

FALL 2017

President's Message / Message de bienvenue de la présidente – Jodi Nickel (Mount Royal)

Greetings CATE members!

Thank you to all who submitted a proposal for the Annual Conference to be held at University of Regina, May 27-31, 2018 (with pre-conferences on May 26). Thanks to Michele Jacobsen, CATE program chair, for overseeing the review process and program creation. See Michele's report below for more details.

Please hold the date for Saturday, May 26, 2018 for the CATE Pre-conference. The theme for this event will be e-portfolios in teacher education. The CATE executive is also busy planning for a special CATE keynote, CATE panel, and CATE Graduate student event. Stay tuned for more details.

CATE/ACFE Awards

The Canadian Association for Teacher Education (CATE) sponsors awards that recognize theses and dissertations in the field of teacher education. The award is open to graduate students who have defended at a Canadian university in the year preceding the application deadline. Please consider nominating a graduate student! Click here for more information:

<http://cate-acfe.ca/cate-thesis-dissertation-awards-recognition/>

CATE also presents an annual award called the CATE Award for Contributions to Research in Teacher Education. Please consider nominating a worthy scholar.

<http://cate-acfe.ca/cate-award-contributions-research-teacher-education/>

ACDE Accord on Initial Teacher Education

The Association of Canadian Deans of Education created an Accord on Initial Teacher Education in 2006. CATE has been pleased to participate in the revisions to this accord over the last year. The new accord was passed in principle on October 27, 2017 pending final edits. Watch for the launch of this new accord in the new year, now called *Accord on Teacher Education*.

CATE Executive Announcements / Annonces du comité exécutif de l'ACFE

From the CATE Program Chair, Michele Jacobsen: In 2017, CATE received 102 proposals for the CSSE 2018 Conference in Regina. Thank you to CATE members and proposal authors for the enthusiastic response to the request for reviewers. Each of 76 reviewers were each assigned 2 - 3 proposals for review. The use of OJS to assign and track reviews has been very effective; 90% of reviews were completed by the deadline. Overall, the conference proposal review process is going smoothly, and I anticipate another great program with diverse research and scholarship in Canadian Teacher Education at the 2018 Conference. **The CATE Dinner will be held on Mon, May 28th – location details and reservation process to come in the New Year.**

