

December 5, 2011

By: Brenna Quigley

Welcome

Inside this issue:

Welcome	1
A Recap: Canadian Council on Learning	2
A Recap: Science Eco21 Workshop	3
A Recap: Journal Article Writing	3
Job Opportunity: Spanish Teacher	12
Vacant Position: Union Steward	13
National Day of Remembrance	13
Cabin Retreat	15
Jean-Paul Dionne Symposium	16
SWOT Analysis	17
Call for Articles: OSEE	17
Photo Shoot	17
GSAÉD Conference	18
For your Information: Dates, Guides, Seminars, First-aid, Grad Lab	19
End of Term/ Campus Resources: Mental Health, Ride Share, Food on Campus, Donations, Volunteer	21
Sports & Fitness	25
Contact Guide (Pt. 2)	26
Senate Blog	27

Hello!

This is the last issue for the Fall semester. However, it is the biggest issue yet, with a record-number of contributors. Thank you very much to everyone who has contributed to the newsletters this semester, and to all that have supported this initiative!

Since the ultimate goal of this project is to help build community, I am very excited to present a new addition to the newsletter, and would like to formally introduce and welcome the first group of **Grad Student Writers**. Each Grad Student Writer will be building a series of 4-5 blog-like entries, which you are invited to continue following in the Winter issues. To meet our new team of Grad Student Writers, and to see the prompt they will

all be addressing in the next issue, be sure to check out page 37. If you are interested in becoming a Grad Student Writer, please complete the Call for Submissions Form. New writers are always welcome to join the team.

In this issue, you will also find an increasing number of event recaps, a few volunteer and work opportunities, three calls for papers, many Faculty and University-wide events, a large number of resources and 'points of information' to help graduate students, and an intellectually-stimulating *Forum*.

Happy reading (perhaps in a few sittings this time)!

The *EGSA's Newsletter* will be back in January, and contributions are welcome throughout December to help prepare the next issue. Please see page 37

for the link to the **Call for Submissions: Interest Form**. Both **graduate students and Faculty members** are invited to indicate their interests in contributing to current sections of the newsletter, as well as to the new sections in development that will include interviews, introductions to the ERUs, reviews and reflections on Fall courses, excerpts from course papers, and more!

Upcoming deadlines to submit for the Winter issues (vol. 2, issues 1-5) are listed on page 37.

As a way of wrapping up the first volume of the newsletter, I would like to invite you to complete a **Feedback Form**. Your comments about the newsletter will help shape future directions and developments. Please see page 38 to complete the form.

Hope you have a relaxing and safe holiday!

Special points of interest:

- **Cabin Retreat:** Forms due Fri., Dec. 9
- **SWOT Analysis:** Forms due Fri., Dec. 9
- **Jean-Paul Dionne Symposium:** Forms due Thurs., Dec. 15
- **Position:** Union Steward
- **Call for Submissions Form** for all Winter Issues (Students and Faculty)

The Language of Education	28
Recommended Resources	29
Grad Student Writers	30
Call for Submissions Form	37
Newsletter Feedback Form	38
Thank you: Contributors	38
Contact Us	38



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A Recap: Canadian Council on Learning Conference (Nov. 28, 2011)

Recap of "What is the Future of Learning in Canada?"

by Marc-Alexandre Prud'homme

On Monday, the 28th of November, Dr. Liliane Dionne and I invited on behalf of the Science Eco 21 Research Unit Dr. Paul Cappon, president and CEO of the Canadian Council on Learning, to the Faculty of Education to talk about the future of learning in Canada.



In the past couple of years, the Canadian Council on Learning, a non-profit organization whose contract will not be renewed by the Canadian Government, had the mission to monitor the state of learning in Canada. During the presentation, Dr. Cappon shared with us some of the findings of the Council's report with respect to learning in Canada. He took the time to distinguish learning from education as he wanted to highlight that his organization was interested in not only

elementary, secondary and post-secondary education in Canada, but also in early childhood and adult learning in line with the concept of lifelong learning. The Council's report compared all those levels of learning with results from the other countries members of the OECD.

Based on the report's results, Dr. Cappon highlighted many of the paradoxes that characterize the state of learning in Canada. First, Canadians understand the importance of early childhood education, though that they do not act on it. Furthermore, while Canada had done very well in the past decades in K-12 education, the country is starting to lose its edge in comparison to the rest of the OECD. When it comes to post-secondary education, Canada invests a lot in academic research, even though the investment is disproportional between departments. On the other hand, Canada is losing ground as far as vocational studies are concerned. Moreover, Canada has a high educational attainment among adults, yet the literacy levels of Canadian adults remain low.

Throughout the presentation, Dr. Cappon contended that the state of learning varies across provinces and territories. He argued that the issue remains that Canada lacks agreed upon standards in education across the country. To illustrate this point, he notably mentioned that how each province and territory teaches Canadian history differs significantly. According to him, the lack of standardization in education in Canada stems from the division of legislative powers between the federal and provinces. Indeed, education is a provincial legisla-

tive power. Dr. Cappon deplored that, in this context, the Canadian Government cannot even mention the word education. In the end, he called for the creation of federal office whose role would be to propose in a proscriptive manner, as opposed to a prescriptive one, educational goals to achieve across Canada while giving the freedom to educators to choose how to go about reaching these objectives.



