paper on which she is currently working demonstrates how secondary teachers in all types of Alberta schools could address specific curricular outcomes by employing the interpretive approach to religion developed by Religious Education scholar Robert Jackson. In May 2015, Dr. Patrick, together with Dr. Carla Peck from the University of Alberta and Dr. Michael Ferber from The King's University, received an Insight Development Grant to study teacher views about the incorporation of religion education into secondary social studies. Participants in the study teach in Edmonton public schools.

Dr. Wendy Stienstra: Having finished her dissertation research, which investigated how elementary pre-service teachers developed an understanding of fraction concepts, Wendy is now beginning a new line of inquiry that explores the question: to what extent can mathematics education play a role in educating for transformation. She is examining the intersection of the literature on mathematics and social justice

with the notion of educating for shalom as unpacked by James Smith (2009). Pre-service teachers in her mathematics methods course are required to develop a mathematics and social justice lesson plan. She is developing a pilot questionnaire and interview instruments to determine the impact this assignment has on their beliefs about the formative nature of mathematics education. She will explore the impact this assignment has on their view of mathematics as well as their view of the teacher as an agent of transformation. She plans to extend this research to include pre-service teachers in other institutions and eventually to in-service teachers in faith based schools.

#### Prof. Bernice Stieva.

Bernice is interested in inclusive education and helping to equip pre-service and in-service teachers to teach all students in inclusive settings effectively. Her particular focus is how creativity and pedagogy intersect to address the needs of all learners, especially those who learn differently or who are not thriving in a typical school. The pursuit of a Doctor of Education from the University of Calgary continues to be the primary focus of her research and scholarship. She is interested in exploring the intersection of creativity and pedagogy, particularly within the framework of Universal Design for Learning (UDL).

She is also interested in Children's literature. She is involved in a writing project that explores the use of Children's literature, by parents and caregivers, and the faith development of children. The project is emerging as a series of workshop evenings with parents, a written guide for parents and caregivers, and an online resource.

Bernice is also involved with working with individual students, families, and teachers to create programs that support struggling learners, their parents and caregivers and their teachers. She is interested in the challenge of helping all learners thrive and teachers teach.

#### An Emerging Scholarship Plan

There are many correspondences between the scholarship interests of individual Education Faculty members and elements of the Statement of Priorities and Principles jointly developed by the Faculty and shared in Section 2.2—individual faculty members are pursuing scholarship interests that resonate with the identity of the unit as a whole.

During this self-study, the Education Faculty discovered the possibility of developing a joint plan involving scholarship of teaching and learning in relation to issues of faith in its own setting. Alberta provides a unique context for considering the role that faith plays in schools, particularly given the wide variety of governmentally-supported, faith-based school options that are available in the province. In addition, the enrollment of children of immigrant families has made the presence of diverse faith traditions more notable both in Alberta schools and in Alberta society generally. Tensions between faith traditions internationally call attention to the significance of attending to the questions that accompany a diversity of faith traditions within a society. Moreover, the Education Faculty itself faces difficult questions about delivering a faith-based teacher preparation program to students of varied faith backgrounds, questions worthy of study for the benefit of the Education Faculty itself. Whether to develop a joint scholarship plan to address some of our own questions and to contribute to scholarly knowledge in the area of the role of faith in Alberta schools and in teacher preparation is a discussion that the Education Faculty intends to resume soon.

### Other Professional Activity

In terms of scholarship of teaching and learning, broadly understood, Education Faculty members also prepare portraits of their courses for joint deliberation by the Education Faculty. The primary intent for writing the portraits is to capture and illustrate the ways in which the faith-basis of the program comes to expression in each of the courses. According to a format developed by retired Dean, Dr. John Hull, Education Course Portraits have these components:

#### Part I: The course content

- A. Conceptual statement
- B. What: Boundaries and priorities of the content
  - Congruence with Education Program Goals
  - Congruence with King's University Goals
  - Congruence with the Alberta Teacher Quality Standard
- C. How: Particulars of organization
- D. Why: Rationale for the distinctiveness of the content

#### Part II: Student evaluation plan

- A. Approach to student evaluation
- B. Marking scheme
- C. Assessment instruments

#### Part III: The structure of learning

- A. Teacher-student relationships
- B. Pedagogy
- C. Learning environment
- D. Technology
- E. Resources

Preparation of a course portrait assists an instructor to identify and support his or her choice of course goals and to show how these goals focus the course's content and pedagogy. Discussion of course portraits within the Education Faculty as a whole is a means to share the foci of our courses with each other and to arrive at a common understanding of our program. Preparation of a course portrait is a time-consuming process; seven have been completed and discussed up to this point. The Education Faculty intends to return to the project of writing course portraits following the completion of this Program Review.

King's Education Faculty members also provide professional services to teachers and to other institutions and individuals as a part of their role at King's. These services take a variety of forms. For example, on a regular basis all Faculty members make presentations in their respective curricular areas at the annual Prairie Centre for Christian Education Teachers' Convention. Several Faculty members have presented on areas of pedagogy to the faculty of Vanguard College in Edmonton and to church religious education groups. Prof. Stieva has provided assistance to organize instruction for students with special needs.

Finally the Education Faculty is a full player in the committee and governance structure of The King's University. Since we have a smaller faculty than the Faculties of Arts, Sciences or Social Sciences, being a full player within King's requires that each Education Faculty member assume more committee roles than members of a larger Faculty would do. Currently, Education Faculty members serve on these university committees:

Academic Advisory Committee:	Lloyd Den Boer Wendy Stienstra
Career Centre Task Force:	Lloyd Den Boer
Colloquium Committee:	Margie Patrick
Deans Council:	Lloyd Den Boer
Faculty Senate Evaluation Committee:	Lloyd Den Boer Margie Patrick
Financial Aid Selection Committee:	Lloyd Den Boer
General Faculty Council Executive:	Wendy Stienstra
Learning Centre Task Force:	Bernice Stieva
Research Ethics Committee:	Scott Key
Re/Sourcing Committee (Faculty Retreat planning):	Bernice Stieva
Strategic Enrollment Management Committee:	Scott Key
Teaching Affairs Committee:	Bernice Stieva

### 3. Program(s)

#### 3.1. Program Description and Requirements

##### Elementary Admission Requirements

In order to qualify for admission to The King's University Bachelor of Education (After Degree) applicants must:

- Possess an earned bachelor's degree of at least 90 credits from an acceptable institution
- Have a grade point average of at least 2.50 on the Alpha 4.00 scale on the last 60 credits of study
- Have acceptable breadth of study in first degree. This includes 3 credits each in English, history, theology, philosophy, fine arts, social science, natural science (with lab) and 3 credits in computing science or mathematics. It is also recommended that students have courses in Canadian studies, developmental psychology, educational philosophy, introduction to teaching and second languages
- Present a statement providing evidence of significant work experience with children/adolescents including confirmation of this experience from a supervisor or EDUC 251 or the equivalent
- Present an essay (750-1000 words) outlining the philosophy of education or EDUC 300 or equivalent
- Have a personal recommendation submitted by a third party using the form for B.Ed. applicants
- Have a successful interview with a member of King's Education Faculty

### **Secondary Admission Requirements**

In order to qualify for admission to The King's University Bachelor of Education (After Degree) applicants must:

- Possess an earned bachelor's degree of at least 90 credits from an acceptable institution
- Have a grade point average of at least 2.50 on the Alpha 4.00 scale on the last 60 credits of study
- Have acceptable breadth of study in first degree. This includes 3 credits each in English, history, theology, philosophy, fine arts, social science, natural science (with lab) and 3 credits in computing science or mathematics. It is also recommended that students have courses in Canadian studies, developmental psychology, educational philosophy, introduction to teaching and second languages
- a minimum of 30 credits in a teachable major and 9 credits in a teachable minor
- Present a statement providing evidence of significant work experience with children/adolescents including confirmation of this experience from a supervisor or EDUC 251 or the equivalent
- Present an essay (750-1000 words) outlining the philosophy of education or EDUC 300 or equivalent
- Have a personal recommendation submitted by a third party using the form for B.Ed. applicants
- Have a successful interview with a member of King's Education Faculty

### **Elementary and Secondary Admission Procedures**

Applicants interview with the Dean or another faculty member if the Dean is not available. The interview explores the applicant's motivations for becoming a teacher, their previous experience with children and young adolescents, their understanding of a teacher's role and their intuitive understanding of how children and young people learn. Applicants have an opportunity to clarify their understanding of the program, and the interviewer takes care to explain the program's faith-based character.

## Elementary Degree Requirements

### Year 1 Fall

EDUC301	Educational Learning Theories and Applications	3 credits
EDUC303	The Philosophy and Design of Curriculum Planning	3 credits
EDUC306	Elementary School Language Arts	3 credits
EDUC307	Issues and Methods in Elementary Mathematics Teaching	3 credits
	Education elective or open elective*	3 credits

### Year 1 Winter

EDUC305	Selected Elementary Teaching Methods and Materials	10 credits
EDUC351	Elementary Practicum I	5 credits

### Year 2 Fall

EDUC309	Teaching with Literature for Children and Adolescents	3 credits
EDUC341	Psychology of Exceptional Children	3 credits
EDUC401	Educational Administration	3 credits
EDUC403	Advanced Curriculum Design	3 credits
EDUC450	Elementary Classroom Startup Procedures	1 credits
	Education elective or open elective*	3 credits

### Year 2 Winter

EDUC451	Elementary Practicum II	15 credits
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### \*Education Elective Options

EDUC300	Introduction to Western Educational Ideas	3 credits
EDUC363	Childhood and Adolescence	3 credits
EDUC393	Movement Activities for Children	3 credits
EDUC408	Corrective Reading	3 credits
EDUC410	Classroom Management	3 credits
EDUC414	Educational Technology	3 credits

Some elective courses are open to second year students only. These include:

- EDUC 309: Children's & Adolescent Literature (required of elementary students)
- EDUC 410: Classroom Management
- EDUC 499: Special Studies in Education

If a student did not complete a math course in their first degree they are required to take a math course as their open elective. MATH 281/EDUC281 fulfills the university math requirement for both elementary and secondary PSTs.

If students did not complete a course in educational philosophy, they are required to take EDUC 300, Introduction to Western Educational Ideas, as their education elective.

Students in the elementary stream have a total of two electives, one of which must be an education course. Students in the secondary stream have a total of four electives some of which may be used to complete their teachable minor.

In addition to completing the requirements listed, students must have a graduating average of 2.70.

### Secondary Degree Requirements

#### Year 1 Fall

EDUC301	Educational Learning Theories and Applications	3 credits
EDUC303	The Philosophy and Design of Curriculum Planning	3 credits
EDUC310	Strategies for Teaching and Learning in Secondary Education	3 credits
	Courses in teachable subjects or electives	6 credits

#### Year 1 Winter

EDUC315	Selected Secondary Teaching Methods and Materials	3 credits
EDUC320	Curriculum and Instruction in Secondary Mathematics and Sciences I	4 credits
EDUC330	OR Curriculum and Instruction in Secondary English Language Arts, Social Studies, Physical Education and Fine Arts I	
EDUC353	Secondary Practicum I	6 credits
EDUC412	Socio-cultural Influences in Jr./Sr. High School	2 credits

#### Year 2 Fall

EDUC341	Psychology of Exceptional Children	3 credits
EDUC401	Educational Administration	3 credits
EDUC409	Cross Curricular Literacy	3 credits
	Courses in teachable subjects or electives	6 credits

## Year 2 Winter

EDUC420	Curriculum and Instruction in Secondary Mathematics and Sciences II	3 credits
EDUC430	Curriculum and Instruction in Secondary English Language Arts, Social Studies, Physical Education and Fine Arts II	
EDUC453	Secondary Practicum II	12 credits

### Teachable Subjects

By the end of the degree students must complete 33 credits in a teachable major and 18 credits in a teachable minor. The majority of these credits are completed prior to admission to the B.Ed. any remaining credits may be taken as electives during the fall terms.

#### Teachable Major Subjects:

- Biology/Environmental Studies
- Chemistry
- Career and Technology studies: Business
- Career and Technology studies: Computing Science
- Drama
- English Language Arts
- General Physical Sciences
- General Sciences
- Mathematics
- Music
- Physical Education
- Social Studies

#### Teachable Minor Subjects:

Students may choose a teachable minor in any of the major subjects above or:

- Art
- Physics
- Second Language

### **Building Community**

One of the characteristics of the King's education program is its focus on building community among the students. Courses and cohorts are established as learning communities where PSTs learn not only from their professors, but also from one another. Intra-cohort community is fostered by ensuring each cohort has at least one cohort-specific course per semester they are on campus and inter-cohort community is developed through the combined elementary/secondary courses each year. The group and collaborative activities and/or assignments embedded in these courses contribute to the creation of community. This focus contributes to a stronger learning environment, models the expectations for professional community that they will experience as teachers, and exhibits an essential aim of the Christian life.



Required courses taken together in Year 1 Fall:

EDUC301	Education Learning Theory	3 credits
EDUC303	Curriculum Planning	3 credits

Required elementary courses taken separately in Year 1 Fall:

EDUC306	Elementary School Language Arts	3 credits
EDUC307	Issues and Methods in Elementary Mathematics Teaching	3 credits

Required elementary courses taken separately in Year 1 Winter:

EDUC305	Selected Elementary Teaching Methods and Materials (Modules)	10 credits
EDUC351	Elementary Practicum I	5 credits

Required courses taken together in Year 2 Fall:

EDUC341	Psychology of Exceptional Children	3 credits
EDUC401	Educational Administration	3 credits

Required elementary courses taken separately in Year 2 Fall:

EDUC450	Elementary Classroom Startup Procedures	1 credits
EDUC309	Teaching with Literature for Children and Adolescents	3 credits
EDUC403	Advanced Curriculum Design	3 credits

Required elementary courses taken separately in Year 2 Winter:

EDUC451	Elementary Practicum II	15 credits
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Required secondary courses taken separately in Year 1 Fall:

EDUC310	Secondary Teaching and Learning Strategies	3 credits
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Required secondary courses taken separately in Year 1 Winter:

EDUC320 Or EDUC330	Curriculum and Instruction in Secondary Mathematics and Sciences I OR Curriculum and Instruction in Secondary English Language Arts, Social Studies, Physical Education and Fine ArtsI	4 credits
EDUC315	Selected Secondary Teaching Methods and Materials	3 credits
EDUC412	Socio-cultural Influences in Jr./Sr. High School	3 credits

EDUC353	Secondary Practicum II	5 credits
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Required secondary courses taken separately in Year 2 Fall:

EDUC409	Cross Curricular Literacies	3 credits
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Required secondary courses taken separately in Year 2 Winter:

EDUC420 or EDUC430	Curriculum and Instruction in Secondary Mathematics and Sciences II OR Curriculum and Instruction in Secondary English Language Arts, Social Studies, Physical Education and Fine Arts II	3 credits
EDUC453	Secondary Practicum II	12 credits

Other programmatic elements are intentionally planned to yield community building experiences as well, beginning with the PSTs first introduction to the program. The initial orientation, which occurs the first day of class, is only for first year PSTs and includes two mixer games as well as transmission of typical institutional and programmatic information. PSTs sit in mixed elementary and secondary table groups. Two or three days later the second orientation for all PST is held, and it involves a mixture of first and second year table groups, an activity where second year PSTs share their advice with the first years, and other mixers. A significant purpose of this orientation is to celebrate faculty and student achievements, life milestones, program highlights, etc. During the following week a BBQ for all PSTs is held in a nearby park.

Practicum orientations are also combined. The first year orientation has two components: a general introduction in November and a detailed examination of the assignments and responsibilities in February. The November orientation includes a debrief of the first semester, a necessary component given its intensity as PSTs transition from student to teacher and begin seeing teaching with “new eyes,” an introduction to the winter semester schedule, which is quite different from the fall semester, and a discussion of practicum evaluation policies (to alleviate stress of the unknown). In February the finer details are examined, followed by a workshop on classroom management. The second year practicum orientation is also combined and occurs in November. It begins with a programmatic review (such as unpacking what “teaching to make a difference” has come to mean) and concludes with an examination of the finer points of the practicum, such as assignments and various policies.

While on practicum PSTs are assigned to a small group (based on their supervisor groups) and interact with their small group peers electronically via Moodle. Each week they post two reflections and respond to two peer posts. Faculty supervisors respond to the postings of the PSTs in their group. The purpose of these Moodle groups is to create support, enable PSTs to share resources, and alert faculty supervisors to any issues that may be emerging in the practicum.

At the conclusion of the first year practica, the two cohorts debrief their experiences together. The nature of that final seminar is changing this year, moving away from individual presentations to small and whole group debriefing activities that focus on debriefing the practicum experiences within the

context of what has been learned in the program thus far. In this manner the PSTs learn about, and appreciate, the commonalities and distinctions of teaching in elementary and secondary contexts. These experiences are vital to job preparation as some PSTs graduating from the secondary stream have found their first job in an elementary school and vice versa.

### **Connections to the Field**

Field experiences are a significant element of the program. We stress connections to practice for students and professors, both in the classroom and on field placements. PSTs will be taught by professors who have had successful teaching experiences in elementary and secondary classrooms. These professors supervise student teaching practicums, keeping in touch with what is happening in the schools. PSTs are carefully matched with their mentor teachers, so they can make the most of their 18 weeks of student teaching practicums. They will also take week-long modules on various aspects of the elementary and secondary curriculum taught by master teachers currently in the school system.

## Length of Practica in Comparison to Other Alberta Programs

*comparison made 21/07/2015*

King's	2 Yr After Degree 3 + 2 or 4 + 2 routes (Elementary/Secondary)	EDUC 251 – 10 half days observation <i>Elementary Stream:</i> Yr 1: EDUC 351 – 5 wks Practicum; builds to 50% Yr 2: EDUC 450 – 8 days at beginning of September EDUC 451 – 11-12 wks Practicum; builds to 100% for 4 wks <i>Secondary Stream:</i> Yr 1: EDUC 353 – 6 wks Practicum; builds to 50% Yr 2: EDUC 453 – 12 wks Practicum; builds to 100% for 4 wks <i>Both Streams:</i> EDUC 341: school based weekly lab/ one on one with student
Concordia	2 Yr After Degree <i>Elementary Only</i>	Yr 1: Semester 1 – 10 half days observation Yr 1: Semester 2 – 4 wks Practicum builds to 50% Yr 2: Semester 2- 9 wks Practicum builds to 80% -100%
U of A	4 Yr B.Ed. Degree 5 Yr Combined After Degree ( <i>length varies</i> ) (Elementary/Secondary)	Introductory Field Experience - 15 half days of observation First Practicum: 5 wks Practicum; builds to 50% Second Practicum: 9 wks Practicum; builds to 80%
U of Lethbridge	5 yr Combined Degree 2 Yr After Degree (Elementary/Secondary)	PS 1: 5 wks Practicum; builds to 1/3 PS 2: 6 wks Practicum; builds to 2/3 PS 3: 15 wks Practicum; assigned up to 50% MT responsibilities
U of Calgary	2 Yr After Degree 4 Yr B.Ed. Degree 5 Yr Concurrent (Elementary/Secondary)	Yr 1: Semester 1 – 2 wks observation Yr 1: Semester 2 – 4 wks Practicum Yr 2: Semester 1 – 6 wks Practicum; builds to 75% Yr 2: Semester 2 – 8 wks Practicum; builds to 100%
Mount Royal	4 Yr B.Ed. Degree <i>Elementary Only</i>	Yr 3: 5 wks Practicum; builds to 50% Yr 4: 9 wks Practicum; builds to 100%
Burman University	4 Yr B.Ed. Degree 2 Yr After Degree (Elementary/Secondary)	Does not show break down of their 16 week Practicum
St. Mary's	2 Yr After Degree <i>Elementary Only</i>	Yr 1: Semester 1 – 6 wks Practicum Yr 2: Semester 1 – 8 wks Practicum Yr 2: Semester 2 – 10 wks Practicum
Ambrose	2 Yr After Degree <i>Elementary Only</i>	Field Experience and Internship (FE): 12 credits (does not give break down)

### **Additional Distinctive Elementary Stream Features**

The master teacher modules have been a distinctive feature of the King's education program since its beginning. EDUC 305 the course which houses the elementary modules now includes week-long modules on Bible, art, social studies, music, First Nations, Metis, Inuit, English Language Learning, PE, science, and assessment. The modules are taught by exemplary teachers who leave their own classrooms for a week to share their experience and knowledge with the PSTs. These teachers are drawn from Christian schools in Alberta and BC.

EDUC 450 is a one credit course introduces second year elementary PSTs to beginning of the year procedures and practices. PSTs work with a mentor teacher (in most cases the mentor teacher with whom they will do their practicum the following January) during two prep days in August, the first two days of school in September, and then two additional days in September and October to observe the on-going development of classroom ethos, relationships, and procedures.

### **Additional Distinctive Secondary Stream Features**

Introducing a secondary stream brought a number of challenges, particularly the need to address a variety of majors and minors. First and second year curriculum and instruction (C&I) courses occur in January, and they are integrated to a certain extent: math and science are taken together in one course and English language arts and social studies form another course. Instruction in all C&I courses is collaborative. In the math and science courses the math instructor is a member of the Faculty of Education and the science instructor(s) has been either a member of the King's Natural Sciences Faculty or a master teacher. For English and social studies, both instructors are Education Faculty members. Initially King's accepted PSTs with majors and minors only in the four core subjects but recently we expanded the list and now accept those who have drama, PE, music and art as well. During January of their first year, PSTs who have a major or minor in drama, PE, music, or art take the relevant math/science or English/social studies C&I course and also observe teachers at a local junior high school teach in their non-core area. These PSTs complete assignments designed to help them understand the complexities of teaching in their curriculum area.

These C&I courses occur in January as condensed courses because the education program cannot place PSTs in classrooms until the new semester begins, generally February 1 or 2. After the C&I courses, first year secondary PSTs have three one-week modules while the second years begin their practicum. In this manner they are able to observe and experience beginning of the year procedures and practices, including the formation of learning communities.

## **Professional Development Opportunities for Students**

### *Education Student Association*

Professional Development is important for all teachers. As part of helping our PSTs make the transition from student to teacher, we have worked with students to establish an Education Division of the Student Association (EDSA) and an ATA Student Local. These separate but related organizations have afforded students (with input from the Assistant Dean) to determine, plan and fund a variety of professional development activities including First Aid courses, Non-Violent Crisis Intervention workshops, and a resume writing/job interview workshop. In addition, EDSA has funded refreshments for: call back seminars related to practica and mock interviews for second year students.

### *Teacher conventions*

During their practicum, second year students attend the teacher's convention of the school district in which they are teaching.

When the Prairie Centre for Christian Education (PCCE) holds its October teacher's convention in or near Edmonton, we require all PSTs to attend.

In years when the PCCE convention is in southern Alberta, the education faculty has at times decided to participate in King's fall Interdisciplinary Conference, depending on the theme. During years of participation, faculty plan and lead an education-specific break out session which all education PSTs are expected to attend. In the fall of 2015 we invited undergrads interested in education to join us and were pleasantly surprised by the turnout.

## **Assistance in preparing for the job search**

In the fall semester, second-year PSTs receive information regarding teacher certification processes and application processes for Edmonton Public and Edmonton Catholic school systems. During the second year practica we hold four seminars, two of which are combined because they focus on job search skills. The elementary/secondary specific seminars focus on debriefing particular experiences, sharing resources, and addressing issues that have arisen in the online component of the course. The combined seminars provide information on resume writing, interview skills, and participating in mock interviews with principals. PSTs regularly identify the latter experience as a programmatic highlight.

## Questions and Aspirations

### Student Outcomes and Practicum Assessments

In its regular December 2013 meeting, the Education Faculty asked TEAC to respond to the components that make up our second-year practicum. The committee members focused almost exclusively on our practicum assessment plan, particularly on several of the scales we use for evaluation of the PSTs and on the fact that students receive a letter grade in the second practicum. The main points made by the TEAC members included:

- For employers, evidence-based written comments are more powerful than grades.
- Teachers are required to meet a standard at either interim or permanent levels—you either meet the standard or you don't. PSTs either meet the interim standard or they don't. Grades are irrelevant and misleading in this context.
- The 1-5 scale might be helpful to students, more so than to employers.
- There is no inter-rater reliability to the 1-5 scale which undermines its usefulness and fairness.
- The evaluation should be aligned with the TQS.
- TEAC members also recommended several criteria to add to the evaluation form:
  - Experiences with wrap-around services
  - Building partnerships with parents and community partners
  - Engagement in whole-school activities

The Faculty of Education recognized the worth of TEAC's comments and also recognized that a project to redesign the practicum assessment plan needed to be linked to another project—our intention to develop a stronger set of student outcomes. Recognizing that Alberta Education is likely to release a new Teaching Quality Standard soon, the Education Faculty set this project aside for the moment. However, some preparatory work has been done, including assembling a cache of documents which will be useful references once the project is launched:

Comparison of Teaching Standards	This is a side by side presentation of the core Teaching Standards from Australia, the UK, the USA (InTASC), Ontario, BC, and the Teaching Quality Standard from Alberta. These are set beside the criteria from our EDUC 453 Practicum Summative Assessment.
Hull. Teaching Standards	This is the article that John Hull wrote arguing that a vision for who teachers should be should frame Teaching Standards.
Overview of the Second Practicum	This is the one-page document prepared to summarize the practica for TEAC.
"A Framework of Effective Teaching for Learning,"	the 2012 study of teaching standards undertaken by the Association of Alberta

	Deans of Education and presented to The Professional Standards Branch, Alberta Education
Australian Teacher Standards	Most of these teaching standard documents provide extensive contexts for their lists of standards.
BC Teaching Standards	
InTASC Standards (USA)	
Alberta Teaching Quality Standards	
Ontario Teaching Standards	
UK Teaching Standards	

### Social studies and science as core courses in the elementary program

Curriculum and instruction in elementary social studies and science are currently delivered by master teachers as one week modules in EDUC 305. At one time this was true of math as well. However, when a math education specialist joined the faculty in 2008, math methods became its own 3 credit course along with language arts. These two subject areas, together with social studies and science, form the “core” subjects in Alberta Education, raising the issue of how best to teach social studies and science in the elementary stream. The addition of a science educator to Education Faculty might make a change possible. Science and social studies could become courses rather than modules. Whether they should become 1.5 or 3 credit courses would also need to be addressed.

### Stand-alone strategies courses

Currently the secondary stream has a designated teaching and learning strategies course (EDUC 310). The general strategies taught in the course can be used in any classroom in any subject area. The course examines a spectrum of strategies from teacher directed lecture to student directed investigations, including concept attainment, cooperative learning, drama, and discussion. Secondary PSTs practice using these strategies through demonstration teaching and writing lesson plans. On the other hand, PSTs in the elementary stream learn about strategies in their methods classes. The Education Faculty has asked itself whether an argument for the different approaches at different levels can be made or whether one or the other approach would be better for both levels.

### Intensive courses in January

Secondary students start their practica in February or March due, in part, to high school exam schedules. Accordingly, in the secondary program, January and February are devoted to intensive courses and modules. One advantage of the later start date is that spring break falls within the weeks of the practicum for secondary PSTs, allowing them to catch their breath, do some marking, and plan ahead. The differing practica start times raise several questions:

- Second year elementary PSTs have no course in January and thus enter the schools immediately after the Christmas break. They enjoy neither the university reading week nor school spring break. The benefit is that they complete the program at the end of March and are able to supply teach for the rest of the year. Yet some PSTs have reported that they are very tired at the conclusion of their



practicum. Since elementary PSTs have fewer electives in their program, one option is to offer a required course in January, thereby enabling them to enjoy Spring Break as well as an additional elective in the second year fall term. Alternatively, a combined science and social studies methods course could be offered in January of year two.

- There has been some question of the work load this teaching regime places on faculty. To date those involved in C&I courses have supervised fewer practicum placements than faculty who do not teach in January. However, the pace of the intensive courses is brisk and takes a toll on the faculty members involved.
- Currently the dean co-teaches two of the intensive C&I courses, providing the language arts focus. Will that be sustainable in the light of administrative demands? If not, how will the language arts aspects of the C&I courses be resourced?

### Developmental Psychology

Currently, developmental psychology is neither a prerequisite for our program nor a requirement within it. The Education Faculty has asked itself whether our students should have this course incorporated within their program.

### Options for enriching our students' programs

- Create space for students to have more optional courses and offer more optional courses. PSTs in the elementary stream have only two electives, and if they require both EDUC 300 and MATH 281, they effectively have no electives. There is a desire to free up some additional electives for them, perhaps, as suggested above, by moving a required course to January. Secondary PSTs entering the program with their major and minor already complete have a different problem in that the number of education electives offered is insufficient, especially for those who have come through King's and have been advised to take EDUC 300 and MATH 281 in their first degree.
- Explore the possibility of acting on the Shared Vision 2020 priorities of offering study abroad experiences and connections with the developing south.
- Consider the possibility of offering Spring and/or Summer courses.

### Developing pathways within the undergraduate program to the B.Ed.

The number of education courses offered within the undergraduate program is limited: EDUC 251, MATH 281/EDUC 281, EDUC 300. King's offers EDUC 363 and EDUC 393 are offered as well, but through the Psychology and Physical Education Departments. Although an education minor is offered for elementary-bound students, it does not offer extensive exposure to members of the Education Faculty. How might we provide better pathways for undergraduates to prepare to enter the program? Can we envision more participation by members of the Education Faculty in the undergraduate program—more involvement in the education minor?

### Serving needs beyond our B.Ed. Program

The Education Faculty has discussed services that it could provide which would reach beyond our B.Ed. Program. Some of the possibilities are inspired by priorities in *Shared Vision 2020*.

- Develop a plan to determine and address the need for faith-based teacher preparation and upgrading delivered in alternative formats
- Develop a curriculum leadership certificate with the Prairie Centre for Christian Education
- Develop a systematic approach to assisting international students
- Explore possibilities to connect with First Nation, Metis, Inuit populations

### 3.2. Program Outcomes

The current Education Program Outcomes, as stated in our practicum manuals, indicate that our program prepares PSTs to

1. Discern among the various contending philosophical orientations that strive to define the theory and practices of schooling
2. Articulate their faith assumptions and understand the impact of those assumptions on teacher practices
3. Understand pedagogic theory including child and adolescent development, learning and motivation, curriculum organization and development, instructional planning, and student evaluation
4. Demonstrate an understanding of the knowledge, skills and attributes of sound pedagogic practice needed for entry into the classroom as outlined by Alberta Education in the Teaching Quality Standards
5. Combine a solid pedagogical preparation with specialist content knowledge
6. Transform learning communities.

While these outcome statements reference much of what the Faculty of Education would like to see in its graduates, we intend to undertake a process that will revise them substantially. The language of Outcomes 1 and 2 should be more nuanced to relate better to the diversity of our current student body and faculty members. Outcome 6 expresses a sense of mission which is central to our program, but does so in a way which is too vague to draw conclusions on whether students have met the outcome.

Although the Knowledge, Skills, and Attributes (KSAs) outlined in the Alberta Education *Teaching Quality Standard* appear in Outcome 4 and are embedded throughout our program, incorporating them in outcomes in a more systematic way would make them far easier to work with, particularly in relation to student and program assessment.

In view of these concerns, the Faculty of Education proposes to redraft its Program Outcomes and redesign the role that the outcomes play in the Education Program. This will require the development of a plan in which the Faculty of Education will assemble and review a collection of resources from which it will develop a proposed set of student outcomes. Many suitable resources have already been gathered:

- The Faculty of Education Mission and Goal Statements
- The document which will replace the Alberta Education *Teaching Quality Standard*
- “A Framework of Effective Teaching for Learning,” the 2012 study of teaching standards undertaken by the Association of Alberta Deans of Education and presented to The Professional Standards Branch, Alberta Education
- A compilation of teaching standards drawn from other Canadian provinces, Britain, Australia, and the United States which has already been prepared for this purpose

Program outcomes currently used by other teacher preparation programs in Alberta would also be useful.

The plan to develop student outcomes should include a phase during which the proposed outcomes are shared with educational stakeholders. Once a final set of student outcomes is adopted, the final phase will require the Faculty to revise its practicum assessments, exit surveys, and other program elements to align with the new outcomes.

## 4. Curriculum

### Courses offered by the Faculty of Education

(See Appendix for Course Descriptions)

Required Courses for the Bachelor of Education programs

Course Code	Title
EDUC301	Educational Learning Theories and Applications
EDUC303	The Philosophy and Design of Curriculum Planning
EDUC305	Selected Elementary Teaching Methods and Materials
EDUC306	Elementary School Language Arts
EDUC307	Issues and Methods in Elementary Mathematics Teaching
EDUC309	Teaching with Literature for Children and Adolescents
EDUC310	Strategies for Teaching and Learning in Secondary Education
EDUC315	Selected Secondary Teaching Methods and Materials
EDUC320	Curriculum and Instruction in Secondary Mathematics and Sciences I
EDUC330	Curriculum and Instruction in Secondary English Language Arts, Social Studies, Physical Education and Fine Arts I
EDUC341	Psychology of Exceptional Children
EDUC351	Elementary Practicum I
EDUC353	Secondary Practicum I
EDUC401	Educational Administration
EDUC403	Advanced Curriculum Design
EDUC409	Cross Curricular Literacy
EDUC412	Socio-cultural Influences in Jr./Sr. High School
EDUC420	Curriculum and Instruction in Secondary Mathematics and Sciences II
EDUC430	Curriculum and Instruction in Secondary English Language Arts, Social Studies, Physical Education and Fine Arts II
EDUC450	Elementary Classroom Startup Procedures
EDUC451	Elementary Practicum II
EDUC453	Secondary Practicum II

Pre-Education and Education Electives

Course Code	Title	Cross-listing
EDUC251	Introduction to Teaching	
EDUC281	Principles of Mathematics for Teaching	Same as MATH 281.
EDUC300	Introduction to Western Educational Ideas	
EDUC308	Teaching Beyond the Classroom	
EDUC363	Childhood and Adolescence	Same as PSYC 351.
EDUC393	Movement Activities for Children	Same as PHED 393.

EDUC399	Special Topics in Education
EDUC408*	Corrective Reading
EDUC410*	Classroom Management
EDUC414	Educational Technology
EDUC499	Directed Studies in Education

\*These courses are open only to students in the Bachelor of Education programs

#### In-service Teacher Education Courses

Course Code	Title
EDUC503	Advanced Curriculum Design for the Classroom Teacher
EDUC505	Selected Elementary Teaching Methods and Materials in Language Arts
EDUC506	Selected Elementary Teaching Methods and Materials in Bible Studies
EDUC507	Selected Elementary Teaching Methods and Materials in Science
EDUC508	Selected Elementary Teaching Methods and Materials in Math

## 5. Assessment

### 5.1. Statistical profile of population, course enrolments, degree conferrals

#### Applicant Breadth of Study

The Bachelor of Education program requires that applicants have acceptable breadth of study in their first degree. This includes 3 credits each in English, history, theology, philosophy, fine arts, social science, natural science (with lab) and 3 credits in computing science or mathematics. It is also recommended that students have courses in Canadian studies, developmental psychology, educational philosophy, introduction to teaching and second languages.

An assessment of 5 years of applicants showed that at least 80% of elementary and secondary applicants presented courses in English, history, theology, philosophy, fine arts, social science, natural science (with lab) while only 60% of elementary applicants and 65% of secondary applicants presented courses in mathematics.

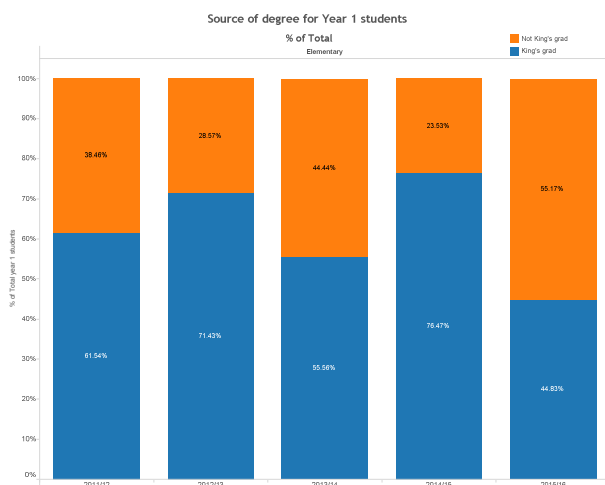
Of the recommended courses, 64% of elementary applicants presented courses in Canadian Studies, 54% in developmental psychology, 38% in introduction to teaching, 37% in philosophy of education and 18% in second languages. For secondary applicants, 60% of applicants presented courses in Canadian Studies, 23% in developmental psychology, 14% in introduction to teaching, 25% in philosophy of education and 19% in second languages.

#### New Students

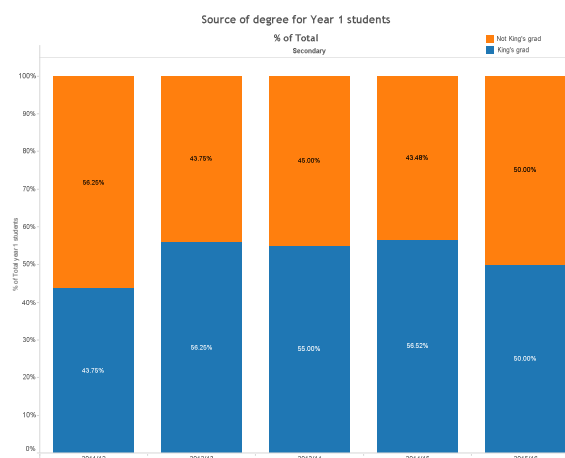
The following applicant data only includes applicants who were admitted and attended King's, the data is not available for students who did not attend. All numbers are based on 5 years of data for academic years 2010-11 to 2014-15.