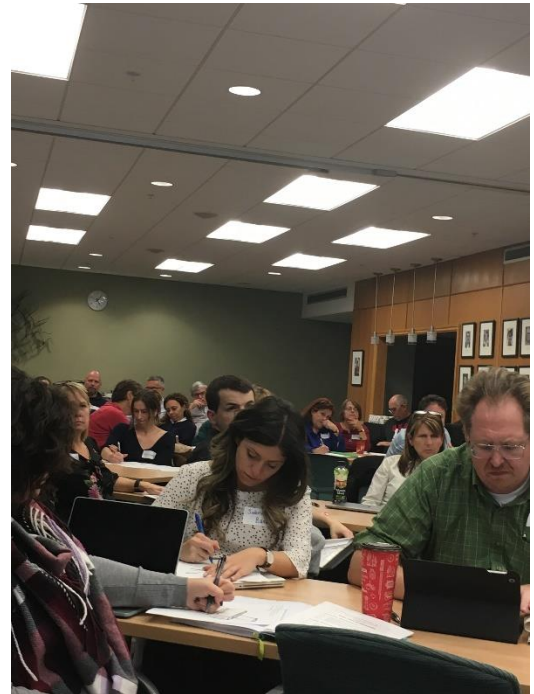
CATE Working Conference

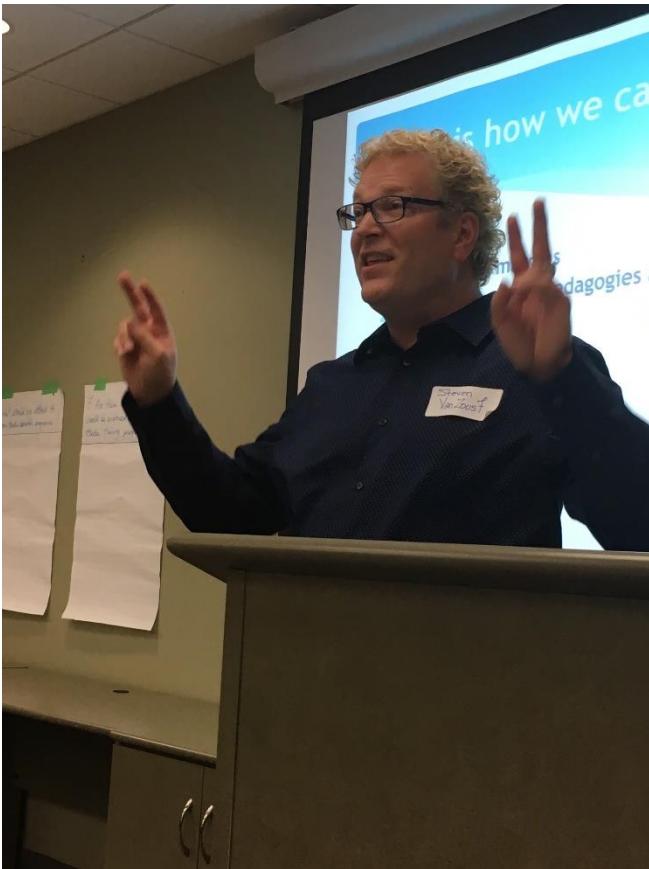
The Canadian Association for Teacher Education (CATE)'s **9th Teacher Education Working Conference** took place from November 2 – 4, 2017 at Mount Saint Vincent University, Halifax, Nova Scotia. The theme for this year's working conference was, **Globalization and Diversity in Education: What Does It Mean for Canadian Teacher Education?** A total of 36 faculty and 11 graduate students from 9 Canadian provinces met to discuss and debate the following focus questions:

1. **DIVERSITY OF TEACHERS.** Who are our current Canadian teachers and what challenges do we face in attracting and preparing educators who reflect the diversity of our students? For example, what barriers exist to internationally trained teachers who wish to become credentialed in order to teach in Canada? What are the challenges in attracting and preparing educators from/for indigenous communities?
2. **INTERNATIONAL EXPERIENCE.** International opportunities for both Teacher Education Candidates and Faculty of Education instructors/researchers continue to expand. What are the barriers, outcomes, and benefits of teaching and learning in a global context? What foundational courses and/or experiences are effective in ensuring that Canadian Teacher Education is built on a philosophy that represents a global learning population? What impact does international experience have for faculty and students?
3. **DIVERSITY OF STUDENTS.** In what ways does our current Bachelor of Education curricula prepare teachers for an increasingly diverse population of students and what might need to change? What world view is reflected in current programmatic orientation in teacher education and how does it need to change, evolve, or transform?
4. **INTERNATIONAL TEACHER EDUCATION.** How do international approaches to teacher education differ across institutions, countries, or continents? What does comparative research tell us about effective teacher education in varying contexts based on increasing diversity of students, content, and systems of formal and informal education? For example, what do open universities and online learning mean for teacher education?

Look for a sneak peek of the finished compilation of this important Teacher Education research at CSSE 2018 in Regina in May!

I would like to thank all attending authors and those who are collaborating on the chapters for their professional contributions. A big thank you also to our hosts, Mary Jane Harkins and Zhanna Bachuk from Mount Saint Vincent University for their leadership and warm hospitality. We were pleased to have Dr. Steven van Zoost join us to introduce the topic.





Member Announcements / Annonces des membres



A group of community and university educators concerned with research into the history of education and history education meets monthly in the College of Education, University of Saskatchewan. We work to build cooperative networks among academic and public historians, instructors of history, and history-oriented community organizations in order to promote and share research into histories of education and history education. We explore the complexities of teaching and learning histories (from kindergarten to graduate school learners) and we explore the histories of formal and informal education in shifting contexts.