A Recap: Workshop by the Science Eco21 ERU (Dec. 1, 2011)

A Recap of “Paper-Mâché, Literacy and the Environment”

by Hannah Gibson & Marc-Alexandre Prud'homme

One of the missions of the Science Eco 21 Research Unit is to promote science and environmental education and to disseminate information about this type of education. For the past year, to achieve this, the research unit has organized multiple small workshops to invite pre-service teachers and graduate students to talk about environmental education. The goal of these workshops is to complement what B.Ed students are learning in relation to environmental education in their classrooms by notably discussing various hands-on ways to teach about, for and

in the environment in a multidisciplinary way. The title of this week's Écoscience Café was 'Paper-Mâché, Literacy and the Environment'. The connection between the three words in the title may seem a bit farfetched at first, but all was revealed through a hands-on activity involving flour, water and re-used paper. The activity was first introduced by two B.Ed students as one of last year's Écoscience Café in French. The students, who both had fine arts backgrounds, presented an innovative way of re-using paper to make 3-dimensional letters of the alphabet for children to manipulate during early reading and writing years. This year, the same activity was presented by a doctoral student, Marc-Alexandre Prud'homme, and B.Ed student, Hannah Gibson. The short presentation in-

cluded a discussion on environmental education at the Primary/Junior level, with a mention to educators' David Orr's and David Sobel's take on the state of the environment and developmentally appropriate environmental education. “The Story of Stuff” alternatives to traditional recycling also came up. Participants then had the chance to create their own letters to take home. During the activity, a brainstorm of different ways to incorporate similar arts-based projects and aspects of environmental education into the classroom took place. Participants came up with all sorts of cross-curricular suggestions and were intrigued by this interesting application of paper-mâché.



A Recap: Journal Article Writing Panel (Nov. 18, 2011)

Journal Article Writing 101: A Panel for Novice Scholarly Writers

November 18, 2011
1:00pm to 2:30pm
LMX 477

Panellists:

Dr. Maurice Taylor
Dr. David Paré
Dr. Claire Duchesne
Dr. Carole Fleuret

This event was a collaboration between the Faculty of Education's Graduate Students' Association (EGSA)

and the following Educational Research Units:

- [The Changing Face of Adult and Workplace Learning](#)
- [Counselling and Career Development](#)
- [The Languages, Environments and Learning Development](#)

Thank you to each of the panellists for not only sharing their experiences and knowledge about publishing with graduate students during this event, but also for providing copies of their texts, which you can find following an

event recap and a set of reflections by a few of the graduate student participants.

For those who were unable to attend the event, **links to the videos of each presentation**

can also be accessed through the EGSA website at: <http://egsaaede.wordpress.com/>

Photo Credits: Julie Comber & Brenna Quigley



A Recap: Journal Article Writing Panel (Continued)

Event Recap

by Osnat Fellus

On publishing in academia

Writing, or, better, writing as a reader is one of the most challenging activities we have in our job description as PhD students and as (future) academics. Yes, you may think that there are a few 'how to' books out there (such as Belcher's (2009) *Writing your journal article in 12 weeks*) but you will probably agree with me that it is sometimes more efficient and effective to interact with more experienced colleagues (our professors in this context,) who have developed understandings and accumulated tacit knowledge of the nuts and bolts of academic publishing.

To allow for such interaction, the Faculty of Education's Graduate Students' Associa-

tion has organized yet another much-needed event, this time on a skill that consumes our attention in academic contexts: Journal-article writing. The session, which was run both in French and English, took place on Friday Nov. 18 at 1:00pm and ran overtime. It was one of those instances where people come together to not merely lecture on do's and don'ts but to engage in amiable conversations around the topic of academic publishing.

Following a short description of the session's agenda, four of the Faculty's professors: Dr. Claire Duchesne, Dr. David Paré, Dr. Carole Fleuret, and Dr. Maurice Taylor presented their personal take on the issue of journal-article writing. This was followed by the audience dividing into four groups to discuss issues and formulate

questions for the panel. The professors each worked with different groups.

On asking questions

When asked to formulate questions, aren't you more interested in those questions that you didn't know you had? Let me explain. In the context of academic publishing, when you have little experience in the *What* and the *How*, you sometimes don't know what question you need to ask. Discussing the issue of journal-article writing in smaller groups was an opportunity to realize what other, previously untackled issues, need to be dealt with in the process of writing and publishing. Working with others may be the panacea because what you learn may grow exponentially. Just imagine the collective

understanding of what we need to expect and the personal lessons each of us learned.

Some of the questions and answers evolved around strategies of making revisions, shelf-life of data, co-authorship, journals' impact level, and identification of readership and community of practice.

All in all, the event helped proportionate this seemingly untameable beast of academic publishing. A good piece of advice is, when receiving feedback from reviewers, pour yourself a glass of wine (good wine!), sit down in your most comfortable armchair, extend your feet, and start identifying the suggested revisions from *easiest* to *most complex*.

We can all do it!



Videos available at: <http://egsaede.wordpress.com>



A Recap: Journal Article Writing Panel (Continued)

Event Reflections by Graduate Students

"J'ai bien apprécié ce panel puisque ça nous a donné la chance de discuter et de collaborer avec des professeur.e.s de notre Faculté par rapport à un sujet qui nous est tous pertinent pour notre cheminement académique et professionnel: le processus de publier un article scientifique. C'était bien d'entendre de la part de plusieurs que c'est bel et bien tout un processus qui risque de prendre du temps pour des jeunes chercheurs, mais qu'il ne faut pas être découragé. En effet, j'étais contente de recevoir du feedback pertinent et encourageant de la part de tous. C'était vraiment un après-midi agréable!"

- Megan Cotnam

"One of the most important things I learned during the journal article writing panel was that it seems best to just get your foot in the door. I had never thought of looking into more practitioner-style journals, since I haven't been a practitioner in a formal sense for very long. I realize now that with extra time and effort some of my theory-to-practice class papers have the potential for publication."

- Maria Bastien

"Ce que j'ai appris au niveau des soumissions: Il est très important de démontrer aux réviseurs les changements que nous effectuons, avant de re-soumettre un article. À partir des commentaires des réviseurs, il faut donc identifier les passages qui ont été modifiés; et indiquer aux correcteurs quels changements ont été faits, et quelles parties sont intactes."

- Karine Turner

"I really enjoyed the publication workshop. I find the processes involved in the PhD program somewhat bewildering at times (publications, presentations, grant applications) and there is a sense that everyone else understands what's expected except me. This kind of workshop provides practical information but also a chance for people to connect and share ideas and experiences. Everyone agrees that the doctorate process can be quite isolating and that we need to connect with others in the program but finding ways to do so is not always easy."

