
FALL, 2018



Canadian Association
for Teacher Education

L'Association canadienne pour
la formation des enseignants

CATE NEWSLETTER

Executive Announcements

2019 Annual CATE Keynote

Mark your calendars for the Annual CATE Keynote at Congress on Tuesday, June 4, 2019 from 3:00 – 4:15 pm.

CATE is pleased to announce that Dr. Jan Hare, Associate Dean, Indigenous Education, and Professor, University of British Columbia, will present the 2019 CATE Keynote.

Dr. Jan Hare is a well-respected educational scholar known for her tireless advocacy and international scholarly reputation for leadership on Indigenous Education, and her diverse research on literacy, Aboriginal early learning and youth issues, as well as Aboriginal language revitalization and Aboriginal education.

Tenth Working Conference on Canadian Research in Teacher Education

October 24-26, 2019

Wilfrid Laurier University

Waterloo, ON

The Canadian Association for Teacher Education (CATE) is pleased to invite you to submit a proposal to participate in the 10th Teacher Education Working Conference October 24-26, 2019 at Wilfrid Laurier University, Waterloo, Ontario.

In the following link, please find all of the information you need to submit a proposal.

**[Click here for more
details](#)**

Submissions are Up! Reviewers are Gems!

CATE has received a robust number of proposals to present at our 2019 Conference in Vancouver, B.C. Up over 50% from last year's submissions, a high number of proposals are currently under review thanks to over 80 CATE members who volunteered to act as peer reviewers. It takes the collective efforts of the membership to engage in this critical review work. We are pleased to see graduate students volunteer as reviewers. This is a wonderful way to contribute to CATE and become more familiar with current Canadian research. Based on the submissions received and the strong response from the membership, CATE is in good shape as we move forward in planning for the 2019 Conference. We eagerly anticipate the spring conference as an invaluable opportunity to network face to face with education colleagues. Plans are underway for our annual CATE dinner traditionally held on the Monday night of the conference. Stay tuned for more details in the next newsletter.

Cathryn Smith
CATE Program Chair

2019 CSSE Graduate Student Panel

The CATE Graduate Student Panel at the CSSE 2018 will focus on becoming strategic and critical users of social media platforms for networking and knowledge mobilization. Follow us for updates:

Twitter

Facebook Group

Attention graduate student supervisors

Do you have a graduate student conducting research on a topic relevant to teacher education who will defend before next year's CSSE conference?

If so, please encourage that student to review the attached criteria and apply for the CATE Recognition Awards for Theses and Dissertations on Teacher Education. You will be required to submit a letter of recommendation as part of the student's application. The supervisors of successful applicants are also invited to briefly discuss the significance of the work and offer congratulations as part of the awards presentation if you are able to attend.

For a thesis or dissertation to be considered for a recognition award, the study must directly address the field of teacher education not only in the conclusion, but throughout the research. The study must also connect to one or more of the following topics: (1) Teacher education and societal issues, (2) The study of teacher education practice, and (3) Challenges and possibilities for teacher education.

Attention graduate student

If you expect to defend your thesis or dissertation between July 1, 2018 and May 31, 2019, and you are completing research relevant to teacher education, please consider applying for the CATE Recognition Award for Theses and Dissertations on Teacher Education. While applicants are self-nominated, you must provide a letter of recommendation from your faculty supervisor as part of the application process.

Successful applicants' work will be honoured with responses from the review panel at the CATE post-AGM celebration of teacher education in Canada. Applicants must indicate that they will be able to present their thesis/dissertation in poster type format at the CSSE conference (University of British Columbia, Vancouver, British Columbia, June 2-5, 2019). The faculty supervisors will also be invited to make a short presentation on the award winners and their studies. Successful applicants will receive a certificate of recognition and free membership to CATE in the subsequent year; however, all costs related to travel and conference registration are to be covered by the candidates.