On October 14, 2017, we held a day-long conference entitled “Canada: 150 years...more or less,” sponsored by the Department of Educational Foundations, College of Education, the Saskatchewan Teachers’ Federation, Heritage Saskatchewan, and the Education & Music Library, University of Saskatchewan. As the country, with considerable expense, has celebrated its sesquicentennial, it has done so on land with continuous histories of many nations, each with particular ways of teaching and learning. This conference called into question the official story of nationhood, acknowledging the uncertainty as to when Canada became a nation state, inquiring into who is included/excluded, as well as what is and might be commemorated. Dr. Verna St. Denis gave a morning keynote address entitled “Exploring a History of Legal Cases leading up to the 2006 Indian Residential School Settlement” which showed how the arguments and rulings in these cases constructed the nation state as innocent and worked to minimize the effects of sexual and physical violence experienced by Indigenous children and their families (and thereby minimizing compensation), while at the same time undermining Indigenous sovereignty and land claims. She cautioned us to avoid teaching the history of residential schools in ways that produce Indigenous peoples as too damaged to own land and govern themselves. The afternoon keynote address given by Dr. Sheelah McLean was entitled, “‘We built a life from nothing’: Myth Making and White Identity Construction.” She called attention to some of the main myths of settler colonialism such as the idea that settlers started with nothing yet still succeeded. Drawing on her own family’s experiences, she pointed to the many advantages settlers had relative to Indigenous peoples, and pointed out ways to disrupt myths such as this one in our teaching at K-12 and post-secondary levels. In concurrent sessions, twelve papers were given by faculty from the University of Saskatchewan and other post-secondary institutions, the University Library, teachers in K-12, and community historians. The conference ended with three “1000 words in a picture” presentations based on photographs of artefacts or places accompanied by a brief explanatory analysis revealing the picture’s historical significance and relevance to the conference theme. Through this combination of presentations, participants engaged in thought-provoking discussions that called into question

the official story of Canada's nationhood and explored the complexity of teaching multiple histories of the nation.

Submit a Book Chapter Proposal

Publisher: Palgrave MacMillan

Book Title

Differentiated Teacher Evaluation over the Career Span:

Promoting Growth and Assuring Quality From Pre-Service to Retirement

Book Focus

Teachers have differing needs for evaluation and professional development over the stages of their careers. A high percentage of teachers are committed and successful professionals, who seek and benefit from helpful, evidence-informed feedback and dialogue throughout their careers. Thus, evaluation and professional development must be differentiated in order to contribute to the continuous growth of competent teachers. On the other hand, there is a need to address problematic teaching practice through more structured assistance and when necessary, the implementation of policies for the fair, just and timely removal of the incompetent or uncommitted. This book explores how evaluating teachers might be more effectively enacted over a teacher's career continuum. These career stages might include but are not limited to pre-service, beginning, tenured and also those whose practice is marginal or unacceptable.

We will invite high quality papers (conceptual, analytical or empirical; both quantitative and qualitative) which make an important and substantial contribution to differentiated teacher evaluation and professional development. The coverage includes (non-exhaustive):

- Evaluation systems that differentiate by teacher competencies
- Professional growth for teachers at all performance levels
- Specific growth strategies such as effective feedback, productive observations, and job-embedded professional development
- Policies and practices addressing removal or dismissal of teachers when necessary
- The motivational impact of policies such as tenure, merit pay and differentiated compensation.

Timeline

December 1, 2017 Proposal Due (See criteria below) mderring@utk.edu Title your email
Chapter Proposal

December 31, 2017	Selected authors invited to submit full chapters
April 1, 2018	5000 – 7000 word chapter due to be sent for peer review
May 1, 2018	Peer review feedback completed

Proposal Submission Criteria

Proposals should be 500 words excluding references and include the following sections:

1. abstract
2. research questions
3. theoretical or conceptual framework
4. description of methodology
5. significance of the work to the policy and practice of teacher evaluation
6. relevant references (APA style, 6th edition)

Co-Editors

Mary Lynne Derrington, Associate Professor, University of Tennessee, Knoxville, Tennessee USA mderring@utk.edu

Jim Brandon, Associate Professor, University of Calgary, Alberta, Canada
jbrandon@ucalgary.ca

The book is one of three in a series titled: *Learning and Leading in Education*. The series editor is Dr. Maria Assunção Flores Fernandes, University of Minho, Portugal.



Call for proposals

Eighth CALA Symposium

Université de Montréal, Laval campus

February 16th, 2018

Theme: Classroom Assessment Voices of the assessed in language assessment

(A French version will follow)

Keynote speakers:

Paula Kristmanson (Second language teaching and learning, University of New Brunswick)

Micheline Durand (Measure and evaluation, Université de Montréal)

Hossein Nassaji (Second language teaching and acquisition, University of Victoria)

We are pleased to invite submissions for the 8th symposium of The Canadian Association of Language Assessment (CALA). The symposium will be held on Friday, February 16th, 2018 at the Laval campus of Université de Montréal.

