



UPDATE

January 1997

Foundation's "practical research" gains credibility

This was the message that came out of the second annual conference on teacher research hosted by the Dr. Stirling McDowell Foundation for Research into Teaching and Learning on November 29-30, 1996.

To the 117 conference participants it was a sense that now, in late-1996 -- five years after its inception, after funding 31 ambitious classroom-based instructional research projects, and after hosting two successful conferences for in-depth exchange on the topic -- the "learning from practice" credo championed by the McDowell Foundation has shifted from fringe

status, to become an accepted means of gaining legitimate, research-based insights into how to improve teaching and learning for children.

Keynote speaker, Dr. George Falk, himself a McDowell Foundation researcher, stated that people are coming to see that classroom-based research not only has the value of usually leading to a practical applicability in schools, but it also makes the initial selection of topics to research much more relevant for educators. "Research led by or involving teachers will ensure that the issues that are important are addressed," he



An "Inner Circle" discussion of collaborative research takes place at the 1996 Learning from Practice Exchange of Teacher Knowledge and Research.

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said. Falk said it's high time for this change giving credibility to teachers' views on research.

Closing speaker, Dr. David Friesen, a University of Regina professor said that since the 1700's "all knowledge was based on scientific rationality -- so theory became divorced from, and 'superior' to practice." Using a canoe-trip

metaphor, Friesen said you could stand on the bank and tell someone how to canoe, or you could get in and together assess how best to navigate. He credits the McDowell Foundation with fostering this beneficial kind of breaking down of barriers between school-based and university-based educators.

The conference featured 20 work-

shop sessions with McDowell-funded researchers, and promoted information-sharing. The Foundation was roundly praised for, as teacher Jane Macleod said, giving teachers crucial recognition that they have something valuable to contribute. It says, "Go for it!" □

(as reported in December 11, 1996 issue of *The Saskatchewan Educator*)



Participants in "Teacher Mentors: Teachers in Conversations" project.



George Falk, McDowell Foundation researcher and Special Education Coordinator, Region III, Department of Education—Keynote Speaker



Fred Herron and Stirling McDowell enjoy a presentation.



Conference participant Adrian Blunt who is also a Project Review Committee member views research project reports and display materials.

Administration and Finance

Meetings of the Board of Directors and the Advisory Board were held this Fall. The program of activities for 1996-97 was approved and the Annual Report and audited financial statements were received. Copies of these documents are available upon request. The Board approved \$50,000 for research projects in 1997 and the call for proposals closes on March 31, 1997.

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Public Relations and Fundraising

Efforts to publicize the Foundation continues in a number of ways. A story will be featured in the January, 1997 issue of the *STF Bulletin*. A number of teachers' conventions have requested speakers and a presentation is being planned for the Rural Education Congress in February. Meetings with other teacher groups are held throughout the year. Communications are also maintained with Special Subject Councils, Local Teacher Associations, and the Superannuated Teachers' Society.

Fundraising efforts continue with formal requests to a number of corporations, business and government. There is a concern that income may fall off somewhat next year as a number of the five-year pledges are completed. Hopefully there will be renewal of giving by many of the previous donors. We are seeing an increase in the number of teachers availing themselves of the payroll deduction option, but

increased collective action is needed. A number of gifts in memory have been received and it is hoped that this trend will continue. Planned giving is an approach that requires more publicity in order to reach those people who are interested in making charitable donations through gifts of will, estate or life insurance. The fund has recently exceeded the \$850,000 mark in gifts and pledges. The goal of \$1.5 million is achievable as support for the Foundation gains some momentum. A fund of that level is needed in order to meet the growing requests for research projects.

Special thanks go out to all donors, your continuing support is appreciated and necessary. Best wishes for a healthy and prosperous New Year!!

Sincerely,

Harold Schultz
Coordinator

The Financial Picture

Donations Analysis by Tracks July 1, 1991 to December 31, 1996

	Total Gifts and Pledges	Number of Pledges
Teachers, Superannuates	\$239,972.41	1037
Partners	\$173,055.43	98
Educational Organizations	\$ 58,339.54	28
Corporations/Foundation	\$385,920.00	23
Small Business/Organizations	\$ 260.00	4
No Information	\$ 2,010.00	33
Totals	\$859,557.38	1223

