

2018 CATE THESIS AND DISSERTATION AWARDS OF RECOGNITION

Allyson Fleming, PhD

Teacher education for the 21st century: The social justice imperative



Allyson Fleming is a graduate of the department of Curriculum and Instruction in the Faculty of Education, University of Victoria. She works in the Faculty of Education at Vancouver Island University at both the Cowichan and Nanaimo campuses. Her research interests include ways in which teacher educators identify, understand or interpret factors that enable or constrain them in teaching for social justice in teacher education, and the catalytic potential of inhabiting the ‘tragic gap’ (Palmer, 2009, Mosely & Rogers, 2011) between the binaries of social justice theory and practice.

Jessica Saada, PhD

Recounting the what and disclosing the who: A heuristic inquiry into the connection between identity and literacy teaching



Jessica Saada is a reader, a writer and a teacher who has been passionately involved in education for over a quarter of a century. She has a Master’s degree in second language teaching and now a Ph.D. from McGill University. With teaching experience in elementary, high school, adult education, college and university, she became a pedagogical consultant for a school board and later a vice-principal in a large high school. She is currently Assistant Director of Educational Services for a school board. Her work centers on identity and teacher education, literacy, professional collaboration in education, and leadership in education.

Joy Pablo-Wrzosek

Translanguaging and student funds of knowledge as a teacher resource



Joy Pablo-Wrzosek is the elementary principal of a Spanish bilingual school. While working full time, she completed her Doctor of Education with the University of Calgary. Her extensive work with newcomers and the impact of languages on teaching and learning has inspired her to further her studies in the area of language and literacy. She is passionate about promoting and sustaining inclusive learning environments that recognizes each student as a unique learner.

Exploring the design of technology enabled learning experiences in teacher education that translate into classroom practice



Dr. Eva Brown is a passionate teacher educator at Red River College and the University of Calgary. Her focus is seeking leading and learning opportunities for her students and herself that will impact education. Eva demonstrates her strong belief that educators must model their learning to their students. Her research interests include designing learning for technology-rich collaborative learning environments and developing research skills in new teachers so that they can become teachers as researchers, and self-study research. Dr. Brown has written two published chapters in collaboration with her doctoral supervisor, Dr. Michele Jacobsen, one for AECT and the other for CATE, “What Should Canada’s Teachers Know?” Eva regularly presents at local, national, and international conferences.

Saba Mir

Grouping for literacy instruction in Kindergarten & grade one: The ecology of teacher perceptions and classroom practices



Saba Mir completed her PhD at the Ontario Institute for Studies in Education of the University of Toronto, and is currently a Senior Policy Advisor with the Ontario Ministry of Education. Saba is a certified teacher and early childhood educator with over a decade of experience in a variety of settings, and has coordinated and overseen numerous educational research projects throughout her graduate studies. Using mixed-methods case studies, and situating teachers as the primary actors within the complex ecology of classrooms, her research examined teacher beliefs and practices of grouping as an instructional strategy to meet the needs of diverse student populations.

Belina Caissie

In our hands: Designing for mobile devices



Belina Caissie recently completed a doctoral degree in educational technology through the Graduate Division of Educational Research at the University of Calgary. Belina's research was inspired by her experiences as an educator; it focused on a mobile device, the iPad, and designing a technology-enabled inclusive learning environment. Belina has worked as a K-12 classroom teacher, a sessional instructor, and an assistive technology consultant. She currently works as a Senior Manager in Research Branch at Alberta Education. To find out more about Belina, check out her [About Me page](#).

Alesha Moffat

Land, language, and learning: Inuit share experiences and expectations of schooling



Dr. Alesha Moffat recently defended her dissertation at York University under the supervision of Dr. Celia Haig-Brown. Drawing on ethnographic fieldwork conducted in Arctic Bay, Nunavut, as well as previous experience teaching in the community and elsewhere in the North, her research examined Inuit storied experiences of schooling. The knowledge embedded in Inuit narratives offers insight into Inuit commitment to land, language, and learning and the ways in which those interrelated themes are fundamental to Inuit expectations of schooling.

Marcie Perdue

Teacher professional knowledge building networks: Creating opportunities for teacher shared knowledge creation



I am currently the Associate Superintendent of Student Services for Chinook's Edge School Division #73 in rural Alberta. I have been an educator for 18 years. When I was younger I worked at the Canadian National Institute for the Blind and fell in love with Assistive Technology. Much of my time in education has been focused on supporting students in the classroom with Assistive Technology and research based instructional practices. I am passionate about supporting teachers with complex student needs and this was the inspiration for the development of my teacher professional knowledge building network, Knowledge Net. I wanted to explore a new method of professional learning and provide teachers with a digital space where they could connect with other experts and colleagues to help create and share knowledge together. I am grateful to my research participants and my supervisor Dr. Jennifer Lock. They supported my adventures in this new digital world and allowed me to understand the importance of teacher professional learning and shared knowledge building.