- Sue Gooderham

"D'entrée de jeu, je tiens à remercier les organisateurs et les présentateurs pour cet atelier d'une grande richesse pour de jeunes chercheurs avides d'apprendre les ficelles du métier !

Il semble que la détermination est une qualité essentielle chez un auteur scientifique. En effet, il semble que la route menant à la publication d'un article est sinueuse et les épreuves multiples. Or, les présentateurs ont su nous donner des conseils pertinents pour vivre cette aventure : suivre la ligne éditoriale de la revue; réviser et re-réviser l'APA; choisir un titre pertinent; faire d'abord une conférence et noter les commentaires émis de la communauté scientifique pour ensuite rédiger un article; etc. Par ailleurs, le découragement guète les auteurs et, à mon avis, les présentateurs nous ont bien armés pour persévérer.

Je retiens :

- Ne pas se laisser abattre par la quantité de commentaires des évaluateurs externes et suivre les recommandations de l'éditeur de la revue qui a une position d'arbitre.
- Ne pas s'empêcher de relancer le journal après un certain temps lorsque l'attente est trop longue.
- Ne pas mettre à la poubelle un article qui a été refusé par une revue. Avec quelques modifications, il pourrait intéresser une revue moins prestigieuse, une revue professionnelle ou encore une revue pour jeune chercheur.

Le mot d'ordre ... PERSÉVÉRANCE !

Au plaisir de lire vos articles de l'atelier."

- Andréanne Gélinas Proulx



A Recap: Journal Article Writing Panel (Continued)

Les revues professionnelles

by Dr. Claire Duchesne
(In French)

Avantages:

1. Processus de sélection moins rigoureux que dans les revues savantes, il est donc plus facile d'y faire accepter un article.
2. Convient pour publier :
 - a) Recension d'écrits (proposition de thèse)
 - b) Texte rédigé dans le cadre d'un cours
 - c) Texte à présenter dans une 1^{ère} conférence
 - d) Article « récupéré » : ne pouvant être accepté dans une revue savante.
3. N'a pas la même « valeur », dans un cv de chercheur, qu'un article publié dans une revue savante, mais constitue une excellente façon de s'exercer à l'écriture d'articles.
4. Excellente façon de disséminer la recherche à la communauté professionnelle en éducation.

Format « classique » :

1. Articles courts (1500-2500 mots).
2. S'adresse habituellement à un large public, essentiellement de professionnels. L'écriture doit être accessible à des non-experts du domaine. Vulgarisation. Certaines revues donnent des précisions sur leur lectorat sur leur site web.
3. Doit convenir à la ligne éditoriale de la revue.
4. Structure simple, qui vise des pratiques ou des solutions concrètes :
 - a) Présentation de la situation problématique.
 - b) Trois ou quatre pratiques / solutions / pistes d'intervention pour les quelles vous présentez une courte argumentation.
 - c) Une conclusion présentant une synthèse des propos émis et quelques pistes de réflexion/ recommandations.
 - d) Très courte liste de références (5 ou 6 auteurs principaux).



A Recap: Journal Article Writing Panel (Continued)

Submitting Articles to Journals

by Dr. David Paré

These are some informal notes as a follow-up to my panel discussion. Not having had assembled something more formal, I imagine there may be some omissions here but I hope to capture the spirit of some of what I shared.

Targeting a journal

A few things to consider when trying to decide where to send an article: 1. Which journals do I enjoy reading; which journals have articles that resonate strongly with me? 2. Which journals have a reputation for being very difficult to publish (high rejection rate), and which journalists might I have a better chance of being accepted in? 3. Of the articles I read that I find engaging and which can incite my intellectual energies and passions, where are they being published? Tracking the source of compelling articles can give you ideas about where to send your own. 4. Which articles speak to my various “research communities”? For instance, in my case, I do a lot of work related to postmodern therapies. So I often target journals that make a point of featuring a lot of material associated with postmodern therapies. Many journals are not explicitly devoted to one research culture subgroup, as it were, but implicitly may lean in one direction or

another. Others are very explicit about the subcultures they favour.

The process of submitting

All journals have a page which indicates submission guidelines. It's important to look carefully at these. Page length limitations are one key consideration. Typically there will be many guidelines around formatting and style. Most journals will require an abstract. Some will require a contributor biography and so on. Articles are not submitted with cover letters “pitching” the article; the article has to sell itself and the blind reviewers will decide on its appropriateness. It's acceptable to send a brief e-mail or letter to an editor describing in very general terms the content of an article and checking to see if it seems appropriate to the journal in question. Best to keep this short and to the point. Editors are typically academics and they are often extremely busy and as you'll see in further notes, this is often a consideration in regards to how the process unfolds. Often submissions are electronic through websites. You will want to make sure that you get an acknowledgment of receipt. Unfortunately, the waiting process can be quite long. Typically, the editor sends the manuscript off to two or three “blind” reviewers who do not know who wrote the article. These reviewers are often busy academics themselves, which can lead to annoying delays. Once the

reviewers submit their reviews back to the editor, the editor will often contact the writer of the article with a cover note which helps the writer negotiate their way through three sets of feedback which may not always jive. The editor will give some indication as to which comments they see as most important and most necessary to address. The editor will not typically indicate which comments can be ignored; but if you read between the lines, the editor is often coaching the writer as to the distinction between the critical points that need to be addressed versus the more peripheral ones. Admittedly, this can be a challenge when the reviewers see the article from different perspectives and have different understandings about the writer's intentions.