We invite researchers, students, and practitioners from both the private and public sectors to submit proposals for paper and poster presentations addressing the following themes: classroom assessment, self and peer assessment, and any form of evaluation performed by students.

PAPERS: (20 minutes + 10 minutes question period) This format is best suited for theory-oriented presentations, or the presentation of completed research.

POSTERS: (45 minutes) Poster sessions will provide an opportunity for the presentation of work in progress and research that is being planned, as well as for the presentation of test development projects, and technological innovations addressing peer and self-assessment.

Computers and projectors will be provided for all paper presentations. Display areas, tables, and poster boards will be provided for posters.

Note: There may be some awards to pay for some of the travel expenses for students whose proposals are accepted and who live outside Montreal.

Format of Proposals

Each submission should include the following information:

- Full names and contact information of all presenters (affiliation, email).
- Type of presentation (Paper or Poster)
- Title of presentation
- Abstract: Abstracts should be no more than 300 words (excluding references).

Proposals will be evaluated based on the following criteria: Interest for participants; clear description of presentation and methods; and fit with symposium theme.

SUBMISSION OF PROPOSALS:

Proposals should be in Word or .PDF format and sent by attachment before October 15th, 2017, to Sara Trottier (sara.trottier@forces.gc.ca) and Parisa Safaei (parisa.safaei.1@ulaval.ca). Decisions on successful proposals will be made by (November, 30th).



Appel à communications

Symposium de l'ACEL Université de Montréal, campus Laval

Le 16 février 2018

Thème : L'évaluation en salle de classe

Sous-thème : « Je m'évalue, tu t'évalues, il/elle/on s'évalue, nous nous évaluons... ».

Regards sur le rôle et l'impact de l'autoévaluation et de l'évaluation par les pairs en salle de classe.

Conférencières et conférencier :

Paula Kristmanson (Didactique des langues secondes, Université du Nouveau-Brunswick,)

Micheline Durand (Mesure et évaluation, Université de Montréal)

Hossein Nassaji (Didactique des langues secondes, Université de Victoria)

C'est avec plaisir que l'ACEL-CALA ouvre son appel à propositions de communications pour le 8e symposium de L'Association canadienne pour l'évaluation des langues (ACEL) qui aura lieu le vendredi 16 février 2018 à l'Université de Montréal, campus Laval.

Les chercheurs, étudiants et praticiens des secteurs public ou privé sont invités à proposer des communications scientifiques liées aux sujets suivants : évaluation en salle de classe, autoévaluation, évaluation par les pairs et tout type d'évaluation faite par les élèves.

LES COMMUNICATIONS (20 minutes + 10 minutes de questions) : Ce format est approprié pour les présentations théoriques ainsi que pour les études complétées.

LES AFFICHES (45 minutes) : La session d'affiches est réservée aux présentations des études en cours ou en stade de planification et à la présentation des projets de

développement de tests et d'innovations technologiques liées à l'autoévaluation et l'évaluation par les pairs.

Ordinateurs et projecteurs seront fournis lors des communications. Des tables et des babillards seront mis à la disposition pour la présentation des affiches.

NB: Un éventuel soutien financier pour les étudiants de l'extérieur de Montréal et dont la proposition aura été acceptée est possible.

Format des propositions

Chaque proposition doit comprendre :

- Nom, prénom et adresse de chaque participant (avec affiliation et courriel)
- Type de présentation (communication ou affiche)
- Titre de la présentation
- Résumé de la présentation (300 mots maximum, sans compter la bibliographie)

Les propositions seront évaluées selon les critères suivants : intérêt pour les participants; description claire de la présentation et des détails méthodologiques; lien avec le thème du symposium.

Les propositions doivent être envoyées par courriel en pièce-jointe en format Word ou .PDF à Sara Trottier (sara.trottier@forces.gc.ca) et à Parisa Safaei (parisa.safaei.1@ulaval.ca) avant le **15 octobre 2017**. Les décisions seront rendues avant le 30 novembre.