#### First degree

##### Elementary

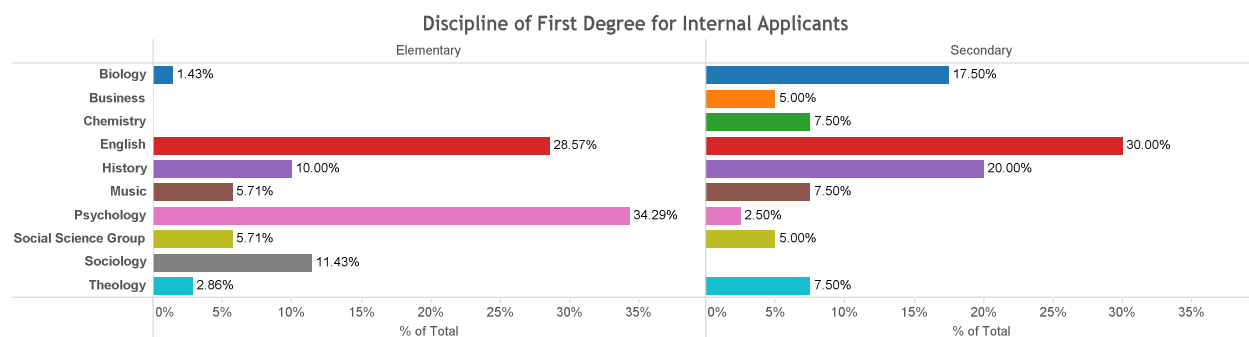


##### Secondary



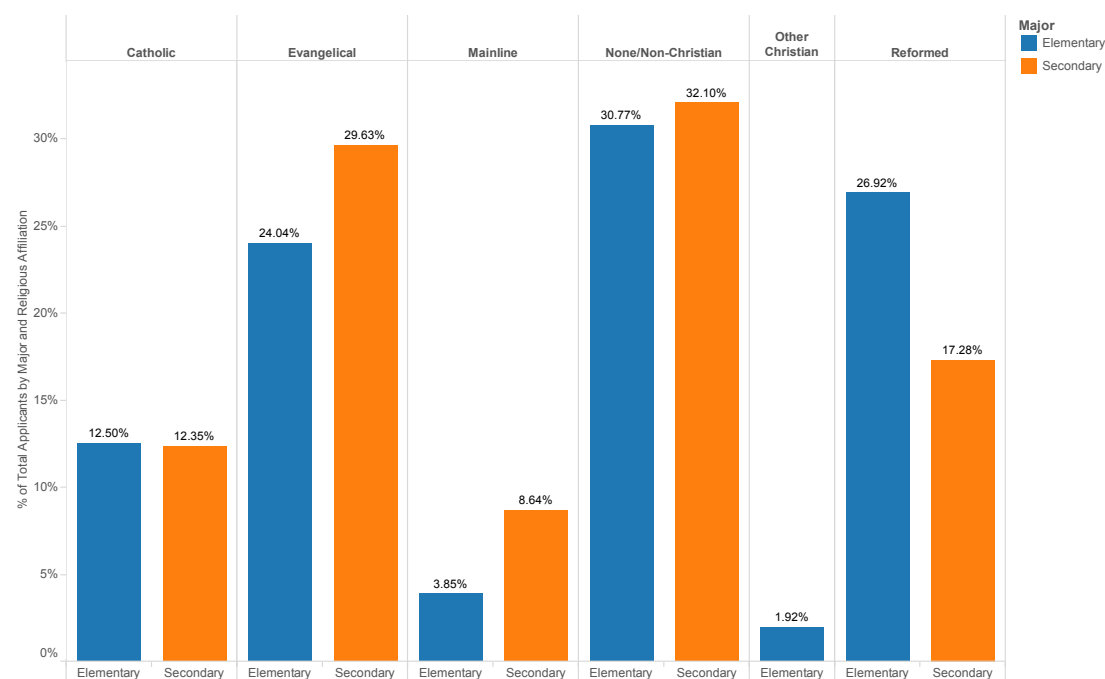
For the purpose of admission applicants can be identified as internal (received their first degree from King's) or external (received their first degree from an institution other than King's). There has been quite a bit of fluctuation in the source of degree for elementary applicants, the average over 5 years is 60% internal, the ratio for secondary app 62%.

For both the secondary and elementary programs, 65% of external students from completed their first degree at an Alberta institution.



For internal applicants who attended King's the most common disciplines in the first degree were psychology and English for elementary applicants and English, history and biology for secondary applicants.

### Religious Affiliation



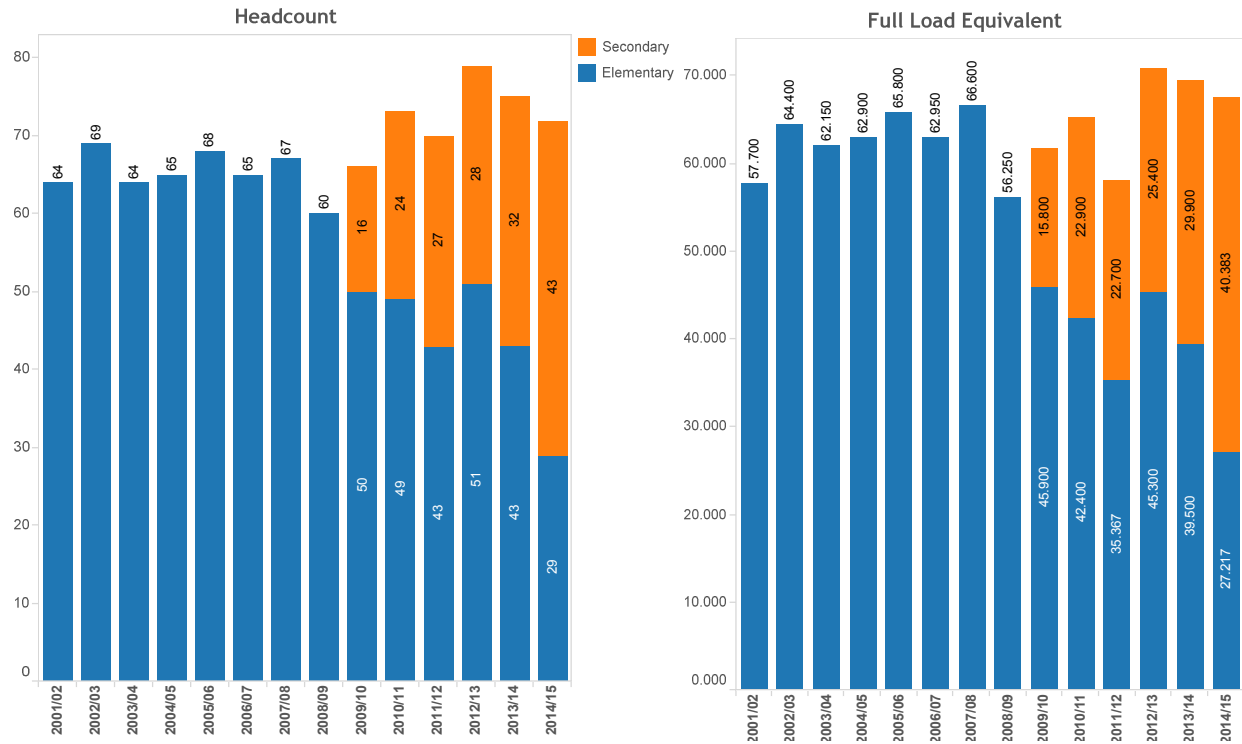
The most commonly identified religious affiliations for both the elementary and secondary programs are None/Non-Christian, Reformed and Evangelical.

When compared to internal applicants, more external applicants identified as Catholic, Mainline or None/Non-Christian and fewer identified as Reformed or Evangelical.

## Enrollment

### Headcount and Full Load Equivalent

The following data is for all terms of the academic year, headcount is unduplicated. One full load is equal to 30 credits.



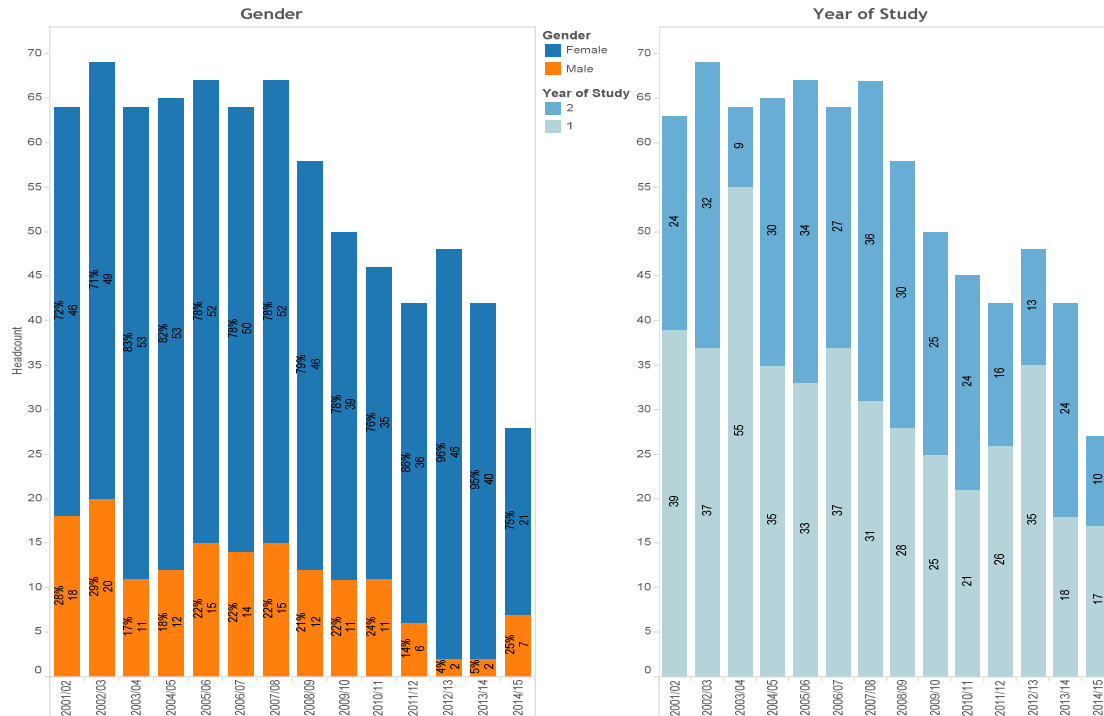
Enrollment in the elementary program has been declining since 2007/08, with one spike in the incoming class in 2012/13. Enrollment in the Secondary program has seen a steady increase since it began in 2009 reaching 43 (40.383 FLE) students in 2014/15. The program has yet to reach its capacity of 50 students.



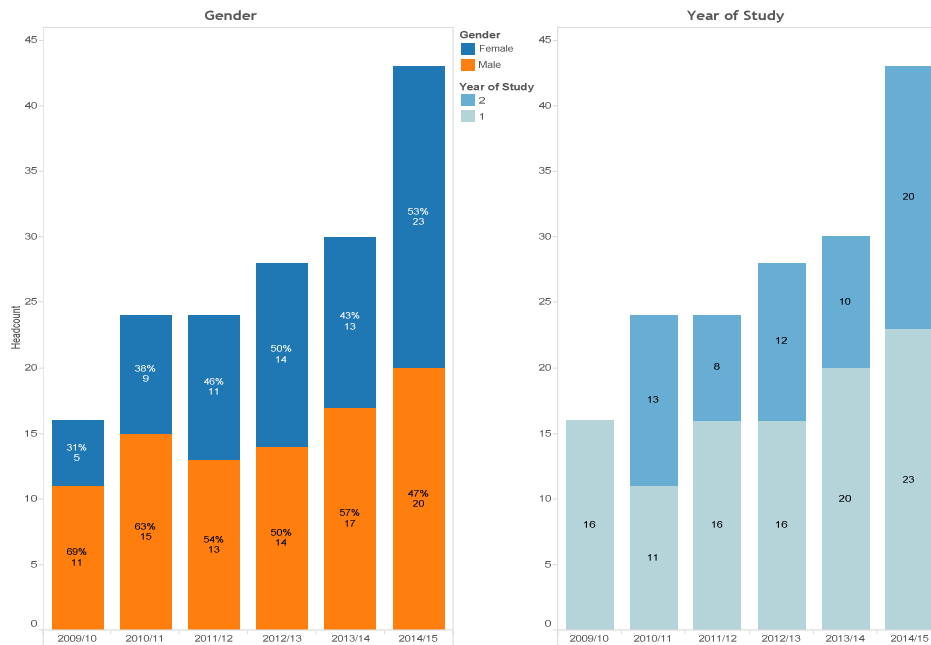
## Gender and Year of Study

The following data is for the Fall term only.

### Elementary



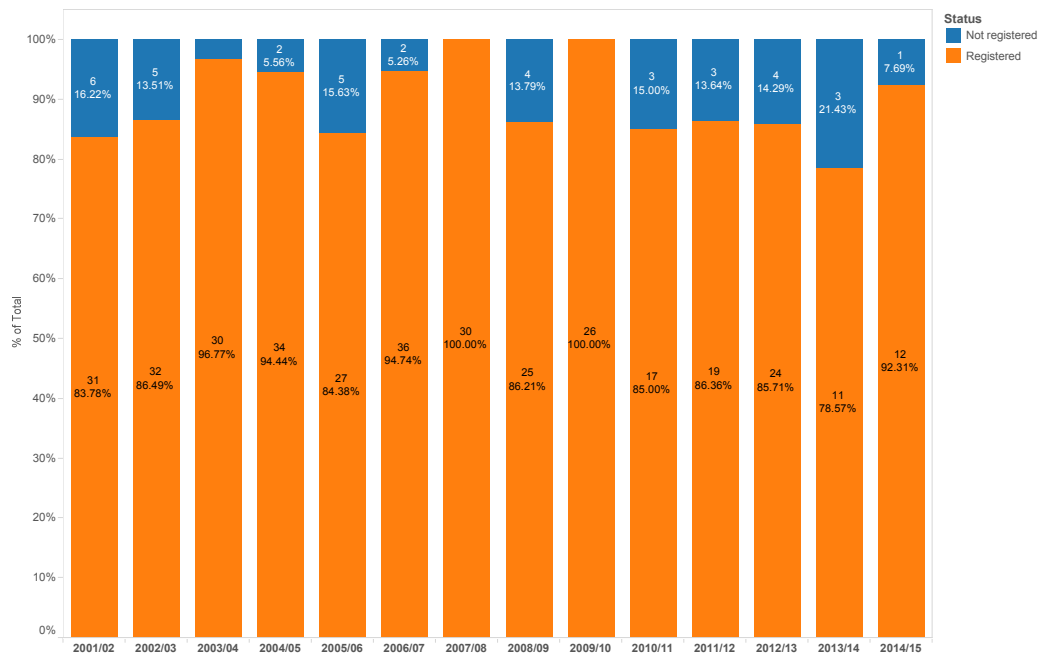
### Secondary



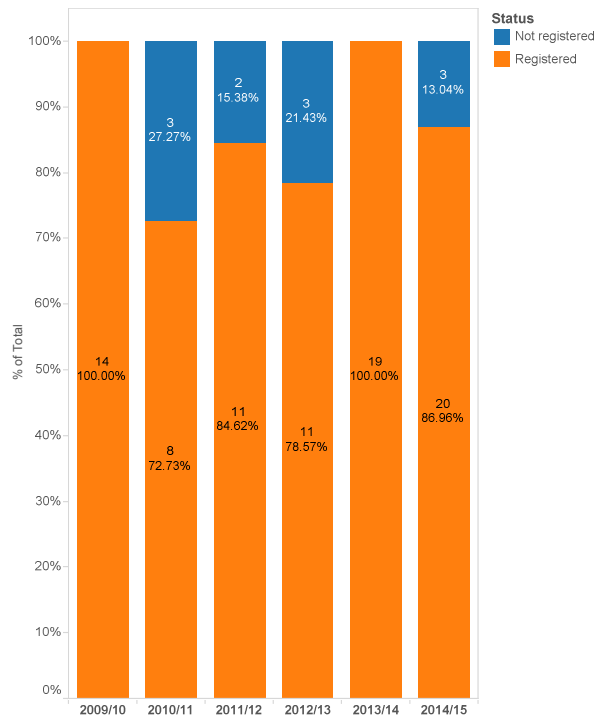
Females make up approximately 80% of the enrollment in the elementary program. Enrollment in the secondary program is balanced between females and males.

## Retention

### Elementary



### Secondary



The charts above shows retention in the elementary and secondary education programs. Average retention for the elementary program over 5 years is 86%, 85% in the secondary education program. The overall average retention for the institution is 77%.

## Course Enrollment

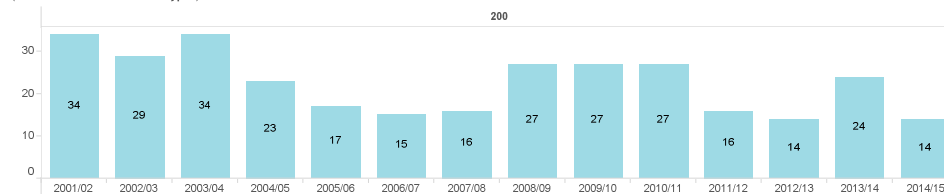
Courses taught by the Faculty of Education serve different purposes in the institution and fall into the following categories:

1. EDUC 251 Introduction to Teaching. This is a pre-education course taken by students outside Bachelor of Education programs.
2. EDUC/MATH 281 Principles of Mathematics. This course is open to students in all programs and is required for elementary students who did not complete a math course in their first degree.
3. Senior level courses open to students in all programs
4. Senior level courses open only to students in the Bachelor of Education programs.

### EDUC 251 – Introduction to Teaching (Pre-BEd)

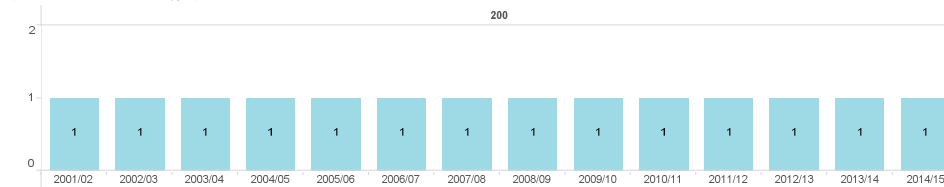
#### Registrations

(All sessions and instruction types)



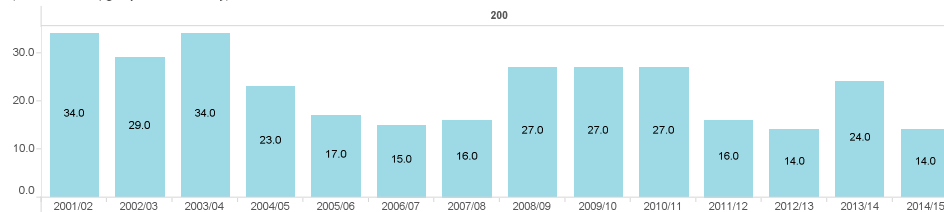
#### Sections

(All sessions and instruction types)



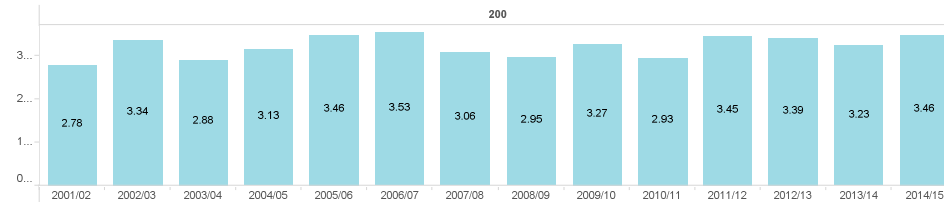
#### Average Class Size

(Fall and Winter, group instruction only)



#### Course Averages

(All sessions and instruction types)



#### Proportion of Registrations in Major

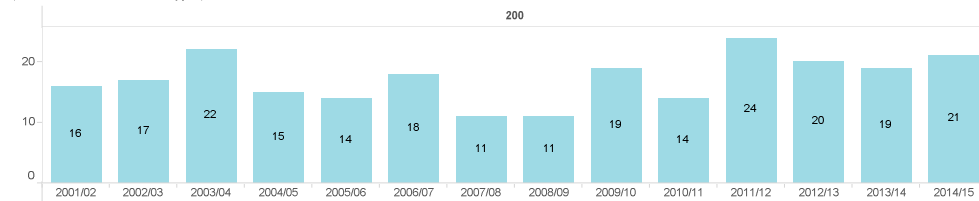
(All sessions and instruction types)



## EDUC/MATH 281 – Principles of Mathematics for Teaching

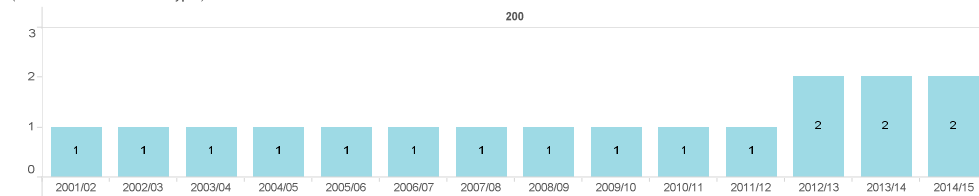
### Registrations

(All sessions and instruction types)



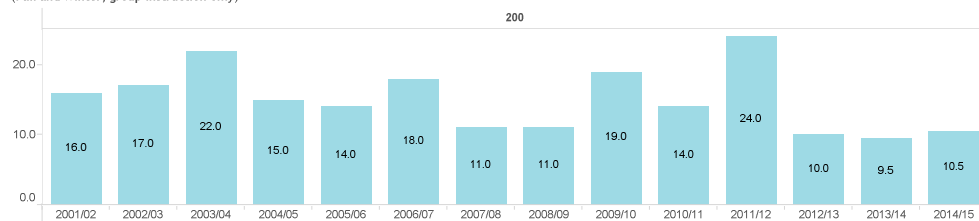
### Sections

(All sessions and instruction types)



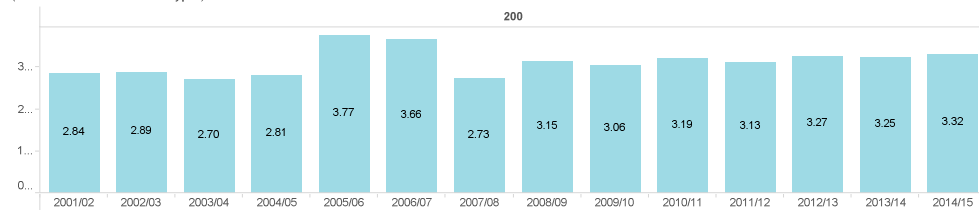
### Average Class Size

(Fall and Winter, group instruction only)



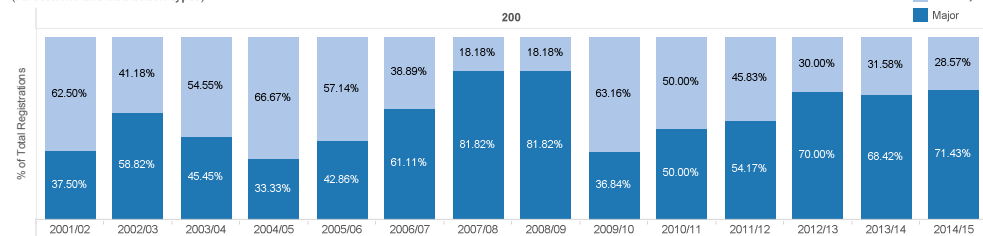
### Course Averages

(All sessions and instruction types)



### Proportion of Registrations in Major

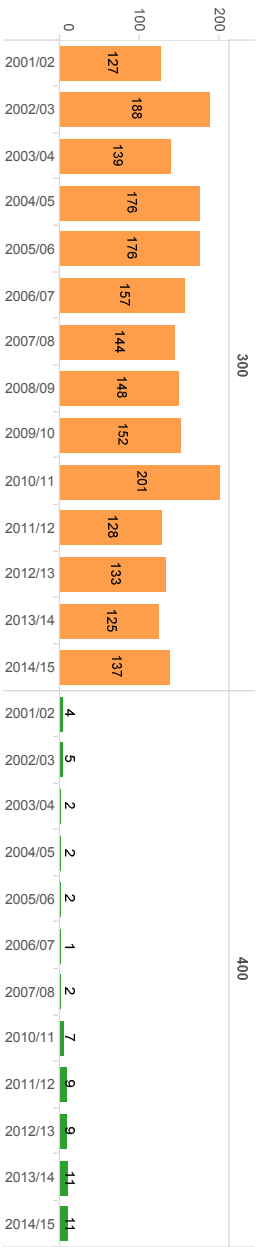
(All sessions and instruction types)



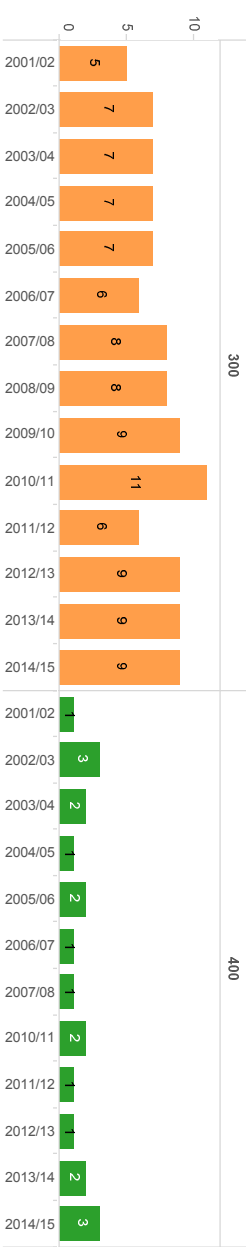
Senior Level Courses Open to all Students

Note: Includes crosslisted courses PHED 393, PSYC 351, PSYC 341. EDUC 309 and 341 are included in these charts but are now restricted to Bed students.

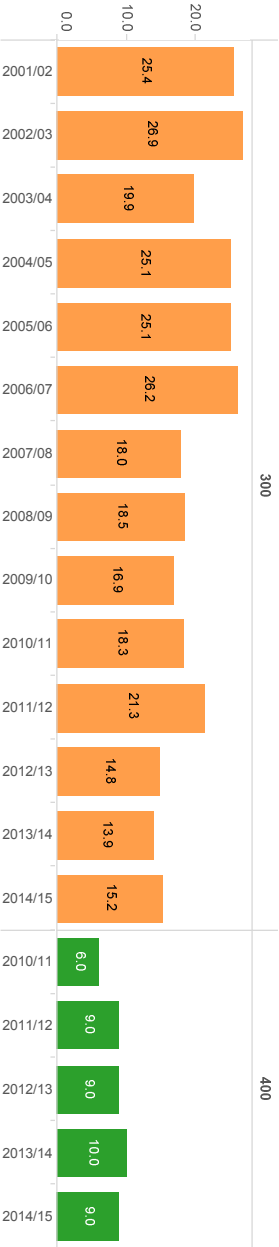
**Registrations**  
(All sessions and instruction types)



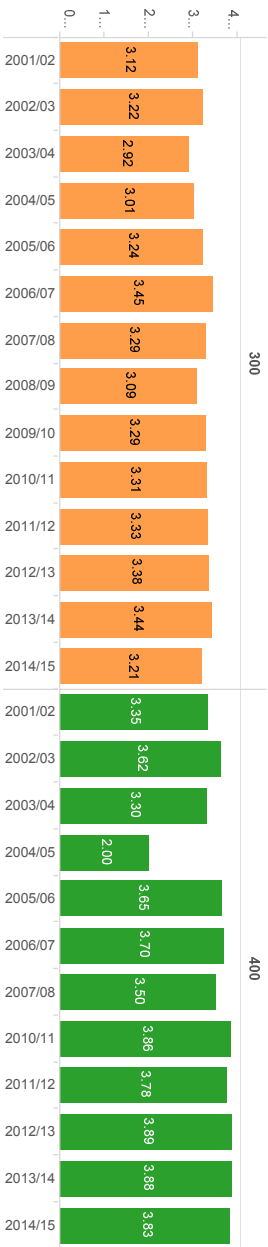
**Sections**  
(All sessions and instruction types)



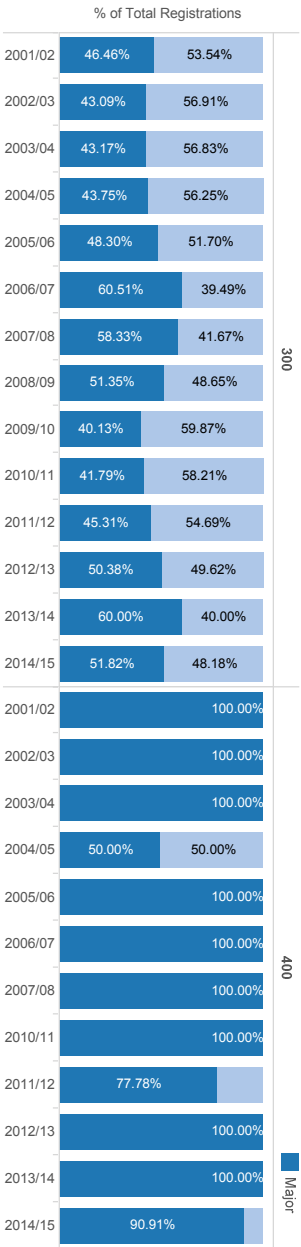
**Average Class Size**  
(Fall and Winter, group instruction only)



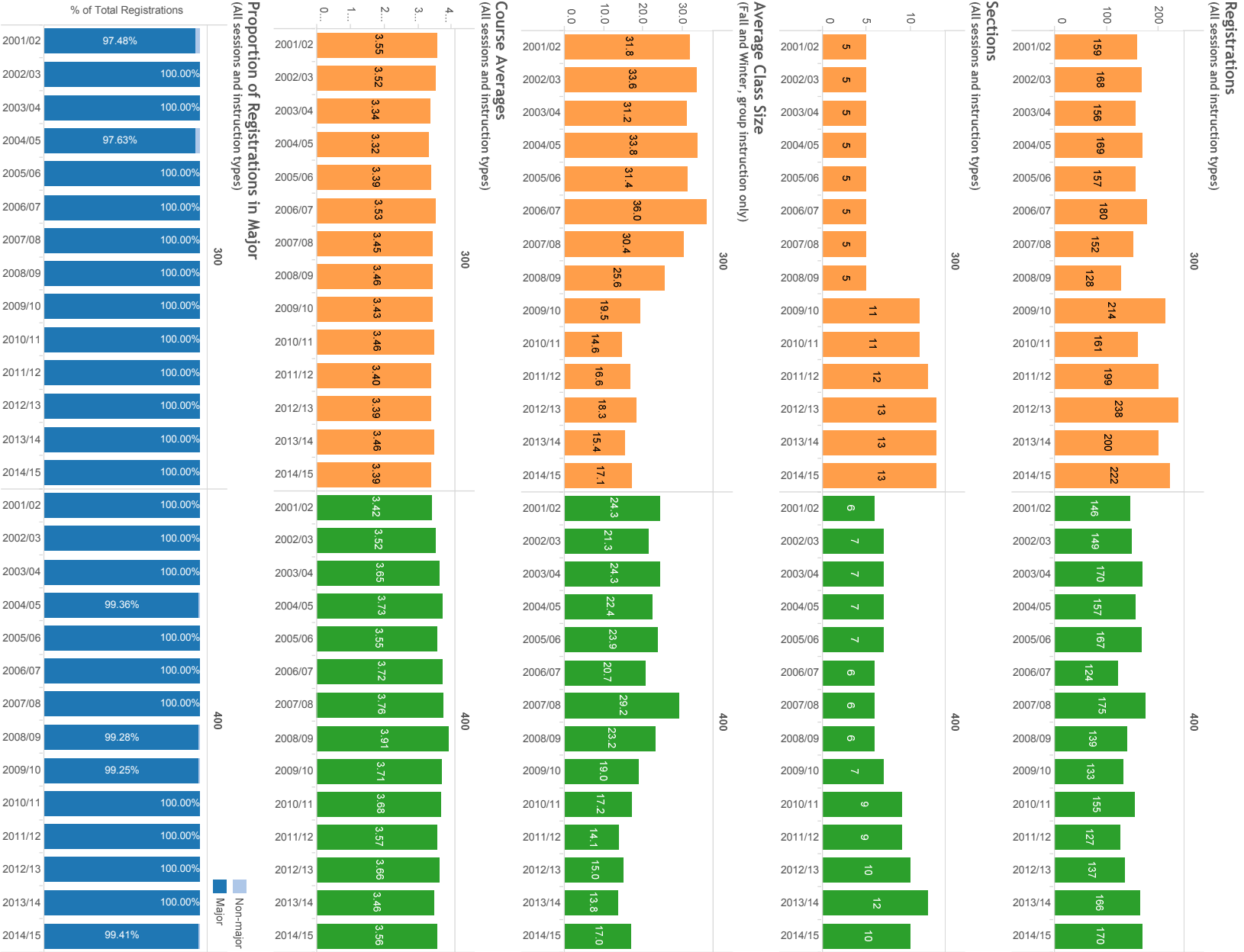
**Course Averages**  
(All sessions and instruction types)



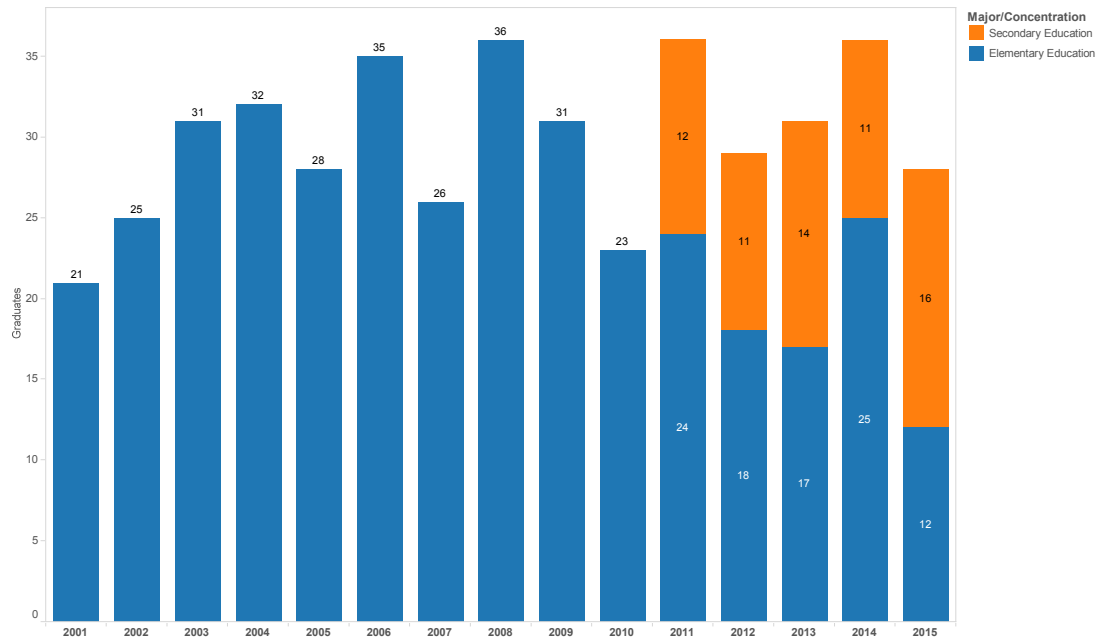
**Proportion of Registrations in Major**  
(All sessions and instruction types)



Senior Level Courses Open Only to Students in the Bachelor of Education Programs



## Graduates



	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Elementary Education	21	25	31	32	28	35	26	36	31	23	24	18	17	25	12
Secondary Education											12	11	14	11	16
Grand Total	21	25	31	32	28	35	26	36	31	23	36	29	31	36	28

Consistent with enrollment data, the number of graduates from the elementary program has been declining while the number of secondary graduates has increased since the first graduating class in 2011.

## Secondary Teachable Subjects

### Teachable Major

	2011	2012	2013	2014	2015	Grand Total
Biology/Environmental Studies		1	2	2	1	6
Career and Technology Studies: Business					1	1
Chemistry	1		2			3
Drama				2		2
English Language Arts	1	2	2	2	4	11
General Physical Sciences			1			1
Music				1	1	2
Physical Education				1	1	2
Physics					1	1
Social Studies	9	8	5	3	7	32
Grand Total	11	11	12	11	16	61

### Teachable Minor

	2011	2012	2013	2014	2015	Grand Total
Art				1		1
Biology/Environmental Studies	1				4	5
Career and Technology Studies: Business		1				1
Chemistry			1	1		2
Drama		1			1	2
English Language Arts	5	4	2	3	1	15
General Sciences	1		1			2
Mathematics	1	1	3	1	2	8
Physical Education	1	3	2	2	4	12
Second Language	1					1
Social Studies	1	1	1	3	4	10
Grand Total	11	11	10	11	16	59

A breakdown of the teachable majors and minors awarded shows the popularity of English Language Arts and Social Studies with 70% of the students graduating with a teachable major in one of these fields.

## **5.2. Graduate profile**

The data below is based on the 2014 Graduate Outcomes Survey of students who graduated in 2012. Survey results are for all graduates from the Bachelor of Education, elementary and secondary. Of the 29 graduates in 2012, 15 responded to the survey.

Employment is a key outcome for this degree. For graduates in the labour force, 100% of respondents were employed two years after graduation. Of those employed, 85% were working in a job related to their degree, 80% felt qualified for their job and 95% were satisfied or very satisfied with their job.

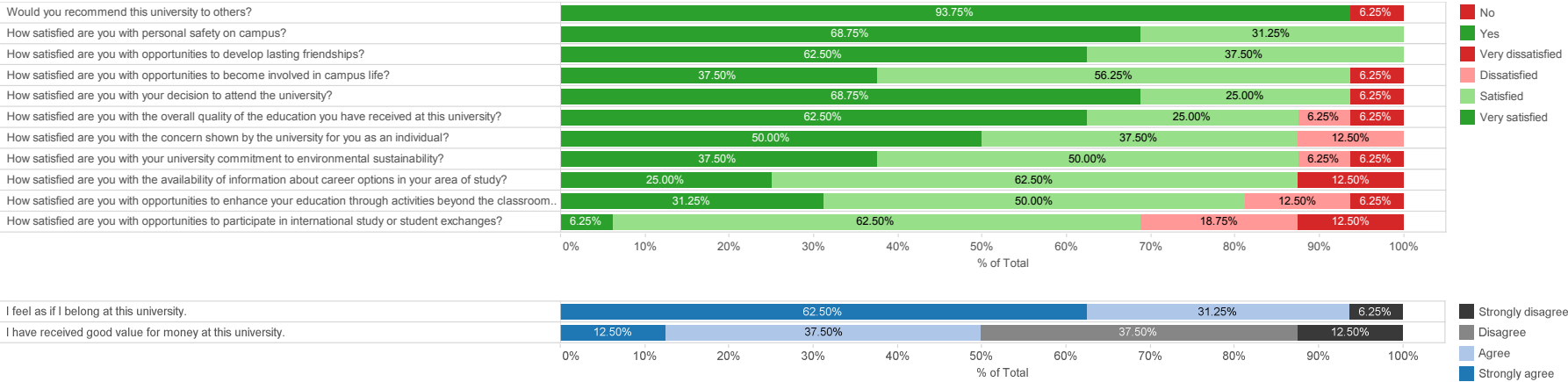
In terms of satisfaction, 95% of surveyed graduates were satisfied or very satisfied with the Bachelor of Education program and the overall educational experience and 90% would recommend the same program.