Responding to reviews

It is very typical, even for very experienced academics, to be discouraged by some reviews. This is a testament to the diversity of perspectives out there in the community. It helps to keep that in mind. Many academics have their vested interests: cherished epistemological positions, pet theories, and so on, which will lead them to make sense of writing in very particular ways. Some reviewers will provide extremely detailed feedback, including comments on punctuation and grammar. Others, sometimes because they are simply too busy to do otherwise, will

provide only cursory comments. Normally, one would expect the reviewers who provide only cursory comments to be somewhat less likely to be highly sticky in relation to revisions if they didn't put much in the first place. Nevertheless, part of the art of getting your article accepted is to attend extremely closely to all reviewers and to respond to every single comment they make. You could do this by inserting notes in bold beside their typewritten comments and sending this all back to the editor. Or perhaps you can create a chart. These documents should make it very easy for reviewers to see exactly how you have responded to their critiques and to locate the changes you made. There is a big consideration here: reviewers want to know whether you took the critique seriously and whether you did any substantial work to try to address their concerns. In cases where you feel a reviewer simply did not “get it”, or where you feel their suggestion would take the article in a direction that is not congruent with your vision for the piece, then it is important to very articulately outline your rationale for why you did not respond to that particular suggestion. This is just as important as your account of the actual revisions that you did make.

(continued...)

A Recap: Journal Article Writing Panel (Continued)

What happens next

Whether your revised manuscript goes back to the reviewers depends on the rating that the article was given in the first place. Most journals do something similar to what is done for research seminars and thesis “defenses”: the articles are gauged to be in need of minor revisions, or major revisions, or are rejected outright, or suggestions are made for sending to a more appropriate journal, and in very rare cases, accepted without changes. If your re-draft is in response to a call for “major revisions”, then the manuscript will usually go back to the reviewers one more time. If things go well, this may be the last time they deal with it and the editor will finish up with you... perhaps suggesting a small handful of minor things emerging from the second round of reviews. These will be looked at by the editor only. Same thing

for minor revisions—they don't go back to the reviewers, but the editor oversees the process. If the article is accepted, you will typically get a “proof” of it later that has been done up by a copy editor who attends to the micro-details and it will be your job to look this over carefully and approve.

The process of submitting articles to journals is an emotional roller coaster with some very low points when reviewers indelicately critique your work, and some very high points when they are enthusiastic about what you've done and they recommend your article for publication. I hope these notes here help to give you some perspective on the process, and I hope to see your name in print before long!



A Recap: Journal Article Writing Panel (Continued)



Écrire un article scientifique à partir d'une recension des écrits

by Dr. Carole Fleuret
(In French)

Dans le cadre du panel, organisé par l'Association des étudiants* diplômés de la Faculté d'éducation (AÉDÉ), où nous avons eu le privilège d'être panéliste, notre intervention portait sur l'écriture d'un article scientifique à partir d'une recension des écrits. Les grandes lignes que nous avons abordées vont être reprises dans les paragraphes qui suivent.

1. La posture de chercheur : un travail en devenir...

Dans le cadre du cours de méthodologie que nous offrons à la maîtrise, la première chose sur laquelle nous mettons l'accent auprès des étudiants est la posture de chercheur. En effet, après de longues années de scolarité, il n'est pas évident de délaissier une attitude « scolaire » pour tendre vers une posture plus scientifique, c'est-à-dire une posture qui s'appuiera sur des données empiriques, objectives plutôt que sur des expériences personnelles. Ces dernières ne sont pas à négliger, car ce sont elles qui conduisent l'étudiant, la plupart du temps, à choisir le problème de recherche qu'il veut aborder. Toutefois, l'objet d'étude ciblé doit s'arrimer à un contexte qui repose sur des faits tangibles et recensés. Il faut donc que votre

raisonnement s'appuie sur trois aspects majeurs qui sont interreliés à savoir problématisation, conceptualisation et opérationnalisation.

2. La recension des écrits

Pour qu'une recension des écrits soit efficace, il faut que la problématique de recherche soit bien établie. Une fois cette étape franchie, il faut faire la science... Voir ce qui a été fait en termes de recherches théoriques et empiriques sur le sujet que vous ciblez. Bref, un vrai travail de fourmi vous attend et même si quelques fois vous avez l'impression de perdre votre temps il n'en est rien; les résumés que vous rédigez, le tri des articles, des chapitres ou des livres que vous ferez vous permettront d'aller un peu plus loin, à chaque fois, dans le développement des connaissances que vous acquerez sur votre sujet. Il est nécessaire que vous regroupiez ces textes selon une logique que vous aurez choisie (ex. concept, posture épistémologique, méthodologie, etc.) pour favoriser l'articulation de votre pensée. Essayez de faire des liens entre les différents textes que vous retenez en faisant des paragraphes qui vous faciliteront la transition entre chaque écrit et envisagez la place où vous les situerez dans votre contexte général. C'est de cette façon que vous revêtirez l'habit de chercheur...

(continued...)



A Recap: Journal Article Writing Panel (Continued)

3. L'écriture de l'article...

Cette étape est bien sûr d'une grande importance, car c'est à travers votre écrit que vous justifierez votre connaissance de l'objet choisi. Il faut toujours vous rappeler que votre lecteur est novice. Comme l'a souligné David Paré lors du panel, il faut que vous racontiez une bonne histoire, une histoire qui donnera envie à vos lecteurs d'aller au bout de ce que vous proposez. Alors, il est important que votre pensée soit articulée, que votre trame argumentative soit solide et que le choix des mots soit le plus précis possible. De plus, il ne faut pas que l'engouement suscité par votre sujet vous amène à relater des propos dépourvus de nuance. L'humilité est la qualité première du chercheur, donc soyez juste dans ce que vous rapportez et n'affirmez rien gratuitement... Votre directeur saura vous guider dans ce travail et, le cas échéant, vous recadrera.

* Nous utilisons la forme épiciène dans le présent document pour ne pas alourdir son contenu.



A Recap: Journal Article Writing Panel (Continued)

Scholarly Writing Commentary

by Dr. Maurice Taylor

To help situate who I am as a Faculty member and researcher and to give context to some of my comments, let me introduce myself as belonging to the Teaching, Learning and Evaluation concentration in our graduate program working in a domain area that is called adult education. As a means of reaching out to the Faculty and as an attempt to develop a research cluster, in 2007, we created an ERU in Adult and Workplace Learning. One of our main purposes in doing so was to bring professors and students together to participate in the conduct of research in this area and we have been successful in doing so on a couple of fronts related to student writing.