CALL FOR PROPOSALS

*The Negotiated Self:
Employing Reflexive Inquiry to Explore Teacher Identity*

(Working Title)

Editor

Ellyn R. Lyle

Dear Authors:

You are invited to submit a chapter proposal for consideration in an upcoming peer-reviewed collection that employs reflexive inquiry to explore teacher identity. Teacher identity, as imagined in this collection, resides in the foundational beliefs and assumptions educators have about teaching and learning. These beliefs and assumptions develop both inside and outside of the classroom, blurring the lines between the professional and the personal. This collection explores the suitability of reflexive inquiry to examine teacher identity as a negotiated construct informed, in part, by how we perceive ourselves and, in part, by how we are perceived by others.

Contributions

While I am particularly interested in critical, qualitative, creative, or arts-integrated approaches, I welcome divergent submissions that employ reflexive inquiry.

Contributions are sought from authors who profile:

- the epistemological merit of reflexive inquiry in identity research
- the role reflexive inquiry in identity de/re/construction
- identity as construct negotiated through reflexive inquiry

Audience

Professors of education will find this a valuable resource for teacher education courses in Reflexive Inquiry, Philosophy of Education, Sociology of Education, Teaching Methods, and Current Issues in Education.

Manuscript Aesthetic

This collection aims to include a selection of critical, qualitative, creative, and arts-integrated chapters attentive to ways in which reflexive inquiry supports development of teacher identity. The explicit aim of this manuscript is to advance teacher self-study and, through it, the teaching and learning experience.

Manuscript Length

Manuscripts are to be **3500 - 5000 words in length** (including references and notes). Because we have international contributors with different paper sizes, the standard 250 words/page does not apply. **Please use word count as your guide.**

Manuscript Status

The call for proposals is currently open and there is a publication agreement with *Sense*.

The call will close 27 November 2017. Prior to this deadline, interested scholars are asked to submit a brief proposal only (not a completed chapter) that makes clear how their proposed contribution contributes to the aim of the overall collection.

The Submission Process

To have your submission considered, please email an electronic copy to Ellyn at elyle@yorkvilleu.ca. This submission must be in Microsoft Word to be considered. All submissions will be peer-reviewed.

Timeline

15 October 2017	Call for chapter submissions
27 November 2017	Intention to submit and Chapter Proposal due
15 December 2017	Authors will be notified of acceptance status
19 March 2018	Chapters due
28 May 2018	Accepted manuscripts returned for revision after peer review
25 June 2018	Final revisions due from contributors
23 July 2018	Manuscript revisions completed and submitted to publisher

Editor

Ellyn Lyle has a longstanding background in innovative education practices, ranging from traditional classrooms to workplace and community partnerships, and technologically supported learning. In all these contexts, she has remained intensely interested in supporting the development of students and teachers as they contribute to socially equitable and sustainable programs. Ellyn holds a PhD in Education and has been teaching in university since 2010. She is currently Dean of the Faculty of Education. The use of critical methodologies shape

explorations within the following areas: praxis; teaching and learning as lived experience; issues of identity; reflexive inquiry; narrative inquiry; and education for social justice. Find out more about her work at <https://yorkvilleu.academia.edu/EllynLyle>

Contributor Guidelines and Technical Instructions

The Negotiated Self:

Employing Reflexive Inquiry to Explore Teacher Identity

(Working Title)

To have your final submission included, please email an electronic copy to Ellyn at elyle@yorkvilleu.ca. This submission must be in Microsoft Word to be considered.

Length:

Manuscripts are to be **3500 - 5000 words** in length (including references and notes). Because we have international contributors with different paper sizes, the standard 250 words/page does not apply. **Please use word count as your guide.**

Formatting Instructions:

The following guidelines will assist you in preparing your text for this volume. These instructions are easy to implement using Microsoft Word.

Typefaces

Please use Times New Roman (12 pt. font) as the only font in your submission.

Line Spacing

Please double-space your general text, and single space block quotations and notes.

Alignment

Please 'left' align your general text.

LISTS

1. Use a period without parentheses after numerals or letters used to enumerate items in a vertical list (as shown in this list);
2. omit semicolons after items in a vertical list unless one or more of the items are complete sentences;
3. when commas or semicolons in a vertical list separate items, each item begins with a lowercase letter; and 4. add a double line space above and below all lists so that they are set off from the general text.