For a thesis or dissertation to be considered for a recognition award, the study must directly address the field of teacher education not only in the conclusion, but throughout the research. The study must also connect to one or more of the following topics: (1) Teacher education and societal issues, (2) The study of teacher education practice, or (3) Challenges and possibilities for teacher education.

To have your thesis or dissertation considered for an award please review the attached criteria. Submissions are due March 1, 2019. Completed submissions should be sent electronically as Word or PDF attachments, including the letter of recommendation from your faculty supervisor, to:

Dr. Jodi Nickel
Associate Professor
Department of Education
Mount Royal University
jnickel@mtroyal.ca

**Grad Student Award
Form**

**Call for Nomination
Grad Award**

Click on the links below to download the forms

**Grad Student Award
Form (French)**

**Call for nomination
Grad Award (French)**

Member Announcements

Call for Papers

CATE members Drs. Nancy Maynes and Blaine E. Hatt are co-editing a special issue of the American Journal of Educational Research (AJER) for publication in June 2019.

The special issue will focus on topics related to teacher hiring. The issue will be called Teacher Hiring: The Issues.

A link to the call for papers for this special issue can be found at <http://www.sciepub.com/journal/EDUCATION/SpecialIssue?spid=364>.

The call includes outlines for sub-topic suggestions, and dates for the processes related to producing this issue.

Important dates

Submission Deadline: December 31, 2018

Notification of Acceptance: March, 31, 2019

Final Version Due: May 15, 2019

Special Issue Publishing Date: June 30, 2019

Submit your article now.

Manuscripts should be submitted as an attached file to an e-mail directed to the Chief Guest Editor, Dr. Nancy Maynes at the address: nancym@nipissingu.ca

Jump start your CSSE-CATE conference by joining us for our interactive and engaging CATE/ACFE PRE-CONFERENCE.

How Can 'DESIGN THINKING' Inform Teacher Education?

Saturday, June 1, 2019.

2pm – 5pm

Followed by a welcome reception

In the field of education, design thinking has witnessed an increase interest nationally and internationally. We will be considering Design Thinking from a variety of perspectives from university to school contexts, always placing the student at the centre and with a view to how Design Thinking can innovate our practice. Please join us and be part of this informative and important dialogue.

This pre-conference may also be of benefit in preparing a submission for the October 2019 Working Conference "Preparing Teachers as Curriculum Designers"



UNIVERSITY OF
CALGARY

Postdoctoral Scholar position

Area: Online education, Implementation and Evaluation of Massive Open Online Courses (MOOCs)

Duration: 2 years

Start date: November 1, 2018

Salary: \$50,000/year

The Sport Injury Prevention Research Centre in the Faculty of Kinesiology at the University of Calgary is accepting applications for a Postdoctoral Scholar in the Implementation and Evaluation of a Massive Open Online Course (MOOC) on Concussion.

Job Description:

The University of Calgary will be leading the development of a Massive Open Online Course (MOOC) in Concussion in collaboration with the Laval University. This will be a newly developed English MOOC on concussion that is an adaptation of a successfully implemented Francophone MOOC at ULaval. The MOOC will be supported by engagement of academic staff members across multiple Faculties and Institutes with expertise in specific areas of content for the MOOC (e.g., guest lectures, video development). The MOOC will also provide an opportunity to engage with community partners in multiple areas, thus strengthening relationships with these stakeholders through important contributions to MOOC development.

At University of Calgary, Dr. Kathryn Schneider (Faculty of Kinesiology) and a core team [including Drs. Keith Yeates (Faculty of Arts, Integrated Concussion Research Program Lead), Leslie Reid (Vice Provost, Teaching and Learning), Jennifer Lock (Associate Dean Teaching and Learning, Werklund School of Education) and Carolyn Emery (Professor, Faculty of Kinesiology)] will lead the development of the MOOC in collaboration with Dr. Pierre Fremont (University of Laval).