For this afternoon's panel, I would like to begin by addressing a fundamental question that we sometimes forget to ask. And that ques-

tion is "Why are we all involved in this enterprise of scholarly writing to begin with?" Reflecting on this question as graduate students helps set the stage for the direction of your writing careers. It is the beginning point for all decisions around the reason and the mechanics of scholarly writing. From where I sit, the purpose of creating any type of new knowledge through scholarly writing is to build a research community that will help us ask good questions and solve theoretical and practical problems. As mature and novel researchers we have a professional responsibility to advance the discipline and the field that we feel closest to by bringing with us the diverse epistemologies that we believe in. Scholarly writing that is connected to an overarching purpose of building a research community gives meaning to every type of publication and dissemination activity that we are part of. And the point here is consider spending some time thinking and talking with us

and your peers about your future as a researcher and writer and where you believe you can find your own unique academic identity and home. Once you have a sense of this direction then the types of writing possibilities and the types of journals will start to come into focus. Count on us to help you.

As a second point, I would like to say a few things about how I have used my own community which is the Canadian Association for the Study of Adult Education or CASAE as a type of research laboratory for my graduate students. In doing so, I'll mention some tips about moving from a conference abstract to conference proceedings to a fully developed article. I have used this type of mentorship with many of my students. For the most part, my own conference abstracts fall into the track of empirical study since they are outgrowths of SSHRC grants. The main headings for this CASAE call for abstracts are the usual- purpose of the study, literature review and

theoretical framework, methods, findings and discussion and contributions to adult theory and practice. The 1000 word abstract allows for some early thinking of what information to include and once it is accepted we take that same very text and expand on it using a few additional headings towards a 3000 word proceedings. Usually the literature review is enhanced, more details included in the method and a deeper version of the discussion. Between submitting the proceeding and the actual conference date I start making notes on the some areas that need attention especially around gaps in the structure. Then, once we have presented at the conference and have received feedback on the presentation, I meet with my student or team right away to discuss the next steps and as a team we decide which journal to aim for. We also talk about time-frames and the writing commitments for the different sections of the manuscript.

(continued...)



A Recap: Journal Article Writing Panel (Continued)

Moving from a 3000 word conference proceeding to a 5-6000 word manuscript submission often means a fuller integration of the literature review with the theoretical framework, a more complete findings section so that the study could be replicated, and a much wider approach to the discussion and contributions section. This last part of the manuscript is the most creative and takes the longest to write and polish. In terms of timeframes, generally the abstract is written in November, the proceedings in March and a manuscript submission to the journal in December of that same year ready to begin the peer review process in the winter.

My final thought is related to the some of the bumps and bruises that my graduate students have encountered in their first solo writing attempts for conference proceedings and journal submissions in adult literacy. These points stem from my background role as an outside reader and critical friend. A common pitfall is the lack of critical appraisal in the cited literature. Often, there is far too much description and not

enough critique and an oversight on the methodological limitations of the cited literature. This is often accompanied by a lack of concise writing on the role and purpose of the theoretical framework or conceptual context in the study. As well, sometimes, there is a lack of clarity as to how the results of the study have built on the existing theoretical framework in the contributions part of the draft. And the discussion section often misses how the study has impacted the three key elements of research, policy and practice. This absence means that we have lost important readerships in our dissemination efforts. And the point here is that we all need to develop an elephant skin for rejection even for the most accomplished of writers. So in summing up, three things to keep in mind- think about finding a research community to make a contribution to over many years, think about finding critical friend and mentor to help teach you the ropes and bundle up for the bumpy road ahead in becoming a scholarly writer.

Thank you.



Job Opportunity: Spanish High School Teacher

Enseignant.e d'espagnol recherché.e (In French)

Le Collège catholique Samuel-Genest est à la recherche d'un (e) enseignant(e) d'espagnol pouvant enseigner à la session

d'hiver 2012 à des étudiants de 11e année qui ont déjà suivi un cours d'espagnol l'année dernière. Il s'agit d'un poste à temps partiel. Si vous possédez un B. Éd. de l'Ontario et que vous pou-

vez enseigner l'espagnol, communiquez avec Marie-Josée Vignola par courriel (mvignola@uottawa.ca) ou par téléphone (613-562-5800 poste 2852) pour avoir plus de détails.



Reminder: Vacant Position Union Steward for the Faculty of Education

The EGSA-AÉDÉ is searching for a new member to join the team!

We are looking for a graduate student to fill the role of 'Union Steward' for the Faculty of Education.

You must currently be a member of the union, meaning you have a TA or RA position paid by the University (not paid by a professor's external grant). If you are unsure if you are eligible, we can help you find out.

If you are interested in this position, contact us at egsa.aede@gmail.com.

See the *Union Handbook* for information about the Steward's role:

http://www.cupe2626.ca/files/Infokit2009_en.pdf

Steward's Role: (p. 8)

The steward is primarily a **problem solver**. "Solving" could mean mediating a dispute between two members, talking informally to a supervisor, launching a complaint with the human rights commission, or referring the problem to the union Health and Safety or Bargaining Committee.

A steward builds **confidence**. A steward promotes mutual support. Confidence and **mutual support** are achieved when the steward involves the co-workers in the creative resolution of a member's problem or grievance. **The steward encourages members to find solutions together by facilitating problem solving.**



The steward is also the **link between the membership and the leadership of the local**. The steward should pass on important information about union activities and encourage membership involvement in union activities. He or she should also pass on complaints about the union to the local's executive.

Since effective stewards have a good understanding of the problems and concerns of the members they represent, they should be consulted about things

such as pro-proposed dues increases, bargaining proposals, political action campaigns undertaken by the local, pay equity plans, etc., so that the concerns of the membership are taken into account before any of these proposed activities are adopted.