## **5.3. Current student survey/focus groups on qualitative program aspects**

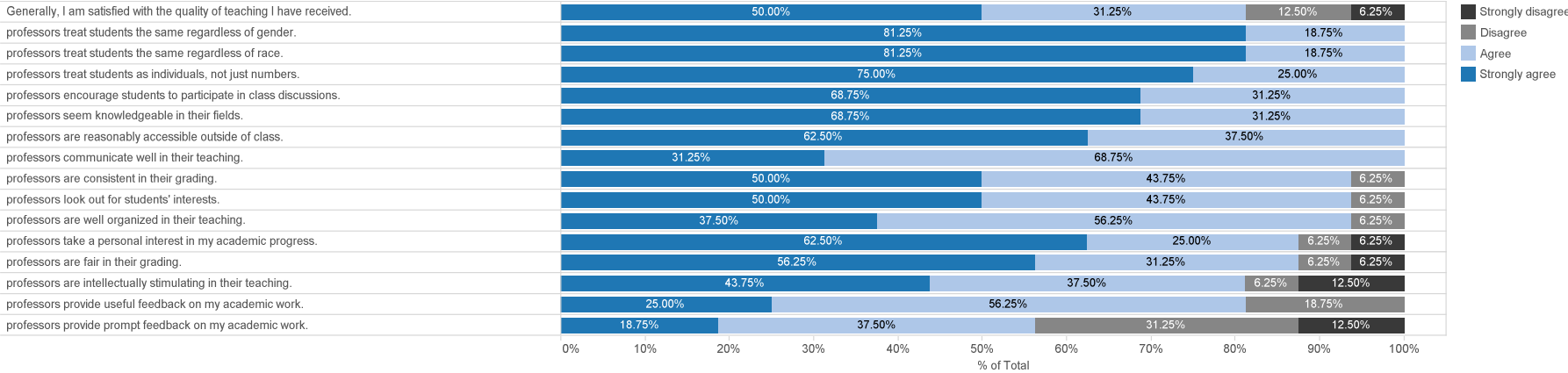
The data on the following pages is based on the results from the 2015 Canadian University Survey Consortium survey. This was a survey of current students in the final year of the program. Of the 28 students contacted, 16 responded to the survey. Survey results include both elementary and secondary students.



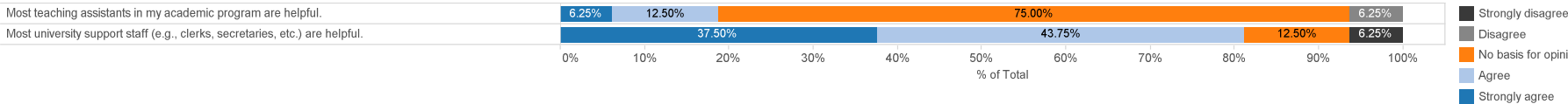
Satisfaction



Professors

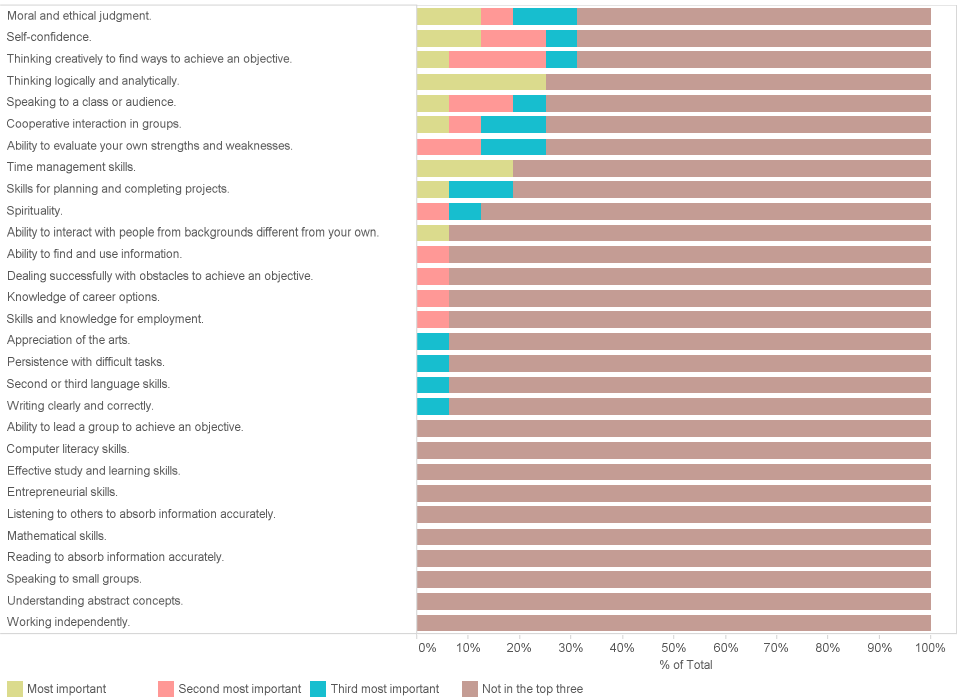


Staff

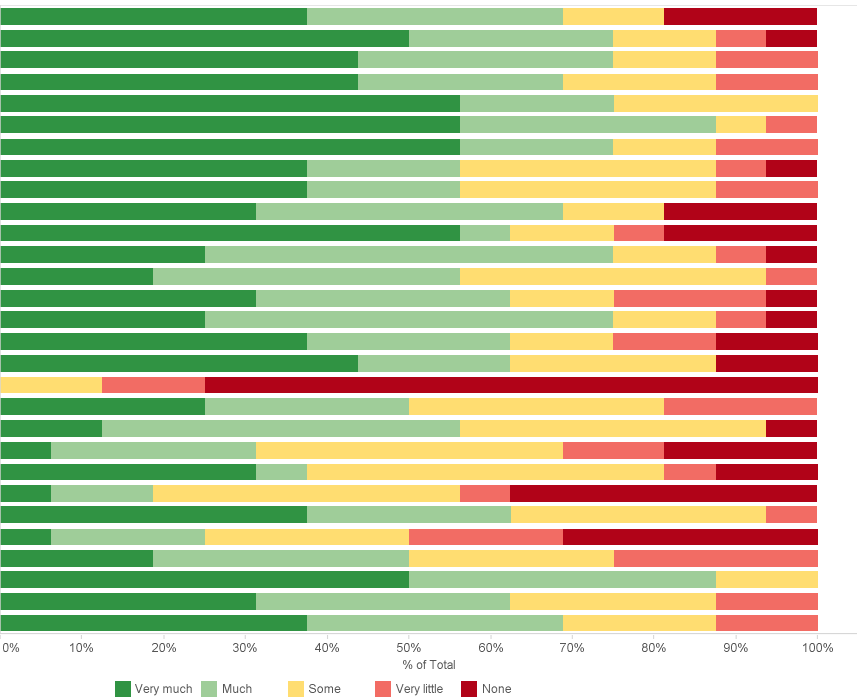


Growth and Development

Regardless of how well you think the university did, which 3 of the following do you think are the most important?

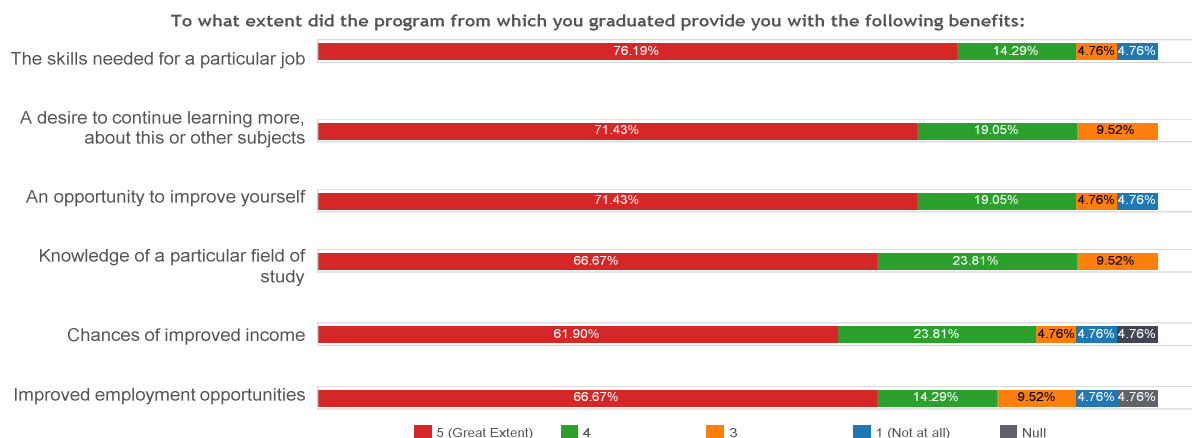


How much has the university contributed to your development in these areas?



## 5.4. Alumni survey/focus groups on qualitative aspects of the program

The data below is based on the 2014 Graduate Outcomes Survey of students who graduated in 2012. Survey results are for all graduates from the Bachelor of Education, elementary and secondary. Of the 29 graduates in 2012, 15 responded to the survey.



## 5.5. Resources (budget and facilities)

### Budgets

Budgets for the past 5 years are as follows.

	Actual	Actual	Actual	Actual	Actual	Budget
	2011-12	2011-12	2012-13	2013-14	2014-15	2015-16
<b>REVENUE</b>						
Tuition & fees	-	-	2,630	2,518	3,006	4,300
Donations	130,579	130,352	132,451	-	-	-
	130,579	130,352	135,081	2,518	3,006	4,300
<b>EXPENSES</b>						
Full time instruction	370,898	421,604	450,075	455,281	485,524	471,159
Part time instruction	61,015	57,555	75,025	90,724	70,416	107,813
Administrative	96,687	98,527	100,147	103,022	110,001	106,894
Student	4,509	4,945	5,138	5,215	4,867	5,691
Benefits	87,120	96,636	104,204	107,819	112,336	115,096
Operating supplies and services	35,837	30,285	40,500	39,831	54,959	43,040
Utilities	-	(26)	-	(3)	(5)	-
Travel, hospitality and conferences	32,118	23,431	21,182	28,342	20,661	40,600
	688,184	732,957	796,271	830,231	858,760	890,294
<b>NET EXPENSES</b>	557,605	602,605	661,190	827,713	855,754	885,994

## **Facilities**

The B.Ed. Program has two dedicated classrooms:

### **L110**

The original home base of the Education Program, L110 is equipped to offer the kinds of spaces and resources available in a school:

- A computer with Smartboard and two overhead projectors
- White boards
- Bulletin boards
- Trapezoidal tables with chairs to seat +40
- A soft seating area
- Surfaces and tools for preparation of teaching resources
- Storage with supplies
- Sink, counter, refrigerator, microwave

### **N202**

Located in the North Academic Building and closer to the pod of Education Faculty offices.

- Plumbing and fixtures to enable some science demonstration
- Trapezoidal tables with chairs

# External Assessment

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Dr Craig Loewen, Dean of the Faculty of Education at the University of Lethbridge, and Dr Alan Sears, Professor of Education at University of New Brunswick, were invited by the VP Academic to act as the external reviewers for this program. This included an on-site visit on 26-17 January 2016 during which the reviewers met with students, faculty, administration, school Principals, TEAC, and alumni.

The external review report is appended to this report in full.

The committee carefully reviewed the report, and has the following responses.

## Response to Considerations

Some of the reviewers' considerations appeared in the Recommendations section of the external report as well. These have been addressed by the Education Faculty in the Response to Recommendations section. The following section contains the Faculty's responses to the considerations that were not addressed previously.

Consideration	Response
<b>4.1. General Program</b>	
(a) <i>Christian vs. Public School Preparation.</i> How can King's better (directly) articulate for students that preparation for teaching in a faith-based school is not independent from preparation for a successful career in the public or separate school systems?	We affirm that we are a Christian, faith-based education program which is generously open to serve students of all faiths and those who profess none. We prepare teachers for all types of Alberta schools. Our graduates teach in public, separate, public alternative, independent and charter schools. During the self-study phase of the program review process, the Education Faculty developed a Statement of Priorities and Principles to clarify this foundational aspect of our identity. As we developed the Statement, we invited responses from our Teacher Education Advisory Committee. Our identity as a faith-based program serving a diverse student body will be an ongoing conversation with multiple stakeholder communities. Through scholarship and continuing conversation, we intend to deepen our own understanding by addressing education and faith within an increasingly religiously diverse society. An additional way to articulate the relevance of faith-based preparation for teaching in all types of schools to our students would be through connections to alumni, including testimonials.
(d) <i>Program Sequence.</i> Student and alumni report that the general curriculum course (while deemed	"Philosophy and Design of Curriculum Planning" is a central course in the first term of our program.

important) seems to lack context given that it is learned independent of a practicum. How (and at what points) can the faculty better articulate the laddering of the program and the growth anticipated in student learning while maintaining critical links between program elements?	A challenging course, it asks students to step into a more complex role in curriculum planning than most have foreseen. Many students experience a temporary sense of being overwhelmed. Nevertheless, success in the curriculum course tracks very closely with success in the first practicum, suggesting that the course plays a significant role in our students' achievement in schools. The Education Faculty will explore whether a practicum element would assist with or detract from the challenges that the course presents and whether there are other options for illustrating the role that the course plays to the students who are taking it.
(e) <i>Student Feedback</i> . How can the results of data collection be better used to inform the broader King's community, and what additional information could be collected to support ongoing program reflection and improvement?	Student feedback is currently gathered through surveys of student satisfaction with the modules and the practica, as well as exit surveys on the education program as a whole. At the end of each academic year, data is summarized and discussed by the Education Faculty, leading toward adjustments in the program as required. The survey instruments will be revised to link them to new student outcomes, making more complex discussions of student achievement possible.
(f) <i>Value for Cost</i> . The tuition and program costs of the King's teacher education program are acknowledged as being significantly higher than other after-degree programs. How could King's further expand their student scholarship program, or introduce other forms of student support?	In 2014, King's instituted a new education bursary in recognition of the contributions of John Hull, retiring Dean of the Education Faculty. Additional scholarships and bursaries would be a helpful tool in student recruitment.
<b>4.2.Program Elements</b>	
(h) <i>Reflection</i> . In meetings with students and alumni, there was generally a poor reaction to Moodle-based reflections (and by extension, reflection in general). How could these Moodle-based reflective activities be made more meaningful for students resulting in a greater sense of learning benefit?	The Education Faculty prepares preservice teachers to be reflective practitioners; reflection is a staple across all aspects of our program. Student responses on exit surveys indicate that our students value this aspect of their education. Anecdotal evidence suggests that many preservice teachers find that reflection has become a habitual practice. Over the years, different cohorts have responded differently to the use of Moodle-based reflection as a part of the practicum experience. However, the Education Faculty agrees that student satisfaction with Moodle-based reflection trends lower than we would like. The Education Faculty will explore other online platforms for reflection, looking for an option that would provide an experience closer to the flexibility that

	students experience from social media.
(i) <i>Diversity</i> . Topics such as LGBTQ+ within the school setting have dominated educational debate in Alberta in recent years. The notion of a safe, caring, accepting, and accommodating schools is widely adopted in the province, yet there exists concern that the stated vision and faith-based foundations of the program and institution may mitigate against reasonable articulation and exploration of related topics (e.g., inclusive communities). What mechanisms exist to bridge the perceived divide between the King's broader community and vision and the expectations of the Alberta government and its school systems in matters of diversity?	Additional communication with the external team confirmed that this consideration arose from discussions with one individual and was not a generalized concern. The Education Faculty is committed to the notion of safe, caring, accepting and accommodating schools. We anticipate that all forms of diversity will be addressed as we revise student outcomes to incorporate the new Teaching Quality Standard.
<b>4.3. Building the Future</b>	
(j) <i>Marketing</i> . What mechanisms have been used to "spread the word" about King's teacher education program, and what is the level of effectiveness of those mechanisms?	The external review team stated that low enrollments in our education program are not a result of the program's reputation since the program's reputation is high among all stakeholder groups. In the last two years, the Education Faculty has reached out to administrative departments within the university to ask that they work with us to create a marketing and recruitment plan suitable to the unique demands of marketing and recruiting for an after-degree education program. The response from other departments has been positive in spirit although the resources to develop a plan fully and carry it out have been lacking. The Education Faculty itself has improved the education program website, created events to connect with undergraduates and other suitable groups, and initiated use of social media.
(k) <i>Growth</i> . There is a need to communicate "broadly and loudly" the generosity of The King's University Christian community. How can this be done effectively to encourage program growth?	The Education Faculty endorses all attempts to communicate the welcoming nature of our program and The King's University community.



## Response to External Review Report Recommendations

Recommendation	Response
<b>5.1. Program Articulation</b>	
(a) Balance Between Program Components. While students clearly admire and relate to the Education faculty, the popularity of the modules was equally striking. There is a real danger that these modules are actually overshadowing the instruction of faculty to the extent that students are seeing the modules as the core of the program. Better integration will regain an appropriate balance.	Student exit surveys, which are conducted every year, indicate that that students appreciate the modules, but not to such an extent that they overshadow other program components, especially the influence of regular faculty members. Our Teacher Education Advisory Committee affirmed the significance of the modules in our program, noting that they are consistently viewed as a strength of our program by stakeholders. Nevertheless, the Education Faculty recognizes that the review raises valid questions about the relationship of theory and practice in the modules, about the links between the modules and the rest of the program, about faculty oversight, and about the modules' role in shaping our students' attitudes to the relationship between theory and practice. Additional responses about the modules appear below.
(b) Repetition and Significance. Students report several instances of undesirable repetition in the program, especially for certain majors. Careful mapping and program articulation is needed to reduce (and then eliminate) unplanned repetition, especially when a speaker is brought in more than once, or when parts I and II of a course are offered. Such mapping can also be used to regain a perception of equal balance/significance of the first and second years of the program.	The Education Faculty recognizes the usefulness of studying the delivered curriculum in our program by way of curriculum mapping. This exercise can uncover unplanned repetition and also serve to explore course linkages to student outcomes, once the outcomes have been revised. We also note the value of preparing our students better to recognize that the second year of our program is focused on achieving increased depth of understanding.
<b>5.2. Practicum</b>	
(c) Assignments. There is a need to reduce (eliminate) the number of student assignments during practicum which are not directly related to practica. Students, teacher associates, and even administrators all want student teachers to concentrate on their pupils and practicum expectations while in the schools. Implement a transition time either before or after practica as a way to reduce assignments during practica.	The assignments in the practica have already been reduced by comparison to the experiences of the students who were interviewed. The assignment due dates have been carefully arranged to fall at points when the preservice teachers are not involved in fulltime teaching. By their nature, the assignments do not involve activities that fall beyond the scope of usual teaching practice. We will clarify how the assignments are embedded in teaching practice by re-contextualizing them.
(d) Practicum Schedule. Divide up the large practicum block in such a way as to bridge	The 11 or 12 week practicum with four weeks of fulltime teaching is a unique aspect of our

disconnected program elements to practicum experiences.	program. Our Teacher Education Advisory Committee affirmed its value, noting that this length gives preservice teachers opportunities to take larger ownership of the classroom.
(e) Expectations. Expectations regarding practicum, supervision, number of supervisory visits, protocols, etc. do not seem very consistently understood. The expectations either need clarification or better, more uniform communication.	Unfortunately the Review Team was not given an opportunity to review our practicum manuals. We provide manuals for each practicum, detailing expectations for the preservice teacher, the mentor teacher, and the university supervisor and covering all aspects of the practicum experience. The manuals are revised each year on the basis of feedback from preservice teachers and others involved with the practicum. In addition, our Field Placement Manager makes personal visits to new mentor teachers in their schools to review the manuals with them. Preservice teachers receive orientations that review the manuals shortly before each practicum begins, and the first-year orientation will be lengthened. The preservice teachers also meet with their university supervisors before the practicum begins so that the students are fully aware of their supervisors' approaches.
<b>5.3. Modules</b>	
(f) Integration. The modules are highly valued by students in both the elementary and secondary program; however, it did not appear that there was any connection between and among them, or any intentional connection to the rest of the program. The purpose, scope and sequence of these modules needs to be clearly articulated and understood. Modules should be related to program elements thus requiring faculty involvement and oversight.	The education faculty agrees that intentional linkages between the modules and the other aspects of the program are desirable. We propose a workshop with module instructors and sessionals focused on the program's student outcomes and their linkages across the program, to be held after the outcomes have been revised.
(g) Theory vs. Practice. Some modules appeared to be primarily a sharing of practice by current teachers without any observed evidence of research supported theoretical foundation. Students seem to view the modules as a "take-and-go" which is assuredly inadequate for the significance of some topics.	The Education Faculty affirms the importance of interrelated theory and practice. Student evaluations of individual modules, which are done every year for each module, tend to show that students are disappointed both when a module focuses too heavily on "a bag of instructional tricks" and when it presents too much theory without accompanying classroom practice. Further study to determine whether preservice teachers walk away from modules with little more than a set of practices or with a set of practices

	embedded in a foundation of theory would be helpful.
(h) Perspectives. There is a concern that some core/key topics are taught within modules (e.g., Evaluation and Assessment), and this results in a singular perspective where multiple perspectives and voices are essential.	Curriculum mapping will allow the Education Faculty to determine whether key topics like assessment appear in appropriate spots in other courses so as to provide multiple perspectives.
<b>5.4. Faculty</b>	
(i) Future Hiring. A great deal of emphasis has obviously been placed on acquiring faculty members who fit well with the university and who are strong supporters of this program. Given the significance of the faculty in student perceptions of the King's program and its reputation, this emphasis should remain a high priority. Future hiring should address the immediate need to offer a greater range of specific methods courses.	The addition of a science educator will give the Education Faculty specialists in the four core subject areas of math, language arts, socials, and science. King's will hire a science educator as soon as a suitable candidate can be found. In addition, elements of the secondary program could be restructured so that preservice teachers would have access to methods courses in such areas as physical education, music and drama through the use of sessionals. Furthermore, restructuring of the elementary program could provide students with courses in science and socials rather than modules.
(j) Building a Research Culture. It is recommended that the faculty collectively develop a research plan to enhance the research culture, to ensure that the research culture is inclusive of all faculty, and to build a strong and consistent research profile across the program. Consideration will need to be given to faculty members presently completing their PhDs, but the faculty is well positioned to consider collaborative research on teacher education.	Agreed.
(k) Maintaining Connection. Graduates want to maintain contact with the King's faculty, and it is recommended that the faculty build a graduate database where participants could access teaching ideas and research articles. This database could also be used as a mechanism to invite alumni back to engage students in program. Faculty should be invited to speak at conventions, and build summer professional development opportunities addressing such topics as 'working with children from a variety of faith backgrounds. This database may also serve as a first point at building cohorts for a future graduate program.	Agreed.

# Summary and Recommendations

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## Program Vision

The external review team commended the Education Faculty for “... a strong sense of vision in the on-going development and delivery of their program.” The Education Faculty offers a Christian, faith-based program which aims to be generously open to students of all faiths as well as to students who profess none. Our vision is rooted in the Mission and Vision of The King’s University:

to provide university education that inspires and equips learners to bring renewal and reconciliation to all walks of life as followers of Jesus Christ, the Servant King.

It also expresses the vision of *Shared Vision 2020*:

to be widely known as a Christian university serving to build a more humane, just and sustainable world.

Our commitment to this vision is unchanged, but we apply its implications within increasingly complex contexts. Our students now come from diverse faith backgrounds and aspire to work in many kinds of schools. The faith backgrounds of our faculty and sessionals are more diverse than they once were. As a result of globalization, students in Alberta elementary and secondary schools represent increasingly diverse religious backgrounds as well. Tensions between religious traditions around the world call attention to the questions for educators that accompany diverse religious traditions in any society.

## Recommendations

- (a) Develop a Statement of Priorities and Principles that captures the Education Faculty’s current understanding of how a foundational Christian faith commitment should be expressed in the Education Program.
- (b) Incorporate scholarly exploration of education and faith within an increasingly religiously diverse society in a scholarship plan.

## Student Outcomes

The external review team commended the Education Program for preparing students well for contemporary classrooms. Our current Education Program Outcomes do not address the goals that the Education Faculty has for our students as fully as they could. Moreover, when the Alberta Government releases a new Teacher Quality Standard, Alberta teacher preparation programs will align themselves to revised expectations, including increased emphasis on the experiences of First Nations, Metis, and Inuit peoples and providing safe and inclusive learning environments for diverse learners. As a faith-based teacher education program, our student outcomes will encompass the Teacher Quality Standard, but also express the vision of King’s as it is reflected in the understandings and practices captured in our Statement of Priorities and Principles.

### Recommendation

- (c) Develop a new set of Student Outcomes to guide the Education Program.

### **Curriculum Mapping**

The Education Faculty has used a process of writing and discussing “course portraits” as a means to explore how individual courses express the vision of the program and are related to each other. The external reviewers recommended that the Faculty conduct curriculum mapping to identify and eliminate undesirable repetition in the program. Curriculum mapping which incorporates some features from the course portrait process would address several goals:

- Discovering and eliminating undesirable repetitions and unrecognized gaps in the program
- Exploring and developing links between new Student Outcomes and courses throughout the program
- Determining whether key topics presented in the modules are also explored appropriately in other elements of the program
- Serving as a resource to guide module instructors in articulating their courses to the program as a whole

### Recommendation

- (d) Develop a curriculum mapping process and use it to improve program coherence and articulate courses with new Student Outcomes.

### **Modules**

A series of week-long module courses taught by practitioners has been a signature feature of the King’s Education Program since its beginning. The external reviewers commented on the high level of satisfaction with the module courses shared by students and alumni. Our Teacher Education Advisory Committee affirmed the value of the modules, suggesting that they are consistently viewed as a strength of our program by stakeholders. Nevertheless, the External Review raised valid questions about the relationship of theory and practice in the modules, about links between the modules and the rest of the program, about faculty oversight, and about the module’s role in shaping our students’ attitudes to the relationship between theory and practice.

### Recommendations

- (e) The Dean will discuss the roles of theory and practice with each of the module instructors, requesting that general principles appropriate to the module topics be highlighted within each module.
- (f) The Education Faculty will hold a workshop for regular sessional and module instructors in which new student outcomes, curriculum maps and the content of module courses are shared and discussed.

- (g) The Education Faculty will develop a handbook to guide sessional and module instructors in preparation of their courses.

## **Practica**

The external reviewers noted that our students and alumni appreciate the amount of practicum received, the care with which the placements are made, and the attention taken in practicum supervision. Although the external reviewers suggested shortening the 11 or 12 week, second-year practicum so as to offer a short practicum in the first fall semester of the program, our Teacher Education Advisory Committee supported continued use of an 11 or 12 week practicum. The external reviewers' advice to eliminate assignments in the practica can be addressed by re-contextualizing these activities as aspects of becoming a professional. A more flexible online platform might alleviate some of our students' distaste for Moodle-based reflection during the practicum. Practicum expectations are communicated extensively through the practicum handbooks and the orientation activities that surround them; however, the first-year practicum orientation will be lengthened next year. Practicum assessment instruments will need to be revised to reflect new Student Outcomes. The Education Faculty also will determine whether the second practicum will continue to be graded or be placed on a pass/fail basis to reflect advice shared by our Teacher Education Advisory Committee and common practice among teacher preparation programs in the province. Our education program has developed strong relationships with specific schools, principals, and mentor teachers, something that the external reviewers confirmed through stakeholder interviews. The Education Faculty can develop these relationships further and enhance the quality of the practicum experience by offering workshops on mentoring preservice teachers for current and prospective mentor teachers.

## **Recommendations**

- (h) The current practicum assignments will be re-contextualized to emphasize their role in the process of becoming a professional.
- (i) The first-year practicum orientation will be lengthened.
- (j) Experimentation with a more flexible online platform for practicum reflections will start with EDUC 450.
- (k) The practicum assessment instruments will be revised to reflect new Student Outcomes.
- (l) The Education Faculty will determine whether the second practicum will be assessed on a pass/fail basis.
- (m) The Education Faculty will work with partner schools to develop and offer workshops on mentoring preservice teachers.

## **Program Offerings, Program Requirements, and Course Scheduling**

The external reviewers recommended that future hiring make it possible for more methods courses to be offered in the program. In the case of the elementary program, more methods courses would mean transforming modules into courses. In the secondary program more methods courses would mean adding additional subject areas to the curriculum and instruction courses now offered in the subject

areas of English language arts, socials, math and science. The Education Faculty discussed changes such as these as well as several others during our self-study. The Teacher Quality Standard soon to be released by Alberta Education may make program offerings to support new requirements necessary. To date, the possible changes to program offerings which have arisen from the External Review, the Education Faculty Self-Study and discussions of requirements emerging from the new TQS include:

- Transforming the elementary socials and science modules into 1.5 credit courses taught by faculty
- Adding curriculum and instruction courses in subject areas like drama, music, physical education and art
- Adding a remedial spring course for students whose first practicum experience indicates that they are not yet ready for the second year of the program
- Adding a course on religion and education as an option for elementary and secondary students
- Offering a course in course planning for secondary to parallel the course for year planning in elementary
- Adding developmental psychology as a pre-requisite or a requirement of the program
- Adding or modifying courses to incorporate expectations from the TQS, such as those related to First Nations, Metis, and Inuit; diversity and inclusion

Several constraints limit implementation of these ideas. Particularly in the elementary program, students lack space in their 60 credit programs for additional course work due to program requirements. In addition, more flexibility in course scheduling might be required to allow students access to additional courses. Finally, current enrollment numbers are too low to increase the number of options available to students significantly.

### Recommendations

- (n) The Education Faculty will determine whether changes to program offerings should be pursued based on need and feasibility.
- (o) The Education Faculty will determine whether our elementary and secondary program requirements could be changed to deliver our Student Outcomes better.
- (p) The Education Faculty will determine whether course scheduling should be changed to facilitate changes in program requirements and offerings.

### **Program Growth**

The External Review Team noted that low enrollments in the Education Program are not a result of the program's reputation since our reputation is high among all stakeholder groups. The External Review recommended that marketing of the program be improved, that the marketing make the generous nature of King's clear, that education student feedback be incorporated in marketing, that the Education Faculty maintain connections with our graduates, and that more scholarships and bursaries be made available to offset the high cost of our tuition in comparison to other B.Ed. programs. During the past two years, the Education Faculty has reached out to administrative departments in King's to offer support in developing a plan for recruitment. The Education Faculty has improved its website, initiated

use of social media, and created events to connect with undergraduates and other suitable groups. We have examined ways to build pathways through the King's undergraduate program which could establish connections between undergraduate students and the Education Faculty.

### Recommendations

- (q) Collaborate with the appropriate administrative offices to develop and implement a marketing plan for the Education Program.
- (r) Work with the appropriate administrative offices to develop the capacity of our website to become a resource for mentor teachers and alumni.
- (s) In addition to our current efforts to build connections to undergraduate students, develop and propose an undergraduate general studies minor as appropriate preparation for the elementary B.Ed. program.
- (t) Develop and implement plans for staying connected to alumni by maintaining databases with contact information and sharing information about the Education Program through social media and special events.

### **Faculty Development**

The External Report recommended that the Education Faculty develop a research plan. Having a period of challenging changes almost behind us, scholarly contributions are beginning to emerge from the Education Faculty. The external reviewers advised us to consider that, in addition to research for publication, members of the Education Faculty regularly provide services to teachers and other institutions which often involve research. During the self-study, the Education Faculty discovered that research related to the role of religion in Alberta schools and in teacher preparation would address timely questions which we are well situated to explore.

### Recommendation

- (u) The Education Faculty will develop a research plan which will include a description of the varied kinds of scholarly activity with which members of the Education Faculty regularly are involved and a plan for exploring facets of the role of religion in Alberta schools and in teacher preparation.

### **Implementation Plan**

	<b>Recommendation</b>	<b>Initiate</b>	<b>Complete</b>
a	Develop a Statement of Priorities and Principles that captures the Education Faculty's current understanding of how a foundational Christian faith commitment should be expressed in the Education Program.	Fall 2015	Winter 2016
<b>Immediate Steps</b>			
e	The Dean will discuss the roles of theory and practice with each of the module instructors, requesting that general principles	Summer 2016	Summer 2016



	appropriate to the module topics be highlighted within each module.		
h	The current practicum assignments will be re-contextualized to emphasize their role in the process of becoming a professional.	Summer 2016	Fall 2016
j	Experimentation with a more flexible online platform for practicum reflections will start with EDUC 450.	Summer 2016	Fall 2016
i	The first-year practicum orientation will be lengthened.	Summer 2016	Winter 2017
m	The Education Faculty will work with partner schools to develop and offer workshops on mentoring preservice teachers.	Summer 2016	Fall 2016
<b>Initiatives to Prepare a Set of Recommendations for Program Changes for Implementation in 2018-2019</b>			
c	Develop a new set of Student Outcomes to guide the Education Program.	Winter 2017	Fall 2017
n	The Education Faculty will determine whether changes to program offerings should be pursued based on need and feasibility.	Summer 2016	Summer 2017
o	The Education Faculty will determine whether our elementary and secondary program requirements could be changed to deliver our Student Outcomes better.	Summer 2016	Summer 2017
p	The Education Faculty will determine whether course scheduling should be changed to facilitate changes in program requirements and offerings.	Summer 2016	Summer 2017
t	Develop and propose an undergraduate general studies minor as appropriate preparation for the elementary B.Ed. program.	Summer 2016	Fall 2017
<b>Initiatives to Institute the New Student Outcomes and Support Program Coherence</b>			
k	The practicum assessment instruments will be revised to reflect new Student Outcomes.	Fall 2017	Winter 2018
l	The Education Faculty will determine whether the second practicum will be assessed on a pass/fail basis.	Fall 2017	Winter 2018
d	Develop a curriculum mapping process and use it to improve program coherence and articulate courses with new Student Outcomes.	Winter 2018	Winter 2019
f	The Education Faculty will hold a workshop for regular sessional and module instructors in which new student outcomes, curriculum maps and the content of module courses are shared and discussed.	Summer 2019	Summer 2019
g	The Education Faculty will develop a handbook to guide sessional and module instructors in preparation of their courses.	Summer 2019	Fall 2019
<b>Initiative to Support a Research Culture in the Education Faculty</b>			
b u	The Education Faculty will develop a research plan which will include a description of the varied kinds of scholarly activity with which members of the Education Faculty regularly are involved and a plan for exploring facets of the role of religion in Alberta schools and in teacher preparation.	Winter 2017	Fall 2017
<b>Initiatives to Support Growth</b>			
s	Develop and implement plans for staying connected to alumni by maintaining databases with contact information and sharing information about the Education Program through social media and special events.	Fall 2016	Winter 2017

q	Collaborate with the appropriate administrative offices to develop and implement a marketing plan for the Education Program.	Fall 2016	Winter 2017
r	Work with the appropriate administrative offices to develop the capacity of our website to become a resource for mentor teachers and alumni.	Fall 2016	Winter 2017

# Appendix

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## Course Descriptions

### **EDUC 251 - Introduction to Teaching**

Every Year, Fall 3(3-0-3)

This course introduces the life of the professional teacher and lays the foundation to future courses in the teacher education program. The course consists of two components: 1) on-campus classes exploring basic educational concepts; and 2) in-school observation of these concepts at work. Students spend five half days in an elementary school and five half days in a secondary school.

Please see the current EDUCATION 251 MANUAL for special information pertaining to the evaluation of this course. This course is recommended for second year and beyond.

### **EDUC 281 - Principles of Mathematics for Teaching**

Every Year, Fall 3(3-0-0)

This course provides a study of foundational mathematical concepts and properties in the elementary and junior high curriculum. The course emphasizes conceptual understanding, reasoning, explaining why algorithms work, and problem solving. Topics include number systems, operations, fractional numbers, proportional reasoning, and aspects of geometry.

Same as MATH 281.

Prerequisites: Mathematics 30-2 or admission to the B.Ed (AD) program

### **EDUC 300 - Introduction to Western Educational Ideas**

Every Year, Fall 3(3-0-0)

Students receive an introduction to philosophical and ideological issues relating to educational thought and practice within the Western intellectual tradition. The course introduces the student to both traditional and contemporary theories of education as well as current efforts to develop a Christian approach to education.

Prerequisites: PHIL 230 and at least one education course

### **EDUC 301 - Educational Learning Theories and Applications**

Every Year, Fall 3(3-0-0)

Lectures and discussions focus on learning in the classroom situation: the processes by which students learn and the factors that facilitate/inhibit learning. Specifically examined are learning theories, motivational theories, cognitive styles, discipline practices and assessment approaches.

This course is open only to students in the B.Ed. (AD) program.

### **EDUC 303 - The Philosophy and Design of Curriculum Planning**

Every Year, Fall 3(3-0-1.5)

This course examines a variety of curriculum orientations and their implications for shaping educational goals, pedagogy, student evaluation, and school structure at the elementary and secondary levels. Students will also be introduced to the rigors of curriculum design; they will be required to construct an integral unit plan as the culmination of weekly lab exercises. This course accentuates the correlation between lesson planning, assessment and unit goals.

This course is open only to students in the B.Ed (AD) program. Students with credit in EDUC 503 cannot receive credit in EDUC 303.

Corequisites: EDUC 300

### **EDUC 305 - Selected Elementary Teaching Methods and Materials**

Every Year, Winter 10(0-5-0)

In this course students will learn about the methods and materials used in teaching subjects or topics such as: Biblical Studies, English as a Second Language, science, art, social studies, physical education and health, music and First Nations/Metis/Inuit Studies, and assessment. Each curricular area is taught by a master elementary teacher. The course components are offered in one week modules of instruction. Credit for this course is awarded on a pass/fail basis.

This course is open only to students in the B.Ed. (AD) Elementary program.

### **EDUC 306 - Elementary School Language Arts**

Every Year, Fall 3(3-1-0)

The focus of this course is the language arts curriculum in elementary grades. Topics include: language acquisition, the oral language base of reading and writing, as well as theories, methods and materials related to the teaching of listening, speaking, reading and writing. This course also addresses appropriate approaches to assessment. A weekly seminar period will be used to have students engage in micro-teaching opportunities. This course is open only to students in the B.Ed. (AD) programs.

This course is open only to students in the B.Ed. (AD) programs.

### **EDUC 307 - Issues and Methods in Elementary Mathematics Teaching**

Every Year, Fall 3 (3-0-1)

This course examines foundational and methodological issues in teaching elementary mathematics. It provides an overview of the elementary mathematics curriculum, both in content and theories of instruction. Using problem solving in context, this course explores the development of children's understanding of key ideas in mathematics and examines the role of mathematical discussion, the development of flexible mathematical reasoning and the use of assessment for learning.

This course is open only for students in the B.Ed. (AD) Programs.

### **EDUC 308 - Teaching Beyond the Classroom**

2016-17, Winter 3(3-0-0)

This course is for those who teach, or intend to teach, in contexts other than the school classroom, such as churches, non-profit organizations, government, museums, nursing, or business. Course content will emphasize principles of curriculum planning, learning theory, and the importance of using a variety of teaching/learning strategies will be emphasized. The course is designed to be highly interactive. While the course material is primarily directed toward children and adolescents, there are many applications to adult education.

The course falls within the Pedagogy and Practice stream of the Youth Ministry Certificate. This course is not intended for students planning to enter the B.Ed. (AD).

### **EDUC 309 - Teaching with Literature for Children and Adolescents**

Every Year, Fall 3(3-0-0)

In this course, students are introduced to a representative selection of contemporary authors for children and adolescents and to literary genres with a view to using this literature in K-9 language arts programs and across the K-9 curriculum.

This course is open only to second year students in the B.Ed. (AD) programs.

Prerequisites: EDUC 351 or 353

### **EDUC 310 - Strategies for Teaching and Learning in Secondary Education**

Every Year, Fall 3 (3-0-0)

This is an introductory course on skill development in basic teaching and learning at the secondary level (primarily junior high). The course will focus on appropriate pedagogy, curriculum planning, classroom management. Special attention will be paid to assessment strategies for these age groups in relation to the Alberta Teaching Quality Standards.

