

2017 CATE THESIS AND DISSERTATION AWARDS OF RECOGNITION

Masters Awards

Michael BondClegg

The Potential Influence of YouTube as a Means of Disseminating the Findings of Research to Millennial-Aged Teachers



Michael BondClegg is an international educator who has had the opportunity to work in Canada, Switzerland, Kuwait and Vietnam. His work as a coordinator for the International Baccalaureate Middle Years Programme has spurred his interest in supporting young teachers to develop their practice in ways that most effectively supports students in an inquiry-based learning environment. Michael conducted a mixed-method intervention study comparing delivery formats of empirical research, journal article and YouTube summary. A majority of teachers indicate that they value educational research as a way to inform effective teaching practice, but do not access this research. Those teachers offered the research content via YouTube video were more enthused than those who were presented with the article—only one participant read the entire article.

Doctoral Awards

Dr. Lilach Marom

From experienced teachers to newcomers to the profession: the capital conversion of internationally educated teachers in Canada



Lilach Marom is a graduate of the department of Education Studies at the University of British Columbia. Her dissertation titled, “From Experienced Teachers to Newcomers to the Profession: The Capital Conversion of Internationally Educated Teachers in Canada.” She is currently a sessional instructor at the University of British Columbia and Simon Fraser University. Lilach’s research is focused on questions of diversity and social justice in teacher education and has been published in the *Canadian Journal of Higher Education* (2016), *The International Journal of Interdisciplinary Civic and Political Studies* (2015), *Diversifying the Teaching Force in Transnational Contexts* (2016), *Review of Education, Pedagogy, and Cultural Studies* (2017), as well as in the *Canadian Journal in Education* (forthcoming), and *At the Intersection of Selves and Subject: Exploring the Curricular Landscape of Identity* (forthcoming).

Dr. Amanda K. Ferguson

Does initial teacher education affect teacher candidate beliefs about equity and diversity?: Development and use of the Teacher Candidate Beliefs about Equity and Diversity measure



Amanda K. Ferguson is an RECE and OCT – a teacher-researcher, and now a PhD! Using mixed methods, the purpose of her dissertation was to develop, test, and administer a measure designed to determine whether teacher candidate beliefs about equity, diversity, and social justice changed from entry to exit of a teacher preparation program. For more, check out her website: amandakferguson.wordpress.com.

Dr. Brooke Madden

(Un) becoming teacher of Aboriginal education: Early career teachers, teacher identity, and aboriginal education across institutions



Brooke Madden currently works as a Postdoctoral Fellow in the Department of Educational Policy Studies, Faculty of Education, University of Alberta. Brooke's research focuses on the relationship between teacher identity and teacher education on the topics of Indigenous education and truth and reconciliation education. Brooke has also published on whiteness, decolonizing processes, and teacher identity; school-based Indigenous education reform; and Indigenous and decolonizing research methodologies.

Dr. Charlette Ménard

La blancheur critique et le rapport à la diversité ethnoculturelle d'enseignants en formation: analyse de contenu d'écrits d'étudiants



D'origine haïtienne, je suis arrivée au Canada à l'adolescence, ce qui m'a sensibilisée au vécu des jeunes immigrants, à leur intégration et à la prise en compte de leur bagage culturel. J'ai donc entrepris un baccalauréat en adaptation scolaire et sociale, puis une maîtrise en éducation s'intéressant aux adolescents apprenant le français, la langue d'enseignement de leur nouvelle terre d'accueil, le Québec. Tout en continuant à enseigner, j'ai entrepris un doctorat en éducation qui portait sur la problématique du rapport à la diversité ethnoculturelle des enseignants en formation. C'est ainsi que mes expériences dans les trois ordres d'enseignement (primaire, secondaire et universitaire) ont croisé ma recherche doctorale sur la formation des enseignants afin que ceux-ci soient sensibilisés aux enjeux migratoires, aux questions identitaires, aux préjugés et à la discrimination, au racisme, aux rapports de pouvoir et de privilège et aux relations intergroupes.

Dr. Sardar M. Anwaruddin

Teachers' responses to educational research: A hermeneutic inquiry



Sardar M. Anwaruddin is a SSHRC postdoctoral fellow in the Faculty of Education of St. Francis Xavier University in Nova Scotia, Canada. He received his PhD degree in curriculum studies and teacher development from the Ontario Institute for Studies in Education (OISE) of the University of Toronto. His articles have appeared in internationally recognized journals including, *Educational Philosophy and Theory*, *Professional Development in Education*, *Discourse, Reflective Practice*, *Teaching in Higher Education*, *Educational Studies*, *International Journal of Research and Method in Education*, and *Curriculum Inquiry*.

Dr. Kimberley Grant

Teachers' Images and Narratives of Good Teachers: An Interpretive Inquiry



Over the past 20 years, Kim Grant has had the opportunity to teach in a variety of secondary and post-secondary settings across Western Canada. She recently completed a doctoral degree in curriculum and learning at the University of Calgary where she undertook an SSHRC-funded research project exploring what *being a good teacher* means to practicing K-12 teachers. Kim is actively involved in a wide range of educational activities including teacher education, the scholarship of teaching and learning (SoTL), and educational development.