See also:

- Steward's Duties (p. 9)
- Tips for Stewards (p. 10)
- Relevant Knowledge, Skills, Training (p. 11)

National Day of Remembrance and Action on Violence Against Women in Canada (Dec. 6) & International Day of Human Rights

The Women's Resource Centre at the University of Ottawa and the SFUO are hosting events in honour of the National Day of Remembrance:

December 6th

For more information, visit:
<http://www.sfuoc.ca/services/wrc/6dec6/en/index.html>

& <http://www.sfuoc.ca>
(Posters)

(Continued...)

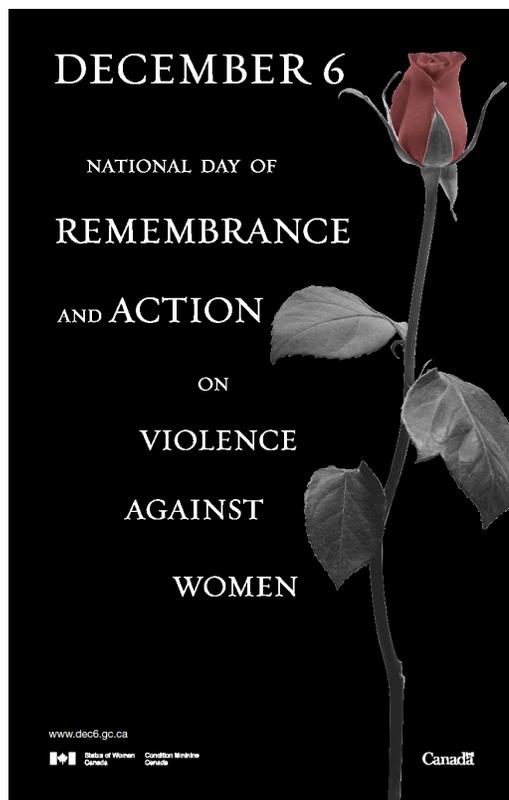
Journée nationale de commémoration et d'action contre la violence faite aux femmes
Agora du UCU de l'Université d'Ottawa
Mardi, 6 déc., 2011 17h

National Day of Remembrance and Action on Violence against Women
UCU Agora of University of Ottawa
Tuesday, Dec. 6 2011 5PM

wrc@sfuo.ca

FÉUO SFUO
Fédération étudiante
Student Federation
RCSE Section 411 OPS Local 41

National Day of Remembrance (Continued)

**December 6**

December 6 is the *National Day of Remembrance and Action on Violence Against Women in Canada*. Established in 1991 by the Parliament of Canada, this day marks the anniversary of the murders in 1989 of 14 young women at l'École Polytechnique de Montréal. They died because they were women.

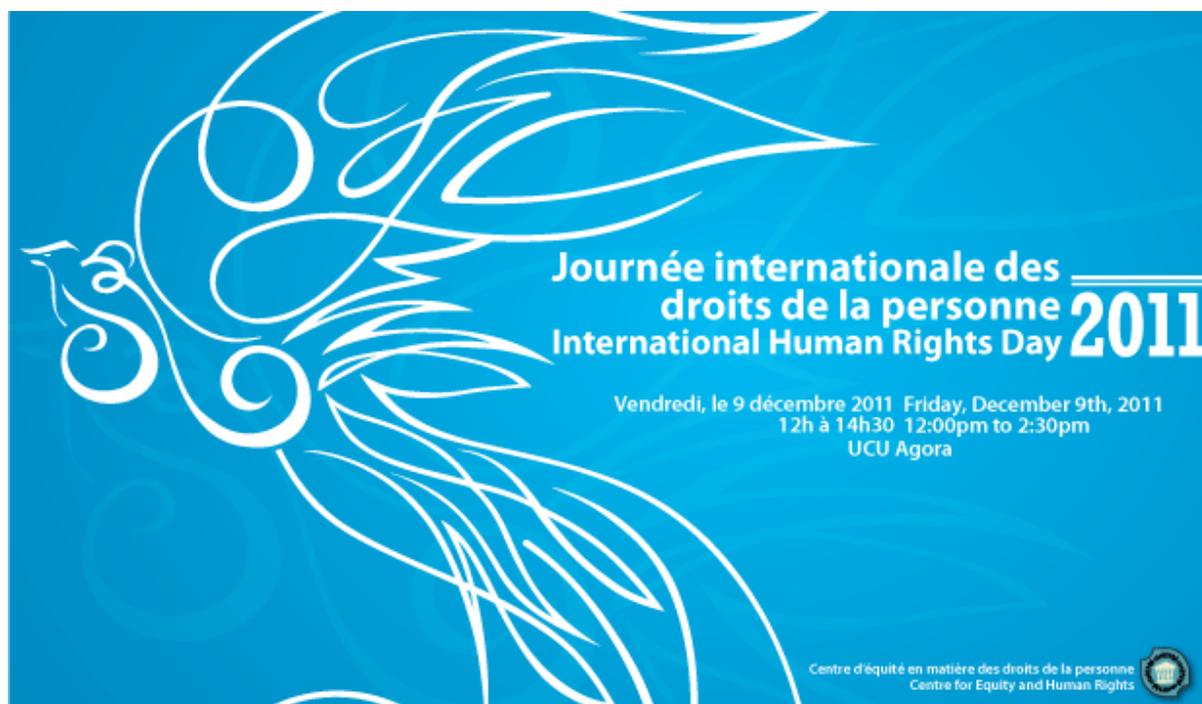
As well as commemorating the 14 young women whose lives ended in an act of gender-based violence that shocked the nation, December 6 represents an opportunity for Canadians to reflect on the phenomenon of violence against women in our society. It is also an opportunity to consider the women and girls for whom violence is a daily reality, and to remember those who have died as a result of gender-based violence. And finally, it is a day on which communities can consider concrete actions to eliminate all forms of violence against women and girls.

The 16 Days of Activism Against Gender Violence**November 25 – December 10**

November 25 - the *International Day for the Elimination of Violence Against Women* - marks the first day of the *16 Days of Activism against Gender Violence*, and December 10 – *International Human Rights Day* – is the final day. This 16 days of activism is recognized internationally.