This course is open only to students in the B.Ed. (AD) Secondary Program

### **EDUC 315 - Selected Secondary Teaching Methods and Materials**

Every Year, Winter 3(0-5-0)

In this course students learn about the methods and materials used to address themes in secondary education such as: English Language Learners, First Nations/Metis/Inuit Studies, and Assessment. Each topic is taught by an experienced master teacher. The course components are offered in one week modules of instruction. The intent of each module is to help students acquire basic familiarity with the challenges, methods and materials used to teach these topics. Credit for this course is awarded on a pass/fail basis.

This course is open only to students in the B.Ed. (AD) Secondary Program.

### **EDUC 320 - Curriculum and Instruction in Secondary Mathematics and Sciences I**

Every Year, Winter 4 (4-0-0)

This curriculum and instruction course provides an in-depth study of the methods and materials used in the teaching of junior and senior high school mathematics and science with a special focus on the Alberta curriculum guides for subjects. This course helps Math and Science pre-service teachers to understand both the theoretical and pedagogical underpinnings of their major and minor teaching area. Topics covered include subject integration, planning, instruction and classroom management, and assessment.

This course is open only to students in the B.Ed. (AD) Secondary program.

### **EDUC 330 - Curriculum and Instruction in Secondary English Language Arts, Social Studies, Physical Education and Fine Arts I**

Every Year, Winter 4 (4-0-0)

This curriculum and instruction course provides an in-depth study of the methods and materials used in the teaching of junior and senior high school English language arts and social studies. Pre-service teachers in physical education and fine arts will also study the methods and materials used for teaching their subjects. Special focus will be given to Alberta curriculum guides for the relevant core and noncore subjects. This course helps English language arts, social studies, physical education and fine arts pre-service teachers to understand both the theoretical and pedagogical underpinnings of their major and

minor teaching area. Topics covered include subject integration, planning and instruction, with special attention given to assessment issues.

This course is open only to students in the B.Ed. (AD) Secondary program.

### **EDUC 341 - Psychology of Exceptional Children**

Every Year, Fall 3(3-0-1)

This course provides an overview of the major intellectual, academic, emotional, behavioural, sensory and physical exceptionalities that are encountered in classroom settings. Course participants will learn about the challenges and joys these exceptionalities pose for teaching and learning. Students will also examine such topics as the identification and diagnosis of these exceptionalities and the preparation of appropriate Individualized Educational Programs (I.E.P.s). Through the seminar component, participants will become familiar with learners with exceptionalities through credited volunteer activities. This course is open only to students in the B. Ed. (AD) Elementary and Secondary Programs.

This course is open only to students in the B.Ed. (AD) programs.

Prerequisites: EDUC 351 or 353

### **EDUC 351 - Elementary Practicum I**

Every Year, Winter 5(6 Weeks)

This course provides students in the B. Ed. (AD) program with a reflective practicum experience that is coordinated with EDUC 305. Selected Elementary Teaching Methods and Materials. Students will spend approximately 40 hours in actual classroom instruction under the supervision of a certificated teacher and a faculty supervisor. During this time, students will also be required to assemble a teaching portfolio including detailed lesson and unit plans. The concluding seminar will focus on student presentations of teaching experiences as well as analyses of these experiences in the light of the theory and methods course taken previously. Only students who pass EDUC 351 will be allowed to continue into the second year of the B.Ed. (AD) program. Credit for this course is awarded on a pass/fail basis. Please see the current EDUCATION 351 PRACTICUM MANUAL for additional information pertaining to the evaluation of this course.

This course is open only to students in the B.Ed (AD) Elementary Program.

Prerequisites: EDUC 303 Corequisite: EDUC 305

### **EDUC 353 - Secondary Practicum I**

Every Year, Winter 6(7 weeks)

This course includes a 6 week practicum experience in a junior or senior high school classroom plus a one week concluding seminar. The pre-service teacher will be given significant classroom teaching

responsibilities. All participants will present a teaching portfolio during the concluding seminar. Details about the practicum requirements and evaluation criteria are provided in the EDUC 353 Practicum Manual. Only students who pass EDUC 353 will be allowed to continue into the second year of the B.Ed. Secondary Program. Credit for this course is awarded on a pass/fail basis.

This course is open only to students in the B.Ed. (AD) Secondary Program.

Corequisites: EDUC 303 and 320 or 330

### **EDUC 363 - Childhood and Adolescence**

Every Year, Fall 3(3-0-0)

This course examines the psychology of human development and change from the prenatal period to late adolescence. Specifically, development is considered chronologically in the sequence of infancy, early childhood, middle childhood, early, middle and late adolescence. The dimensions of development to be investigated include the physical, cognitive, emotional, social, academic, moral and religious aspects.

Same as PSYC 351. Students with credit in EDUC 263 or PSYC 350 cannot receive credit in EDUC 363.

Prerequisites: PSYC 250 or 251

### **EDUC 393 - Movement Activities for Children**

Every Year, Fall 3(1-0-2)

Students will study movement activities for children in elementary school within a developmental framework. Special emphasis is placed on games, gymnastics and dance for children ages five to twelve years. The course combines theory, practical teaching experiences with children and critical reflection on these experiences in the context of children's physical development. This will include the study of free play and organized physical activities in recreational, educational, and sport environments.

Students with credit in EDUC 203 cannot receive credit in EDUC 393. Same as PHED 393.

### **EDUC 399 - Special Topics in Education**

Non-Recurring, 3(varies)

A course on a topic or figure of special interest to a member of the education faculty and offered on a non-recurring basis.

Prerequisites: Some topics may have specific prerequisites.

### **EDUC 401 - Educational Administration**

Every Year, Fall 3(3-0-0)



This course provides an historical perspective concerning issues in educational law and administration, diverse theoretical approaches to these issues, the interaction of these issues with schooling in the current context, and specifically, the impact such issues have on the classroom teacher. This course is open only to students in the B.Ed. (AD) program.

This course is open only to students in the B.Ed. (AD) programs.

Prerequisites: EDUC 351

### **EDUC 403 - Advanced Curriculum Design**

Every Year, Fall 3(3-0-0)

In this course, students will examine curriculum design principles that pertain to year long program planning. Major topics will include: use of the Alberta Program of Studies, cross curricular themes, essential questions, big ideas, learning activities, subject integration and assessment. Consideration will also be given to the variety of teaching and learning styles, cultural diversity, special needs and classroom management as these impact curriculum development. Students will design a scope and sequence for year-long plans as well as reflect on their learning through other assignments.

This course is open only to students in the B.Ed (AD) programs.

Prerequisites: EDUC 303

### **EDUC 408 - Corrective Reading**

2016-17, Fall 3(3-0-2)

This course focuses on holistic diagnostic and corrective approaches for elementary grade students with reading problems. In addition to classroom based lectures and demonstrations, students develop their corrective reading teaching skills through campus-based, computer assisted instruction followed by work with an elementary pupil in a school setting and by preparing a major case study of their work.

This course is only open to students in the B.Ed. (AD) programs.

Prerequisites: EDUC 301, 306

### **EDUC 409 - Cross Curricular Literacy**

Every Year, Fall 3 (3-1-0)

This course familiarizes secondary education students with the diverse literacy needs of the adolescent learner. Emphasis on the learning of teaching strategies that will help students comprehend expository texts in a variety of subject specializations. Students will explore reading and writing beyond the acquisition of skills, as well as, engage in discussions about critical, technological and media literacies.

This course is open only to students in the B.Ed. (AD) Secondary Program.

### **EDUC 410 - Classroom Management**

Every Year, Fall 3(3-0-0)

Theories of classroom management practices in the elementary and secondary school are explored. There is an emphasis on practical applications of those theories which are congruent with a Christian view of the child, authority, learning and responsibility. .

This course is only open to students in the B.Ed. (AD) programs.

Prerequisites: EDUC 351 or 353

### **EDUC 412 - Socio-cultural Influences in Jr./Sr. High School**

Every Year, Winter 2 (2-0-0)

This course examines the impact of contemporary culture on the adolescent educational experience. Utilizing a collaborative pedagogy, the course will challenge students to investigate how Canadian culture shapes school structure and the teaching/learning experience as well as its influence on adolescent self-perceptions and their views of others. The course examines issues such as ethnic, linguistic, socio-economic and religious diversity, gender, class, sexual orientation, home school interactions, and adolescent popular culture. Finally, the course encourages participants to consider how teachers might create a community of learners out of a diverse group of adolescent students.

This course is open only to students in the B.Ed. (AD) Secondary program.

### **EDUC 414 - Educational Technology**

Every year, Fall 3(3-0-1)

This course explores the appropriate use of common information technology tools in teaching and learning. The course examines the foundational, theoretical, and practical issues of using technology in K - 12 classrooms.

In the event of enrolment pressures, preference is given to B.Ed. (AD) students.

### **EDUC 420 - Curriculum and Instruction in Secondary Mathematics and Sciences II**

Every Year, Winter 3(3-0-0)

This course continues the examination of the main currents at play in mathematics and science education begun in EDUC 320. The nature of mathematics and science-both in terms of its formal outcomes as well as what it is to "do math" or science-will be explored. This will lead to a careful scrutiny of how curricula portray mathematics and science and how pedagogical practices can enable effective teaching in both disciplines. Students will also be exposed to current trends in educational technology and be challenged to see mathematics and science teaching within a broader cultural and religious framework.

This course is open only to students in the B.Ed. (AD) Secondary program.

Prerequisites: EDUC 320 or 330

### **EDUC 430 - Curriculum and Instruction in Secondary English Language Arts, Social Studies, Physical Education and Fine Arts II**

Every Year, Winter 3(3-0-0)

This course focuses on the teaching of English language arts and social studies, at the Senior High level (grades 10-12). Pre-service teachers in physical education and fine arts will also focus on their respective subject areas. The programs of study of the Alberta government are studied and pre-service teachers are introduced to learning strategies, assessment theories and practices, and instructional management issues appropriate for Senior High students. Pre-service teachers are encouraged to be intentional about the strategies they use and reflective about their philosophy of education, view of human nature, and assumptions they employ.

This course is open only to students in the B.Ed (AD) Secondary program.

Prerequisites: EDUC 320 or 330

### **EDUC 450 - Elementary Classroom Startup Procedures**

Every Year, Fall 1(8 days)

This course provides second-year elementary students with an experience of the beginning of a school year. In particular, students discover how a teacher intentionally fosters a desirable ethos in a classroom. The course includes an orientation, experiences in a school at the start of a year, periodic visits in the fall term, a short seminar midway, and a concluding seminar. This course begins a week before the start of the university academic year.

Prerequisites: EDUC 351

### **EDUC 451 - Elementary Practicum II**

Every Year, Winter 14(12 Weeks)

This is the major practicum in the B. Ed. Elementary (AD) program. The student is assigned to a certificated teacher and is required to do a substantial amount of teaching on a graduated scale culminating in at least four weeks at the full-time level. Students need to earn a minimum B- on the Alpha 4.00 scale for EDUC 451 to be recommended for Interim Professional Certification. This course is only open to students in the B.Ed. (AD) Elementary program.

Details regarding evaluation criteria, grade appeals, and fees associated with long distance practica are provided in the EDUC451 Practicum Manual.

Prerequisites: EDUC 450

### **EDUC 453 - Secondary Practicum II**

Every Year, Winter 12(12 weeks)

This course includes a 11 week practicum experience in a secondary level classroom plus a one week concluding seminar. The course is integrally connected with EDUC 420 and EDUC 430. The instructors of these curriculum and instruction courses, the faculty supervisor, and at least one mentor teacher will support the pre-service teacher and enhance teacher induction of new staff at the school where possible. Students need to earn a minimum B- on the alpha 4.00 scale for EDUC 453 to be recommended for Interim Professional Certification. This course is open only to students in the B. Ed. (AD) Secondary Program.

Details regarding evaluation criteria, grade appeals, and fees associated with long distance practica are provided in the EDUC453 Practicum Manual.

Prerequisites: EDUC 353

### **EDUC 499 - Directed Studies in Education**

Every Year, 1 to 3 (varies)

This course provides an opportunity to do intensive study of a special topic of particular interest to the student. Students work closely with a faculty member in tutorial meetings. Students must apply in advance for special studies to the faculty member with whom they wish to work.

Prerequisites: Open to students in both the pre-B.Ed. and B.Ed. (AD) who have completed at least two senior-level Education courses.

### **EDUC 503 - Advanced Curriculum Design for the Classroom Teacher**

Subject to demand, Summer 3(40 Hours)

This course aims at assisting teachers in the field and students enrolled in the B.Ed. (AD) (upon special approval), who have some curriculum development background and who wish to develop advanced skills in this area. Three elements make up the bulk of the course workload. First, participants will review the historical and philosophical context that shapes current curricular theory in both the Christian and public school. Secondly, participants will further develop specific curriculum writing skills. Finally, participants will complete a curriculum project (year plan, unit plan, etc.). The project will be evaluated in terms of its relevance to the participant's actual or anticipated teaching situation, its consistency with the participant's educational philosophy and its demonstration of the skills identified in the course. The significance of provincial programs of study, provincial curriculum guides and the utilization of thematic units will receive special attention in all three elements.

Students with credit in EDUC 303 cannot receive credit in EDUC 503.

Prerequisites: Experience as an in-service teacher or special permission to students enrolled in the TKUC B.Ed. (AD) program. In the latter case, EDUC 300 is also a prerequisite.

### **EDUC 505 - Selected Elementary Teaching Methods and Materials in Language Arts**

Subject to demand 1(5-0-10)

In this mentoring course, participants will develop their proficiency in the methods and materials used in the teaching of elementary school Language Arts under the supervision of an inservice, elementary master teacher. Special attention will be paid to teaching language arts to ESL students. The course components are offered in a one week module of instruction/experience. Normally, instruction will take place in the master teacher's own classroom. The course is primarily designed to meet the needs of foreign trained teachers who want to learn up-to-date teaching methodology for language arts in a faith-based school setting. Neophyte teachers from Canada will also find the course useful. Credit for this course is awarded on a pass/fail basis. This course is not available to students in the B.Ed (AD) program.

Prerequisites: Canadian B.Ed. Degree or equivalent foreign teaching degree.

### **EDUC 506 - Selected Elementary Teaching Methods and Materials in Bible Studies**

Subject to demand 1(5-0-10)

In this mentoring course, participants will develop their proficiency in the methods and materials used in the teaching of elementary Bible studies under the supervision of an inservice, elementary master teacher. The course components are offered in a one week module of instruction/experience. Normally, instruction will take place in the master teacher's own classroom. The course is primarily designed to meet the needs of teachers based in foreign countries who want to learn up-to-date teaching methodology for language arts in a faith-based school setting. Neophyte teachers from Canada will also find the course useful. Credit for this course is awarded on a pass/fail basis. This course is not available to students in the B.Ed. (AD) program.

Prerequisites: Canadian B.Ed. Degree or equivalent foreign teaching degree.

### **EDUC 507 - Selected Elementary Teaching Methods and Materials in Science**

Subject to demand 1(5-0-10)

In this mentoring course, participants will develop their proficiency in the methods and materials used in the teaching of elementary school science under the supervision of an inservice, elementary master teacher. Participants will discuss the challenges surrounding a Christian perspective on science, evaluate current trends in science education, and observe practical ways to organize and manage a classroom. The course components are offered in a one week module of instruction/experience. normally, instruction will take place in the master teacher's own classroom. The course is primarily designed to meet the needs of foreign trained teachers who want to learn up-to -date teaching methodology for

science in a faith-based school setting. Neophyte teachers from Canada will also find the course useful. Credit for this course is awarded on a pass/fail basis. This course is not available to students in the B.Ed. (AD) program.

Prerequisites: Canadian B.Ed. Degree or equivalent foreign teaching degree.

### **EDUC 508 - Selected Elementary Teaching Methods and Materials in Math**

Subject to demand 1(5-0-10)

In this mentoring course, participants will develop their proficiency in the methods and materials used in the teaching of elementary school mathematics under the supervision of an inservice, elementary master teacher. Participants will discuss the challenges surrounding a Christian perspective on mathematics, evaluate current trends in math education, and observe practical ways to organize and manage a classroom. The course components are offered in a one week module of instruction/experience. Normally, instruction will take place in the master teacher's own classroom. The course is primarily designed to meet the needs of foreign trained teachers who want to learn up-to-date teaching methodology for math in a faith-based school setting. Neophyte teachers from Canada will also find the course useful. Credit for this course is awarded on a pass/fail basis. This course is not available to students in the B.Ed. (AD) program.

Prerequisites: Canadian B.Ed. Degree or equivalent foreign teaching degree.

# External Reviewers Report

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The King's University  
*Academic Quality Assurance Review*

**Bachelor of Education, Elementary**  
**Bachelor of Education, Secondary**

**External Report**

Reviewers: *Dr. Alan Sears, Professor*  
Faculty of Education  
University of New Brunswick

*Dr. Craig Loewen, Professor & Dean*  
Faculty of Education  
University of Lethbridge

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March 2016



## Academic Quality Assurance Review

Bachelor of Education, Elementary

Bachelor of Education, Secondary

### External Report

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#### 1. SUMMARY ASSESSMENT

Both the secondary and elementary teacher education programs at King's University meet the expectations articulated in the Alberta Teaching Quality Standard. Each program is considered effective in preparing teachers for the current teaching environment. The programs have a strong positive reputation within the Alberta educational community. The faculty members at King's University are highly invested in the programs and their students, and this is the primary determinant in the high quality graduates of these programs.

#### 2. PROCESS

The reviewers were provided with a number of documents to consider prior to the site visit, including: a copy of The King's University Academic Program Review Policy, a document summarizing key statements of The King's University (Statement of Faith, Mission Statement, Vision and Values Statement, History and Governance), the Self-Study Report, course descriptions, a faculty list, the Shared Vision 2020 statement (university strategic plan), and access to web links pertaining to faculty CVs and other student program information. These documents provided a framework and background information in support of the external review site visit.

The external site visit spanned three days, beginning at supper on Monday, January 25 2016 and closing late afternoon on Wednesday, January 27, 2016. During these three days, the externals met with the Education Faculty, the Vice-President Academic, individual faculty members, and a second group discussion with faculty members, students (first and second year students in both the Elementary and Secondary programs), program alumni, school administrators, The King's University Teacher Education Advisory Committee (TEAC, comprised of community members including representatives of Edmonton Public Schools, the Alberta Teachers' Association, Alberta Education, and the Association of Independent Schools and Colleges in Alberta - AISCA). The site visit concluded with a summary meeting including the externals, the Vice-President Academic, and the Dean of the faculty.

During each of the meetings externals took turns asking questions they had prepared during a pre-meeting, and both externals took notes paraphrasing individual and group responses. The externals checked often with each group to ensure that their ideas and reflections were accurately summarized and recorded. The observations, considerations, and recommendations below represent an integrated summary of these individual and group meetings, focused around the most commonly occurring themes.

### 3. OBSERVATIONS

The list below includes several observations/themes that the externals felt were important to share given the items highlight successes and some of the many positive aspects of The King's University teacher education program. These items tend to be universally shared across groups.

- (a) *Vision.* It is clear that the faculty has a strong sense of vision in the ongoing development and delivery of their program, and they genuinely strive to be driven by that vision – this is commendable.
- (b) *Program Preparation.* Students and administrators report that the program prepares graduates well for the classrooms of today. Graduates of this program tend to be highly successful and sought out when positions are filled in local school systems.
- (c) *Faculty.* Students and alumni express a high degree of loyalty to and admiration for their instructors, claiming that the strength of the program is in its professors. One student stated, “They care about me as a person, not just as a student.” Professors are noted as being truly invested in their students and the program. Teaching is more than curriculum development and delivery, it is also about relationships and this is an area in which King's may serve other programs as a model.
- (d) *Institution.* Students and alumni declare a significant level of loyalty to the university itself. Students who attend here have carefully selected the institution from the options available in Edmonton, and describe their decision to attend King's as a ‘conscious choice.’ Many students self-identify as completing their second degree at King's having completed their first degree here as well. Students particularly like the community aspect, the small campus, and their faith-based programs. Students report that the size of the institution and the sizes of their classes enable them to get to know their professors well.
- (e) *Reputation.* Students report that they selected King's for the positive reputation of the program, and for their positive experience during their first degrees. Reputation as reported by community stakeholders is “excellent.”
- (f) *Practicum.* Students and alumni appreciate the amount of practicum received, although a very few students expressed the desire for earlier practicum experiences. Students believe that practicum placements are very carefully made, and there is a

sense that the careful match between student teachers and teacher associates facilitates a positive student experience and high degree of student success. School boards, schools and administrators appreciate the close working relationship developed with the individual making placements — this individual's sincerity and level of attention makes it "hard to say no."

- (g) *Community*. The stakeholders participating in this review expressed a strong sense of connection to the program, describing involvement in a variety of capacities, including "Mock Interviews." The mock interviews are apparently an effective way in which the educational community becomes invested in the program. Students and administrators/teachers both are appreciative of this opportunity.

## 4. CONSIDERATIONS

The items that appear in the list below are items that the externals felt the faculty may wish to pursue in further conversation among themselves or together with the Teacher Education Advisory Committee (TEAC). These items are therefore primarily presented as questions.

### 4.1. General Program

- (a) *Christian vs. Public School Preparation*. Some students seem to feel that too much emphasis is placed on preparing them to teach in a Christian school (as opposed to a public school). However, in Alberta an increasing number of faith-based or other special focus schools are being integrated into the public school systems, and such schools are retaining their religious or programmatic foci. Further, the sentiment of the students does indirectly challenge the vision of the program itself, and that vision is considered here as a program strength. *How can King's better (directly) articulate for students that preparation for teaching in a faith-based school is not independent from preparation for a successful career in the public or separate school systems?*
- (b) *Theory vs. Practice*. As in every other teacher education program, there exists at King's a strong tension between the value of theory and the value of practice expressed by the students in program. This tension is particularly evident in the modules (the 3 one-week modules in the secondary program, and the 9 one-week modules in the elementary program). The structure of these modules (one-week, pass/fail modules independently taught by sessional instructors) risks an emphasis on the practical without the balance of a theoretical or research-supported structure. Students highly value these modules but seem to see them almost as professional development sessions and a source of "take-aways." As one example, comments from students suggested that the Evaluation module seemed to provide students with a source of rubric templates, but when probed they did not express a clear understanding of assessment or how to develop their own assessment structures. *In what way(s) do the instructors of the one-week modules incorporate the theoretical and research-supported principles of effective teaching?*

- (c) *Program Balance.* Some students report an imbalance between the two years of the program, with the first year seeming much more demanding and important, while the second year seemed to repeat that which was learned in the first year. *How (and at what points) can the faculty better articulate the laddering of the program and the growth anticipated in student learning, teaching ability, reflection, and maturity?*
- (d) *Program Sequence.* Student and alumni report that the general curriculum course (while deemed important) seems to lack context given it is learned independent of a Practicum, that is, that the curriculum and instruction course feels too detached and too distant from classroom experiences. As an example, some students report that they felt a need to review lesson planning prior to their practicum experiences in order to feel prepared. *How (and at what points) can the faculty better articulate the laddering of the program and the growth anticipated in student learning while maintaining critical links between program elements?*
- (e) *Student Feedback.* There is a great deal of value in collecting, maintaining, and reporting feedback from students as they progress through the program. Such data enables ongoing program analysis and adjustment (if necessary), but also enables evidence-based communication with the university community and documentation of program effectiveness. While the externals did not have the opportunity to consider such evidence, it is understood that the faculty does implement a regular survey activity. *How can the results of this data collection be better used to inform the broader King's community, and what additional information could be collected to support ongoing program reflection and improvement?*
- (f) *Value for Cost.* The tuition and program costs of the King's teacher education program are acknowledged as being significantly higher than other after-degree programs. The faculty is aware that the student cost of the program may be a limiting variable to growth, but students clearly believe and state that "you get what you pay for, and the extra cost is justified for the individual attention from faculty." The cost may be somewhat offset by "generous transfer arrangements" (articulated by one participant) that attract students who were considering going elsewhere. *How could King's further expand their student scholarship program, or introduce other forms of student support?* (Note: while visiting the King's website it was noted that the link to [Admission Education Scholarship](#) reported an error: Page not Found).

## 4.2. Program Elements

- (g) *Methods Courses.* A number of students and alumni raised the question of whether there were sufficient methods courses within the program. They expressed the concern that some methods courses were not specific enough (meaning they did not deal with individual subject areas, but larger curriculum areas such as Fine Arts or Sciences). It is recognized that it is difficult to deliver more specific individualized curriculum methods courses with such a small faculty, however, it should also be

recognized that this is leading students to self-report as “good generalists,” but not “real specialists.” *What adaptations could be made to existing curriculum methods courses that would enable students a more in-depth exploration of their chosen areas of specialization/interest (both curriculum and pedagogical content knowledge)?*

- (h) *Reflection.* In meetings with students and alumni, there was generally a poor reaction to Moodle-based reflections (and by extension, reflection in general). Students saw these as largely an unnecessary obligation with little in the way of a productive outcome. In contrast, these individuals expressed significant appreciation for faculty involvement in the same activity. In essence, students did not wish to hear from colleagues but valued the feedback of their instructors. It is somewhat disconcerting that students translated their lack of value in the activity to a failure to see value in reflection more generally, something essential to teacher professional growth. *How could these Moodle-based reflective activities be made more meaningful for students resulting in a greater sense of learning benefit?*
- (i) *Diversity.* Topics such as LGBTQ+ within the school setting have dominated educational debate in Alberta in recent years. The notion of safe, caring, accepting, and accommodating schools is widely adopted in the province, yet there exists concern that the stated vision and faith-based foundations of the program and institution may mitigate against reasonable articulation and exploration of related topics (e.g., inclusive communities). *What mechanisms exist to bridge the perceived divide between the King’s broader community and vision and the expectations of the Alberta government and its school systems in matters of diversity?*

#### **4.3. Building the Future**

- (j) *Marketing.* In contrast to the often-shared sentiment that the program has an excellent reputation, the externals also heard several times that “Many people simply don’t know about Kings or its programs. The word has not been spread.” This contrast raises questions about messaging and promotion in the highly competitive post-secondary market. *What mechanisms have been used to “spread the word” about King’s teacher education program, and what is the level of effectiveness of those mechanisms?*
- (k) *Growth.* When the externals met with the faculty, the faculty expressed interest in knowing more about opportunities for growth within the teacher preparation program. The faculty also expressed interest in opportunities to introduce graduate programming, though the externals are unable to recommend this at this time. The reputation of the King’s teacher education program is excellent and not an impediment to growth. While it is recognized that program cost may undermine growth, the fact that students see the personal attention of their instructors and small classes as true value for cost may indicate important messaging that could enhance growth. One participant identified the length of the program (five years when 4-year options are available) as another mitigating variable; however, there

remain a number of other 5-year programs in the province. More importantly, a number of participants articulated a lack of understanding (in the surrounding community) of King's Christian context and content. This lack of understanding may encourage students to choose other programs, uncertain of how the Christian context is manifest. At this point the most powerful recruiting seems to be within the institution and through graduates, families and connected church communities, and this must be carefully considered in marketing initiatives. *There is a need to communicate "broadly and loudly" the generosity of the King's University Christian community. How can this be done effectively to encourage program growth?*

## 5. RECOMMENDATIONS

The items that appear in this list are those that the externals felt probably should be addressed as means to meet some of the stated faculty and institutional goals. Other items in this list represent those that the externals believe could contribute to enhanced program delivery, flow and/or results. Note that *none* of the recommendations represent deficits in terms of The King's University's demonstrated ability to meet the expectations of the Teaching Quality Standard.

### 5.1. Program Articulation

- (a) *Balance Between Program Components.* While students clearly admire and relate to the Education faculty, the popularity of the modules was equally striking. There is a real danger that these modules are actually overshadowing the instruction of faculty to the extent that students are seeing the modules as the core of the program. Better integration will regain an appropriate balance.
- (b) *Repetition and Significance.* Students report several instances of undesirable repetition in the program, especially for certain majors. Careful mapping and program articulation is needed to reduce (and then eliminate) unplanned repetition, especially when a speaker is brought in more than once, or when parts I and II of a course are offered. Such mapping can also be used to regain a perception of equal balance/significance of the first and second years of the program.

### 5.2. Practicum

- (c) *Assignments.* There is a need to reduce (eliminate) the number of student assignments during practicum which are not directly related to practica. Students, teacher associates, and even administrators all want student teachers to concentrate on their pupils and practicum expectations while in the schools. Implement a transition time either before or after practica as a way to reduce assignments during practica.
- (d) *Practicum Schedule.* Divide up the large practicum block in such a way as to bridge disconnected program elements to practicum experiences.

- (e) *Expectations.* Expectations regarding practicum, supervision, number of supervisory visits, protocols, etc. do not seem very consistently understood. The expectations either need clarification or better, more uniform communication.

### 5.3. Modules

- (f) *Integration.* The modules are highly valued by students in both the elementary and secondary program; however, it did not appear that there was any connection between and among them, or any intentional connection to the rest of the program. The purpose, scope and sequence of these modules needs to be clearly articulated and understood. Modules should be related to program elements thus requiring faculty involvement and oversight.
- (g) *Theory vs. Practice.* Some modules appeared to be primarily a sharing of practice by current teachers without any observed evidence of research supported theoretical foundation. Students seem to view the modules as a “take-and-go” which is assuredly inadequate for the significance of some topics.
- (h) *Perspectives.* There is a concern that some core/key topics are taught within modules (e.g., Evaluation and Assessment), and this results in a singular perspective where multiple perspectives and voices are essential.

### 5.4. Faculty

- (i) *Future Hiring.* A great deal of emphasis has obviously been placed on acquiring faculty members who fit well with the university and who are strong supporters of this program. Given the significance of the faculty in student perceptions of the King’s program and its reputation, this emphasis should remain a high priority. Future hiring should address the immediate need to offer a greater range of specific methods courses.
- (j) *Building a Research Culture.* It is recommended that the faculty collectively develop a research plan to enhance the research culture, to ensure that the research culture is inclusive of all faculty, and to build a strong and consistent research profile across the program. Consideration will need to be given to faculty members presently completing their PhDs, but the faculty is well positioned to consider collaborative research on teacher education.
- (k) *Maintaining Connection.* Graduates want to maintain contact with the King’s faculty, and it is recommended that the faculty build a graduate database where participants could access teaching ideas and research articles. This database could also be used as a mechanism to invite alumni back to engage students in program. Faculty should be invited to speak at conventions, and build summer professional development opportunities addressing such topics as ‘working with children from a variety of

faith backgrounds.’ This database may also serve as a first point at building cohorts for a future graduate program.

## 6. OTHER NOTES

A few King’s Education students stated that they are not always well received by students in other programs where they complete their content area courses. While the externals did not pursue this complaint to any extent, the students attribute this poor reception to the fact that they are after-degree students and therefore resented by their peers. Administration should be aware of the concern, but it must likewise be noted that this was not a broadly expressed complaint.

In future review processes it may be helpful to intentionally include a tour of university and faculty resources, including classrooms, library, and computer or other lab spaces. It may be helpful to provide an overview of the program by teaching faculty followed by a question and answer with the faculty to ensure the review itself meets the goals of the faculty and university.

Finally, it would be helpful to include sample of current course outlines for all components of the program, including the pass/fail modules. Such outlines provide a broad sense of the program and its delivery beyond the days of the site visit.

## 7. CLOSING COMMENTS

It was an honour and pleasure to meet with the extended community of the education programs at The King’s University. Overall it was a truly positive experience and we very much appreciated the work done to prepare the Self-Study, and the work done to organize the various meetings and discussion opportunities that made this review possible. Finally, we wish to thank Dr. Hank Bestman (Vice-President Academic), Mr. Lloyd Den Boer (Dean), the faculty, and the university community for their hospitality and openness to our questions and comments.

Respectfully submitted,

Alan Sears  
Craig Loewen



**ARTHUR CRAIG LOEWEN**  
**Curriculum Vitae**

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**Education:**

- The University of Lethbridge: Bachelor of Education (great distinction), 1984.  
Major: Mathematics Education.
- University of Alberta: Master of Education, 1987.  
Thesis: *A Case Study of a Mathematics Methods Program.*
- University of Alberta: Doctor of Philosophy, 1992.  
Candidacy: February 1989.  
Oral Examination: December 1991.  
Dissertation Title: *Using a Constructivist Perspective to Investigate the Learning and Teaching of Mathematics.*

**Professional Experience:**

- September 1984 to June 1986: Rosalind School, Rosalind, AB.  
Classroom Teacher  
  
Grade 4 and 5 Mathematics, Grade 5 and 6 Science, Grade 5 and 6 Health,  
Grade 8 Mathematics, Computer Science 10-20-30, Chemistry 10-20-30,  
Physics 10-20, Mathematics 20
- August 1987 to present: The University of Lethbridge. Mathematics Education.  
Promoted to Assistant Professor, November 1987.  
Promoted to Associate Professor, July 1992.  
Promoted to Professor, July 2009.

*Courses Taught:*

Education 2500: Practicum I - Orientation to Teaching  
Education 3500: Supervision of Practica (Professional Semester I)  
Education 3501: Curriculum and Instruction Module  
Education 3505: Teaching Seminar  
Education 3600: Supervision of Practica (Professional Semester II)

Education 3601: Principles of Curriculum and Instruction for Majors (Math)  
 Education 3700: Curriculum and Instruction for Non-Majors (Math)  
 Education 4000: Advanced Level Curriculum and Instruction (Math)  
 Education 4824: Teaching the New Elementary Mathematics Curriculum  
 Education 4571/2/3: Professional Internship (Professional Semester III)

- May 1992 to June 1994: Coordinator of Professional Semester II.
- July 1996 to June 1998: Coordinator of Professional Semester I.
- July 1997 to June 1998: Coordinator of Professional Semester II.
- July 2000 to June 2004 and January 2006 to June 2007: Assistant Dean, Student Program Services, Faculty of Education.
- July 2004 to December 2005: Acting Associate Dean, Faculty of Education
- July 2007 to June 2009, January 2010 – June 2010: Associate Dean, Faculty of Education
- July 2009 to December 2009: Acting Dean, Faculty of Education
- July 2010 to June 2012: Interim Dean, Faculty of Education
- July 2012 to present: Dean, Faculty of Education

### **Scholarships, Awards & Distinctions:**

- Grace A. Dainty Award (Lethbridge Collegiate Institute): 1979
- Province of Alberta Scholarship: 1980, 1981, 1983
- University of Lethbridge Scholarship: 1980, 1981, 1983
- Faculty of Education Gold Medal of Distinction: 1984
- ASTA Edwin Parr Zone 4 Award for Excellence in First Year Teaching: 1985
- ATA ALLALTA Scholarship: 1986
- Province of Alberta Government Scholarship: 1986
- Ralph Steinhauer Award of Distinction: 1988
- Nominated for the Encyclopedia Britannica Award for the Advancement of Problem Solving Instruction: 1991
- Nominated for the Distinguished Teaching Award at The University of Lethbridge: 1992, 2001
- Alberta Teachers' Association Educational Research Award: 1998
- Appointed as Friend of MCATA (Mathematics Council of the Alberta Teachers' Association) for service as Editor of *delta-K*: 1999
- Safe and Caring Schools Project received Honourable Mention in the Premier's Award of Excellence: 1999.
- Appointed as Friend of MCATA (Mathematics Council of the Alberta Teachers' Association) for service as author of Math Monograph: 2000
- Recipient of Distinguished Teaching Award, University of Lethbridge, 2006

## Scholarly Work:

### *Books:*

Loewen, A. C. (1993). Problem solving activities in mathematics for the primary grades. Barrie, ON: Exclusive Educational Products.

Loewen, A. C. & Firth, B. J. (1995). Math games made easy. Barrie, ON: Exclusive Educational Products.

Loewen, A. C. (2000). Making Math Make Sense in the Primary Classroom. Monograph #10. Journal of the Mathematics Council of the Alberta Teachers' Association. Edmonton, AB: ATA.

### *Chapters in Books:*

O'Dea, J. & Loewen, A. C. (1999). Violent and disruptive behaviours: Students' perspectives of school policies, practices, and procedures. In Building Foundations for Safe and Caring Schools: Research on Disruptive Behaviour and Violence. G. Malicky, B. Shapiro, and K. Mazurek (Eds.). Universities of Alberta, Calgary and Lethbridge.

Butt, R., Grigg, N. & Loewen, A.C. (in press). Predicting success in teacher education: a collaborative professional learning and reflection process. In The International Handbook of Cultures of Professional Development for Teachers: Collaboration, Reflection, Management and Policy. Boufoy-Bastick, B. (ed.). Strasbourg: Analytrics.

Loewen, A.C. (accepted). 1980s: an agenda in action, a decade of change. In Selected Writings from the Journal of the Mathematics Council of the Alberta Teachers' Association: Celebrating 50 Years (1962-2012) of delta-K. G. Sterenberg & E. Chernoff (eds.). Information Age Publishers.

### *Articles in Refereed Journals:*

Loewen, A. C. (1989). Using the computer to make mathematics visual. The Computing Teacher, 17(4), 42-45.

Loewen, A. C. (1991). Lima beans, paper cups, and algebra. Arithmetic Teacher, 38(8), 34-37.

Loewen, A. C. (1995). Creative problem solving. Teaching Children Mathematics, 2, 96-99.

Loewen, A. C. (2004). Activities for the middle school math classroom: Games and problem solving. Ontario Mathematics Gazette, 43(1), 32-37. Ontario Association for Mathematics Education: Toronto, ON. (*Reprinted*).

Loewen, A. C. (2006). A page of problems — It's do or dice! Ontario Mathematics Gazette, 45(2), 39. Ontario Association for Mathematics Education: Toronto, ON. (*Reprinted*).

Loewen, A. C. (2009). The Banff Game: Probabilities applied. delta-K, 46(2), 34-48. Alberta Teachers' Association: Edmonton, AB.

Loewen, A. C., Gunn, T., McConaghy, G., Dyck, M., Platt, S. (2009). The paired placements project: A summary report of a field experiences initiative. Northwest Passage: Journal of Educational Practices, 7(1), 49-61. Northwest Association of Teacher Educators (NWATE).

Loewen, A. C. (2010). The Unusual Die: Exploring a Problem Through Technology. delta-K, 48(1), 21-24. Alberta Teachers' Association: Edmonton, AB.

*Articles in Professional Journals:*

Loewen, A. C. (1986). Computer assistance with math fact woes. delta-K, 25(3), 36-38. Alberta Teachers' Association: Edmonton, AB.

Loewen, A. C. (Fall, 1986). Computer assistance with math fact woes. Calgary School Board News Letter. (*Reprinted*)

Loewen, A. C. (1986). Illustrating with the overhead. delta-K, 26(1), 43-46. Alberta Teachers' Association: Edmonton, AB.