Subheadings

Please do not exceed three levels of subheadings within each chapter. Subheadings should be in the same type size as the general text. Please follow APA 6 th edition guidelines for subheadings.

Page Numbers

Please do not number pages.

Spelling

Please choose **Canadian** dictionary in the spelling and grammar menu. For example: neighbour, not neighbor; colour, not color.

Italicizing vs. Underlining vs. Boldface

Do not underline in the general text as it interferes with descending characters such as g.p. q. and y. Rather, use italics for foreign words, book titles, to show emphasis, and when part of a specific narrative technique (i.e. stream of consciousness). **Do not use boldface for this purpose.**

Quotation Marks and Punctuation

The punctuation ending a sentence ought to be enclosed in the quotation marks only when it is a part of the quoted material.

Also, please insert only **ONE character space** after the punctuation ending a sentence.

Hyphens vs. Em dashes

Please avoid writing dashes as a series of hyphens like this - - Rather, use a long single line as shown here (—). This lengthened hyphen is called an emdash; it should be used to indicate a break in thought, interrupted speech, explanatory phrases, etc. A hyphen (-) should only be used in compound words and end of line syllable breaks.

Referencing within your text:

Please use parentheses when referencing within your text: (Lyle, 2013, p. 148). Please try to avoid the use of footnotes and endnotes. If they are absolutely unavoidable, please use endnotes (not footnotes).

Reference List

When formatting your reference, follow APA 6 th Edition. Please use **Times New Roman 12pt font** for the text and **single line spacing**. Indent subsequent lines in each entry.

Job opportunities



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Kativik Ilisarniliriniq

POSITION:	TEACHERS- ENGLISH SECTOR
LOCATION:	NUNAVIK COMMUNITIES
STATUS:	FULL-TIME AND REPLACEMENT (100%) POSITIONS
STARTING DATE:	NOVEMBER 2017
COMPETITION NUMBER:	TEACH1718-02

Kativik Ilisarniliriniq is a school board providing education services in the 14 communities of Nunavik. The Montréal administrative center should eventually move to Nunavik.

We are searching for candidates to fill positions at the primary and secondary levels in the **English** sector.

The following positions are currently available:

Position	Location	Status
Secondary Generalists	Kuujuaq	Replacement contract 100%
	Kangiqsujuaq	Full-time
	Inukjuak	Replacement contract 100%
	Umiujaq	Replacement contract 100%
Special Ed.	Salluit	Replacement contract 100%
	Inukjuak	Replacement contract 100%

LANGUAGE(S) OF INSTRUCTION: ENGLISH

QUALIFICATIONS:

Applicants must hold "Brevet d'enseignement" or a teaching permit from the province of Quebec or from a Canadian province

(Note: You must have your Canadian citizenship to apply.)

REQUIREMENTS:

Mastery of spoken and written English is necessary.

SALARY & BENEFITS:

Salary & benefits as per the Teachers Collective Agreement of the Board.

In addition to salary, you may be eligible to other benefits such as:

- Housing
- Northern allowance
- Social trips
- Food cargo
- Other possible benefits.

DEADLINE FOR APPLICATION IS: December 1 2017, 4:00PM

SEND APPLICATION BY E-MAIL TO:

teaching@kativik.qc.ca

You must indicate TEACH1718-02 in the subject
of the e-mail.

Human Resources Department

KATIVIK ILISARNILIRINIQ

Only those candidates under consideration will be contacted



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Kativik Ilisarniliriniq

POSTE: ENSEIGNANTS - SECTEUR FRANÇAIS

LIEU DE TRAVAIL: COMMUNAUTÉS DU NUNAVIK

STATUT: POSTES À TEMPS PLEIN ET DE REMPLACEMENT (100%)

DURÉE DE L'EMPLOI: NOVEMBRE 2017

CONCOURS N°: ENSEIGNER1718-02

Kativik Ilisarniliriniq est une commission scolaire desservant des services éducatifs dans les 14 communautés du Nunavik. Le centre administratif de Montréal devrait éventuellement déménager au Nunavik.

Nous sommes à la recherche de candidats pour combler des postes pour les secteurs primaire et secondaire français.

