

Research Projects, NORCCREA

TITLE: The Professional Journey of Male Primary Teacher Candidates in Northern Ontario

RESEARCHERS: Principal Investigator: Douglas Gosse, Ph.D.; Co-Investigator: John Allison, Ed. D.; Co-Investigator: Mike Parr, PhD (cand.), Faculty of Education, Nipissing University

SUMMARY: There is a perceived shortage of males in education in Ontario, particularly at the primary level where males account for only 10-20% of all teachers (Bernard, Hill, Falter, & Wilson, 2004; DeCorse, 1997). Furthermore, perceived barriers to males becoming teachers include the impression that teachers are overworked and underpaid (Bittner &



Cooney, 2003), and in a profession of lower status than higher paying jobs such as lawyer, pilot, engineer, entrepreneur, or doctor. There is also the perception that men are less nurturing than women and that it is inappropriate for men to be working with young children; male primary teachers are often characterized as "feminine," "homosexual," and "pedophile" (King, 1994; Oylar, 2001). Research indicates that more men should be teachers to serve as role models and to enhance the learning of boys who progressively score less well than girls on

provincial, national and international achievement tests (Becker, 1998; Bouchard, St-Amant, & Gagnon, 2000; Brown, 2003). However, crucial questions remain unanswered.

Specifically, using arts-informed narrative analysis, this study will attempt to better understand the experiences of male teacher candidates in a primary/junior B.Ed. program in northern Ontario, several of whom have withdrawn in recent years, and several of whom are currently enrolled.

TITLE: *Women of Ontario's North: Lives, Memories, and Experiences, 1940-1980*

RESEARCHER: Katrina Srigley, PhD, Faculty of Arts & Science (History)

SUMMARY: *Women of Ontario's North* is a multi-ethnic study that examines women's experiences and identities through their storytelling, memories, and oral traditions. Anishinaabek, French-Canadian, Anglo-Celtic, Finnish, and Italian women, among others, called northern Ontario home for various lengths of time and diverse reasons



between 1940 and 1980; however, we know very little about their history. This project was inspired by the need for more scholarship in women's history on the north, particularly that which documents the experiences of Aboriginal women, and a desire to understand the impact of the north as a geographical space and a source of identity on women's lives.

TITLE: The Learning Partnership, “Literacy: A Shared Responsibility”: A Program Evaluation

RESEARCHERS: Terry Campbell, PhD and Ron Wideman, PhD, Faculty of Education, Nipissing University

ABSTRACT: The pilot project “Literacy a Shared Responsibility” is a strategic vehicle to further strengthen the delivery of parent-child early literacy/numeracy services. Using the program developed by The Learning Partnership: *Welcome to Kindergarten*TM, school kindergartens act as learning hubs for the community and work collaboratively with a wide variety of community partners and agencies. “The overall goal is to close the achievement gap, by preparing children from families with diverse backgrounds for school and learning



with a prime focus on school readiness skills and early literacy development.” The purpose of our research is to evaluate the effectiveness of the components of the pilot program, “*Literacy: A Shared Responsibility*” conducted in North Bay and area up to December 2006. All four area school boards are currently involved. Specifically our research will evaluate the following: *Welcome to Kindergarten*TM workshops for parents of 3 and 4 year olds and community partners including the bag

of resources provided during the workshops; Community conference on literacy and numeracy, “*Let the Learning Begin*” October 28, 2006; The workplace *Lunch and Learn* Sessions; Parent Brochure on literacy and numeracy in the early years. Because of the short time lines for data collection and analysis, this evaluation will be an initial evaluation. We are recommending more comprehensive and longer term evaluation of “Literacy: A Shared Responsibility” is highly recommended beginning January 2007.

TITLE: Our Televisions, Our Selves: Popular (In)Visibility, Marginalized Identities And The Politics Of *Queer As Folk*

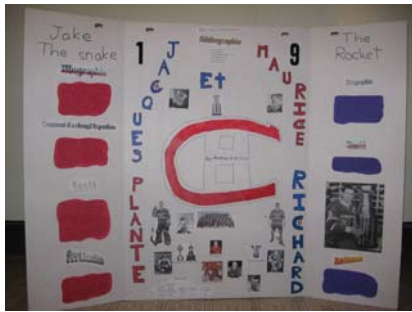
RESEARCHER: Wendy Peters, PhD, Faculty of Arts & Sciences (Gender Equality & Social Justice), Nipissing University



SUMMARY: The U.S. cable television show *Queer As Folk* (*QAF*) aired in Canada from 2000 to 2005 depicting a White, middle-class community of gays and lesbians. The show’s popularity makes it a promising site to study gay men’s emergence into complex televisual representation. First, I outline a brief history of gay and lesbian representation on television and explore tensions that arise when popular visibility of marginalized identities is entangled in commodity culture – when communities of resistance become “niche markets.” I then conduct a critical textual analysis, using Stuart Hall’s notion of the preferred reading, to argue that *QAF* offered a depiction of White, middle-class gay men that transgressed against the

ideal sexual citizen, while couching its transgressions within White supremacy, the superiority of the middle and upper-classes, and male privilege. Finally, to counter this relatively closed reading of the series, I offer an audience reception study of forty avid *QAF* viewers who participated in this study through an email-circulated survey, focus groups and personal interviews.