Loewen, A. C. (1988). Student problem corner: Snooker Sam gets rich. delta-K, 27(2), 40-42. Alberta Teachers' Association: Edmonton, AB.

Loewen, A. C. (1989). Building a bird feeder station: A project for junior high math. delta-K, 27(4), 24-29. Alberta Teachers' Association: Edmonton, AB.

Loewen, A. C. (1990). Implementing manipulatives in mathematics teaching. delta-K, 28(1), 4-11. Alberta Teachers' Association: Edmonton, AB.

Loewen, A. C. (1991). Motion geometry with the Apple IIe. delta-K, 30(1), 31-36. Alberta Teachers' Association: Edmonton, AB.

Loewen, A. C. (1991). M & M & Ms: An alternative context for teaching mean, median and mode. delta-K, 29(1), 36-40. Alberta Teachers' Association: Edmonton, AB.

Loewen, A. C. (1992). Two simple (and not so simple) probability activities. delta-K, 30(2), 34-41. Alberta Teachers' Association: Edmonton, AB.

Gray, D. & Loewen, A. C. (1992). Cut-throat: A game for junior high school geometry. delta-K, 30(2), 42-43. Alberta Teachers' Association: Edmonton, AB.

Loewen, A. C. (1992, December 22). Explorations: Technology and the Mathematics curriculum. The Lethbridge Herald, p. B4.

Loewen, A. C. (1993). Stocking up in mathematics: An application. delta-K, 31(2), 24-28. Alberta Teachers' Association: Edmonton, AB.

Loewen, A. C., Pasquotti, D. & Bosch, L. (1993). Calculators, baseball and mathematics: A winning team. delta-K, 31(3), 25-30. Alberta Teachers' Association: Edmonton, AB.

Loewen, A. C. (1994). Calculator explorations in junior high mathematics. delta-K, 32(1), 20-31. Alberta Teachers' Association: Edmonton, AB.

Loewen, A. C. (1995). Games in the primary mathematics classroom. delta-K, 33(1), 46-52. Alberta Teachers' Association: Edmonton, AB.

Loewen, A. C. (1996). Some ideas on teaching data management. delta-K, 33(2), 10-17. Alberta Teachers' Association: Edmonton, AB.

Loewen, A. C. (1997). Seven mathematical processes in the Protocol: Activities give them life. delta-K, 34(1), 51-60. Alberta Teachers' Association: Edmonton, AB.

Reported in Students say suspension not the answer. J. Ecklund, The Lethbridge Herald, April 23, 1998.

SLDB Project Reported in Radio Interview conducted by Gwen McTavish of 95.5 FM News. Aired April 20, 1998.

Reported in Study Let's Students Speak Out on Bullying: U of L professor's survey gets a kid's-eye view of violence and harassment. J. Ecklund, The Lethbridge Herald, February 15, 1999.

Loewen, A. C. (2003). Activities for the Middle School Math Classroom: Dice Games. delta-K, 40(1), 62-72. Alberta Teachers' Association: Edmonton, AB.

Loewen, A. C. (2003). Activities for the Middle School Math Classroom: Card Games. delta-K, 40(2), 40-48. Alberta Teachers' Association: Edmonton, AB.

- Loewen, A. C. (2004). Activities for the Middle School Math Classroom: Games and Problem Solving. delta-K, 41(1), 37-46. Alberta Teachers' Association: Edmonton, AB.
- Loewen, A. C. (2004). Sums of arithmetic sequences: Several problems and a manipulative. delta-K, 41(2), 10-12. Alberta Teachers' Association: Edmonton, AB.
- Loewen, A. C. (2004). A letter to Jim about the other, not-so-magic square. delta-K, 41(2), 23-26. Alberta Teachers' Association: Edmonton, AB.
- Loewen, A. C. (2004). Activities for the Middle School Math Classroom: Games using manipulatives. delta-K, 41(2), 27-37. Alberta Teachers' Assoc.: Edmonton, AB.
- Loewen, A. C. (2004). Programming and problem solving with the TI-83 plus: The structured search. delta-K, 42(1), 15-18. Alberta Teachers' Association: Edmonton, AB.
- Loewen, A. C. (2004). Children's literature in the elementary mathematics classroom. delta-K, 42(1), 27-35. Alberta Teachers' Association: Edmonton, AB.
- Loewen, A. C. (Summer 2005). Children's literature in the elementary mathematics classroom. Vector, 46(2) Journal of the Mathematics Council of the B.C.T.: Vancouver, BC. (*Reprinted*)
- Reported in No Shortage of Teachers Expected. J. Ecklund, The Lethbridge Herald, July 17, 2004.
- Loewen, A. C. (2005). Explorations with simulated dice: Probability and the TI-83+ delta-K, 42(2), 37-41. Alberta Teachers' Association: Edmonton, AB.

*Instructional Resource Materials:*

- Loewen, A. C. Planning to teach mathematics.
- Loewen, A. C. First 15 Activities for Education 2500. Resources developed for the Education 2500 course.
- Loewen, A. C. Computers in the Mathematics Classroom. Resources developed for Education 3601 and 3700.
- Loewen, A. C. Activity Pages for the TI-83 Graphing Calculator. Resources developed for Education 3601.

- Loewen, A. C. Education 3501 Professional Semester One Curriculum and Instruction, Notes, Handouts and Transparencies.
- Loewen, A. C. Education 3700 C&I: Math for Non-Majors — Notes, Handouts & Transparencies.
- Loewen, A. C. Education 3601 Professional Semester Two C&I for Majors — Mathematics, Notes, Handouts and Transparencies.
- Loewen, A. C. (1990). Varying instructional activities in mathematics for the primary grades (Raymond Workshop Materials).
- Loewen, A. C., Sigurdson, S. E., Worthen, N., Kraushaar, S., McKenzie, L. & Ens, C. (1994). Teaching with Meaning in the Mathematics Classroom: Area/Perimeter Unit.
- Loewen, A. C., Sigurdson, S. E., Worthen, N., Kraushaar, S., McKenzie, L. & Ens, C. (1994). Teaching with Meaning in the Mathematics Classroom: Decimals Unit.
- Loewen, A. C., Sigurdson, S. E., Worthen, N., Kraushaar, S., McKenzie, L. & Ens, C. (1994). Teaching with Meaning in the Mathematics Classroom: Fractions Unit.
- Loewen, A. C. & Worthen, N. (1995). The Role of the Algorithm: Fractions Unit.
- Loewen, A. C. (2004). A page of problems. delta-K, 42(1). Alberta Teachers' Association: Edmonton, AB.
- Loewen, A. C. (2004). A page of problems. delta-K, 41(2), Alberta Teachers' Association: Edmonton, AB.
- Loewen, A. C. (2005). A page of problems. delta-K, 42(1). Alberta Teachers' Association: Edmonton, AB.
- Loewen, A. C. (2005). A page of problems. delta-K, 42(2). Alberta Teachers' Association: Edmonton, AB.
- Loewen, A. C. (2006). A page of problems: It's do or die! delta-K, 43(1). Alberta Teachers' Association: Edmonton, AB.
- Loewen, A. C. (2006). A page of problems: Picture This! delta-K, 43(2). Alberta Teachers' Association: Edmonton, AB.
- Loewen, A. C. (2006). A page of problems. delta-K, 44(1). Alberta Teachers' Association: Edmonton, AB.

Loewen, A. C. (2009). A page of problems: There's always a trick. delta-K, 46(2). Alberta Teachers' Association: Edmonton, AB.

*Resource Materials Published On-Line:*

Loewen, A. C. (1998). Probability and Statistics, K-6.  
[www.mathcentral.uregina.ca/RR/database/RR.09.97/loewen1.html](http://www.mathcentral.uregina.ca/RR/database/RR.09.97/loewen1.html)

Loewen, A. C. (1999). Manipulatives for the Upper Elementary (Gr. 4-6).  
[www.mathcentral.uregina.ca/RR/database/RR.09.98/loewen2.html](http://www.mathcentral.uregina.ca/RR/database/RR.09.98/loewen2.html)

*Government Reports:*

2002 Efficacy Study. (2002). Alberta Education, Edmonton: Alberta. Working Committee member.

Effective Student Assessment and Evaluation in the Classroom. (2006). Alberta Education, Edmonton: Alberta. Working Committee member.

2007 Efficacy Study. (2007). Alberta Education, Edmonton: Alberta. Working Committee member.

*Editorial/Reviewing Work:*

- October 1990 to May 1992: co-editor of delta-K, the journal of the Mathematics Council of the Alberta Teachers' Association (MCATA).
- May 1992 to April 1993: MCATA publications director.
- May 1992 to June 1994, September 2003 - August 2004: Editor of delta-K.
- September 2004 to August 2005: Co-editor of delta-K.
- Reviewer, delta-K. Journal of the Mathematics Council of the Alberta Teachers' Association
- Reviewer, Canadian Journal of Education.
- Advisory Panel, Nelson Mathematics, Grades 3, 4 and 6.

*Presentations:*

- 1987 October 31: Developing Creative Ability in Mathematics  
University of Lethbridge, Lethbridge, AB, Co-presented with: Dr. J. Ellis, University of Lethbridge and Mr. H. Boer, Math Consultant, Lethbridge School District
- 1989 January 29: Statistics and Probability - Some Novel Teaching Approaches.  
University of Alberta, Edmonton, AB, Co-presented with: Dr. A. Olson, University of Alberta



- 1989 September 25: Using Manipulatives in the Junior High Mathematics Classroom  
Regional Southwestern Conference of the Mathematics Council of the Alberta Teachers' Association, Lethbridge, AB
- 1989 November 03: Alternate Instructional Strategies in the Senior High Classroom  
Annual Convention of the Mathematics Council of the Alberta Teachers' Association, Lethbridge, AB, Co-presented with Ms. F. Glanfield, Alberta Education
- 1990 February - April: Raymond Cooperative Workshop Series  
Workshop Series, Raymond, AB  
A series of 11 workshops designed to address the following topics:  
manipulatives, calculators, computers, problem solving, and unit planning.
- 1990 May 14: Alternative Instructional Strategies in the Junior High Mathematics Curriculum  
Regional Southwestern Conference of the Mathematics Council of the Alberta Teachers' Association, Lethbridge, AB
- 1990 October 25: Alternative Instructional Strategies in the Junior High School  
Canadian Regional National Council of Teachers of Mathematics Conference, Calgary, AB
- 1991 February-April: Raymond Cooperative Workshop Series II  
Workshop Series, Raymond, AB  
A series of 7 workshops designed to develop and introduce a model for the instruction of problem solving in the primary grades.
- 1991 February 22: Ideas: Manipulatives, Calculators & Computers  
South Western Alberta Teachers' Convention Association Annual Convention, Lethbridge, AB, Co-presented with Mrs. B. Firth, Raymond Elementary School.
- 1991 May 14-16: Fleetwood-Bawden School Workshop Series  
Lethbridge, AB, A series of three workshops built around several topics, including: manipulatives, problem solving, calculators, and current trends and curriculum changes in the Alberta program.
- 1991 November 01: M&M&M's: An Alternative Context for Teaching Mean, Median and Mode  
Mathematics Council of the Alberta Teachers' Association Annual Convention, Edmonton, AB

- 1992 February 21: Using Games and Centers to Enhance Problem Solving Instruction in the Primary Grades  
South Western Alberta Teachers' Convention Association Annual Convention, Lethbridge, AB, Co-presented with Ms. T. Loewen, Fleetwood-Bawden Elementary School
- 1992 November 07: Using Games and Centers to Enhance Problem Solving Instruction in the Primary Grades  
Mathematics Council of the Alberta Teachers' Association Annual Conference, Medicine Hat, AB, Co-presented with Ms. T. Loewen, Agnes Davidson School
- 1993 February 18: Primary Grade Activities for Teaching Problem Solving  
Calgary Teachers' Convention Association Annual Convention, Calgary, AB, Co-presented with Ms. T. Loewen, Agnes Davidson School.
- 1993 October 29: Including Games in Grades 1 - 3  
Mathematics Council of the Alberta Teachers' Association Annual Convention, Calgary, AB, Co-presented with Mrs. B. Firth, Raymond Elementary School
- 1994 February 10: Making Math Happen!  
Professional Semester II Mini-Convention, University of Lethbridge, Lethbridge, AB
- 1994 February 24: Including Math Games in Grades 1-3  
South Western Alberta Teachers' Convention Association Annual Convention, Lethbridge, AB, Co-presented with Mrs. B. Firth, Raymond Elementary School
- 1994 February 24: Ideas for Teaching Data Management (K-3)  
South Western Alberta Teachers' Convention Association Annual Convention, Lethbridge, AB
- 1994 March 31: Math Games Make Math Happen  
County of Warner #5 Professional Development Day, Warner, AB, Co-presented with Mrs. B. Firth, Raymond Elementary School
- 1994 March 31: Teaching Data Management  
County of Warner #5 Professional Development Day, Warner, AB, Co-presented with Mrs. B. Firth, Raymond Elementary School
- 1994 June 16: A Framework for Interactive Teaching — A Research Program  
CSSE Conference, XXII Annual Conference, Co-presented with Dr. S. Sigurdson, University of Alberta
- 1994 October 20: Decimals, Fractions, Rates and Percents: Interactive Teaching

Regional Conference of the National Council of Teachers of Mathematics,  
Edmonton, AB, Co-presented with Dr. S. Sigurdson, University of Alberta

- 1995 February 23: More Math Activities for Teaching ECE Math  
South Western Alberta Teachers' Convention Association Annual Convention,  
Lethbridge, AB, Co-presented with Mrs. B. Firth, Raymond Elementary  
School
- 1995 September 29: Teaching with Meaning in the Junior High Math Classroom  
Mathematics Council of the Alberta Teachers' Association Annual Convention,  
Lethbridge, AB, Co-presented with Dr. S. Sigurdson, University of Alberta
- 1995 September 29: Using Games to Make Math Fun in the Primary Grades.  
Mathematics Council of the Alberta Teachers' Association Annual Convention,  
Lethbridge, AB.
- 1996 February 05: Math Manipulatives.  
Professional Semester II Mini-Convention, University of Lethbridge,  
Lethbridge, AB.
- 1996 April 25: Interactive Teaching — Using Connections and Problem Solving to  
Improve Math Achievement  
74th Annual Meeting of the National Council of Teachers of Mathematics, San  
Diego, California, Co-presented with Dr. Sol. Sigurdson, University of Alberta
- 1997 February 21: Activities Give the Math Protocol Some Light  
South Western Alberta Teachers' Convention Association 98th Annual  
Convention, Lethbridge, AB
- 1997 February 21: Integrating Literature and Mathematics in the K-3 Classroom  
South Western Alberta Teachers' Convention, Lethbridge, AB, Co-presented  
with Ms. Teresa Loewen of Lethbridge S.D.#51, and Dr. Robin Bright,  
University of Lethbridge
- 1997 February 21: Math Manipulatives  
WestCAST 97, Lethbridge, AB.
- 1997 May 03: Games and Problem Solving  
Early Childhood Education Conference, Lethbridge, AB
- 1997 July 12: Student Perspectives on Violent & Disruptive Behaviours: Stop!  
Look! Listen!  
Safe and Caring Schools Conference, University of Calgary, Calgary, AB, Co-  
presented with Dr. Jane O'Dea, University of Lethbridge.

- 1997 September 26: Research Show & Tell  
Faculty of Education Research Seminar Series, University of Lethbridge, Lethbridge, AB
- 1997 October 23: Make Math Meaningful with Manipulatives  
Christian Education Association (CEA) Conference, Lethbridge, AB
- 1997 October 23: Math Games Make Math Fun!  
Christian Education Association (CEA) Conference, Lethbridge, AB
- 1997 October 27: Teaching Problem Solving  
Taber School District Professional Development Day, Taber, AB
- 1998 January 31: Violent and Disruptive Behaviour: How Do Students See It?  
Safe and Caring Schools Conference, Lethbridge, AB, Co-presented with Dr. Jane O'Dea, University of Lethbridge
- 1998 February 19: Violence and Disruptive Behaviour in Schools: Talking with the Students  
WestCAST '98, Victoria, BC, Co-presented with Dr. Jane O'Dea, University of Lethbridge
- 1998 November 02: Manipulatives in the Upper Elementary  
Prairie Rose School District Professional Development, Dunmore, AB.
- 1998 November 27: Developing Your Research Agenda  
Research Workshop: Faculty of Education, University of Lethbridge
- 1999 January 23: Manipulatives, Problems and Games: Making Math Make Sense!  
Early Childhood Education Conference, Medicine Hat, AB
- 1999 February 19: Manipulatives in the Upper Elementary  
South Western Alberta Teachers' Convention, Lethbridge, AB
- 1999 April 16: Violence and Disruptive Behaviour in Schools: Talking with the Students  
Middle School Conference, Lethbridge, AB, Co-presented with Dr. Jane O'Dea, University of Lethbridge
- 1999 July 08: Using Technology in Meaning Based Mathematics Instruction  
Science and Math Summer Institute, Faculty of Education, Lethbridge, AB
- 1999 September 28: Manipulatives in the Math Classroom  
Education Undergraduate Society Workshop Series, University of Lethbridge, AB

- 1999 October 22: Literature and Problem Solving  
MCATA Conference: Mathematics in Harmony with the New Millennium,  
Jasper, AB.
- 1999 November 12: Integrating Literature and Mathematics in the Elementary Classroom  
Taber School District Professional Development, Taber, AB.
- 1999 November 12: Games in the Elementary Mathematics Classroom  
Taber School District Professional Development, Taber, AB
- 1999 November 26: Life in Hallways: Students' Perceptions of Violence and Disruptive Behaviours in Schools  
Safe and Caring Schools and Communities Conference, Edmonton, AB, Co-presented with Dr. Jane O'Dea, University of Lethbridge
- 2000 February 25: 20 Math Games for the Middle Grades  
South Western Alberta Teachers' Convention, Lethbridge, AB, Co-presented with Ms. Christine Chambers, Foothills School Division
- 2000 November 07: So, You Think Math is Boring!?  
Education Undergraduate Society Workshop Series, University of Lethbridge, AB
- 2001 February 23: Math Games for Middle Grades  
South Western Alberta Teachers' Convention, Lethbridge, AB, Co-presented with Mr. Jim Zook, Lethbridge School District
- 2001 February 23: Using Literature to Teach Math  
South Western Alberta Teachers' Convention, Lethbridge, AB
- 2001 May 25: Solving the Problems of Problem Solving  
Alberta Colony Educators' Conference, Medicine Hat, AB
- 2001 October 17: Integrating Children's Literature and Math  
Christian Educators' Association Convention, Lethbridge, AB
- 2001 October 19: Math Games for the Middle Grades  
Christian Educators' Association Convention, Lethbridge, AB
- 2002 February 22: Math and Literature: Grades 1-3  
Palliser Teachers' Convention, Calgary, AB
- 2002 February 22: Math Games for the Middle Grades  
Palliser Teachers' Convention, Calgary, AB

- 2002 February 22: Solving the Problems of Problem Solving: Grades 2-8  
Palliser Teachers' Convention, Calgary, AB
- 2002 November 02: Math Games for Middle Grades  
Mathematics Council of the Alberta Teachers Association Annual Conference,  
Canmore, AB
- 2003 February 20: Solving the Problems of Problem Solving  
South Western Alberta Teachers' Convention, Lethbridge, AB
- 2005 February 08: Math Games Make Math Fun!  
Education Undergraduate Society Workshop Series, University of Lethbridge,  
AB
- 2005 April 01: A Professional Code of Conduct for Students?  
Faculty of Management, University of Lethbridge, Lethbridge, AB
- 2006 February 08: So You Think Math is Boring?!  
Education Undergraduate Society Workshop Series, University of Lethbridge,  
AB
- 2006 February 17: Student Satisfaction with Professional Semester One -  
University of Lethbridge  
WestCAST 2006, Vancouver, BC, Co-presented with Dr. Thelma Gunn,  
University of Lethbridge
- 2006 February 23: Math for You and MI  
South Western Alberta Teachers' Convention, Lethbridge, AB
- 2006 February 24: My Favorite Math Games  
South Western Alberta Teachers' Convention, Lethbridge, AB
- 2008 October 19: 6 Games for Grade 6 Math  
Taber School District Professional Development, Taber, AB
- 2009 January 07: The Paired Placement Project: Sharing a Practicum  
7<sup>th</sup> Annual Hawaii International Conference on Education, Honolulu, Hawaii  
Presented with Dr. Thelma Gunn, University of Lethbridge

#### *Workshops:*

- 1991 October 02: R. I. Baker School, Coaldale, AB  
Topic: Manipulatives
- 1991 October 09: John Davidson Elementary School, Coaldale, AB  
Topic: Manipulatives and Evaluation in Problem Solving Instruction

- 1991 November 15: Barons Consolidated School and Huntsville School  
Workshop delivered in Lethbridge, AB  
Topic: Manipulatives
- 1992 March 30: Barons Consolidated School and Huntsville School  
Workshop delivered in Lethbridge, AB  
Topic: An Introduction to Problem Solving
- 1993 February 01: John Davidson Elementary School, Coaldale, AB  
Topics: Manipulatives in the New Alberta Program, and Using Manipulatives in the Evaluation of the Learning of Mathematics
- 1993 February 25: Lethbridge Community College, Lethbridge, AB  
Topic: Mathematics in the ECE Classroom
- 1993 September 29: Raymond Elementary School, Raymond, AB. With Mrs. B. Firth of Raymond Elementary School  
Topic: Games in the Primary Mathematics Classroom
- 1993 November 16: Children of St. Martha's School, Lethbridge, AB (to Professional Semester III students of The University of Lethbridge)  
Topic: An Introduction to Mathematics Instruction
- 1994 January 18: Agnes Davidson School (Workshop Series), Lethbridge, AB.  
Topic: Teaching Mathematics in the Elementary Classroom (Grades K-2, Grades 3-4, and Grades 5-6)
- 1995 March 08: Magrath School (Workshop Series), Magrath, AB  
Topics: Session One — The New Elementary Math Curriculum. Session Two — Instructional Activities Grades 1 - 3. Session Three — Instructional Activities Grades 4 - 6
- 1995 March 16: Galbraith School, Lethbridge, AB  
Topic: Teaching for Meaning in the New Elementary Math Program
- 1995 May 04: Prairie Rose School Division, Foremost, AB  
Topic: Preparing to Teach the New Elementary Mathematics Program
- 1995, May 09: Prairie Rose School Division, Bow Island, AB  
Topic: Preparing to Teach the New Elementary Mathematics Program — Part Two, Problem Solving
- 1995, May 11: Prairie Rose School Division, Foremost, AB  
Topic: Preparing to Teach the New Elementary Mathematics Program — Part Three, Planning.
- 1995 September 22: I. F. Cox School, Dunmore, AB  
Topic: Philosophy of the Primary Math Curriculum & Problem Solving in the Primary Math Curriculum
- 1995 October 16: Prairie Rose School Division, Foremost, AB  
Topic: Working Through Change
- 1995 October 20: I. F. Cox School, Irvine, AB  
Topic: Problem Solving II: Another Look
- 1996 February 7: Lethbridge Community College, Lethbridge, AB  
Topic: Early Mathematics Learning
- 1998 January 30: Jennie Emery Elementary School, Coaldale, AB  
Topic: Chance & Uncertainty

- 1998 April 01: Lethbridge Community College, Lethbridge, AB  
Topic: Early Childhood Mathematics
- 1998 May 22: Huntsville School Professional Development Day, Huntsville, AB  
Topic: Manipulatives and Meaning
- 1998 July 13: Education 5400 Guest Lecture, Faculty of Education, Lethbridge, AB  
Topic: Meaning Based Instruction in Mathematics
- 1998 October 09: Margaret Wooding School PD Workshop, Redcliffe, AB  
Topic: Teaching Math in the Elementary School
- 1998 November 23: Lethbridge School District #51 Parent Advisory Board, Lethbridge, AB  
Topic: Violence and Disruptive Behaviour in Schools: Talking with the Students
- 2001 March 22: Wilson Middle School PD Session, Lethbridge, AB  
Topic: Teaching for Meaning in the Junior High Math Classroom
- 2001 March 23: Nicholas Sheran School PD Session, Lethbridge, AB  
Topic: Manipulatives in Problem Solving
- 2005 January 31: Park Meadows School, Lethbridge, AB  
Topic: Learning Styles and Multiple Intelligences in the Math Classroom
- 2005 April 22: Milo School, Milo, AB  
Topic: Teaching Math with Games.
- 2005 November 30: Senator Buchanan School, Lethbridge, AB  
Topic: Teaching Math with Meaning

#### *Funded Research Projects:*

- *Teaching with Meaning in the Mathematics Classroom: A Research Proposal.* The purpose of this project is to develop instructional units for use in the *Framework for Interactive Teaching with Meaning* project. Proposal submitted to the University of Lethbridge Research Fund (ULRF). Accepted December, 1992. Completed 1995.
- *Teaching Estimation and Mental Computation in a Framework for Teaching Mathematics with Meaning.* Dr. S. Sigurdson was Principal Investigator while I was a co-investigator in this study. The purpose of this project is devise activities and articulate the process of implementing estimation and mental computation activities in mathematics classrooms. Proposal submitted to University of Alberta Research Fund. Accepted December, 1992. Completed 1995.
- *Variables Affecting Successful Implementation of a Framework for Teaching Mathematics with Meaning.* The purpose of this project is to identify critical variables influencing teachers' abilities to teach mathematics with meaning. Proposal submitted to Alberta Advisory Committee for Educational Studies (AACES). Accepted November, 1993. Completed 1996.
- *The Role of the Algorithm in a Framework for Teaching Mathematics with Meaning.* The purpose of this project is to determine the relative effects of



beginning a meaning lesson with a discussion of a given algorithm or using the algorithm as a method to summarize a meaning based discussion. Proposal submitted to Faculty of Education Internal Research Fund. Accepted November, 1993. Completed 1997.

- *Framework for Interactive Teaching: Unit Design*. Purpose of this study is to consider the role of unit planning in an overall framework to teach mathematics with meaning. Dr. Sol Sigurdson (University of Alberta) is the primary research and I have been named as secondary researcher. Proposal submitted to Advancement of Scholarship Fund (University of Alberta). Accepted November, 1995. Completed 1996.
- *Violence and Disruptive Behavior: Students' Perspectives of School Policies, Practices and Procedures*. Purpose of this study is to identify student perceptions of school rules and the relationship those school rules may have on student disruptive and violent behavior. Proposal submitted to Alberta Education. Accepted February, 1996.
- *SSHRC Student Research Assistants' Grant*. The purpose of this project is to collect and publish (on the internet) a variety of meaning-based activities for use in the teaching of the Alberta senior high mathematics program. Proposal submitted to the University of Lethbridge. Accepted March, 1997.

### **Committee Service at The University of Lethbridge:**

#### *Faculty Committees:*

- Student Program Undergraduate Committee (1989-91, 1993-94, 1998-2007)
  - Chair, 2000-2007
- Computer Committee (1989-90)
- Faculty of Education Curriculum Committee (1989-91 2004-05, 2007-2009)
  - Chair of Curriculum Committee (1990-91, 2004-05, 2007-2009)
- Scholarly Works Evaluation Committee (1990-92)
- Secondment Search Committee (1991, 1999, 2001, 2002, 2004, 2005)
- Nominations Committee (1991-93, 1996-98, 2000-01)
- Human Subjects Research Committee (1991-93, 1996-98)
  - Chair (1996-98)
- Executive Committee (1991-93, 1995-97, 2004-05, 2007-present)
  - Chair (2010-present)
- Undergraduate Program Development Committee (1992-94, 1996-98, 2004-05, 2007-present)
  - Chair (2004-05, 2007-present)
- Student Program (Graduate) Committee (1993-94)
- Administrative Advisory (Search) Committee (1995)
  - Chair (2010 – present)
- Tenure Track Search Committees (1996, 1997, 2002, 2005)
  - Chair (2010 – present)

- Administrative Advisory Committee for Selection of Assistant Dean, Field Experiences (1996)
- Search Committee for Academic Assistant Position in Field Experience Office (1997)
- Advisory Committee for Professional Semester III (1997-99)
- STP Committee (1997-2000, 2002-04)
- Dean's Review and Selection Committee (1999-2000)
- Physical Education / General Teacher Education Search Committee, 2002
- Alberta Advisory Council on Educational Studies, AACES (2002-04)
- Teacher Education Advisory Committee (1993-94, 1997-99, 2001-present)
  - Member of Teacher Education Advisory Committee Executive (1997-99)
  - TEAC Handbook Committee (1997-98)
  - TEAC Survey Committee (1997-98)
- Faculty of Education Budget Advisory Committee (2004-05, 2007-present)
  - Chair (2010-present)

#### *University Committees:*

- ULFA Economic Benefits Committee (1991-92, 1998-01)
- General Faculties Council (1992-93, 1996-99, 2000-01)
  - General Faculties Council Executive (1998-2000)
- University of Lethbridge Convocation Committee (1992-93)
- University of Lethbridge General Faculties Council Retreat Committee (1993)
- Faculty of Education Elected Representative to GFC Appeals (1993-94, 2005-07)
- University Admission Standards Committee (1993-94)
- ULFA Grievance Committee (1997-98)
- University of Lethbridge Senate (2000 - 2001)
- Admission Standards Committee (2000-2003)
  - Admission Standards Steering Committee (2000-2003)
- Student Awards Committee (2000-2003, 2004-2009)
  - Student Awards Appeal Committee (2002-2003, 2004-2009)
- Enrollment Tracking Committee (2000-present)
- Selection Committee for Ingrid Speaker Medal for Distinguished Research (2001-2002)
  - Chair (2002)
- GFC General Liberal Education Committee (2002-2003)
- Selection Committee for Distinguished Teaching Award Committee (2006-2008)
- University Budget Committee (2007-2009)
- Assigned Faculty and University committees related to positions as Associate Dean and Dean

#### *Community:*

- Teacher Education Certification Committee — Alberta Teachers' Association (2000-2002)
- Teacher Efficacy Committee — Alberta Learning (2000-2010)

- Appointed by Minister of Learning to Certification Appeal Committee (2002-2008)
- Teacher Qualifications Committee — Alberta Teachers' Association (2002-2007)
- 2006 Excellence in Teaching Awards — Formal Selection Committee, Universities Co-ordinating Council Representative.
- Ad Hoc Working Group, Alberta Senior High School Math (2009)
- Workforce Planning External Advisory Committee, AADE Representative (2009-present)
- Teaching Quality Standard External Advisory Committee, AADE Representative (2010-2012)

### **Professional Affiliations:**

- Member: National Council of Teachers of Mathematics (1987-1999)
- Member: Mathematics Council of the Alberta Teachers' Association (1987- 1999, 2001-2007)
- Member: Mathematics Council of the Alberta Teachers' Association Executive (1990-1994)
- Member: Early Childhood Education Council (1998-99)
- Member: Early Childhood Education Council Executive (1998-99)
- Member: Canadian Mathematics Educators Study Group (1989-90)

### **Other Service to the Professional Community:**

- Cooperated with the Southern Alberta Professional Development Consortium on the Mathematics committee: planning for implementation of new Elementary mathematics program, and development of teacher workshops. March, 1992 - 1993.
- Served as member of the Executive of the Mathematics Council of the Alberta Teachers' Association. September, 1990 - 1994, 2003 - 2005.
- Served as committee member on the thesis committees for the following students:
  - Mr. Douglas Checkley, M.Ed.
  - Mr. Doug Orr, M.Ed.
  - Mr. David Gue, M.Ed.
  - Ms. Sharon Prusky, M.Ed.
  - Ms. Sheila McHugh, M.Ed.
  - Ms. Gladys Sterenberg, M.Ed.
  - Ms. Cynthia Malitowski, M.Ed.
  - Mr. Rob Morgan, M.Ed.
- Served as supervisor or second reader on culminating projects for these students:
  - Ms. Linda Addison, M.Ed.
  - Ms. Lorelei Thomas, M.Ed.
  - Mr. Stephen Fairbairn, M.Ed.
  - Ms. Sandi Kolysher, M.Ed.
  - Mr. Robert Peregoodoff, M.Ed.
  - Ms. Tanya Johnson, M.Ed.

- Helped the MCATA Public Relations committee develop poster, forms, brochures, etc. for the 1995 MCATA convention held in Lethbridge.
- Served as a member of a university team who conducted a school evaluation of Napi's Playground Elementary School and Piikani Nation Secondary School. March, 1995.
- Served as a member of an academic team who went to Namibia, Africa to provide a series of workshops and guest lectures to mathematics teacher educators. Funded by Canadian International Development Agency. May - June, 1995.
- Assisted the Crossroads Counseling Centre and Adoption Services with conducting a survey of its constituency. Assisted in survey construction, data entry, and analysis. 1997-98.
- Selected and organized the Mathematics presenters and session chairs for the 1999, 2000 and 2001 SWATCA conventions in Lethbridge.

## **CURRICULUM VITAE**

**ALAN M. SEARS**

### **Citizenship**

Canadian

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### **Home Address**

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Canada  
(506) 450-9971

### **Education**

PhD (Educational Studies) University of British Columbia. Thesis topic "Scarcely Yet a People: State Policy in Citizenship Education: 1947-1982." 1996.

Master of Education (Social Studies Curriculum), University of New Brunswick, 1985.

Bachelor of Education (History/English), University of New Brunswick, 1977.

### **Rank at U.N.B.**

Professor

Initial appointment as Assistant Professor - July 1, 1988  
Promotion to Associate Professor - July 1, 1992  
Grant of Tenure - July 1, 1996  
Promotion to Professor - July 1, 1997  
Study Leave (without pay) - September 1, 1991 - July 1, 1993  
Sabbatical Leave - July 1, 1996 - June 30, 1997  
Appointment as Associate Dean, Graduate Studies Research - July 1, 1999  
Appointment as Acting Dean - July 1, 2002  
Sabbatical Leave July 1, 2003-June 30, 2004  
Sabbatical Leave January 1, 2008 – June 30, 2008  
Sabbatical Leave January 1, 2012 – June 30, 2012

### Professional Experience

Assistant/Associate/ Professor, Social Studies Education, University of New Brunswick,  
July 1, 1988 - present.

Acting Dean, Faculty of Education, University of New Brunswick, July 1, 2002 - October  
2002.

Associate Dean, Graduate Programs, Research and International Development, Faculty of  
Education, University of New Brunswick, July 1, 1999 - June 30, 2002.

Sessional Lecturer, Department of Social and Educational Studies, University of British  
Columbia, September 1, 1991 - August 31, 1993.

Social Studies and English teacher, Fredericton High School, Fredericton, New  
Brunswick, September 1985 - June 1988.

Special Education Teacher, class for Behaviourally/ Emotionally Disturbed students, New  
Brunswick School District #26, September 1982 - June 1985.

History and English teacher, Garissa Secondary School, Garissa,  
Kenya, September 1981 - August 1982.

Grade six teacher, South Devon Elementary School, 1977-1981.

### Books and Monographs

Chong, K. M., Davies, I., Epstein, T., Peck, C. L., Peterson, A., Ross, A., Schmidt, M. A., Sears, A. & Sonu, D. (2016). *Education, Globalization and The Nation*. Hampshire, UK: Palgrave Macmillan, 224 pages.

Arthur, James, Gearon, Liam & Sears, Alan (2010). *Education, Politics and Religion: Reconciling the Civic and the Sacred in Education*. London and New York: Routledge. 170 pages.

Reid, Alan, Gill, Judith & Sears, A. (Eds.). (2010). *Globalization, the Nation-State and the Citizen: Dilemmas and Directions for Civics and Citizenship Education*: New York and London: Routledge. 264 pages.

Harding, J. Craig & Sears, Alan (2008). *Voices of Democracy: Action and Participation*. (Toronto: Pearson), 233 pages.

Harding, J. Craig & Sears, Alan (2008). *Take Action – Make a Difference: A Social Studies Handbook*. (Toronto: Pearson), 48 pages.

Hyslop-Margison, Emery, J. & Sears, Alan (2006). *Neo-Liberalism, Globalization and Human Capital Learning: Reclaiming Education for Democratic Citizenship*. (Dordrecht, The Netherlands: Springer), 164 pages.

Sears, Alan and Wright, Ian, eds. (2004). *Challenges and Prospects for Canadian Social Studies*. (Vancouver: Pacific Educational Press). 312 pages.

Hughes, A.; Ioffe, A., Sears, A., Ray, D.; and Voskresenskaya, N. (2003). *The Spirit of Democracy: A Situated Learning Approach to Civic Education*. (Moscow: Russian Association for Civic Education), 175 pages.

Wright, Ian & Sears, Alan, eds. (1997). *Trends and Issues in Canadian Social Studies* (Vancouver: Pacific Educational Press), 383 pages.

Sears, Alan & Print, Murray, eds. (1996). Citizenship Education: Canadian and International Dimensions. Special edition of the journal *Canadian and International Education* 25(2), 235 pages.

#### Publications in Refereed Journals

Sears, A., Peck, C., & Herriot, L. (2014). We're Here to Teach About Democracy Not Practice It. The Missed Potential of Schools as Democratic Spaces. *One World in*

*Dialogue*, 3(1), 1-9.

Sears, Alan (2013). Australia's New Civics and Citizenship Draft Shape Paper: A Significant Step Backward. *Curriculum Perspectives* 33(1), 87-89. Invited essay as part of a point – counterpoint exchange.

Seward, Blake, Brown, Cindy, Sears, Alan, & Windsor, Lee (2013). Crossing Boundaries on the Battlefield: The Possibilities of Teacher Study Tours for Substantial Professional Learning. *Canadian Military History*, 22(1), 71-81.

Peck, Carla, & Sears, Alan (2012). Introduction. *Citizenship Teaching and Learning*, 7(2), 115-118. (Guest editors intro to special edition).

Christou, Theodore, & Sears, Alan (2011). From Neglect to Nexus: Examining the Place of Educational History in Teacher Education. *Encounters on Education*, 12(Fall), 37-57.

Peck, Carla, Thompson, Laura A., Chareka, Ottilia, Joshee, Reva, & Sears, Alan (2010). From Getting Along to Democratic Engagement: Moving Toward Deep Diversity in Citizenship Education. *Citizenship Teaching and Learning*, 6(1), 61-75.

Hyslop-Margison, Emery J., & Sears, Alan (2010). Enhancing teacher performance: The role of professional autonomy. *Interchange*, 41(1), 1-15.

Hughes, Andrew S., Print, Murray, & Sears, Alan (2010). Curriculum Capacity and Citizenship Education: A Comparative Analysis. *Compare*, 40, 3, 293-309.

Sears, Alan (2009). Guest Editor's Introduction. *Citizenship Teaching and Learning*, 5(2), 1-3.

Hirschhorn, Mark, Sears, Alan, & Rich, Sharon. (2009). The Reform of Teacher Education at the University of New Brunswick: Why and How? *Brock Education*, 18(2), 81-95.

Hyslop-Margison, Emery J. & Sears, Alan (2008). The Neo-liberal Assault on Democratic Learning. *University College of the Fraser Valley Research Review* 2, 1, 28-38.