The MOOC provides an ideal opportunity for rigorous evaluation, ideally by engaging a Postdoctoral Scholar with expertise in online education and evaluation. Additional opportunities for graduate student projects to align with the MOOC as well as teaching or module development and engagement are expected based on individual areas of expertise and provide additional opportunities for mentorship for the successful post doctoral scholar (PDS).

The proposed research activities are in education and evaluation of the MOOC in concussion. The successful PDS will hold a PhD with expertise in online educational content development and evaluation of online programming.

The objectives of this Postdoctoral fellowship would be to 1) Facilitate development of educational content and implementation of the MOOC in concussion, and 2) Evaluate the effectiveness of translation of knowledge to multiple stakeholders who engage in the MOOC. The objectives for this research are directly aligned with one of University of Calgary's strategic research themes, "Brain and Mental Health".

The mission of the Faculty of Kinesiology is to be an international leader in health, wellness, and human performance education, research, and programming. This MOOC is clearly aligned with this mission. This proposed program aligns well with research activities in the Sport Injury Prevention Research Centre (SIPRC), which has a research focus in youth sport injury prevention and concussion. Additionally, the program is supported by Alberta Children's Hospital Research Institute (ACHRI) and the Hotchkiss Brain Institute (HBI), which have both identified concussion as a key research priority. Drawing on the research expertise and experience with online learning, academics from the Werklund School of Education can provide insight into MOOC development with regard to instructional design, online learning and teaching, and assessment and evaluation. Support from the Educational Development and Learning Technology units from the Taylor Institute for Teaching and Learning will be integral to the design, development, and implementation of the MOOC. The MOOC in concussion will be the first MOOC developed and offered by the University of Calgary. Thus, there is an opportunity to evaluate not only the content but also the MOOC in terms of providing access to information, and flexible learning across the lifespan.

This Postdoctoral Scholar will be supported through funding from the Faculty of Kinesiology (\$50,000/year for 2 years) and will be jointly advised by Dr. Kathryn Schneider (Faculty of Kinesiology) and Dr. Jennifer Lock (Werklund School of Education). The Postdoctoral Scholar will also have access to a large team of investigators that will be involved in development of the MOOC, thus creating an excellent environment for completion of this project as well as opportunities for additional mentorship for the Postdoctoral Scholar.

Qualifications:

The successful applicant will have completed a PhD with expertise in online educational content development and evaluation of online programming.

Application details:

To apply to this call, please contact Dr. Kathryn Schneider at kjschnei@ucalgary.ca.

About the University of Calgary

The University of Calgary is Canada's leading next-generation university – a living, growing and youthful institution that embraces change and opportunity with a can-do attitude. Located in the nation's most enterprising city, the university is making tremendous progress on its Eyes High journey to be recognized as one of Canada's top five research universities, grounded in innovative learning and teaching and fully integrated with the community it both serves and leads. The University of Calgary inspires and supports discovery, creativity and innovation across all disciplines. For more information, visit ucalgary.ca.

To succeed as one of Canada's top universities, where new ideas are created, tested and applied through first-class teaching and research, the University of Calgary needs more of the best minds in our classrooms and labs. We're increasing our scholarly capacity by investing in people who want to change the world, bringing the best and brightest to Calgary to form a global intellectual hub and achieve advances that matter to everyone.

About Calgary, Alberta

Calgary is one of the world's cleanest cities and has been named one of the world's most livable cities for years. Calgary is a city of leaders – in business, community, philanthropy and volunteerism. Calgarians benefit from the strongest economy in the nation and enjoy more days of sunshine per year than any other major Canadian city. Calgary is less than an hour's drive from the Rocky Mountains and boasts the most extensive urban pathway and bikeway network in North America.

The University of Calgary recognizes that a diverse staff/faculty benefits and enriches the work, learning and research experiences of the entire campus and greater community. We are committed to removing barriers that have been historically encountered by some people in our society. We strive to recruit individuals who will further enhance our diversity and will support their professional success while they are here. We encourage all qualified applicants to apply, however preference will be given to Canadian citizens and permanent residents of Canada.