TITLE: Historica Heritage Fairs: Analysis of Creative Writing & Storytelling in Northern Ontario Students



RESEARCHER: Douglas Gosse, PhD, Faculty of Education, Nipissing University

SUMMARY: Canadian Heritage Fairs involve over 200,000 Canadian students and more than 10,000 volunteers. This project seeks to examine the roles and processes of historical fiction writing techniques and storytelling in students' Canadian Heritage Fair projects in Northern Ontario, in order to better understand the learning processes and benefits for students in this national curriculum movement.

TITLE: Ukrainian Cultural Festivals: Music, Dance and Identity Politics

RESEARCHER: Marcia Ostashewski, Assistant Professor, Faculty of Arts & Science (Music & Anthropology), Nipissing University

SUMMARY: This ethnographic project seeks to explore the multi-textuality of Ukrainian cultural festivals in Canada, and their role in continuing negotiations of Ukrainian identity in diaspora. The primary focus of the study is the Vegreville Ukrainian Pysanka Festival which takes place in northeast central Alberta, an area where many Ukrainians settled in the early part of the 1900s. In this study, I address how music and dance production at this festival work together in the fluid construction of identities.

Functioning as a site of intense negotiation, the festival provides important means by which Ukrainians create senses of local identity in direct relation to, and often in conflict with, Ukrainian communities in other regions of Canada, diaspora communities on various continents, and with homeland Ukraine.

Investigating possible significances of current performance practices, I ask how values being reproduced within these practices of cultural production are related to Ukrainian nationhood and identity. What are the relationships between other symbolic practices or social aspects that influence and interact with performance practices within and through the space of the Festival? What mediating practices or processes are involved in shaping communities, performers and audiences?





TITLE: Two "Metis" Life Histories

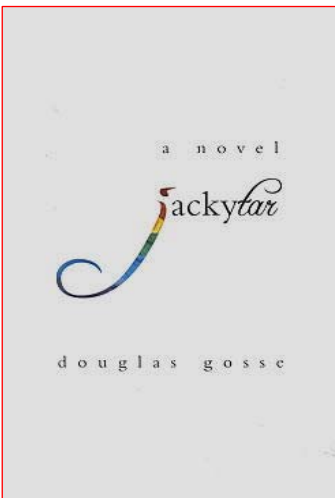
RESEARCHER: John S. Long , PhD, Faculty of Education, Nipissing University

SUMMARY: Study of the Moose Factory families, then referred to as "halfbreeds", who were excluded from Treaty No. 9 in 1905 may contribute to our understanding of ethnogenesis. This study will examine taped interviews with two descendents of families from 1905, Willie Moore and Bertie Morrison.

TITLE: The Full Has Never Been Told: Theology and the Encounter with Globalization.

RESEARCHERS: Principle Investigator, Christopher J. Duncanson-Hales, MTS, PhD Candidate (ABD), Faculty of Arts & Science (Religions & Cultures); Supervisor: Rev. Dr. John van den Hengel.

SUMMARY: The theoretic structure of Paul Ricoeur's hermeneutical arc leads me as a researcher to hypothesis that: if leading globalization theorists are correct in their assessment of the centrality of communication and symbolic exchanges to globalization, then a hermeneutic of liberation that is attentive to symbol and myth is a critical tool for a theological interpretation of globalization. Rastafari reflections on the encounter with globalization is often, though not exclusively, expressed through the visual and performing arts (including narrative and language, painting and carving, dub-poetry, Nyabinghi chants, ritual movement and reggae music). These reflections show Rastafari as a paradigmatic, example of a hermeneutic of liberation in praxis that recharges theological language by re-enacting, re-enforcing and re-embodiment the hope and faith in social, political, economic and spiritual liberation through the power of symbol and myth.



TITLE: Breaking Silences, an Inquiry Into Identity And The Creative Research Process

RESEARCHER: Douglas Gosse, PhD, Faculty of Education, Nipissing University

SUMMARY: Breaking Silences, an inquiry into identity and the creative research process, has two major sections: Part I, Jackytar, an educational novel, and Part II, a section on The Creative Research Journey. Universities and funding agencies

are becoming increasingly responsive to demands that research be more relevant, community centred, and accessible to society at large (A. Cole, 2002). I view 'research' as creative and reflective endeavours to better understand culture, and include mature students, teacher candidates, teachers, administrators, and academics, or anyone else who might like to read this thesis and perhaps undertake a similar project, as potential educational researchers. Thus, the first section, *Jackytar*, responds to a need in education to address diversity through examination of intersectional identity (Brown, Mir, & Warner, 1996; Coelho, 1994; Parsons & Brown, 2001; Wallace, 2000); through the lens of sexuality, I examine the intertwining identity markers of race, class, gender, sexual orientation, geographical location, ablebodiedness, and language and culture. In *Jackytar*, the protagonist, Alex Murphy, returns home to rural Newfoundland, where confrontations with issues and people from his past serve as a platform for this inquiry. The second section sheds light on the creative research process for educational researchers (Barone, 1995; Eisner, 1997; Fordon, 2000; Sheppard & Hartman, 1989). This research is funded by the Social Sciences and Humanities Research Council of Canada (SSHRC), 2003-2004.