Peck, Carla, Sears, Alan & Donaldson, Shanell (2008). Unreached and Unreachable? Curriculum Standards and Children's Understanding of Ethnic Diversity in Canada. *Curriculum Inquiry*, 38, 1, 63-92.

Sears, Alan & Hyslop-Margison, Emery (2007). Crisis as a Vehicle for Educational Reform: The Case of Citizenship Education. *Journal of Educational Thought*, 41, 1, Spring, 43-62.

Sears, Alan & Hughes, Andrew S. (2006). Citizenship: Education or Indoctrination? *Citizenship Teaching and Learning*, 2, 1, 3-17.

Chareka, Otilia & Sears, Alan (2006). Civic Duty: Young People's Conceptions of Voting as a Means of Political Participation *Canadian Journal of Education*, 29, 2, pp. 521-540. Winner of the Jackson Award from the Canadian Educational Researchers' Association for the best English-language article published in Canadian Journal of Education in the previous year.

Chareka, Otilia, & Sears, Alan. (2005). Discounting the Political: Understanding Civic Participation as Private Practice. *Canadian and International Education*, 34, 1, pp. 50-58.

Peck, Carla & Sears, Alan (2005). Uncharted Territory: Mapping Students' Conceptions of Ethnic Diversity. *Canadian Ethnic Studies*, XXXVII, 1, 101-120.

Sears, Alan & Hughes, Andrew S. (2005). Learning from Each Other: Toward a Democratic Approach to International Collaboration in Civic Education. *International Journal of Citizenship and Teacher Education*, 1, 1, pp. 16-31.

Hughes, Andrew S.; Sears, Alan M. & Clarke Gerald M. (1998). Adapting Problem-Based Learning to Social Studies Teacher Education. *Theory and Research in Social Education*, 26, 4, pp. 531-548.

Sears, Alan (1997). Instruments of Policy: How the Federal State Influences Citizenship Education in Canada. *Canadian Ethnic Studies* XXIX(2), 1-21.

Sears, Alan (1996-97). In Canada Even History Divides: Unique Features of Canadian Citizenship. *International Journal of Social Education* 11(2), 53-67.

Sears, Alan (1996). Something Different to Everyone: Conceptions of Citizenship and Citizenship Education. *Canadian and International Education* 25(2), pp. 1-16.

- Sears, Alan & Print Murray (1996). Editorial: Citizenship Education: Canadian and International Dimensions. *Canadian and International Education* 25(2), pp. v-vi.
- Hughes, Andrew & Sears, Alan (1996). Macro and Micro Level Aspects of a Programme of Citizenship Education Research. *Canadian and International Education* 25(2), pp. 17-30.
- Sears, Alan; Clarke, Gerry & Hughes, Andrew (1996). Perpetual Questions and Persistent Issues In Canadian Social Studies. *Canadian Social Studies* 31(1), pp. 14-15.
- Sears, Alan & Hughes, Andrew (1996). Citizenship education and current educational reform. *Canadian Journal of Education* 21(2), pp. 123-142.
- Sears, Alan (1996). What research tells us about citizenship education in English Canada. *Canadian Social Studies* 30(3), pp. 121-127
- Sears, Alan (1994). Social studies as citizenship education in English Canada: A review of research. *Theory and Research in Social Education* 22(1), pp. 6-43.
- Clarke, G.; Sears, A.; Smyth, J. & Easley, S. (1993). Voyages in primary social studies: A story based approach. *Thresholds in Education* 19(4), pp. 13 - 16.
- Sears, Alan. (1992). Buying back your soul: Restoring ideals in social studies teaching. *Social Studies and the Young Learner* 4(3) pp 9 - 11.
- Sears, Alan and Bidlake, George. (1991). The senior citizens tea: A commencing place for oral history. *The Social Studies* 82(4) pp 133 -135.
- Sears Alan and Parsons Jim. (1991). Towards critical thinking as an ethic. *Theory and Research In Social Education*, 19(1), 45 - 68.
- Sears Alan. (1991). Cultural pairing: Widening the cultural horizons of prospective teachers. *Multiculturalism/Multiculturalisme*, 13(3), 10 - 15.
- Sears, Alan. (1990). Enriching social studies with interviews, *The History and Social Science Teacher*, 25(2), 95 - 98.
- Sears, Alan. (1989). Ben Johnson and social studies teaching: Classroom use of current social issues, *The History and Social Science Teacher*, 24(3), 158 - 161. This article was

reprinted in Volume XX, No. 1 of *Focus*, the publication of the Social Studies Council of the New Brunswick Teachers Association.

### Articles and Chapters in Books

Sears, Alan, & Herriot, Lindsay (In Press). The Place of Religion in Education for Citizenship and Social Justice. In A. Peterson, R. Hattam, M. Zembylas, & J. Arthur (Eds.), *The Palgrave International Handbook of Education for Citizenship and Social Justice* Hampshire, UK: Palgrave Macmillan.

Hirschhorn, Mark, & Sears, Alan (2015). More than Gatekeeping: The Pedagogical Potential of Admissions Procedures for Teacher Education. In L. Thomas & M. Hirschhorn (Eds.), *Change and progress in Canadian teacher education: Research on recent innovations in teacher preparation in Canada* (pp. 441-465): Canadian Association for Teacher Education.

Sears, Alan (2014). Moving from the Periphery to the Core: The Possibility of Professional Learning Communities in History Teacher Education. In R. Sandwell & A. von Heyking (Eds.), *Becoming a History Teacher: Sustaining Practices in Historical Thinking and Knowing* (pp. 11-29). Toronto: University of Toronto Press.

Hirschhorn, Mark, Katherine Ireland and Alan Sears (2014). "Disrupting Teacher Development: The Role of Teacher Education." In *Becoming Teacher: Sites for Development of Canadian Teacher Education*, edited by Lynn Thomas, 209-234. Electronic Book: Canadian Association for Teacher Education.

Sloat, E., Sherman, A., Christou, T., Hirschhorn, M., Kristmanson, P., Lemisko, L., et al. (2014). Restoring Higher Education's Mission in Teacher Education: A Global Challenge from a Canadian Perspective. In V. Ellis & J. Orchard (Eds.), *Learning Teaching from Experience: Multiple Perspectives and International Contexts* (pp. 143-158). London and New York: Bloomsbury.

Hirschhorn, M., Kristmanson, P., & Sears, A. (2013). Toward a National Conversation About Teacher Education in Canada: An Examination of CATE Conference Presentations. In L. Thomas (Ed.), *What is Canadian about Teacher Education in Canada? Multiple Perspectives on Canadian Teacher Education in the Twenty-First Century* (pp. 61-86). Ottawa: Canadian Association for Teacher Educators.\*

Sears, A. (2012). Canada, Citizenship Education and Multiculturalism in. In J. A. Banks (Ed.), *Encyclopedia of Diversity in Education* (pp. 292-296). Thousand Oaks, CA: SAGE.

Retrieved from <http://www.sage-ereference.com/view/diversityineducation/n93.xml>

Sears, Alan, & Christou, Theodore (2011). Religion and Education. In J. Arthur & A. Peterson (Eds.), *The Routledge Companion to Education* (pp. 341-349). London and New York: Routledge.

Sears, Alan, Davies, Ian, & Reid, Alan. (2011). From Britishness to Nothingness and Back Again. In C. McGlynn, A. Mycock & J. W. McAuley (Eds.), *Britishness, Identity and Citizenship: The View From Abroad* (pp. 291-311). New York: Peter Lang.

Sears, Alan. (2011). Historical Thinking and Citizenship Education: It is Time to End the War. In P. Clark (Ed.), *New Possibilities for the Past: Shaping History Education in Canada* (pp. 344-364). Vancouver: UBC Press.

Sears, Alan (2011). Fortified Silos or Interconnected Webs: The Relationship Between History and Other Subjects in the Curriculum. In I. Davies (Ed.), *Debates in History Teaching* (pp. 273-282). London and New York: Routledge.

Reid, Alan, Gill, Judith., & Sears, Alan. (2010). Introduction: The Forming of Citizens in a Globalized World. In A. Reid, J. Gill & A. Sears (Eds.), *Globalization, the Nation-State and the Citizen: Dilemmas and Directions for Civics and Citizenship Education* (pp. 3-16). New York: Routledge.

Sears, Alan. (2010). Possibilities and Problems: Citizenship Education in a Multinational State, The Case of Canada. In A. Reid, J. Gill & A. Sears (Eds.), *Globalization, The Nation-State and the Citizen: Dilemmas and Directions for Citizenship Education* (pp. 191-205). New York: Routledge.

Sears, Alan. (2010). Doing Educational Research. In J. Arthur & I. Davies (Eds.), *The Routledge Education Studies Textbook* (pp. 248-260). Oxon and New York: Routledge.

Sears, Alan . (2009). Children's Understandings of Democratic Participation: Lessons for Civic Education. In M. Print & H. Milner (Eds.), *Civic Education and Youth Political Participation* (pp. 143-158). Rotterdam/Boston/Taipei: Sense.

Hughes, Andrew S. & Sears, Alan (2008). The Struggle for Citizenship Education in Canada: The Centre Cannot Hold. In James Arthur, Ian Davies and Carole Hahn, eds., *SAGE Handbook of Education for Citizenship and Democracy* (Sage: London), 124-138.

Hyslop-Margison, Emery & Sears, Alan (2008). From Human Capital Learning to Education for Civic Engagement: Challenging the Dominant Discourse of Globalization. In Michael A Peters, Alan Britton and Harry Blee, eds., *Global Citizenship Education: Philosophy, Theory and Pedagogy*, 299-316 (Rotterdam: Sense Publishers).

Hughes, Andrew S. & Sears, Alan (2007). Teaching the Contested and Controversial Nature of Democratic Ideas: Taking the Crisis out of Controversy. In H. Claire & C. Holden (Eds.), *The Challenge of Teaching Controversial Issues* (pp. 83-93). Stoke on Kent, UK: Trentham Books.

Sears, Alan and Hyslop-Margison Emery (2006). The Cult of Citizenship Education. In, George Richardson and David Blades, eds. *Troubling the Canon of Citizenship Education*, 13-24 (New York, Peter Lang).

Sears, Alan (2005). Foreword. In Emery J. Hyslop-Margison, *Liberalizing Vocational Study: Democratic Approaches to Career Education* (Lanham, Maryland: University Press of America), vii-ix.

Davies, I., Evans, M., Cunningham, P., Fredriksson, G., Pike, G., Rathenow, H-F., Sears, A., Tesch, F., Whitty, P. (2005) Developing Citizenship through International Exchanges. Pp. 135-157 in J. Arthur (ed) *Citizenship and Higher Education: The Role of Universities in Communities and Society*. London, RoutledgeFalmer.

Sears, Alan (2004). In Search of Good Citizens: Citizenship Education and Social Studies in Canada. In Sears, Alan and Wright, Ian, eds. (2004). *Challenges and Prospects for Canadian Social Studies*. (Vancouver: Pacific Educational Press): 90-106.

Hughes, Andrew S. and Sears, Alan (2004). Situated Learning and Anchored Instruction as Vehicles for Social Education. In Sears, Alan and Wright, Ian, eds. (2004). *Challenges and Prospects for Canadian Social Studies*. (Vancouver: Pacific Educational Press): 259-273.

Davies, Ian; Cunningham, Peter; Evans, Mark; Fredrikson, Gunilla; Pike, Graham; Rathenow, Hans-Fred; Sears, Alan; and Tesch, Felicitas (2003). International Citizenship Education: Changing Priorities, Exchanging Teachers. In Kim Brown and Margot Brown, eds., Centre for Information on Language Teaching and Research *Reflections on Citizenship in a Changing World*. London: Centre for Information on Language Teaching and Research, 43-52.

Sears, Alan; Clarke, Gerald; and Hughes, Andrew S. (2000) Learning Democracy in a Pluralist Society: Building a Research Base for Citizenship Education in Y. Lenoir, W. Hunter, D. Hodgkinson, P. de Broucker, A. Dolbec, eds., *A Pan-Canadian Education Research Agenda*. Ottawa: Canadian Society for Studies in Education, pp.151-166.

Sears, A., Clarke, G.M. & Hughes, A.S. (1999). Canadian Citizenship Education: The Pluralist Ideal and Citizenship Education for a Post-Modern State. In *Civic Education Across Countries: Twenty-four National Case Studies from the IEA Civic Education Project*, eds., Judith Torney-Purta, John Schwille, and Jo-Ann Amadeo. Amsterdam: IEA, pp. 111-135.

Sears, Alan (1997). Using Oral History in Social Studies. In R. Case and P. Clarke, *The Canadian Social Studies Anthology: Issues and Strategies for Teachers*, 221-225 (Burnaby: Simon Fraser University).

Sears, Alan & Parsons, Jim (1997). The ethical dimensions of critical thinking. In R. Case and P. Clarke, *The Canadian Social Studies Anthology: Issues and Strategies for Teachers*, pp. 171-177 (Burnaby: Simon Fraser University).

Sears, Alan (1997). Social studies in Canada. In I. Wright and A. Sears, eds., *Trends and Issues in Canadian Social Studies*, pp. 18-38 (Vancouver: Pacific Educational Press).

Sears, Alan. (1991). Perception: Through whose eyes. In J. Parsons, L. Beauchamp (Eds), *Stories of Teaching*, pp. 57 - 58 (Toronto: Scholastic).

Sears, Alan. (1991). Citizenship for all. In J. Parsons, L. Beauchamp (Eds), *Stories of Teaching*, pp. 86 - 87 (Toronto: Scholastic).

#### Publications in Proceedings

Hirschhorn, M., Sears, A., Sloat, E., & Sherman, A. (2011). *The Missing Third: Accounting for Prior Learning in Teacher Education Program Admissions*. Paper presented at the 36th Annual Conference of the Association for Teacher Education in Europe, Riga, Latvia.

Sears, Alan (2008). Singing Out of Tune: Subversive Stories as a Vehicle for Transformative Teaching. 2008 Conference Proceedings, Hawaii International Conference on Education, 5833-5835.

Sears, Alan (2008). Students' Thinking About Citizenship in Canada and Russia. 2008 Conference Proceedings, Hawaii International Conference on Education, 5876-5884.

Sears, Alan; Clarke, Gerry & Hughes, Andrew (1999). Learning Democracy in a Pluralist Society: Building a Research Base for Citizenship Education in Canada. In *Report on the Pan-Canadian Education Research Agenda Symposium*. Ottawa: Canadian Education Statistics Council.

Sears, Alan (1992). Citizenship as an Essentially Contested Conception in Social Studies Education. Given as testimony before the Standing Senate Committee on Social Affairs, Science and Technology, Ottawa, May 19, 1992. Published in *Issue No. 8, Seventh proceeding on The Study on the Concept, Development and Promotion of Canadian Citizenship*.

#### Other Publications/ Reports

Sears, A. (2015). Editorial: Special Issue on History and Citizenship Education. *Mcgill Journal of Education*, 50(2/3), 5-8.

Hirschhorn, M., Sears, A., & Lemisko, L. (2015). Navigating the Maze: The Struggle to Map the Landscape of Teacher Education in Canada. *Education Canada*, 55(1), 20-22.

Sears, A. (2014). Measuring What Matters: Citizenship Domain. Toronto: People for Education.

Sears, A. (2014, November 15). Confederation As The Journey Rather Than The Destination. *The Guardian*, p. D8.

Clark, P., & Sears, A. (2014). Historical Frictions: History, Art and Pedagogy. *Canadian Issues Thèmes Canadiens* (Fall), 18-23.

Sears, A. (2014). Education Reform: Beware of 'Policy Talk' From Politicians. Retrieved September 3, 2014, from <http://www.cbc.ca/news/canada/new-brunswick/education-reform-beware-of-policy-talk-from-politicians-1.2753916>

Sears, A. (2014). A History Educator Looks Forward. In *From The Curriculum to the Classroom: More Teachers, More Students, More Thinking A Report on the Annual Meeting of the Historical Thinking Project* (pp. 13-15). Vancouver: University of British Columbia.

Sears, A., King, S., Ireland, K., Khanal, N., & Varma-Joshi, M. (2013). *Fostering Civic Engagement Among Newcomers*. Fredericton: Department of Post-Secondary Education, Training and Labour Population Growth Division Settlement & Multiculturalism Branch.

Sears, A. (2013). Fifty Shades of History Teaching. *Antistasis*, 3(1), ii-iv.

Sears, A. (2011). "In Praise of 16th Century Learning." *Antistasis* 1(2): 14-16.

Christou, Theodore, & Sears, Alan (2010). Rapprochement: Toward An Inclusive Approach To History And Citizenship Education In Canada. *Canadian Issues/Thèmes Canadiens* (Winter 2010), 17-21.

Sears, A. (2010). Negotiating the Maze of Educational Research. *Antistasis*, 1(1), 25-27.

Hirschhorn, Mark, Kristmanson, Paula, Sears, Alan, Winslow, Kathy, & Rich, Sharon. (2010). The Perfect Storm: Moving a Teacher Education Reform from Vision to Reality. *Education Canada*, 50(1), 19-21.

Contributing writer for Cranny, M., Jarvis, G., Moles, G., & Seney, B. (2009). *Horizons: Canada's Emerging Identity* (2nd ed.). Toronto: Pearson. Wrote notes to students, pedagogical activities, etc.

Sears, Alan. (2009). Turning the World Upside Down: Paying Attention to the Learners in Social Education. *One World: The Journal of the Alberta Teachers Association Social Studies Council*, 42, 1, 4-11.

Sears, Alan (2009). Making Room for Revolution in Social Studies Classrooms. *Education Canada*, 49, 2, 5-8.

Sears, Alan (2007). Is It Time To Turn The University Upside Down? Ripples in the Pond: Editorials on Teaching, UNB Centre for Enhanced Teaching and Learning, 1, November, 1-3.

Hughes, A.S. and Sears, Alan (2006). Citizenship Education: Canada Dabbles While the World Plays On. *Education Canada*, 46, 4, 6-9.

Hughes, A. S. and A. Sears (2005). Character and Citizenship Education (CCE) Activities in Community, School and Classroom: Promising Practices. Toronto, Ontario Ministry of Education.



Hughes, A. S. and A. Sears (2005). Character and Citizenship Education (CCE) Policy and Programs in the 21st Century: A Critical Analysis. Toronto, Ontario Ministry of Education.

Sears, Alan (2005). Principled Pragmatism: Thoughts on International Collaboration for Democratic Citizenship Education, *Journal of Zhengzhou University*, January, Vol.38, Issue 1; pp. 10-12

Hughes, Andrew S. and Sears, Alan M. Nurturing the Spirit of Democracy in Russia and Canada. *itt citiz ed, E-Newsletter, Number 9, October, 2003*, pp. 20-21.

Hébert, Yvonne & Sears, Alan (2001). CERIS Theme: Citizenship Education. Canadian Research Information System, [http://www.ceris.ca/media/en/Citizenship\\_Education.pdf](http://www.ceris.ca/media/en/Citizenship_Education.pdf)

Sears, Alan & Perry, M. (2000). Beyond Civics: Paying Attention to the Contexts of Citizenship Education. *Education Canada*, 40 (3), pp. 28-31.

Sears, Alan; Clarke, Gerry and Hughes, Andrew S. (1997). *IEA Civic Education Project: Abbreviated Phase 1: National Case Study - Canada*. Report prepared for the International Association for the Evaluation of Educational Achievement.

Sears, Alan (1996). Human rights in the New Brunswick curriculum. *Atlantic Human Rights Centre Newsletter* 1 (1) p. 2.

Small, Marian & Sears, Alan (1996), Where's Evidence to Support Educational Changes? *The Daily Gleaner*, Saturday, March 23, p. 7.

Sears, Alan & Hughes, Andrew (1994). A review of citizenship education in Canada. A report prepared for the Citizenship and Canadian Identities Sector, Department of Canadian Heritage.

Parsons, Jim & Sears, Alan (1993). What is the task of Christian education? *Salt* (Journal of the Religious and Moral Education Council of The Alberta Teachers' Association), 14(2), 26-32.

Clarke, Gerald; Sears, Alan; Smyth, Joanne. (1990) A Proposal to Revise the Elementary Social Studies Curriculum. Education Resource Information Center, (ERIC), ED318661 27p.

Clarke, Gerald; Sears Alan; Smyth Joanne. (1990). Restructuring the elementary social studies curriculum. *3R's*, XIX(1), 3 - 4.

### Publications in Process

### Book Reviews

Review of *Education, Extremism And Terrorism: What Should Be Taught In Citizenship Education And Why*, by Dianne Gereluk, *British Journal of Educational Studies*, 62:3, 361-364, July 2014.

Review of *Politics and the Primary Teacher*. By Peter Cunningham, *British Journal of Educational Studies*, 62:1, 81-83, January 2014.

Review of *Discipline, Devotion, and Dissent: Jewish, Catholic, and Islamic Schooling in Canada*, edited by Graham P. McDonough, Nadeem A. Memon, and Avi I. Mintz. Waterloo: Wilfred Laurier University Press, 2013. *Alberta Journal of Educational Research*, 59 (2), 340-343, Summer 2013.

Review of *Law, Religious Freedoms and Education in Europe*. Edited by Myriam Hunter-Henin, *British Journal of Educational Studies*, 60:4, 442-445, December 2012.

Beyond Slogans: Examining the State of Higher Education. Review of *The Marketplace of Ideas: Reform and Resistance in the American University* by Louis Menand, H-Education, H-Net Reviews. February, 2012.  
URL: <http://www.h-net.org/reviews/showrev.php?id=33892>

Engaging Learners, Fostering Citizenship. Review of *Citizenship across the Curriculum*, edited by Michael B. Smith, Rebecca S. Nowacek, Jeffrey Bernstein, 219 pp. Bloomington: Indiana University Press, 2010. H-Net Reviews, August 2011. Available at <https://www.h-net.org/reviews/showpdf.php?id=32784>

Review of *Educating Democracy: Alexis De Tocqueville and Leadership in America* by Danoff, Brian, pp. 218. Albany: SUNY Press. H-Education, H-Net Reviews. March, 2011. Available at <https://www.h-net.org/reviews/showpdf.php?id=31659>

Review of *Learners, Learning and Educational Activity*, by Judith Ireson, pp. 164. London and New York: Routledge. *British Journal of Educational Studies* 58(1), 121-123, March 2010.

Review of *How to Change 5000 Schools: A Practical and Positive Approach for Leading Change at Every Level*, by Ben Levin, pp. 266. Cambridge, MA: Harvard Educational Press, 2008. *British Journal of Educational Studies* 57 (4), 437-440, December 2009.

Review of *Transforming Religious Education: Beliefs and Values Under Scrutiny*, by Brian Gates pp. 252. London and New York: Continuum International Publishing Group. 2007. *British Journal of Educational Studies* 57 (2), 333-335, September 2009.

Review of *Symbolic Clothing in Schools – What Should be Worn and Why*, by Dianne Gereluk pp. 141. London and New York: Continuum International Publishing Group. 2008. *British Journal of Educational Studies* 57 (1), 99-101, March 2009.

Review of *Teaching the Violent Past: History Education and Reconciliation*, edited by Elizabeth A. Cole. Pp. 345. Lanham, Maryland: Rowman & Littlefield. In *British Journal of Educational Studies* 56(4), 488-490, December 2008.

Review of *From Subjects to Citizens: A Hundred Years of Citizenship in Australia and Canada*, edited by Linda Cardinal, David Headon, and Pierre Boyer, Ottawa, University of Ottawa Press. In *Journal of International Migration and Integration*, 6(2), 372-374. Spring 2005.

Review of *Citizenship in Transformation in Canada*, edited by Yvonne Hébert, Toronto, University of Toronto Press, 2002. In *Theory and Practice in Education*, 2(3), 366-367, Fall 2004.

Review of *Educating Citizens for a Pluralistic Society*. Rosa Bruno-Jofré and Natalia Aponiuk, Eds. Calgary: Canadian Ethnic Studies/Études ethniques au Canada, 2001. In *Canadian Ethnic Studies/Études ethniques au Canada*, 34(2), 124-126, 2002.

Review of *Canada and Citizenship Education*, K. McLeod (Ed). Toronto: Canadian Education Association, 1989. In *The History and Social Science Teacher*, 25(4), pp 235 - 236, Summer 1990.

#### Editorial and Peer Review Work

Editor of the journal *Citizenship Teaching and Learning*, January 2014 – present.

Co-Guest Editor for a special double edition of *McGill Journal of Education* on history and citizenship Education. *McGill Journal of Education*, 50(2/3), 2015.

Co-Guest editor for a special edition of the journal *Citizenship Teaching and Learning*, on the Connections Between History Education and Citizenship Education, Volume 7(2), April 2012.

Guest editor for a special edition of the journal *Citizenship Teaching and Learning*, 5(2) December 2009, Canadian Perspectives on Democracy, Diversity and Citizenship Education.

Associate Editor *Citizenship Teaching and Learning* 2010 – 2014.

Chief Regional Editor for Canada for *Citizenship Teaching and Learning*. 2005—2010.

Senior guest editor for a special edition of the journal *Canadian Social Studies*, 31(1) Fall 1996. The theme of the issue is social studies curricula in Canada.

Member, SSHRC Standard Grants Committee (#12) 2002.

#### Journal/Grant/Book Peer Reviews

Organization/Journal/Book	Year	Number of Proposals/Chapters/Papers Reviewed
<i>Katholieke Universiteit Leuven, Belgium</i>	2010	1
Information Age Publishing – chapter for the book <i>History Wars in the Classroom - Global Perspectives</i>	2010	1
Sense Publishers, (Re)Building Memory: School Textbooks, Identity, And The Pedagogies And Politics Of Imagining Community, Edited by James H. Williams	2011	2 chapters
<i>Alberta Journal of Educational Research</i>	2008	1
American Educational Research Association, conference proposals	2011	5
<i>Asia Pacific Journal of Education</i>	2010	1
<i>British Journal of Canadian Studies</i>	2011	1
<i>Cambridge Journal of Education</i>	2013	1*
	2012	1
<i>Canadian and International Education</i>	2014	1
<i>Canadian Journal of Education</i>	2016	1

	2014	1
	2005	3
	1996	1
<i>Canadian Social Studies</i>	2009	1
<i>Curriculum Inquiry</i>	2015	1
	2013*	2*
	2006	1
	2007	1
<i>Theory and Research in Social Education</i>	2001	1
	2014	1
<i>Canadian Ethnic Studies</i>	1998	1
<i>Canadian and International Education</i>	2004	1
<i>Citizenship Teaching and Learning</i>	2013	2*(only 1 reported)
	2012	1
	2011	1
	2010	2
	2009	1
	2007	2
	2005	2
<i>Citizenship Studies</i>	2007	1
<i>Educational Research Journal</i>	2008	1
<i>Education Policy Analysis Archives</i>	2015	1*
<i>Historical Studies in Education</i>	2011	2
<i>International Journal of Progressive Education</i>	2012	4
<i>Journal of Curriculum Studies</i>	2012	2
	2011	1
	2007	1
	2006	1
	2005	2
	2004	1
	2002	1
	2001	1
	2000	1
<i>Journal of Educational Thought</i>	2008	1
<i>Journal of International Migration and Integration</i>	2006	1
<i>Journal of Legal Pluralism</i>	2012	1
<i>Journal of New Brunswick Studies</i>	2013	1
<i>Linguistic Minorities and Society</i>	2014	1
<i>CREDO Grant University of Lethbridge</i>	2013	1

SSHRC Standard Grants	2006	1
	2005	1
	2003	1
	2001	1
	2000	1
SSHRC Insight Grants	2012	1
Canadian Council on Learning: Structured Review	2006	1
Canada Council Killam Research Fellowship	2001	1
Research Grant Council of Hong Kong, Policy Research Proposals	2006	1
James A. Banks, ed., <i>Diversity and Citizenship Education: Global Perspectives</i> . San Francisco: Jossey-Bass	2004	1 Chapter
James A. Banks, ed, <i>Global Migration, Structural Inclusion, and Citizenship Education Across Nations</i>	2015*	1 Chapter
Canadian Association for Teacher Education edited book, <i>Teacher Education in Canada</i>	2012	1 Chapter
Blackwell Publishing, review of proposal for new journal, <i>Citizenship Teaching and Learning</i>	2006	1
Sage Publishing, review of proposal for, <i>The Handbook of Citizenship</i>	2006	1
Palgrave MacMillan, review of proposal for The Palgrave Handbook of Global Citizenship and Education	2015	1*
Palgrave MacMillan review of proposal for book, Young People and Active Citizenship in Post-Soviet Times	2015	1*
Pearson Publishing, <i>Voices of Alberta: People, Places, and Possibilities</i> text for grade 4 social studies	2006	1
<i>World Views: Contact and Change</i> text for grade 8 social studies	2007	1
<i>Horizons</i> text for grade 10 social studies in BC	2009	1
University of Toronto Press (Book manuscript)	2010	1

## Peer review: tenure and promotion

University	Case	Year
Memorial University of Newfoundland	Promotion to Professor	2012
Nipissing University	Tenure and Promotion to Associate Professor	2010
The University of South Australia	Promotion to Professor	2009
The University of Ottawa	Review for Renewal of University Research Chair	2009
The University of Ottawa	Promotion to Associate Professor	2009
The University of Ottawa	Promotion to Professor	2015
The University of York, UK	Promotion to Personal Chair	2008
University of Regina, Faculty of Education	Tenure and Promotion to Associate Professor	2008
The University of Sydney, Australia, Faculty of Education and Social Work	Promotion to Professor	2006
SFU Faculty of Education	Tenure and Promotion to Associate Professor	2005
OISE/UT	Tenure	2000
OISE/UT	Promotion to Professor	2015
Dept of Journalism, Faculty of Public Affairs and Management, Carleton University	Promotion to Associate	2003/04
Dept of Elementary Education, University of Alberta	Promotion to Professor	2005

Department of Secondary Education, University of Alberta	Promotion to Professor	2013*
	Tenure and Promotion Associate Professor	2002

#### Refereed and/or Invited Conference Presentations/Chairing

Peck Carla, Herriot, Lindsay, Sears, Alan & Hamm, Lyle. Canadian Elementary Teachers' Understandings of Ethnic Diversity. Presented at Hawaii International Conference on Education, Honolulu, January 4<sup>th</sup>, 2016.

Sears, Alan (2015). Beyond Rocket Science: Educating Citizens for a Complex World. Invited keynote address to Making Connections, the annual conference of People for Education. Toronto, Ontario, November 7, 2015.

Sears, Alan (2015). A Failure of Will: The Taming of Diversity Education. Invited keynote address to the Children's Identity and Citizenship European Association/Jean Monnet CICE Network Conference, Identity in Times of Crisis, Globalization and Diversity. Corinth, Greece, September 3-5, 2015.\*

Hamm, Lyle; Peck, Carla; and Sears, Alan (2015), "Don't Even Think About Bringing That to School": New Brunswick Students' Understandings of Ethnic Diversity. Presented at the Canadian Society for the Study of Education, Annual Conference, University of Ottawa, June 30-May 3, 2015.

Hirschhorn, Mark and Sears, Alan (2015), Gatekeeper to Informer: Using the Admissions Process to Help Teacher Education Programs Learn from and Adapt to Teacher Candidates. Presented at the Canadian Society for the Study of Education, Annual Conference, University of Ottawa, June 30-May 3, 2015.

Sears, Alan (2015, What Counts as Knowledge in Educational Settings: Disciplinary Knowledge and Curriculum Inquiry, Invited panel presentation at the Canadian Society for the Study of Education, Annual Conference, University of Ottawa, June 30-May 3, 2015.



Sears, Alan (2015), Community Engagement Learning, Method and Practice, Invited presentation at the Hong Kong Institute for Education, Hong Kong, April 30, 2015.

Sears, Alan Peck Carla and Hamm, Lyle (2015), Knowing Ourselves and Others: Reflections on Canadian Teachers' and Students' Conceptions of Ethnic Diversity. Invited presentation at the Hong Kong Institute for Education, Hong Kong, April 28, 2015.

Peck, Carla and Sears, Alan (2015), A Few Good Men: Canadian High School Students' Conceptions of Politics as a Man's World. Presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 16-20, 2015.

Sears, Alan (2015), Building and Measuring Democratic Citizenship Skills for Students: The Relationship Between School Institutional Practice and Pedagogic Practice. Presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 16-20, 2015. This session was also presented at the Canadian Society of Education, Annual Conference, University of Ottawa, June 30-May 3, 2015.

Clark, Penney and Sears, Alan (2014), Historical Frictions: The Place of the Arts in the Teaching of History. Presented at the Association for Canadian Studies Conference, "(Re) Making Confederation: (Re) Imagining Canada," Charlottetown, PEI, November 21-22, 2014.

Sears, Alan (2014). History and Citizenship Education. Presented at the Association for Canadian Studies Conference, "(Re) Making Confederation: (Re) Imagining Canada," Charlottetown, PEI, November 21-22, 2014.

Sears, Alan (2014). Measuring What Matters: Taking Citizenship Seriously as an Outcome of Schooling. Presented at People for Education's 18<sup>th</sup> Annual Conference, "Making Connections." University of Toronto, November 8, 2014.

Sears, Alan (2014). Moving from the Periphery to the Core: The Possibility of Professional Learning Communities in History Teacher Education. Presented at the biannual conference of the Canadian History of Education Association, Saskatoon, October 23-26.

Hirschhorn, M., Sears, A., Lemisko, L. & Seaton, J. (2014). The Struggle to Study Teacher Education Nationally. CSSE National Conference, St. Catharines, Ontario. May 2014.

Ferguson, A., Hirschhorn, M., Sears, A., Childs, R. & Calder-Stegemann, K. (2014). Who wants to be a teacher? How teacher education programs' admissions, recruitment, and in-program supports respond to changes in who is seeking to become a teacher. CSSE National Conference, St. Catharines, Ontario.

Peck, Carla and Sears, Alan, Teachers' Understandings Of Ethnic Diversity: After 40+ Years Of Official Multiculturalism In Canada, Are We Any Further Ahead? Paper presented at The Power of Education Research for Innovation in Practice and Policy, the 2014 Annual Meeting of the American Educational Research Association, Philadelphia PA, April 3-7, 2014.

Sears, A. (2014, January 23-25). *A History Educator Looks Forward* Paper presented at From The Curriculum to the Classroom: More Teachers, More Students, More Thinking the Annual Meeting of the Historical Thinking Project, Toronto.

Hirschhorn, Mark; Ireland, Katherine, and Sears, Alan. Disrupting Teacher Development: The Role of Teacher Education. Presented at the annual conference of the Canadian Association for Teacher Education, Congresses of the Social Sciences and Humanities, University of Victoria, June 2013.

Hirschhorn, Mark; Kristmanson, Paula and Sears, Alan. Toward a National Conversation about Teacher Education in Canada: An Examination of CATE Conference Presentations. Presented at the annual conference of the Canadian Association for Teacher Education, Congresses of the Social Sciences and Humanities, University of Victoria, June 2013.

Clark, Penney; Levesque, Stephane; Sandwell, Ruth; Sears, Alan and von Heyking, Amy, Becoming a History Teacher in Canada: Sustaining Practices in Historical Thinking and Knowing. Panel presentation at the annual conference of the Canadian Association for Teacher Education, Congresses of the Social Sciences and Humanities, University of Victoria, June 2013.

Speaking for Themselves: Young Citizens and Civic Engagement in Alberta and Beyond. Invited keynote address to the Calgary City Teachers' Convention, February 14, 2013, Calgary Alberta.

Reimagining Communities: Meeting the Challenge of Fostering National Belonging in a Globalized World. Invited featured address to "Opening Windows to the World", the annual conference of The National Council for the Social Studies, November 15-18, 2012, Seattle, Washington.

“We’re here to teach democracy, not practice it”: The Missed Potential of Schools as Democratic Places. Invited keynote address to the Alberta Teachers Association Social Studies Council Annual Conference, November 9-11, 2012, Banff, Alberta.

In the Service of the State: Federal Policy in Service Learning, 1945-1982. Presented at the 17<sup>th</sup> Biannual Conference of the Canadian History of Education Association, October 18-21, 2012, Vancouver, B.C.

Historical Thinking and Citizenship Education: It is Time to End the War. Presented at the 17<sup>th</sup> Biannual Conference of the Canadian History of Education Association, October 18-21, 2012, Vancouver, B.C.

Voiceless: Canadian High School Students’ Conceptions’ of Schools as Democratic Communities. Presented with Carla Peck and Lindsay Herriot, University of Alberta. Presented at the Fourteenth Annual CiCe Network Conference, Eighth CitizED Conference, and First Creating Citizenship Communities Conference, May 24-26, 2012, York, England.

Canadian High School Students’ Conceptions of Democratic Participation, coauthored with Carla Peck, University of Alberta, Otilia Chareka, St. Francis Xavier University, and Keith Owre, University of New Brunswick. Presented at the 56<sup>th</sup> Annual Conference of the Comparative and International Education Society, San Juan Puerto Rico, 22-27 April 2012.

Getting Along: Civic Education as a Means to Social Cohesion in Canada 1940-1982. Presented at the History of Education Society 51<sup>st</sup> Annual Meeting. 3-6 November 2011, Chicago Illinois.

The Missing Third: Accounting for Prior Learning in Teacher Education Program Admissions. Coauthored with Mark Hirschorn, Elizabeth Sloat, and Ann Sherman and presented at the Association for Teacher Education in Europe Annual Conference, Teachers’ Life-cycle from Initial Teacher Education to Experienced Professional, Riga, Latvia, 24-28 August 2011.

Civic Education and Democratic Engagement. Invited panel presentation with Otilia Chareka, and Carla Peck to the Canadian Political Science Association 83<sup>rd</sup> Annual Conference, Wilfred Laurier University, May 16-18, 2011.

Moving from the Periphery to the Core: The Possibilities for Professional Learning

Communities in History Teacher Education. Presented at THEN/HiER Symposium, The Many Faces of History Teacher Education, Hotel Arts, Calgary, April 27- 29, 2011.

Reimagining Communities: The Challenge of Fostering National Belonging in a Globalized World. Invited address sponsored by the Canadian International Council and Schulich School of Education, Nipissing University, North Bay, 24 January 2011.

New Opportunities for Encouraging Historical Thinking in Canadian Classrooms. Invited presentation with Jill Collyer, Lindsay Gibson, Allan Hux, and Janet Thompson at “Canada’s Diverse Histories”, jointly sponsored by the Association for Canadian Studies and the Ontario History and Social Science Teachers’ Association, Toronto, November 5-6, 2010.

Creating Canadians: The Canadian State’s Educational Response to National Unity Crises 1947-1982. Presented at the Canadian History of Education Association Biannual Conference, Toronto, Ontario, October 21-24, 2010.

The Canadian History ‘Crisis’ of the 1990’s: The Public Debate and Its Legacy. Panel presentation at the Canadian History of Education Association Biannual Conference, Toronto, Ontario, October 21-24, 2010.

The Christian Academic as Public Intellectual: Why We Have a Dog(ma) in This Fight. Authored with Jim Parsons and Adrian Peetoom and presented at the North American Professors of Christian Education Annual Conference, Louisville, Kentucky October 21-23, 2010.