List of McDowell Foundation Research

Research Projects Published, Results Available

- Project #1** *Collaborative Action Research into Primary Mathematics Using a Manipulative Approach.* Lillian Forsythe and Vi Maeers. Video and Report.
- Project #2** *Organizational Learning for School Effectiveness.* Coral Mitchell, Irene Friesen, Joel Nostbakken and Crystal Torgunrud. Handbook.
- Project #3** *Initial Perceptions of an Alternate School Year Pilot.* Philip Anton. M.Ed Thesis.
- Project #4** *Planning Integrated Thematic Units of Study.* Laura Kroeger. Teaching Material.
- Project #5** *Supporting Literacy in Cross-Cultural Classrooms.* Angela Ward and Linda Wason- Ellam. Report.
- Project #7** *Northern Aboriginal Teachers' Voices.* David Friesen and Jeff Orr. Report.
- Project #8** *Aboriginal Students' Writings.* Lucy Howes, Sheryl Detchon, Sandra Harris and Bernice Odeen. Report.
- Project #9** *Using Videotape to Improve the Social Skills of Children with Moderate Cognitive Challenges.* George Falk and Faithe Daniels. Report.
- Project #10** *Adolescent Girls and Classroom Discourse.* Heather Blair, Agnes Rolheiser and Susan Reschny. Report.
- Project #11** *Teaching Ecologically.* Tim Molnar. Report.
- Project #12** *Implementation of "A School-Based Anti-Violence Program".* Brenda Tenold-Phillips. Report.
- Project #13** *Urban Aboriginal Students and ESL.* John Taras. Report.
- Project #15** *Collaborative Action Research Investigating the Impact of an Experiential Learning Environment on Secondary Students.* Janice Hendry and Beth Warkentin. Video and Report.
- Project #16** *Two Teachers' Classroom Practise of Gender Equity.* JoAnn Bergsma, Gillian Francis and Lorraine Cathro. Report.
- Project #19** *Sexual Victimization: Prevention and Support Strategies for Teachers to Use when Teaching Children and Adolescents with Mental Retardation.* Roberta Shinske. Handbook.

Research in Progress, Results Not Yet Available

- Project #6** *A Process Approach to Reading and Writing: Ten Student Journeys.* Tim Caleval and Ted Green.
- Project #14** *Closing the Gap: Addressing the Attitudes and Experiences of Young Women in Physical Education Classes.* Patti Avery, Tammy Goddard and Louise Humbert.
- Project #18** *Strategic Learning in Middle Years Basic Skills.* Connie Tenaski, Kevin Luchyshyn, Joann Simon, Stewart Forrester, Randy Randhawa, and Brian Noonan.
- Project #20** *Hearing From Our Kids: An Environmental Study.* Lorraine Stephanson and Louise Jones.
- Project #21** *A "Control Theory" Approach to Student Management.* Vincent Massey School Staff.
- Project #22** *The Development of Collegiality in Specialized Educational Programs.* David Forbes, Kit Loewen, Sue Kargut, Dennis Flaherty, Katherine Flaherty, Alicia Klopoushak, Sue Brooks and Lorraine Stephanson.
- Project #23** *It's What's Inside That Counts: Tools for Life.* Roberta Amos, Bev Podborochynski, Michael Gatin, Charlene Hickie, Paul Watson, Susan Glass and Elaine Beres.
- Project #24** *The Pedagogical and Practical Implications of Using More Children's Literature in the Elementary Curriculum at Perdue School.* Jessica Latshaw, Joanne Barber, Bill Defoe, Glenda Huynink, Brenda Kelly and Donna McTavish.
- Project #25** *A Collaborative Action Research Study of the Grade 4 Arts Education Curriculum.* Melanie Little, Jeannette Revet and Lynda Patterson.
- Project #26** *Realizing Educational Potential Through Collaboration: Case Studies of Inner-City Classrooms.* David Friesen, Sandra Finney and Caroline Krentz.
- Project #27** *Education Beyond Traditional Classroom Walls: Voices from the Valley.* Twila Wilson, Nancy Morrell and Nick Forsberg.
- Project #28** *Teacher Mentors: Teachers in Conversations.* Linda Wason-Ellam, Lynn Fraser, Cort Dogniez, Donna Heimbecker, Ann Tracey, Teresa Mudrik, Leo Yahyahkeekoot, Angela Ward and Karla Williamson.
- Project #29** *Improving Self-Esteem.* Majella Gareau, Mary Koenig, Linda Cairns and Eric Harder.
- Project #30** *"Welcoming Back the Wilderness": Impact of a School Naturalization Project Upon a School and Its Community.* Gary Pennington and Aline Wilkie.
- Project #31** *Examination of Consensual Decision Making in a Restructuring Environment.* Jayne Hudson.
- Project #32** *Literature Circles.* Gail McKenzie-Wilcox.

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Lillian Forsythe works on math with her students.