Jody Stark

Beyond the workshop: An interpretive case study of the professional learning of three elementary music teachers



Jody Stark has been profoundly interested in music teacher professional learning for most of her career. In addition to being a frequent clinician and speaker, Jody is a well-known music teacher educator who has taught at the University of Alberta, Concordia University of Edmonton, and the University of Manitoba where she is currently an Assistant Professor in Music Education in the Desautels Faculty of Music. A recent graduate of the University of Alberta's Ph.D. program, Dr. Stark is very honoured to receive a CATE Dissertation Award in recognition of her research on the professional learning experiences of music teachers.

Eliana El Khoury

The integration of international early career teachers into the canadian teaching culture: characteristics of transformation in teaching . A case study



Eliana El Khoury is a passionate teacher, researcher and scholar. In March 2018, she defended her PhD at the University of Calgary. From Lebanese origins, Eliana felt that there is a need to support international professors across faculties when they start their teaching at Canadian universities. Eliana is also interested in research on international graduate students, educational development, and science education.

David Gill

Teaching intermediate technology education in Newfoundland and Labrador



David Gill is currently an Assistant Professor in the Faculty of Education at Memorial University of Newfoundland. Prior to this he was a technology education, learning resource, e-learning specialist, science, and social studies teacher for the Newfoundland and Labrador English School District. David has been active in curriculum development for the Newfoundland and Labrador Department of Education in the area of technology education. Currently, David's research is focusing on factors that help or hinder the teaching of technology education in the Newfoundland and Labrador context, makerspaces and their potential impact on K-12 education, and pedagogical content knowledge in technological education.

Robin Parker

Designing for Knowledge Building: An Action Research Study in an Elementary Classroom



Robin Parker is currently a classroom-based teacher in an elementary school, where she continues to question her practice in hopes of better understanding how to design and implement learning innovations that might lead to intellectual engagement among students. Using practitioner action research, her dissertation involved better understanding Knowledge Building theory (Bereiter & Scardamalia) and how might she design to allow students to take collective responsibility for idea improvement using readily available technology.

Stephanie Ledger

Shifting pedagogy for adolescent refugees with limited or interrupted formal education: professional experiences of a secondary English literacy development teacher



Stephanie Ledger (OCT., Med.) is an ESL/ELD resource teacher with the Waterloo Region District School Board in Kitchener, Ontario. For the past 28 years, Stephanie has engaged in collaborative learning opportunities with elementary, secondary and adult English language learners and their teachers. Her area of focus, as a teacher practitioner and researcher, is early literacy education for refugee students with limited or interrupted formal education (SLIFE). She was a co-author and researcher on a peer-reviewed article published in the *Journal of Adolescent and Adult Literacy* (2014) and an Ontario Ministry of Education Capacity Building Series article (2014). Stephanie's current research highlights the vital role of teacher education in shifting teacher pedagogy to meet the print literacy needs of adolescent SLIFE.

Lianne Lee

What can teacher education programs learn from community organizations? Honouring the perspectives of community in a critical service-learning partnership



Lianne Lee is the Director of the Alberta Healthy Youth Relationships Strategy for Shift: The Project to End Domestic Violence. Lianne holds a Master's Degree in Educational Research, and Bachelor's Degrees in Education, Economics, and English. Lianne has led a broad range of community programs and systems-change initiatives that seek to enhance the wellbeing of children and youth from diverse backgrounds. This includes frontline work in community programs, managing the c.a.r.e. for Ethno-Cultural Children & Youth initiative at the Immigrant Sector Council of Calgary, and managing undergraduate programs and research projects at the Werklund School of Education's Youth Leadership Centre.

Amanda Renee Allen

Socialization and Resilience of Third Culture Kids: A Meta-Synthesis



Amanda Renee Allen is an educator who has worked in Canada, South Korea, and Japan. She has worked as a classroom teacher and subject specialist (EAL, librarian, religious education, and special education). Her international school experiences lead to her question the reasoning behind the behaviour and resilience of her students in the classroom. She completed a theory building meta-synthesis that uncovered connections between a student's personality and their socialization and resilience.