Citizenship Education as Transformation: The Possibilities of Religious Pedagogies for Civic Education. Presented at the 6<sup>th</sup> CITIZED International Conference, ‘Citizenship and Character: International Research and Policy Developments,’ University of St. Andrews, Scotland, 2-4 July 2010.

A Perfect Storm: Transitioning a New Teacher Education Program Vision into Actuality. Presented with Mark Hirschhorn, Paula Kristmanson, and Kathy Winslow at the Annual Meeting of the Canadian Society for the Study of Education, Montreal, May 28-31, 2010.

*Multicultural Education, Diversity, and Citizenship in Canada.* Paper presented with Reva Joshee, Carla Peck, Laura Thompson, and Ottilia Chareka at the IALEI Workshop on Multicultural Education, Seoul, Korea February 17-19, 2010.

Changing Minds, Shaping Democracy. Invited Keynote address to the British Columbia

Social Studies Teachers' Association annual conference, Vancouver, October 24, 2008.

Turning the World Upside Down: Paying Attention to the Learners in Civic Education. Invited keynote address to the Alberta Teacher's Association Social Studies Council Annual Conference, Banff, Alberta, October 17-19, 2008.

Children's Understandings of Democratic Participation: Lessons for Civic Education. Presented at SSHRC Civic Education and Political Participation Workshop, University of Montreal, 17-19 June 2008.

From Britishness to Nothingness and Back Again: Looking for a Way Forward in Citizenship Education, Alan Sears, Ian Davies & Alan Reid. Paper presented at "Britishness: The View from Abroad," The University of Huddersfield, Huddersfield, UK, 5-6 June 2008.

Singing Out of Tune: Subversive Stories as a Vehicle for Transformative Teaching. Presented at the Hawaii International Conference on Education, Honolulu, Hawaii, January 5-8, 2008.

Sears, Alan (2008). Students' Thinking About Citizenship in Canada and Russia. Presented at the Hawaii International Conference on Education, Honolulu, Hawaii, January 5-8, 2008.

Nurturing the Skills of Citizenship, Andrew S. Hughes & Alan Sears. Paper presented at the 3<sup>rd</sup> International Citizenship Education Conference, University of Sydney, Australia. 27-29 April, 2007.

The Future of the Past in Canadian Schools. Invited presentation to the Tricampus History Colloquium, UNBSJ, 22 March 2007.

Developing International Research Collaboration. Invited keynote presentation to the conference Promoting Research Capacity in Citizenship Education Communities sponsored by Citized, Birmingham, UK, 8-9 March, 2007.

The Role of Professional Autonomy in Enhancing Teacher Performance, Emery J. Hyslop-Margison & Alan Sears. Paper presented at Atlantic Educators' Conference. Fredericton, NB, November 17-18, 2006.

The Sound and the Fury: Rhetoric and Reality in Canadian Citizenship Education, Andrew S. Hughes & Alan Sears. Paper presented at 2<sup>nd</sup> CITIZED International

Conference, Citizenship: The International Perspective. Oriel College, Oxford, July 25-27, 2006.

Teaching History as Citizenship Education. Invited presentation to “New Frontiers in Our History: 100 Years of Alberta and Saskatchewan in Confederation,” a national conference on teaching, learning and communicating the history of Canada sponsored by The Association for Canadian Studies, Edmonton, Alberta, October 28-30, 2005.

Citizenship: Education or Indoctrination. Invited keynote address to the International Conference on Citizenship and Teacher Education, University of Toronto, July 19, 2005.

Principled Pragmatism: Thoughts on International Collaboration for Democratic Citizenship Education. Invited keynote address to The First International Conference on Theories and Practices of Citizenship Education, Zhengzhou University, Peoples’ Republic of China, 16 October 2004.

Unreached, Unreachable and Unreasonable: Curriculum Standards and Children’s Understandings of Ethnic Diversity. Carla Peck and Alan Sears. Paper Presented at the Annual Meeting of the Canadian Society for International and Comparative Education and the Citizenship Education Research Network, Congresses of the Social Sciences and Humanities, Winnipeg, Manitoba, May 2004

Uncharted Territory: Mapping Students' Conceptions of Ethnic Diversity. Carla Peck and Alan Sears. Paper Presented at the Annual Meeting of the Canadian Association for Curriculum Studies, Congresses of the Social Sciences and Humanities, Winnipeg, Manitoba, May 2004.

Nurturing the Spirit of Democracy in Russia and Canada: A Collaboration in Civic Education. Alan Sears, Natalia Voskresenskaya, Andrew S. Hughes, Andrey Ioffe & Larissa Jironkina. Presented at the Annual Meeting of the American Educational Research Association, San Diego, California, April 12-16, 2004

Teaching History to New Citizens. Invited presentation at “Presence of the Past,” a conference sponsored by the Association for Canadian Studies, Halifax, Nova Scotia, October 24-26, 2003.

A Constructivist Approach to Studying and Teaching Democratic Citizenship. Co-presented with Andrew Hughes, Manju Varma-Joshi, Otilia Chareka, and Carla Peck at The 4<sup>th</sup> International Forum of the Citizenship Education Research Network, Halifax, N.S., May 31, June 1, 2003.

The Cult of Citizenship. Presented at Reimagining Citizenship as an Interdisciplinary Curriculum A CSSE Pre-conference, Dalhousie University, Halifax, N.S., May 27, 2003.

Building Democracy in the New Russia: The Spirit of Democracy Project. Co-presented with Andrew S. Hughes, Natalia Voskresenskaya, Andre Ioffe, and Larissa Zironkina at the 47<sup>th</sup> Annual Conference of the Comparative and International Education Society, New Orleans, Louisiana, March 12-16, 2003.

Hughes, Andrew, Sears, Alan, Bourgeois, Kim, Corbett, Barbara, Hillman, Barbara, Long, Neyda. Children's Understanding of the Concept of Dissent: Mapping Prior Knowledge. Invited presentation to A Citizenship on Trial: Interdisciplinary Perspectives on Political Socialization of Adolescents. Workshop at McGill University, Montreal, June 20 & 21, 2002.

Member of the Organizing Committee for Citizenship 2020: Assuming Responsibility for Our Future, annual conference of the McGill Institute for the Study of Canada, Montreal, Quebec, October 20-21, 2000.

Chair, "The Role of History in Citizenship Education." Citizenship 2020: Assuming Responsibility for Our Future, annual conference of the McGill Institute for the Study of Canada, Montreal, Quebec, October 20-21, 2000.

Chair, "International Trends and Issues in Citizenship Education." Citizenship 2020: Assuming Responsibility for Our Future, annual conference of the McGill Institute for the Study of Canada, Montreal, Quebec, October 20-21, 2000.

Member of the Organizing Committee for Forum 2000: Building Democratic Villages, the 5<sup>th</sup> International Conference of the National Council for the Social Studies, Calgary, Alberta, June 28-July1, 2000.

"Democracy is a Discussion Handbooks: Tools for Educating Citizens for a New Democratic Era." Invited participant on a panel to discuss issues related to democratic citizenship education. Forum 2000: Building Democratic Villages, the 5<sup>th</sup> International Conference of the National Council for the Social Studies, Calgary, Alberta, June 28-July1, 2000.

"Crisis as a Vehicle for Educational Reform: The Case of Citizenship Education in an International Context." Keynote address to the Second National Forum of the Citizenship Education Research Network, Edmonton, Alberta, May 27-28, 2000. Also presented as a

feature presentation at Forum 2000: Building Democratic Villages, the 5<sup>th</sup> International Conference of the National Council for the Social Studies, Calgary, Alberta, June 28-July 1, 2000 and repeated by invitation at Diverse Citizenships? A Conference on Citizenship Education and Social Diversity, The School of Education, University of North London and CiCE Thematic Network, March 30-31, 2001.

“Learning and Relearning the Spirit of Democracy: Children=s Understanding of the Concept of Dissent.” Co-authored with Andrew Hughes and Neyda Long, presented to the Second National Forum of the Citizenship Education Research Network, Edmonton, Alberta, May 27-28, 2000.

“Citizenship Education Around the World: What are the Lessons for Canada?” Invited presentation to the Calgary City Teachers’ Convention, Calgary, Alberta, 17-18 February 2000.

“Issues in Social Studies Reform Across Canada.” Invited presentation to the Calgary City Teachers= Convention, Calgary, Alberta, 17-18 February 2000

“Citizenship: What are the Issues that Matter?” Invited presentation to Belonging/L’Appartenance: Citizenship Dilemmas and Decisions a colloquium sponsored by the McGill Institute for the Study of Canada, Montreal, Quebec, 12 February 2000.

Crisis as a Vehicle for Educational Reform: The Case of Citizenship Education. Presented at the Conference of Atlantic Educators, Charlottetown, PEI, November 19-20, 2000.

International Trends in Citizenship Education. Invited keynote address to the Citizenship Education Research Network as part of the annual conference of the Canadian Society for the Study of Education, Sherbrooke, Quebec, June 8-12, 1999.

Learning Democracy in a Pluralist Society: Building a Research Base for Citizenship Education in Canada. Commissioned paper jointly authored with Gerry Clarke and Andrew Hughes, presented at the Pan-Canadian Education Research Agenda Symposium, jointly sponsored by the Council of Ministers of Education, Canada and the Canadian Education Statistics Council, Ottawa, Ontario, February 16-17, 1999. Invited to represent this paper as part of The Future of Education Research in Canada: Needs and Directions. Results of the Pan-Canada Education Research Program of the Council of Ministers of Education of Canada, a conference held by the Canadian Society for the Study of



Education (Csse) and the Standing Committee on Research and Development (Scord), Sherbrooke, Quebec, June 11, 1999.

The Meaning of Good Citizenship. Invited presentation with Dr. Andrew Hughes to the Executive Meeting of the Russian Association for Civic Education, Moscow, August 16, 1998.

How do Children and Young People Learn Citizenship? Invited presentation with Dr. Andrew Hughes to the Executive Meeting of the Russian Association for Civic Education, Moscow, August 16, 1998.

The International Association for the Evaluation of Educational Achievement=s Civic Education Study. Invited presentation with Dr. Andrew Hughes to the Executive Meeting of the Russian Association for Civic Education, Moscow, August 16, 1998.

Civic Literacy: Building Blocks for Effective Engagement. Invited presentation to the Privy Council Office - Canadian Centre for Management Development Citizen Engagement Seminar Series, Ottawa, June 5, 1998.

Creating Canadians: The State's Vision of Citizenship Education in Canada. Invited presentation at the Renvall Institute, Helsinki University, Helsinki, Finland, April 28, 1998.

The Pluralist Ideal and Citizenship Education for a Multinational State. Invited keynote address to the 1998 Canada Seminar sponsored by: the Teacher Education Department, University of Jyväskylä; Institute for Educational Research, University of Jyväskylä; and the Nordic Association for Canadian Studies (Finland Chapter), Jyväskylä, Finland, April 24, 1998. This presentation was repeated at Tallinn Pedagogical University, Tallinn, Estonia, April 27, 1998 and at the University of Tampere, Tampere, Finland, April 29, 1998.

Multiple Identities: Canadian Reflections on Citizenship Education for a Pluralist Democracy. Co-presented with Andrew Hughes at the Annual Meeting of the American Educational Research Association, San Diego, California, April 13-17, 1998.

Chair: Classroom Teachers= Effort to Meet the Need of Gifted Learners--Some Recent Research. Annual Meeting of the American Educational Research Association, San Diego, California, April 13-17, 1998.

Towards a National Research Agenda for Citizenship Education. Presentation to Citizenship Education Think Tank, Kananaskis Field Station, University of Calgary, March 27-30, 1998.

Freedom and Dissent: What do Students Know About Democratic Citizenship. Invited presentation at the British Columbia Teachers= Federation Public Education Conference, *Citizenship Education for Democracy in the 21st Century*, Vancouver, B.C. 21 February, 1998.

International Association For the Evaluation of Educational Achievement: Civic Education Project. Invited presentation in the Education Workshop of the Second National Metropolis Conference, Montreal, Quebec 23 -26 November 1997.

Participant in Immigrants and Civic Participation: Contemporary Policy and Research Issues, a one day invited seminar organized by the Department of Canadian Heritage, Montreal, Quebec, 23 November 1997.

Problem-Based Learning: Towards an Authentic Teacher Education. Workshop jointly presented with Gerry Clarke and Andrew Hughes at the Seventh Annual Conference of Atlantic Educators, University of New Brunswick, Fredericton, N. B., October 31-November 1, 1997.

Less Government/More Civil Society? - A Facilitated Discussion. Invited presentation at the National Convention and Trade Show of the Canadian Education Association, Toronto, Ontario, September 8-10, 1997.

Some Preliminary Observations on Young People=s Understanding of the Concepts of Freedom and Dissent. Jointly presented with Andrew Hughes, Hart Caplan and Barbara Corbett at the 25th Annual Conference of the Canadian Society for the Study of Education, St. John's, Newfoundland, June 11-14, 1997.

Instruments of Policy: How the Federal State Influences Citizenship Education in Canada. Presented at the 25th Annual Conference of the Canadian Society for the Study of Education, St. John's, Newfoundland, June 11-14, 1997.

Not Just For Scientists: Problem Based Learning in Teacher Education. Jointly presented with Gerry Clarke and Andrew Hughes at the conference, Problem Based Learning in Undergraduate Science Education, University of Delaware, June 1996.

Creating Canadians: The State's Vision of Citizenship Education in Canada. An invited presentation to the annual meeting of the National Council for the Social Studies in Chicago, Illinois, November 1995.

A Conceptual Framework for Citizenship Education. Jointly presented with Dr. Andrew Hughes at the conference *Citizenship Education: Canadian and International Dimensions*, April 5-8, 1995, Saint Thomas University, Fredericton, N.B.

The Unique Features of Citizenship in Canada. Presented at the conference *Citizenship Education: Canadian and International Dimensions*, April 5-8, Saint Thomas University, Fredericton, N.B.

A Problem Based Learning Approach to Social Studies Teacher Education. Jointly presented with Dr. Andrew Hughes at the annual meeting of the College and University Faculty Assembly of the National Council for the Social Studies, November 1994, Phoenix, Arizona.

Symposium: Problem-Based Learning in Teacher Education: An Action Inquiry. Jointly presented with Dr. Andrew Hughes and four students at the Canadian Society for the Study of Education conference, June 1994, Calgary.

Citizenship Education In Canada: The Policy Dimension. Jointly presented with Dr. Andrew Hughes at the Canadian Society for the Study of Education conference, June 1994, Calgary.

Citizenship Education: Canadian Perspectives, Paradigms and Possibilities. Presented at the North American Social Studies Conference, jointly sponsored by the National Council for the Social Studies and the Canadian Association for Social Studies, November 1992, Detroit, Michigan.

Using Narrative Literature to Teach Elementary School History and Social Studies. Jointly authored with G. Clarke, J. Smyth and S.D. Easley. Presented at *Visions and Voices*, the 71st annual meeting of the National Council for the Social Studies, November 22 - 25, 1991, Washington, D.C.

Enhancing Cultural Understanding Through Conversations. Presented at *Making a Difference*, Canadian Association for Adult Education Conference, Fredericton, N.B., May 8 - 11, 1991.

Using Narrative Literature to Teach Elementary School History. Jointly authored with G. Clarke, J. Smyth and S.D. Easley. Presented at *The Narrative and Education: Narratives and Reflection*, jointly sponsored by the International Society for Educational Biography and the Faculty of Education, University of Toronto, April 25 - 27, 1991.

Invited delegate to *Human Rights and Canadian Solidarity*, a national conference on human rights co-sponsored by the Secretary of State and the Human Rights Research and Education Centre, University of Ottawa. Ottawa, December 9-11, 1990.

Widening the Cultural Horizons of Prospective Teachers. Presented at *Taking Ownership* at the fourth national conference on multicultural, intercultural and race relations education. Ottawa, November 22 - 24, 1990.

Towards Critical Thinking as an Ethic. Jointly authored with Jim Parsons of the University of Alberta, presented at the Conference of Atlantic Educators, Halifax, November 2 - 3, 1990.

Symposium: Implications of the Interdisciplinary Curriculum for Teacher Education, Professional Development and Curriculum Development. Jointly presented with three colleagues from the Faculty of Education, U.N.B. Presented at the Conference of Atlantic Educators, Halifax, November 2 - 3, 1990.

Approaches for Human Rights Education, presentation and panel discussion at *Together We Care: Multicultural/Human Rights Education Conference*, Saint John, N.B., November 23 - 25, 1989.

#### Seminar and Workshop Presentations

The Power and Possibilities of Misconceptions. Presentation for the UNB Centre for Enhanced Teaching and Learning, UNB, 24 February 2015.

Two day invited workshop on citizenship education for the NB Department of Education, Fredericton, August 2014.

Moving Beyond Cultural Myths and Misconceptions. Invited opening talk at the launch of New Brunswick Asian Heritage Month. Fredericton City Hall, 2 May 2014.

Hot Topics: Teaching Controversial Subjects in the University Classroom. Co-presented with Gabriela Tymowski, at Kaleidoscope (UNB Teaching Showcase), December 5, 2013. Repeated for the Centre for Enhanced Teaching and Learning at UNB on March

26, 2014.

Fostering Historical Thinking in Elementary and Middle School Social Studies. Workshop for the Calgary Teachers' Convention, February 14, 2013.

Teaching the Contested and Controversial Nature of Democratic Ideas. Workshop for NB School District 14, November 2010, Woodstock, NB.

Fostering Historical Thinking in Elementary Social Studies. Workshop for the NBTA Elementary Council, 7 May 2010, Fredericton.

Teaching Historical Thinking. Workshop for middle and high school social studies teachers, NB School District 14, 4 January, 2010.

Engaging as Citizens. Invited presentation to students and staff at Fredericton High School on the launch of a new citizenship education initiative by the NB Department of Education, 23 October 2009.

Making Room for Revolution in Social Studies Classrooms. Invited workshop for NB School District 18 Social Studies Teachers, Fredericton High School 9 October 2009.

Gone AWOL: The Federal Government and Public Education in Canada, The Case of Citizenship Education. Invited presentation to the Centre for Policy Studies in Higher Education and Training, University of British Columbia, 11 February 2009. Repeated for the Faculty of Education Colloquium on Research, Policy and Practice in Education, UNB, March 12, 2009.

Children's Thinking About Ethnic Diversity in Canada and Russia. Invited presentation to the Department of Education, The University of York, UK, 14 May 2008.

Nurturing the Spirit of Democracy in Russia and Canada. Invited presentation at The Centre for Citizenship Education, Hong Kong Institute of Education, 7 April, 2008.

Nurturing the Spirit of Democracy in Russia and Canada. Presented to the Sydney Democracy Forum, Sydney, Australia, 14 March 2008.

Children's Understanding of Ethnic Diversity in Canada and Russia. Invited presentation to the Faculty of Education, University of Sydney, Sydney, Australia 12 March 2008.

The Struggle for Citizenship Education in Canada: The Centre Cannot Hold. Invited

presentation to the Faculty of Education, University of Canberra, Canberra Australia, 20 February, 2008.

The Struggle for Citizenship Education in Canada: The Centre Cannot Hold. Invited presentation to the Faculty of Education, University of South Australia, Adelaide, Australia 27 February, 2008.

Is it Time to Turn the University Upside Down? Workshop presented at Kaleidoscope, UNB Centre for Enhanced Teaching and Learning, Dec 5, 2007.

Member on a panel to discuss active and collaborative teaching at UNB's Effective Teaching Institute, May 23, 2007.

Teaching for Historical Thinking. Workshop co-presented with Mark Perry at the NBTA Middle Level Council Day, Leo Hayes High School, Fredericton, Friday 4 May 2007.

Fostering Communities of Practice for Civic Education. Workshop presented at Coming Together: Stories of Experience and Promise, the Annual Conference of the Alberta Teachers' Association Social Studies Council, Kananakis, Alberta, October 13-15. Repeated for Social Studies Lead Teachers, Calgary Board of Education, October 16, 2006.

Exploring Democratic Ideas Through Situated Learning. Workshop for Historical Elementary School Teachers' Institute, McGill University, Montreal, Thursday 6 July 2006.

Hands On Minds On. Workshop at the Calgary City Teachers' Convention, Thursday 16 February, 2006.

Developing Students' Understanding of Individual and Collective Rights. Presentation at "Canadian Perspectives: Common Threads in a Diverse Nation," Annual Conference of the ATA Social Studies Council. 14-16 October, Jasper, Alberta.

Developing Historical Thinking in Junior High School. Presentation at "Canadian Perspectives: Common Threads in a Diverse Nation," Annual Conference of the ATA Social Studies Council. 14-16 October, Jasper, Alberta.

Using Story to Enhance Dimensions of Historical Thinking. Workshops for Primary Teachers conducted for the Calgary Regional Consortium, 22-23 August 2005, Calgary, Alberta.

Beyond Duty: Youth Conceptions of Civic Participation. Presentation to the Calgary District Social Studies Council, 28 April 2005, Calgary Alberta.

Where Am I In The World? Using Stories to Enhance Identity and Citizenship. Workshops for primary teachers in Calgary Catholic, Calgary Public and Edmonton Catholic Boards of Education. 26-29 April 2005, Calgary and Edmonton, Alberta.

Exploring Democratic Ideas Through Situated Learning. Workshop for teachers of Law 120 in New Brunswick. Leo Hays High School, 18 February 2005.

Using Situated Learning in Teaching Social Studies. Workshop for District 14 social studies teachers, Bristol, NB, 14 February 2005.

Exploring Democratic Ideas Through Situated Learning. Presented at 2004 Annual Conference of the Alberta Teachers' Association Social Studies Specialist Council. Banff, Alberta, 21-23 October 2004.

*Spirit of Democracy Project* Lead teacher selection seminars, workshop leader. Ryazan and Arkangelsk, Russian Federation, January 2004.

Situated Learning as a Vehicle for Citizenship Education: Lessons from the Spirit of Democracy Project. Invited presentation at Teaching Citizenship and Character, the Annual Conference of the Social Studies Council of the Alberta Teachers= Association, Edmonton, Alberta, October 16-18, 2003.

Workshop: Learning the Spirit of Democracy: Canadian Perspectives and Practices. Co-presented with Graham Pike of PEI and Mark Evans of University of Toronto at *Canada: A Shared Vision?* The annual conference of the Ontario History and Social Science Teachers= Association, Toronto, Ontario, November 9-10, 2001.

Learning the Spirit of Democracy. A three day seminar jointly presented with colleagues from the Citizenship Education Research and Development Group at UNB and the Russian Association for Civic Education in Moscow Region; Orel; and Samara, The Russian Federation. June 26 - July 8, 2001.

The Citizenship Education Research and Development Group (Alan Sears, Mark Perry, Andrew Hughes and Ilia Goldfarb) presented a workshop titled, Teaching Issues and Ideas of Democratic Citizenship, at the New Brunswick Teachers= Association High School Council Workshops, Riverview High School, May 4, 2001.

Workshop: Inter-Cultural Interviewing. Jointly presented with four students from ED3621 at *Together We are Better: Finding Strength in Diversity*, a conference on improving inter-cultural communication, Fredericton, New Brunswick, November 6, 1998.

Workshop: Teaching the Dispositions of Good Citizenship. Teacher Education Department, University of Jyväskylä, Jyväskylä, Finland, April 23, 1998.

Seminar: The Pluralist Ideal and Citizenship Education for a Multinational State. Presented to the Department of Educational Studies, University of British Columbia, 25 February 1998.

Workshop: Teaching Contemporary Issues. Teachers= Institute on Canadian Parliamentary Democracy, Parliament Hill, Ottawa, November 5 - 9, 1996.

Workshop: Citizenship Education Across Canada. Provincial Subject Council workshop, Citizenship Education in New Brunswick Schools, Saint Thomas University, June 17, 1996.

Seminar: Problem Based Learning in the Humanities. Presented for the UNB Teaching Centre, March 21, 1996.

Workshop: Teaching the Dispositions of Critical Thinking. Presented at the School District 10 Critical Thinking Institute, Saint Andrews, N.B., July 18, 1994.

Workshop: Issues for the Future of Citizenship Education in Canada. Presented at the Spring Workshops of the N.B. Social Studies Council, Fredericton, May 4-6, 1994.

Workshop: A Problem-Based Learning Approach to Social Studies Methods. Presented at the Spring Workshops of the N.B. Social Studies Council, Fredericton, May 4-6, 1994.

Workshop: If Citizenship is Learned, Can it be Taught? at the Human Rights and Citizenship Education in Schools Conference sponsored by the Atlantic Human Rights Centre, STU, May 15 and 16, 1994.

Lecture: Citizenship Education in Canada, presented to the Vancouver East Rotary Club, April 29, 1993.



Workshop: Human Rights Education for Teachers, presented at Human Rights Education for Parents, Teachers and Youth, sponsored by the Atlantic Human Rights Centre, Saint Thomas University, March 23, 1991.

Workshop: Globalizing the Classroom, presented at McAdam Ave. School, Fredericton, N.B., March 1, 1991.

Workshop: Development Education: Adapting the Environment or Adapting to the Environment, presented at a workshop sponsored by the New Brunswick Global Education Centre, October 30, 1990.

Workshop: Teaching About Hazardous Waste, presented at District 26 Professional Development Day, Fredericton, N.B., October 5, 1990.

Seminar: Race Relations Education, presented to the Board of Directors of the Multicultural Association of Fredericton, March 1990.

Coordinator: *Story Telling in the Classroom*, an institute sponsored by the Elementary Council of the New Brunswick Teachers Association, Kings Landing, N.B., October 27-28, 1989.

Workshop: Using Interviews to Collect Stories, presented at *Story Telling in the Classroom*, an institute sponsored by the Elementary Council of the New Brunswick Teachers Association, Kings Landing, October 1989.

Group leader: Memramcook Internship Seminar meeting for principals, October 1989.

Coordinator and Moderator: Public Forum on Education, How Can Schools Best Contribute to Producing Capable, Literate and Productive Citizens, University of New Brunswick, 1989.

Group leader: Memramcook Internship Seminar, April, 1989.

Workshop: Interviewing Senior Citizens for Oral History. Storyfest, 1989.

Workshop: Handling Behaviour Problems in the Classroom, for the Elementary Council of the New Brunswick Teachers' Association, May 1987 and for the Music Council, May 1986.

Workshop: Teaching Elementary Social Studies, a three-day workshop at King's Landing Historical Settlement sponsored by the New Brunswick Teachers' Association and the New Brunswick Social Studies Institute, April 1980, March 1979.

Workshop: Using Primary Sources to Teach Local History, for the Elementary Council of the New Brunswick Teachers Association, November 1979, May 1980.

#### Courses Taught and Developed at UNB

- EDCI 3604 - Elementary Social Studies
- EDCI 2624 - Introduction to Social Studies
- EDCI 4625 - Elementary Social Studies Curriculum
- EDCI 5634 - Secondary Social Studies Curriculum
- EDCI 5656 - Global Education (Developed)
- ED 3621 - Introduction to Social Studies (Revised with colleagues)
- ED 4620 - Introduction to Teaching Social Studies (Co-developed)
- ED 4621 - Learning to Learn about Teaching Social Studies and Science (Co-developed)
- ED 4622 - Global Education
- ED 4623 - Introduction to Social Studies in Elementary Education (Co-developed)
- ED 5001,2,3 - Teaching and Learning Theory (Co-developed)
- ED5071 - Education in International Contexts (Developed)
- ED5073 - Seminar in Educational Thought (Developed)
- ED 5621 - Senior Project in Social Studies
- ED 5623 - Teaching Canadian Studies (Co-developed)
- ED6105 - Current Issues in Curriculum and Instruction (Developed)
- EDCI 6107 - Research Approaches in Curriculum and Instruction
- EDCI 6656 - Issues in Global Education (Developed)
- EDCI 6605 - Research in Social Studies
- EDCI 6604 - Foundations of Social Studies
- ED 6901/6911 - Doctoral Seminar in Education
- ED 6902 - Introduction to Research in Education (Co-developed)
- ED6117 - Trends in History Education (Study Tour)

#### Thesis Supervision and Examination

##### *Completed Graduate Theses and Reports*

M.Ed Supervisor: 11 theses, 3 reports

M.Ed Supervisory Committee Member: 15

M.Phil Supervisory Committee Member: 2  
PhD Supervisor: 3  
PhD Supervisory Committee Member: 4  
PhD Outside Reader, Education: 1  
UNB External Examiner Education: 5 theses 4 reports

*External Examiner for Masters Theses UNB*

English: 1  
Sociology: 1  
History: 8  
M.Phil. Policy Studies: 3  
Nursing: 1

*External Examiner or Chair of Examining Committee for PhD Theses at UNB*

History: 3  
Interdisciplinary Studies: 1

*External Examiner for M.Ed. Theses Outside of UNB*

St. Francis Xavier University 1

*External Examiner for PhD Theses Outside UNB*

University of Alberta: 1  
University of Manitoba: 1  
University of Sydney, Australia: 1  
Aga Khan University, Karachi, Pakistan: 1  
OISE/UT: 1

Consultations

Domain leader for citizenship for the Measuring What Matters Project sponsored by People for Education. January 2014 – present.

Invited participant for OECD *Schooling for Tomorrow: Teaching as a Profession Futures Workshop*. Co-sponsored by the OECD and the Ontario Ministry of Education, Toronto, Ontario, November 25, 2003.

Member, Organization of American States Advisory Group, Strengthening Democracy in the Americas: Values, Citizenship and the Role of Education. May 2002 – May 2004.

Invited participant in a roundtable to review the paper, Youth and Citizenship: Reviewing the Literature, Rethinking the Categories, sponsored by the Canadian Policy Research Network, Ottawa, April 27, 2001.

September 27, 2000. Invited presentation to the Standing Senate Committee on Legal and Constitutional Affairs on Bill C-16, *An Act Respecting Canadian Citizenship*, Ottawa.

March 21, 2000, presented, with Dr. Marian Small, a brief on public education governance to the Select Committee on Education, Legislative Assembly of New Brunswick.

Reviewer for *The UN Convention of the Rights of the Child: How Does Canada Measure Up?* Ottawa: The Canadian Coalition for the Rights of Children.

January 28, 1998, guest on CBC Halifax's radio noon show on the topic of Charter Schools.

June 17, 1997, guest on CBC Ottawa's radio noon show on the topic, What Should We Teach Kids About Citizenship.

March 28-30, 1996, participant in a consultation between the Canadian Association for the Social Studies and the Public Information Office of the House of Commons on special citizenship education initiatives for teachers.

June 1995, consulted by UNESCO on developing teaching materials to promote tolerance.

November 1994, consulted as a country expert for the International Policy Study in Citizenship Education being conducted at the University of Minnesota.

March 25-28, 1993, participant in a consultation between the Canadian Association for the Social Studies and the Public Information Office of the House of Commons on citizenship education.

Citizenship as an Essentially Contested Conception in Social Studies Education. Invited presentation to the Standing Committee on Social Affairs, Science and Technology; The Senate of Canada, May 19, 1992, Ottawa, Ontario.

May 30, 1991, interview on CBC radio Fredericton on using interviews for collecting data in oral history projects.

July 17, 1990, consultation with the Department of Secretary of State in Ottawa on citizenship education in Canada.

### Grants and Contracts

\$35,000 Contract with People for Education to produce a paper outlining current policy and practice in the assessment of citizenship education around the world. Summer 2014.

\$14,718.00 Grant from the NB Department of Post-secondary Education, Training and Labour for the project *Fostering Civic Engagement Among Newcomers*. A project to develop and deliver workshops on civic engagement for immigrants and other newcomers to NB, 2012-2013.

\$3000.00 Contract with the Government of Guyana, Ministry of Education, Improving Teacher Education Project to develop a course titled Civic Life and Ethics. Fall 2012.

\$1500.00 Contract with the Government of Guyana, Ministry of Education, Improving Teacher Education Project to develop a course titled Global Perspectives in Education. Fall 2012.

\$5000 Grant (with Ann Sherman) from the UNB Teaching and Learning Fund spring 2011 to support a public consultation process on education in New Brunswick.

173,755 SSHRC funded Standard Grant (410-2010-1180) Teachers' and Students' Understanding of Ethnic Diversity: Implications for Multicultural Education in Canada 2010-2013. (co-investigator, Carla Peck, principal investigator).

\$99,000 SSHRC Standard Research Grant (410-2008-0177), Youth and Democratic Participation in Canada and Australia, 2008-2011 (principal investigator).

\$12688 UNB Teaching and Learning Priority Fund to support the project *Developing a Framework for Communities of Practice to Enhance Professional Education*. October

2006-February 2007.

\$122,771 SSHRC Standard Research Grant (2001-2004, file #410-2001-0083) titled, Students' Thinking About Citizenship in Canada and Russia: A Comparative Study (principal investigator).

\$1.2 million dollar contract with CIDA to support The Spirit of Democracy Project, a five year collaboration between the UNB Citizenship Education Research and Development Group and the Russian Association for Civic Education (team member – Andrew Hughes, director).

\$21,000 contract with the Department of Canadian Heritage to complete Phase 1 for Canada of the IEA international study of civic education. May - July 1997.

\$60,000 SSHRC grant (1997-2000, file # 410-97-0218) to study children's and young people's understanding of the ideas of citizenship (co-investigator).

Summer career placement 1997 - \$2157.

Summer Career Placement 1995 - \$2156.

\$9,470 Grant from Department of Canadian Heritage to support the conference "Citizenship Education: Canadian and International Dimensions." April 5-8, 1995.

\$15,000.00 Contract to review public school; citizenship education programs in Canada. Jointly sponsored by the Department of Multiculturalism and Citizenship and the Council of Ministers of Education, Canada. July 1, 1993 - January 31, 1994.

\$20,000.00 Contract to conduct research into Citizenship Education in Canada for the Senate of Canada. 1991 - 92.

Canadian Studies Writing Award, from the Association for Canadian Studies (\$5,000.00 over three years). To support the manuscript proposal, *Refugees to Canada: The Making of a Country*. 1991 - 94.

University Research Fund Competition Series 23 - \$1,000. 1991.

Challenge '90 - \$2,311.

University Research Fund Competition Series 22 - \$2,000. 1990.

Associate Alumni Grant for Burden Academic Project (\$500). 1989.

Academic Development Fund Grant (\$650) for Public Forum on Education. 1989.

### Scholarships and Prizes

UBC Faculty of Education's 100 Distinguished Alumni 2015

UNB Faculty Merit Award 2009-2010.

Brenda E.W. Rouse and Thelma Louise Kierstead Memorial Scholarships, 2008.

2006-2007 Co-winner of the Jackson Award from the Canadian Educational Researchers' Association for the best English-language article published in Canadian Journal of Education in the previous year.

UNB Faculty Merit Award 2002-2003.

Brenda E.W. Rouse and Thelma Louise Kierstead Memorial Scholarships, 2003.

Brenda E.W. Rouse and Thelma Louise Kierstead Memorial Scholarships (\$600), 1998.

Brenda E.W. Rouse Memorial Scholarship (\$600), 1996.

Special appointment in teaching and doctoral studies (\$40,000.00 per year for two years) in the Department of Social and Educational Studies, Faculty of Education, U.B.C. 1991 - 93.

Brenda E.W. Rouse Memorial Scholarship (\$1000), 1989.

Co-winner, Fredericton Heritage Trust Education Award, 1979.

### Academic and Professional Service

One of two international (outside of Europe) advisors for the Children's Identity and Citizenship In Europe, Best Practices Guides, Jean Monet Network. The CiCe: Best Practice Guides, Jean Monnet Network, links 25 institutions from 17 states that are involved in training education professionals and concerned with citizenship education and the development of identities in young people. It is founded on the belief that we can

learn valuable lessons from one another's educational practice that will help further foster informed and respectful citizenship in Europe. 2014 – Present

Chair, UNB Teaching Prizes Committee 2014 – Present

Member, Senate Nominating Committee 2014 – Present

Faculty Member at Large, UNB Senate 2014 – Present

Member of Outstanding Book Award committee of the Canadian History of Education Association, summer 2014.

Senate representative on UNB Dean of Arts Search Committee 2013

Judge, Regional Heritage Fair, Fredericton, May 2013.

Member, Selection Committee for Publication Prizes for the Canadian History of Education Association, 2012.

Member, Vice-President Fredericton (Academic) Task Force on the Future of Renaissance College, January 2012-May 2012.

Member of the Education GAU adhoc committee on reforming the M.Ed in Curriculum, 2011 – present.

Member of the Executive Board of The History Education Network/ Histoire et Éducation en Réseau, 2010-present.

Member, Citizenship Education Research Network Outstanding Paper Award assessment committee. Read and evaluated five graduate student papers submitted for the award, 2010.

Member, Minister of Education's Task Force on Citizenship Education, January 2008 – March 2009.

Member Faculty of Education Undergraduate Program Committee 2008 – 2012.

Faculty of Education representative to UNB Fredericton Research Ethics Board, 2005-2011.



Member of the Department of Education Curriculum Development Advisory Committee for high school social studies 2005 – 2009

Co-director of the New Brunswick portion of the Benchmarks in Canadian History Project funded by the Historica Foundation 2006-2007.

Chair of Steering Committee focused on consultation with educational partners on new B.Ed. program. 2006-07.

Member of the Faculty of Education Assessment Committee, 2006-2007.

Chair, committee to develop common course on teaching and learning for new B.Ed. program. 2006-2007

Co-ordinator, Faculty of Education Colloquium Series on Research Policy and Practice in Education, 1999-2007.

Member UNBF International Committee and Student Abroad Sub-committee, 2004 – 2006

Member, Faculty of Education search committee for Associate Deans, 2006

Member UNBF Search Committee for Director of the Teaching and Learning Centre 2005

Member, UNB SSHRC Doctoral Fellowships Assessment Committee 2004.

Member, Faculty of Education Graduate Co-ordinating Committee, 2002- June 2003.

Member, Faculty of Education Building and Space Committee, 2002-June 2003.

Member, UNB Search Committee for Vice-President (Academic), 2002.

Member, UNB International Committee, 2001-2003.

Member, UNB Faculty of Graduate Studies Executive Committee, July 1997 - June 2002.

Member, search committee for Associate Dean of Administration, April-May 2001.

Member of the planning committee for Citizenship 2020: Assuming Responsibility for Our Future, annual conference of the McGill Institute for the Study of Canada, Montreal, Quebec, October 20-21, 2000.

Member of the planning committee for Forum 2000: Building Democratic Villages, the 5<sup>th</sup> International Conference of the National Council for the Social Studies, Calgary, Alberta, June 28-July1, 2000.

Member, UNB School of Graduate Studies selection committee for the Board of Governors' Award and the McGee Third Century Scholarships, 2000.

Member of the planning committee for *Together We are Better: Finding Strength in Diversity*, a conference on improving inter-cultural communication sponsored by the Multicultural Association of Fredericton, November 5 & 6, 1998.

Representative At Large on the AUNBT Executive, July 1998 - July 1999.