Les postes d'enseignement suivants sont actuellement disponibles:

Poste	Lieu de travail	Statut
Généralistes - primaire	Kuujuaq	Temps plein
	Puvirnituk	Temps plein
	Puvirnituk	Remplacement (100%)
	Inukjuak	Remplacement (100%)
Généralistes – secondaire	Puvirnituk	Temps plein
	Inukjuak	Temps plein
Adaptation scolaire (bilingue)	Tasiujak	Temps plein

LANGUE(S) D'ENSEIGNEMENT: FRANÇAIS

QUALIFICATIONS:

Brevet d'enseignement, un permis d'enseigner ou une autorisation provisoire d'enseigner qui soient valides au Québec ou l'équivalent d'une province canadienne.

(NOTE : vous devez avoir votre citoyenneté canadienne pour postuler)

EXIGENCES:

Maîtrise du français à l'oral et à l'écrit.

SALAIRE & AVANTAGES SOCIAUX:

Selon la Convention collective des enseignants de la commission.

En plus du salaire, vous pourriez être éligible à d'autres bénéfices tels que :

- Logement
- Allocation nordique
- Voyages sociaux
- Transport de nourriture
- Autres avantages possibles.

DÉLAI POUR POSTULER: 1 décembre 2017, 4:00PM

FAITES PARVENIR VOTRE CANDIDATURE PAR COURRIEL À :

enseigner@kativik.qc.ca

Vous devez indiquer ENSEIGNER1718-02 dans l'objet
du courriel

Service des ressources humaines

KATIVIK ILISARNILIRINIQ

Le masculin comprend également le féminin.

Nous communiquerons seulement avec les personnes dont nous aurons retenu la candidature.

Member's Publications

- Li, G., & Ma, W. (Eds., 2017). *Educating Chinese-heritage students in the global-local nexus: Achievement, challenges, and opportunities*. New York: Routledge.
- Ma, W., & Li, G. (Eds., 2016): *Chinese-heritage students in North American schools: Understanding the hearts and minds beyond test scores*. New York: Routledge.
- Li, G., Hinojosa, D., & Wexler, L. (in press). Beliefs and perceptions about their preparation to teach English language learners: Voices of mainstream pre-service teachers. [*International Journal of TESOL and Learning*](#)
- Li, G., Bian, Y., Martinez-Hinestroza, J., (in press). *Preparing pre-service teachers for English language learner: American teacher educators' practices and perspective*. In A. E. Lopez & E. L. Olan (Eds.), *Transformative pedagogies for teacher education: Moving towards critical praxis in an era of change*. Greenwich, CT: Information Age Publishing.
- Li, G. (2017). Moving toward a diversity plus teacher education: Approaches, challenges, and possibilities in preparing teachers for English language learners. In A. Polly (Ed), *Handbook of research on analyzing practices for teacher preparation and licensure*. Hershey, PA: IGI Global

- Li, G. (2017). *Preparing culturally and linguistically competent teachers for EIL education*. *TESOL Journal*, 8(2), 250-276.
- Li, G., Hinojosa, D., Wexler, L., Martinez-Hinestroza, J., & Bian, Y. (2017). *Using multimodal modules to address pre-service teachers' knowledge gap in learning to teach English language learners*. *The Tapestry Journal*, 8(1), Available at: <http://stars.library.ucf.edu/tapestry/vol8/iss1/2>
- Li, G. (2017). Reading “the word” and “the world”: Promoting learner agency through an engagement model of literacy instruction. *English Language Learning [英语学习 (教师版)]*, 2, 24-34.
- Li, G. (2016). *Learning to become an online instructor of teacher education: From a technicist paradigm to a culturally reflective approach*. *International HETL Review*, 6, Article 3 <https://www.hetl.org/learning-to-become-an-online-instructor-of-teacher-education-from-a-technicist-paradigm-to-a-culturally-reflective-approach>
- Loranger, Paul (2017). *the New Trend in Education: The development of Willful Intelligence- overcoming boredom in our schools*.

https://www.amazon.ca/New-Trend-Education-development-Intelligence-ebook/dp/B074WNMNJ9/ref=sr_1_fkmr0_1?s=digital-text&ie=UTF8&qid=1503137488&sr=1-1-fkmr0&keywords=%E2%80%9Cthe+New+Trend+in+Education%E2%80%9D

Thanks