- *Status of Women Canada*

<http://www.swc-cfc.gc.ca/dates/vaw-vffi/index-eng.html>



For more information, visit: www.sfu.ca

Cabin Retreat: Expression of Interest Form

Since last year's cabin retreats (Winter & Spring) were such a success, the EGSA will be organizing another Winter Cabin Retreat this year at Gatineau Park.

In the Winter, Gatineau Park is transformed into a network of over 200 km of cross-country ski trails. Those who don't ski can also access over 55 km of snowshoe trails.

In addition to the trails, if you are up for an adventure, you can spend a night winter

camping or staying in the comfort of a rustic cabin or yurt.

The EGSA is planning a **Sunday night excursion to a cabin in Gatineau Park.** For those of you who might be interested in joining us, please complete the following form. You do not need to be an experienced skier or snowshoer, you just need to have a sense of adventure.

Cost will be approximately \$25, plus equipment, food, and transportation.

Please complete the following form by **Fri. Dec. 9** to indicate your interest, and to identify possible dates for the event:

<https://docs.google.com/spreadsheets/viewform?formkey=dDQ4Z1FDc2JZaFE1NnIHeC1jY1JEZEE6MQ>



2012 Jean-Paul Dionne Symposium

Educational Praxis: Bridging the Gap Between Theory & Practice

Thursday, March 15, 2012
(Lamoureux Hall)

The theme for the 2012 JPDS is "Educational Praxis: Bridging the Gap Between Theory & Practice." We welcome variations on this topic and mean for *education* to be interpreted in an inclusive manner to include education not only in formal settings, but also in informal settings, extended even to learning in contexts not traditionally associated with schools. As such, a variety of thematic interpretations are encouraged.

The annual Jean Paul Dionne Symposium is an opportunity for students and new researchers to share their work in an inclusive and supportive setting. The organizers welcome poster and roundtable submissions, such as the following:

- Research (practical or theoretical aspects)
- Class projects
- Interim reports
- Theses
- Insights gained from professional practice

Proposals from students—undergraduate and graduate—are welcome. All submissions should reflect this year's theme, "Educational Praxis: Bridging the Gap between Theory and Practice."

Roundtable Presentations are an opportunity to discuss your work among a small group of colleagues with similar interests while giving and receiving valuable feedback on each other's papers. This type of presentation is ideal for new presenters who have not yet had the opportunity to present at an academic conference, as the setting will be supportive and inclusive.

For **Poster Presentations**, please download the poster guidelines for detailed information. (Coming soon!)

Submission Deadlines

Registration – December 15, 2011

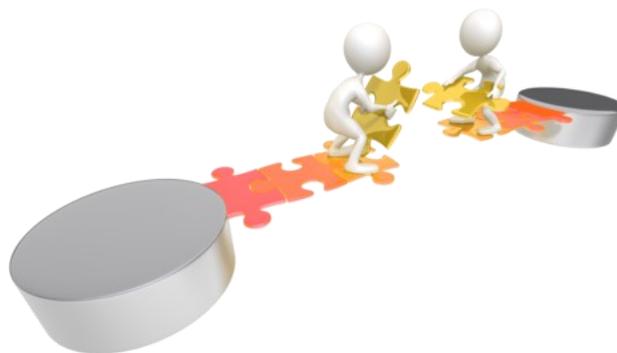
Complete the **registration form** available on the website, or through the following link:

<https://sites.google.com/site/jeanpauldionne/home/home/submit-a-proposal/registration-form>

Abstract – January 15, 2012

To submit your abstract, complete this form: <https://sites.google.com/site/jeanpauldionne/home/home/submit-a-proposal/proposition-proposal> (also available on the website).

All submissions will be subjected to a peer-review process. Candidates will receive notification regarding the



status of their application within two weeks of the submission deadline.

Interested in being a peer-reviewer? Send us an email!

Email us at:

jeanpauldionne@gmail.com

Website:

<https://sites.google.com/site/jeanpauldionne/home>

A Few Frequently Asked Questions:

Who was Jean-Paul Dionne?

Jean-Paul Dionne was a former professor at the University of Ottawa who won many prizes for research and teaching in the Faculty of Education. He was especially beloved for his outstanding support of graduate students. He passed away this past year. The Symposium is named in his honour.

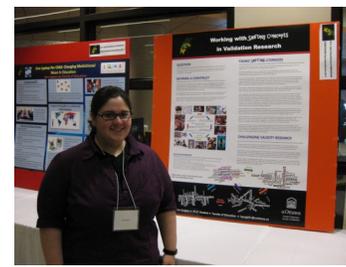
Why participate?

There are many reasons to participate. For example:

- Become involved in the

academic life of the University

- Become familiar with academic conferences
- Share your interests and your work with others
- Develop your presentation skills
- Add a peer-reviewed conference presentation to your C.V.



Faculty of Education's Program Evaluation—SWOT Analysis

The Graduate Studies Program is still collecting comments from students.

Earlier this fall a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis was conducted.

If you were not able to attend a SWOT analysis form may be obtained from **Sophie Vincent** at EDUGRAD@uottawa.ca.

The forms are due back by **December 9, 2011**.



Call for Articles: O.S.E.E

"EE in the Winter"

Interactions, Vol. 24, Issue 3
(Feb. 2012)

Submission deadline:
January 2, 2012

What is *Interactions*?

Interactions is the *Journal of the Ontario Society for Environmental Education*. The journal is written by and for environmental educators.

Journal articles include:

- News about environment and education issues

- Full, curriculum linked lesson plans that include environmental content
- Reviews of relevant material
- Directions to useful resources

Please note: Your contributions are invited in both French and English.

Interested in submitting an article for publication?

Submitted articles should relate to the theme in some

way. Also, articles should be short (approximately 1-3 pages, including pictures and diagrams you may wish to include). Please submit all material as an e-mail attachment.