Chair, Faculty of Education ad hoc committee on workload, 1998.

Member. UNB School of Graduate Studies selection committee for the McGee Doctoral Fellowships, 1998.

Faculty of Education Representative to the UNB, Fredericton Senate, July 1997 - July 2000.

Director of Graduate Studies, Department of Curriculum and Instruction and member of the Faculty of Education Graduate Co-ordinating Committee, July 1997 - July 1999.

Member: Organizing committee for, Teachers' Institute on Canadian Parliamentary Democracy, November 5 - 9, 1996, Parliament Hill, Ottawa. Sponsored by the Public Information Office, Library of Parliament, 1992-1997.

Organizer for provincial subject council days jointly sponsored by the NBTA Social Studies Council and the Chair of Studies in Canadian Citizenship and Human Rights, STU, on the theme "Citizenship Education in New Brunswick Schools," June 16 & 17, 1996.

Member: Canadian Association of Second Language Teachers' Commission on Multiculturalism in Education, May 1996 - 1998.

Member, Faculty of Arts Advisory Committee on Experiential Learning, Winter 1995.

Organizer for the international conference, Citizenship Education: Canadian and International Dimensions, Saint Thomas University, Fredericton, N.B., April 5 - 8, 1995. Jointly sponsored by the Chair of Studies in Canadian Citizenship and Human Rights, S.T.U. and the Department of Canadian Heritage.

Programme Coordinator and Research Associate with the Chair of Studies in Canadian Citizenship and Human Rights, Saint Thomas University 1994 - 1997

Member, Faculty of Education Nominating Committee 1995 - 1996

Member, Faculty of Education Research Committee 1994 - 1996

Faculty of Education Representative, Senior High Consultative Committee, N.B. Dept of Education 1994.

Member, Board of Directors, School Days Museum 1993 - 1995 .

Member, Committee on Effective Citizenship Education, for the Canadian Association for the Social Studies.

Member, Teaching Prizes Committee, Faculty of Education, University of British Columbia, 1992.

Member, Graduate Committee, Department of Social and Educational Studies, University of British Columbia, 1991-93.

Member, Advisory Board for the N.B. Global Education Project, 1989 - 1996.

Member, N.B. Department of Education Curriculum Development Advisory Committee for elementary social studies, 1988 - present.

Member, England Student Teaching Exchange Committee. 1990-91.

Member, Rouse-Kierstead Scholarship Committee. Faculty of Education, 1990, 1991 and 1999.

Chairman, U.N.B. Visiting Lecturers Fund sub-committee, 1990-91.

Member, Curriculum Committee, Curriculum and Instruction Division, 1989 - 1990.

Member, Level I Assessment Committee, 1989 - 1990, 1994-95, 1998-99.

Secretary, U.N.B. Visiting Lecturers Fund sub-committee, 1989 - 90.

Member, Dean of Education's Advisory Committee on Teacher Education, 1988 - 1991.

Member, Curriculum and Instruction Division Admissions Committee, 1988-89.

Member, New Brunswick Teachers' Association Ad hoc Committee on Mental Health Services, 1984.

Local Teachers' Association Representative on the District 26 Employee Assistance Plan Committee, 1985-1988.

Member, New Brunswick Department of Education Task Force on Educational Services for Emotionally Disturbed and Behaviourally Disordered Pupils, 1982-1985.

Treasurer, District 26 Local Teachers Association, 1979-81.

#### Membership in Professional Organizations

American Educational Research Association, 1998 - present

Canadian Ethnic Studies Association, 1997 - 2000

Canadian Society for the Study of Education (and several affiliated associations), 1996 - present

Association for Canadian Studies, 1990-2000

National Council for the Social Studies, 1988-present.

New Brunswick Teachers Association Social Studies Subject Council, 1985-1996

New Brunswick Teachers Association Elementary Subject Council, 1977-1985.

Alan Sears, June 2015

## Faculty CVs

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**Lloyd Den Boer**  
Dean of the Faculty of Education  
Associate Professor in the Faculty of Education  
The King's University  
Edmonton, Alberta

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**Education**

Ed.D. Candidate in Secondary School Administration

The University of South Dakota, Vermillion, South Dakota, U.S.A.

Dissertation topic: How principals think: A qualitative study of the mental models of novice leaders

M.A. in English—Canadian Literature

Simon Fraser University, Burnaby, British Columbia, 1983

Thesis topic: Three Critics in Search of a Modern and National Poetry: A.J.M. Smith, John Sutherland, and Louis Dudek

B.A. in English and Philosophy

Dordt College, Sioux Center, Iowa, U.S.A., 1973

**Positions**

- Dean of the Faculty of Education, The King's University, Edmonton, AB, 2014-present
- Associate professor in the Faculty of Education, The King's University, Edmonton, AB, 2011-present
- Associate professor in the Education Department, Dordt College, Sioux Center, IA, 1999-2010
- Elementary school principal, Abbotsford Christian School, Abbotsford, BC, 1991-1999
- Principal and elementary classroom teacher, Covenant Christian School, Leduc, AB, 1987-1991
- Guest instructor in English at Dordt College, Sioux Center, IA, 1985-1986
- High school English teacher, Fraser Valley Christian High School, Surrey, BC, 1975-1981

**Certification/Licenses**

I have held an interim teaching license in the state of Iowa, interim teacher certification in Alberta, and permanent certification in British Columbia.

**University Level Teaching Areas**

The King's University, present

- Cross Curricular Literacy
- Curriculum and Instruction in Social Studies and English Language Arts I and II
- Supervision of secondary practica

#### The King's University, 2011-2014

- Strategies for Teaching and Learning in Secondary Education
- Cross Curricular Literacy
- Curriculum and Instruction in Social Studies and English Language Arts I and II
- Educational Philosophy
- Supervision of secondary practica
- Supervision of elementary practica

#### Dordt College, 1999-2010

- Introduction to Education
- Secondary Teaching Methods
- Reading in the Content Areas for Elementary
- Reading in the Content Areas for Secondary
- Methods of Teaching High School History and Social Studies
- Human Geography
- Educational Philosophy
- Supervision of secondary practica
- Supervision of elementary practica

#### **Institutional Service**

- Member, Faculty Senate Evaluation Committee, The King's University, 2014-present
- Member, Academic Affairs Committee, The King's University, 2013-present
- Member, Interdisciplinary Studies Committee, The King's University, 2011-present
- Member, Financial Aid Selection Committee, The King's University, 2011-present
- Member, Dordt College General Education Committee: launching a revision of the College's general education program; chaired the committee which developed General Education curricular outcomes for the Social Sciences Division, 2004-2008.
- Wrote the Dordt College Teacher Education Program Report for the 2003 accreditation of the program by the Iowa Department of Education
- Led the Dordt College Education Department in the development of its Teacher Education Program Standards, 2001-2002
- Dordt College Education Department Chair, 2000-2002

#### **Memberships**

Association of Alberta Deans of Education (AADE)  
The Canadian Society for the Study of Education (CSSE)  
International Christian Community for Teacher Education (ICCTE)  
Western Association of Deans of Education (WADE)

#### **Refereed Conference Presentations**

"Generous Listening as Formative Classroom Practice," Kuyers Faith and Teaching Conference, Grand Rapids, MI, 2015  
"Supporting Novice Leaders Through Mentoring," International Christian Community for Teacher Education Conference, Langley, BC, 2015.

### **Recent Conferences and Workshops**

- Alberta Education Deputy Minister's Dialogue with Education Stakeholders on November 21, 2014.
- Alberta Education Leadership Grant Presentations on November 27, 2014.
- Alberta Education School Leadership Framework Working Committee on December 3, 2014.
- Western Association of Deans of Education Conference on January 25-27, 2015.
- Cardus Report on its study of Edmonton Christian Schools, March 19, 2015.
- Alberta Jobs, Skills Training and Labour Stakeholder Forum on Foreign Qualifications Recognition, March 24, 2015.

### **Service to the Wider Field of Education**

#### Selected Workshops and Presentations:

- "Assessing for Learning in Higher Education" to the faculty of Vanguard College, Edmonton, AB, 2015.
- "Listening Generously: Can It Be Taught?" presented at the October 2014 Prairie Centre for Christian Education Teachers Convention, Edmonton, AB.
- "The Things We Learned from the 2012-2013 AISC Novice Principal Mentoring Program," workshop for the 2013 Prairie Centre for Christian Education Teachers Convention in Lacombe, Alberta
- "Curriculum as Story," co-developed and presented with Margie Patrick for the 2012 Prairie Centre for Christian Education Teachers Convention in Edmonton, Alberta
- "Interpreting Poetry with Students," workshop for the 2012 Prairie Centre for Christian Education Teachers Convention in Edmonton, Alberta
- "'Reading as Christian Practice' in Grade Nine: The Story of a Unit," co-developed and presented for the 2009 B. J. Haan Conference with Janie Van Dyk, a high school English teacher
- "Educating for a Christian Way of Being Political" and "Designing Curriculum for Understanding" for the annual B. J. Haan Conference at Dordt College, 2007
- "The Challenge of Reformed Christian Education," workshop for the central Iowa Christian schools belonging to Christian Schools International, 2006
- "Christian Education: Finding a Biblical Path Among Competing Visions" and "From Vision to Practice: Teaching for Understanding to Meet Students' Differences," workshops for the teachers of Cono Christian School, Walker, IA, 2006
- "The History Wars," "Civic Education," and "Best Practices for History and Social Studies Teaching," for the annual Association of Christian Schools International Teachers Convention, Minneapolis, MN, 2005
- "The Purpose of Social Studies and History Education," for the Heartland Christian Teachers Association Convention, Sioux Center, IA, 2005
- "Response to 'Historical Background to Conflicts over Religion in Public Schools,'" an address by Charles Glenn at Dordt College, 2004
- "Strategic Planning," workshop for the Heartland Christian School Board and Principal Inservice, 2003



#### Other Forms of Service:

- Research consultant for the 2012-13 Association of Independent Schools and Colleges in Alberta School (AISCA) Leadership Initiative, submitted “Supporting Novice Leaders: A Qualitative Study of the Mentoring Component of the 2012-2013 *AISCA Quality School Leadership Project*,” to AISCA and Alberta Education, 2013
- Assembled a team of area educators in a project aimed at introducing northwest Iowa Christian schools to the requirements of the new Iowa Core Curriculum; facilitated the workshop day that it produced, 2009
- Developed and ran the 2009 Dordt College B. J. Haan Conference on teaching reading and literature
- Co-developed and co-taught an experimental literature unit with an English teacher at Unity Christian High School, Orange City, IA, 2009
- Developed and launched a new teacher mentoring program for northwest Iowa Christian schools, researching and writing a handbook, designing an orientation workshop, and designing a monitoring system, 2008
- Co-developed the 2007 Dordt College B. J. Haan Conference on social studies education
- Co-developed the 2006 Dordt College B. J. Haan Conference on math education
- Participated in the development of the 2005 Dordt College B. J. Haan Conference on science education
- Co-facilitated a team-building and visioning conference for the teaching staff of a new Minneapolis Christian high school, 2004
- Served in a consultant’s role for a Christian high school start-up in Minneapolis, MN; designed its innovative programming structure, consolidated its goals, supplied resources for pedagogy, and wrote frameworks for the “humanities side” of its curriculum, 2003
- Chaired a team that facilitated vision development and goal setting for Orange City Christian School, Orange City, IA; analyzed the qualitative data and wrote the report to the Board, 2002
- Served on multiple independent school inspection teams for the Independent Schools Branch of the British Columbia Ministry of Education, serving as the chair of several teams, 1991-1999
- Served on multiple administration review teams for the Society of Christian Schools in British Columbia, serving as the chair of several teams, 1991-1999

#### **Other Publications**

Den Boer, L. (2004). Review of *Between memory and vision: The case for faith-based schooling*. *Pro Rege* (33), 27-29.

Den Boer, L. (2004). Response to Charles Glenn. *Pro Rege* (33), 20-22.

# MARGARETTA (MARGIE) L. PATRICK

Associate Professor  
Faculty of Education  
The King's University  
9125-50 Street, Edmonton, Alberta T6B 2H3

780-465-3500 X8104 (o)  
780-465-3534 (f)  
margie.patrick@kingsu.ca

## EDUCATION

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- 2011**      **PhD, Religious Studies**  
*University of Waterloo*
- 2004**      **Master's of Arts, Religion, Culture and Ethics**  
*Trinity Western University, Honours, Valedictorian*
- 1993**      **B.C. Teaching Certificate, Secondary**  
*Simon Fraser University*
- 1988**      **Bachelor of Arts, Majors in Political Science and History**  
*Calvin College*

## SCHOLARSHIP

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### REFEREED JOURNAL ARTICLES

- Patrick, Margaretta. (2015). How the study of religion promotes citizenship education in English Canada. *Citizenship Teaching and Education*, 10 (3), 311-328. Doi: 10.1386/ctl.10.3.311\_1
- Patrick, Margaretta. (2015). A call for more religious education in the social studies curricula of Canadian western provinces. *Curriculum Inquiry*, 45 (2), 154-175. Doi: 10.1080/03626784.2015.1011043
- Patrick, Margie. (2009). Political neo-conservatism: A conundrum for Canadian evangelicals. *Studies in Religion*, 38 (3-4), 481-506.

### NON-REFEREED JOURNAL ARTICLES

- Patrick, Margie. (2011). Three takes on Marci McDonald's *The Armageddon Factor*. *The Ecumenist*, 48 (4), 9-14.
- Patrick Margie. (2002). Tradition vs. Liberalism: a dialogue about virtues. *The Friend: The Red Tory Review*, 4 (2), 16-21.

### BOOK REVIEWS

- Patrick, Margie. (2014). Geir Skeie et al. Exploring Context in Religious Education Research (Munster: Waxmann, 2013) in *Journal of Education and Christian Belief*, 18 (1), pp. 120-122.

Patrick, Margie. (2014). C. Erricker & M. Chater. Does religious education have a future? Pedagogical and Policy Prospects (London: Routledge, 2013) in *Journal of Education and Christian Belief*, 18 (2), pp. 234-236.

## **REFEREED CONFERENCE PRESENTATIONS**

- 2015 Religion Education and Social Studies: A Vexed Issue. International Christian Community for Teacher Educators: May.
- 2012 Invited Panelist: The *Armageddon Factor* and the Changing Role of Christianity in Canadian Politics. Canadian Evangelical Theological Association and Canadian Theological Association, Waterloo: May.
- 2011 The Nature of the Canadian Religious Right in the 1980s and 1990s. Canadian Society for Church History, Fredericton: June.
- 2010 The importance of a definition: An evangelical conception of secularism. Canadian Society for the Study of Religion, Montreal: June.
- 2009 Religious voices in the public square: The experience of the Evangelical Fellowship of Canada. Canadian Society for the Study of Religion, Ottawa, May.
- 2008 Conservative Protestants and Canadian Civil Society: The case of the Evangelical Fellowship of Canada. Canadian Society for the Study of Religion, Vancouver: June.
- 2007 The political conundrum facing Canadian evangelicals. 21<sup>st</sup> Annual Two Days of Canada, Brock University, St. Catharines, ON: November.
- 2007 A transformation of Canadian conservatism, 'moral issues' and the state: The continuing influence of Preston Manning's religious convictions. American Academy of Religion – Eastern Regional Conference, Waterloo: May.

## **PROFESSIONAL CONFERENCE PRESENTATIONS**

- 2015 Visuals and the social studies classroom. Prairie Centre for Christian Schools Teacher Convention, Edmonton, AB, October.
- 2015 In times like these: Religion education in a pluralist context. Prairie Centre for Christian Schools Teacher Convention, Edmonton, AB, October.
- 2014 Exploring religious controversial issues in social studies. Teacher Education Advisory Council, Edmonton, May.
- 2013 Reasonable accommodation of religious minorities and the Social Studies classroom. Prairie Centre for Christian Schools Teacher Convention, Lacombe, AB, October.
- 2013 Religion and Social Studies in public education. Faculty colloquium at The King's University College. September 24.
- 2013 Christian education and pedagogy. Workshop with professors from Vanguard College, August.
- 2013 Overview of the winter schedule and related issues. Teacher Education Advisory Council, May.
- 2012 Engaging community teachers in our program. Teacher Education Advisory Council, December.
- 2012 Teaching Social Studies through Narrative. Prairie Centre for Christian Schools Teacher Convention, Edmonton, AB, October.
- 2012 Curriculum planning at King's. Teacher Education Advisory Council, May.
- 2010 Christians seeking justice: A Canadian example. ACSI Teacher Convention, Sherwood Park, AB, February.

2010 Christians seeking justice: Engaging students. ACSI Teacher Convention, Sherwood Park, AB, February.

## **RESEARCH GRANTS**

Social Sciences & Humanities Research Council of Canada Insight Development Grant (Principal Investigator)	\$36,464	2015-2017
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## **TEACHING**

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### **ASSOCIATE PROFESSOR OF EDUCATION, THE KING'S UNIVERSITY (2009-PRESENT)**

Participated in designing and launching a secondary education stream within the B.Ed program.

Courses regularly taught:

EDUC 251: Introduction to Teaching

EDUC 303: The Philosophy and Design of Curriculum Planning

EDUC 310: Strategies for Teaching & Learning in Secondary Education

EDUC 330: Curriculum and Instruction in Secondary English Language Arts, Social Studies, Physical Education and Fine Arts I

EDUC 353: Secondary Practicum I

EDUC 410: Classroom Management

EDUC 430: Curriculum and Instruction in Secondary English Language Arts, Social Studies, Physical Education and Fine Arts II

EDUC 453: Secondary Practicum II

### **SECONDARY TEACHER, ABBOTSFORD CHRISTIAN SCHOOL (1993-2005)**

Teaching assignments: Social Studies 10 & 11, History 12, Intro. Spanish 11, Bible 11 & 12, Communications 11

Other responsibilities: Social Studies Department Head (1996-2005)  
Social Studies Curriculum Review Chair (1997-1998)

Extracurricular work: Society of Christian Schools B.C. reviews: Administration (2004) and Social Studies (2002)  
History 12 provincial exam marking (2000-2005)

## **SERVICE**

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### **THE KING'S UNIVERSITY**

2015-16	Research committee, FSEC, Exploratory committee for King's Centre for Christian Faith
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2014-15	Research committee, FSEC, Committee exploring possibilities of a Theology Institute for High School Students, New faculty mentor
2013-14	Research committee, Teaching committee
2012-13	GFC executive, Research committee
2011-12	GFC executive, Research committee, Re/Sourcing committee, All Things Considered evaluation committee
2010-11	GFC executive, GFC rep on Senate (shared), Research committee, Re/Sourcing committee
2009-10	Research committee, Faculty forum planning committee

## **FACULTY OF EDUCATION**

2015-16	Practica planning, manuals & orientations, Education co-ordinator for Open House, Program review committee, Participant in selection and hiring process for education faculty position
2014-15	Practica planning, manuals & orientations, Education co-ordinator for Open House, Minute taker, Retirement celebration committee for John Hull
2013-14	Practica planning, manuals & orientations, Education co-ordinator for Open House, Retirement celebration committee for Sheryl Plantinga
2012-13	Education co-ordinator for Open House, Dean selection committee, Committee to streamline practicum manuals, Education representative in first <i>Last Lecture</i> event, Wrote (unsuccessful) proposal for King's to host the 2016 ICCTE international conference
2011-12	Symposium committee
2010-11	Minute taker, Contributed to creation of secondary practicum manuals

## **ARTICLE REVIEWER**

*Journal of Citizenship Teaching and Learning* (2015)  
*Theory and Research in Social Education* (2015)

## **BROADCAST AND OTHER MEDIA**

2015 Contributed to an article about Omar Khadr's education, *Christian Courier*, July 27, No. 3012  
2013 Religion in Alberta's classrooms. Alberta Primetime, CTV2, December 2  
2013 Participated in King's promotional videos for education

## **OTHER**

2015	King's fall convocation address, "Living in the gap"
2012-15	Part of Omar Khadr's education team
2011	Volunteer judge for Heritage Fair at Vital Grandin Catholic School, St. Albert
2007-09	Deacon, Refugee Committee at Waterloo Christian Reformed Church
2001-04	Board Member, Geneva Society (located at TWU)
1991-94	Board Member, Citizens for Public Justice
1989-95	Volunteer, Christian Task Force on Central America

## **AWARDS**

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2014	King's Early Achievement in Teaching Excellence Award
2007-09	Social Sciences & Humanities Research Council of Canada Doctoral Scholarship
2007-09	University of Waterloo, President's Graduate Scholarship
2007-09	University of Waterloo, Matching Arts Scholarship
2007	Wilfred Laurier University, George P. Grant Award
2006	University of Waterloo, Graduate Merit Scholarship
2005-07	University of Waterloo, Arts Graduate Enhancement Scholarship
2005	University of Waterloo, Faculty of Arts Graduate Scholarship

## **CERTIFICATES AND MEMBERSHIPS**

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B.C. Teaching Certificate  
Canadian Society for the Study of Education  
Canadian Society for the Study of Religion

## EDUCATION

PH.D. IN EDUCATIONAL STUDIES	2013
<i>Lakehead University, Faculty of Education, Thunder Bay, ON</i>	
M.ED. IN ADMINISTRATION	2001
<i>Lakehead University, Thunder Bay, ON</i>	
MICHIGAN TEACHING CERTIFICATION	1986
<i>Calvin College, Grand Rapids, MI</i>	
B.A., MATHEMATICS	1979
<i>Dordt College, Sioux Center, IA</i>	

## ACADEMIC EMPLOYMENT HISTORY

### *Academic Positions*

<b>ASSOCIATE PROFESSOR</b>	2014-present
<i>The King's University, Faculty of Education</i>	
<b>ASSISTANT PROFESSOR</b>	2008-2014
<i>The King's University College, Faculty of Education</i>	
<b>CONTRACT LECTURER</b>	2001-2008
<i>Lakehead University, Faculty of Education, Thunder Bay, ON</i>	

### *Professional Positions in Education*

<b>OCCASIONAL TEACHER</b>	2000-2002
<i>Lakehead Public School Board, Thunder Bay, ON</i>	
<b>MATHEMATICS MARKER – GRADES 6 &amp; 9</b>	2001
<i>Education Quality and Accountability Office, Toronto, ON</i>	
<b>VICE PRINCIPAL - ELEMENTARY SCHOOL</b>	1997-1999
<i>Thunder Bay Christian School, Thunder Bay, ON</i>	
<b>TEACHER - ELEMENTARY SCHOOL</b>	1993-1999
<i>Thunder Bay Christian School, Thunder Bay, ON</i>	
<b>TEACHER - SECONDARY SCHOOL (MATH &amp; BIBLE)</b>	1990-1992
<i>London District Christian Secondary School, London, ON</i>	
<b>TEACHER - SECONDARY SCHOOL (MATH &amp; SCIENCE)</b>	1979-1980
<i>Chatham District Christian Secondary School, Chatham, ON</i>	

## ACADEMIC TEACHING EXPERIENCE - Courses taught

### The King's University College (2008-present)

MATH/EDUC 281, Principles of Mathematics for Teaching  
EDUC 300, Introduction to Western Educational Ideas  
EDUC 303, The Philosophy and Design of Curriculum Planning (with lab)  
EDUC 307, Issues and Methods in Elementary Mathematics Teaching (with lab)  
EDUC 310, Strategies for Teaching and Learning in Secondary Education  
EDUC 320, Curriculum and Instruction in Secondary Mathematics and Sciences I (team taught with Natural Sciences Faculty)

EDUC 420, Curriculum and Instruction in Secondary Mathematics and Sciences II (team taught with Natural Sciences Faculty)  
EDUC 351, Elementary Practicum I  
EDUC 353, Secondary Practicum I  
EDUC 451, Elementary Practicum II  
EDUC 453, Secondary Practicum II

#### Lakehead University (2001-2008)

EDUC 4050, Curriculum and Instruction in Primary/Junior Mathematics  
EDUC 4460, Curriculum Planning and Evaluation  
EDUC 4499, Student Teaching in the Professional Year  
EDUC 4620, Primary Additional Basic Qualification (online)  
EDUC 4640, Junior Additional Basic Qualification (online)

## PUBLICATIONS AND PRESENTATIONS

### Papers in Refereed Journals

van Barneveld, C., Stienstra, W., & Stewart, S. (2006). A content analysis of school board improvement plans in relation to a model of educational accountability. *Canadian Journal of Education*, 29(3), 839-854.

### Conference and Symposia/Colloquia Presentations

- Stienstra, W. (2015, May). *Liturgies of Teaching/Learning Mathematics*. Presented at the May 26-27, 2015 Regional Un-Conference of the International Christian Community of Teacher Education, Langley, B.C.
- Stienstra, W. (2014, November). *Teaching for Transformation in EDUC 303*. Presented at the November Meeting of the King's Faculty of Education.
- Stienstra, W. (2014, April). *Pre-Service Teachers' Use of Fraction Models: Shifts in Thinking*. Presented at the Annual Meeting of the National Council of Teachers of Mathematics Research Conference, New Orleans, LA.
- Stienstra, W. (2014, February). *Developing Understanding: Pre-Service Elementary Teachers' Landscape of (Re)Learning Fractions as Operators*. Presented at the Annual Association for Mathematics Teacher Educators Conference, Irvine, CA.
- Den Boer, L., Patrick, M., Stienstra, W. (2013, September). *What Does Pedagogy Have To Do With This?* Presented at the Faculty Colloquium of The King's University College.
- Stienstra, W. (2013, August). *Course Portrait for EDUC 307*. Presented at the Annual August Retreat of the King's Faculty of Education.
- Stienstra, W. (2013, June). *Developing Understanding: Pre-Service Elementary Teachers' Changing Conceptions of Mathematics*. Presented at Lakehead University for Dissertation Defense. Thunder Bay, ON.
- Stienstra, W. (2012, May). *Developing a Relational Understanding of Fractions: Pre-Service Elementary Teachers' Landscape of (re)Learning*. Presented at the Annual Conference of The Canadian Society for the Study of Education, Waterloo, ON.
- Stienstra, W. (2012, May). *Course Portrait for MATH 281*. Presented at the May Meetings of the King's Faculty of Education.
- Lawson, A. & Stienstra, W. (2008, July). *Pre-service Students' Partial Understandings of Elementary Mathematics Concepts and Procedures: Redesigning Instruction*. Presented at the ICME 11<sup>th</sup> International Conference on Mathematical Education, Monterrey, Mexico.
- Stienstra, W. (2008, February). *Developing understanding: Pre-service elementary teachers' changing conceptions of mathematics*. Colloquium presentation to Faculty of Education, Lakehead University, Thunder Bay.
- Stienstra, W. (2008, 26 January). *Developing mathematical understanding in pre-service elementary teachers*. Presented at the Twelfth Annual Conference of the Association of Mathematics Teacher Educators, Tulsa,



OK.

- Lawson, A., & Stienstra, W. (2007, April). *Prospective teachers' misunderstandings of elementary mathematics concepts and procedures*. Presented at the 2007 American Educational Research Association Annual Meeting, Chicago, IL.
- Stienstra, W. (2005, 31 May). *Misconceptions in pre-service elementary teachers' mathematical content knowledge: Preliminary findings - fractions*. Presented at the Canadian Society for the Study of Education, London, ON.
- Stienstra, W. (2005, 11 April). *Fractured understanding: Pre-service elementary teachers' changing conceptions of mathematics*. Presented at the *Division K Graduate Seminar*. American Educational Research Association, Montreal, QC.
- Stienstra, W. (2005, 19 February). *Fractions: Developing understanding*. Presented at the Lakehead University Faculty of Education's Seventh Annual Graduate Studies and Research Conference, Thunder Bay, ON.
- van Barneveld, C., & Stienstra, W. (2004, 21 February). *Ontario School Board Improvement Plans*. In *Innovations in Research Methods*. Panel Discussion presented at the Lakehead University Faculty of Education Sixth Annual Graduate Studies & Research in Education Conference, Thunder Bay, ON.

### Workshops / Presentations

- Stienstra, W. (2014, October). *Making Sense of Fractions*. Presented at the October 2014 Prairie Centre for Christian Education Teachers Convention, Edmonton, AB.
- Stienstra, W. (2014, October). *Exploring Probability*. Presented at the October 2014 Prairie Centre for Christian Education Teachers Convention, Edmonton, AB.
- Stienstra, W. (2013, October). *Mathematics and Social Justice*. Presented at the October 2013 Prairie Centre for Christian Education Teachers Convention, Lacombe, AB.
- Stienstra, W. (2013, October). *Exploring the Landscape of Learning Algebraic Thinking*. Presented at the October 2013 Prairie Centre for Christian Education Teachers Convention, Lacombe, AB.
- Stienstra, W. (2012, October). *Using Mini-Lessons and Models to Develop Number Sense (Gr 4-8)*. Presented at the October 2012 Prairie Centre for Christian Education Teachers Convention, Edmonton, AB.
- Stienstra, W. (2012, October). *Games: A Context for Learning (K – Gr 4)*. Presented at the October 2012 Prairie Centre for Christian Education Teachers Convention, Edmonton, AB.
- Patrick, M. & Stienstra, W. (2012, August). Panel Discussion: The use of Jamie Smith's, *Desiring the Kingdom* as a framework for EDUC 303. Presented at the annual ReSourcing retreat of The King's University College.
- Hull, J. & Stienstra, W. (2010, November). *The Changing Face of Education: Technology*. Presented for King's Parents Weekend at The King's University College.
- Stienstra, W. (2010, February). *Fractions with Understanding*. Presented at the Association of Christian Schools International Alberta Teacher Convention, Sherwood Park, AB.
- Stienstra, W. (2009, October). *Mental Math*. Presented at the Christian Educators Association, Lacombe, AB.
- Stienstra, W. (2009, October). *Meaningful Mathematics: Fractions*. Presented at the Christian Educators Association, Lacombe, AB.
- Stienstra, W. (2009, March). *Using Atlas.ti software in qualitative research*. Faculty of Education, Lakehead University, Thunder Bay, Ontario.
- Stienstra, W. (2006, November). *Exploring the landscape of relearning mathematics*. Requested presentation for ED 5010 Introduction to Research Approaches in Education with Dr. Lisa Korteweg, Lakehead University, Thunder Bay, ON.
- Stienstra, W., Berger, P. & Desmoulins, L. (2006, July). *Portfolio and Proposal Preparation*. Requested presentation for Core 1 and 2 of the Joint PhD in Educational Studies Program, Thunder Bay, ON.
- Stienstra, W. (2006, June). *Applying a Grading Scheme: Ed 4050 P/J Math*. Requested presentation at Lakehead University, Faculty of Education's Contract Lecturer Orientation, Thunder Bay, ON.
- Stienstra, W. (2006, April). *Atlas.ti Introductory Workshop*. Presented for Lakehead University, School of Outdoor Recreation, Parks & Tourism, Thunder Bay, ON.
- Stienstra, W. (2006, February). *Applying a Grading Scheme: Ed 4050 P/J Math*. Requested presentation at Lakehead University, Faculty of Education's Workshop on 'Marking with Rubrics', Thunder Bay, ON.
- Stienstra, W. (2004, 18 & 25 October). *Curriculum Unit Planner Workshop*. Presented through the Department of

Lifelong Learning, Faculty of Education, Lakehead University.; Similar workshop presented on the following dates: (2004, 20 & 27 September); (2004, 22 January & 5 February); (2003, 18 & 25 September). Stienstra, W. (2004, January). *Meaningful Mathematics*. Full day workshop presented at the Atikokan Catholic School Board, Atikokan, ON.

### **Online Course Development**

Stienstra, W. (2003, March). *Towards a Deeper Understanding of Mathematical Ideas and Reform-Based Teaching in the Ontario Curriculum 7-8* (5 hour online professional development course for teachers).  
Stienstra, W. (2002, August). *Student Assessment in the Primary Division* (5 hour online professional development course for teachers)

### **Academic Conference Attendance**

Canadian Mathematics Education Study Group, Annual Conference, University of Alberta (2014)  
Canadian Society for the Study of Education, 38<sup>th</sup> Annual Conference, Montreal, QC (2010)  
Canadian Mathematics Education Study Group, Annual Conference, University of New Brunswick (2007)

## **ADMINISTRATIVE and COMMUNITY SERVICE**

### **Committees and Service at The King's University College**

Academic Affairs Committee (2015-present)  
General Faculty Council Executive (2013-present)  
Teacher Education Advisory Committee (2012-present)  
Moodle Coordinator for Faculty of Education (2009-present)  
Web Pages Coordinator for Faculty of Education (2009-present)  
Research Ethics Board (2009-2015)  
Revision & Alignment of Practica Manuals: 351, 353, 451, 453 (2013-14)  
Dean Selection Process (2012-2013)  
ReSourcing Committee (2012-2013)  
Technology Research Colloquium – Alberta Teachers' Association (2012)  
Academic Affairs Committee representative (2010-2013)  
Secondary Practica Manual Development (2011-2012)  
Selection Committees for New Faculty appointments (four Education Faculty positions and two English Faculty positions) (2008-2012)  
ENVS Program Review Committee (2010-11)  
Co-Secretary for Faculty of Education (2009-2011)  
Interview Prospective Students for B.Ed. Program (2009)  
Mathematics Assessment – Alberta Assessment Consortium Consultation Circle (2009)  
Career and Technology Studies - Alberta Ministry of Education (2008-2009)  
Development of three new course proposals for Education Program (2008)

### **Community Service**

Volunteer Math Tutor (2014-present)  
Chair of Liturgy Committee at Fellowship Church (2014-present)  
Worship Leader/Liturgist at Fellowship Church (2009-present)  
Education Team Member for Omar Khadr (2013-2015)  
Pastoral Committee at Fellowship Church (2010-2013)

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Northern Alberta Deaconal Committee (2010-2012)

Liturgy Committee at Fellowship Church (2009-2010)

Women's Retreat Committee at Fellowship Church (2008-2012)

*J. Bernice Stieva*

53 Grosvenor Blvd  
St. Albert, Alberta, Canada  
T8N 1P4

July 2008 – present      *Assistant Professor, Faculty of Education*  
The King's University, Edmonton, Alberta

***Courses Taught:***

EDUC 301 – “Educational Learning Theory and Application”  
EDUC 306 – “Teaching Elementary Language Arts”  
EDUC 309 – “Teaching with Children’s Literature”  
EDUC 341 – “ Psychology of Exceptional Children”  
EDUC 351 – “ Introductory Practicum – Elementary”  
EDUC 451 – “ Advanced Practicum - Elementary”

***Education:***

**Doctor of Education**

*current*; working on dissertation  
University of Calgary, Calgary, AB

**Master of Education (2008)**

Brock University, St. Catherines, Ont.

**Bachelor of Education (1996)**

Brock University, St Catherines, Ont.  
*Primary & Junior Specialist*

**Bachelor of Applied Science, Honours (1989)**

Guelph University, Guelph, Ont.

***Teaching Experience:***

July 2008      *Instructor, Summer Institute*  
Redeemer University College  
Hamilton, Ont.

July 2007 – April 2008      *Sessional Instructor, Faculty of Education*  
Redeemer University College  
Hamilton, Ont.

July 2007 – April 2008	<i>Art Teacher, Grade 7 &amp; 8; Substitute teacher, gr. 1-8</i> Covenant Christian School, Flamborough, Ont.
July 2005 – July 2007	<i>Learning Resource Teacher; Art Teacher, Grade 7&amp;8</i> Covenant Christian School, Flamborough, Ont.
July 2004 - July 2005	<i>Teacher, Grade 2</i> Covenant Christian School, Flamborough, Ont.
July 2002 – July 2004	<i>Teacher, Grade 6</i> Covenant Christian School, Flamborough, Ont.
July 1996 – July 2002	<i>Teacher, Grade 5 &amp; 6</i> Covenant Christian School, Flamborough, Ont.
April 1996 – June 1996	<i>Teacher, Grade 2</i> Parkland Immanuel Christian School, Edmonton, AB
July 1994 – July 1995	<i>Teacher, Grade 1</i> Timothy Christian School, Hamilton, Ont.
July 1993 – July 1994	<i>Teacher, Grade 1</i> Credo Christian School, Woodbridge, Ont.
July 1989 – July 1993	<i>Teacher, Grade 3 &amp; 4</i> Credo Christian School, Woodbridge, Ont.

***Presentations:***

Stieva, J. Bernice (October, 2014) *“Inclusive Education”*, workshop for in-service teachers, Prairie Center for Christian Schools Teachers’ Conference, Edmonton, AB.

Stieva, J. Bernice (February, 2014) *“Classroom management”*, workshop for youth leaders, Sunday-school teachers & pastors, Inglewood Christian Reformed Church, Edmonton, AB.

Stieva, J. Bernice (October, 2012). *“Children’s Literature”*, workshop for in-service teachers, Prairie Center for Christian Schools Teachers’ Conference, Edmonton, AB.

Stieva, J. Bernice (October, 2012). *“Inclusion”*, workshop for in-service teachers, Prairie Center for Christian Schools Teachers’ Conference, Edmonton, AB.

Stieva, J. Bernice. (October, 2011). *“Inclusive Education”*, keynote address, Canadian Reformed Teachers’ Convention West

Stieva, J. Bernice. (May, 2011). "*Self-Esteem: Who Needs it!?*", presentation to Association for Special Child (Parent & Educator group), Guelph, Ontario & Hamilton, Ont.

Stieva, J. Bernice. (2010). "*So You Want to be a Mentor Teacher?*" workshop for in-service teachers, Association of Christian Schools International, Edmonton, AB.

Stieva, J. Bernice. (February, 2010). "*Poetically Speaking*", workshop for in-service teachers, Association of Christian Schools International, Edmonton, AB.

Stieva, J. Bernice. (October, 2009) *Stacking Round Stones: a series of 3 workshops for in-service teachers.*(K- gr 3; gr 4- 9; gr. 10+) Canadian Reformed Teachers' Convention West, Sask.

Stieva, J. Bernice. (October, 2009) "*Stacking Round Stones: Teaching Language Arts K – Gr 12*", Keynote address Canadian Reformed Teachers' Convention West, Sask.

Stieva, J. Bernice. (February, 2009). "*Teaching Language Arts*" (K – gr12); full day workshop, Parkland Immanuel School, Edmonton, AB.

### ***Other Professional Activities:***

Participated in *UDL Summit* (2014). C.A.S.T., Baltimore, Maryland, USA.

Participated in *Inclusive Education training* (2014). hosted by Alberta Association for Community Living (Inclusion Alberta), Edmonton, AB.

Member of *School Review Team* (2013). Prairie Center of Christian Education (P.C.C.E.).

Participated in *Teaching for Transformation* training sessions (May 2010; May 2012). Prairie Center for Christian Education, Edmonton, AB.

Member of *Re-envisioning Taskforce* for Prairie Center for Christian Education (2009-2011).

### ***Committees & Memberships:***

*Christian Educator's Journal*, member (2009 – current).

*Curriculum Advisory Council*, member (2008 – 2009). Prairie Association of Christian Schools.

READ In, committee member (2008 – current).

Kompany family theatre, board member (2009 – 2013).