Material for *Interactions* submissions should be sent to:

Ashley Lima
Interactions
Editorial Chair
ashley.lima@osee.ca

For more information, visit www.osee.ca.



Faculty of Education's Photo Shoot

Students wanted for a photo shoot!

The Faculty of Education is looking for extras to take part in a professional photo shoot designed to showcase students' academic and social life at the Faculty of Education.

The photos will be used strictly for Faculty of Education marketing, communications and promotional activities (print and Web).

The photo shoot takes place on **Thursday, January 19, 2012**, and they are offering a flexible schedule between 8 a.m. and 7 p.m.

Would you like to do your part for the Faculty's image?

Contact **Caroline Baron-Courcy** at caroline.baron-courcy@uottawa.ca no later than **January 10**, and be sure to include the times at which you're available on the date given above.



Call for Papers: GSAÉD

15th Interdisciplinary Conference of the GSAÉD

March 26, 27, and 28 2012
DMS 12102 (Desmarais)

- Deadline to submit the summary (250 to 500 words): **Monday, January 30, 2012**
- Confirmation of acceptance: **Friday, February 10, 2012**
- Deadline to submit the academic article (3 000 to 5 000 words): **Monday, March 12, 2012**

Submissions and additional information:

university@gsaed.ca or
www.gsaed.ca

Objectives of the 15th Interdisciplinary Conference

The 15th Interdisciplinary Conference of the GSAÉD offers the opportunity for graduate students to present their research to the university community. The Conference will foster critical dialogue across the many fields of academic research, including the social sciences, the natural sciences, applied sciences and the professions.

The goal of this conference is to interrogate the broad themes stemming from our fast approaching and diverse future(s) from the specific and multifaceted perspectives of graduate student researchers.

Theme of the 15th Interdisciplinary Conference

The Interdisciplinary Conference "Near Futures" invites a reflection on global contemporary issues and possible developments/innovations stemming from current events.

Theme subcategories: Panels

The 15th Interdisciplinary Conference will include the following theme subcategories:

- ◇ Philosophy and society in the XXI century;
- ◇ Human behaviour
- ◇ (Inter)national norms;
- ◇ Local vs. global: new social approaches;
- ◇ Political movements and civil society beyond the borders;
- ◇ Crises and international solidarity;
- ◇ Law "of whom, for whom?": transnational perspectives;
- ◇ Global governance;
- ◇ Policies of security;
- ◇ Questions of (over)population and migrations;
- ◇ Food sovereignty;
- ◇ (Bio)diversity;
- ◇ Climate change;
- ◇ Energy (in)dependence;
- ◇ Bridges between activism and academics;
- ◇ Critical methodologies;
- ◇ (De)colonization, on the land and in research;
- ◇ Commercializing health, knowledge, and life;
- ◇ Pandemics;
- ◇ (Re)productive technologies;
- ◇ Future of the sciences;
- ◇ Neuroscience, nanoscience, artificial intelligence and the virtual world;
- ◇ Other.

All communications will be regrouped in nine (9) thematic panels.

First phase: Pre-Conference

Criteria of Admissibility:

1. Be registered in one of the

programs of the Faculty of Graduate and Postdoctoral Studies of the University of Ottawa;

2. Present an abstract of the proposed presentation (250 to 500 words) before Monday, January 30th, 2012;
3. Indicate the theme subcategory (listed above) related to the proposed presentation.

Ineligibility:

Members of the University Affairs Committee cannot enter the contest, unless they choose to withdraw permanently from the committee.

Selection Process:

A jury will select four (4) papers per panel for a total of 36 presentations.

Selection Criteria:

The consistency and the originality of research related to one of the underlined subcategory.

Award:

1. Participate as a speaker at the time of the 15th Interdisciplinary Conference of the GSAÉD;
2. Eligibility to be considered for one of the nine \$200 awards based on the quality of the content and of the presentation (see below).

Second phase: Presentations during the Conference

All submissions will receive a response no later than February 10th, 2012. Those selected to present will be contacted by the University Affairs Committee with further details. Additionally, monetary award eligibility will be based on the judged merit of the paper. Please refer to the following section for the requirements. An interdisciplinary jury composed of members of GSAÉD's University Affairs Committee and



professors of the Faculty of Graduate and Postdoctoral Studies (FGPS) will evaluate the presentations on each panel.

Assessment Criteria:

1. Present an academic article of 3 000 to 5 000 words before March 12, 2012;
2. Quality of the content (clarity of presentation, including arguments and the logic of the explanations);
3. Quality of the presentation and the interaction with the public (capacity to translate technical jargon).

Award

One (1) \$200 award per panel. Since the Conference foresees 9 panels, \$ 1 800 dollars will be distributed across panels. These funds will be provided by our institutional partner, the University of Ottawa FGPS.

Third phase: Possibility of electronic publication of the Conference proceedings

At the end of the conference, a jury will choose (15) qualified academic articles to be published in the proceedings of the conference.

Selection Criteria:

1. Quality of the writing and respect of the bibliographical reference rules;
2. Academic value and clarity of the thesis presented.

For Your Information

Important dates and deadlines

The last day to pay tuition fees, if you have not done so already, without having to pay additional late fees, for the Winter 2012 semester is **Dec. 16, 2011**

Last day to submit a thesis without being registered is **Dec. 21, 2011**

The new session officially begins on **Jan. 9, 2012**

Last day for registration without late registration fees (graduate studies only) **Jan. 10, 2012**

Last day for change of status (regular/auditor) **Jan. 23**

* Note: This is an unofficial document. Please consult the Faculty of Education at educprog@uottawa.ca and visit the UofO's Registrar website for more information: <http://www.registrar.uottawa.ca/Default.aspx?tabid=3895#fall>



The New MA (Ed) and PhD Guides are Available

These guides contain all of the forms you need throughout your program, including those for registering your thesis topic and supervisor, the instruction sheets and evaluation grids for the comprehensive exams, as well as those for submitting your committee member list, the approval of the thesis proposal, etc.

MA Guide: <http://www.education.uottawa.ca/assets/English-MA-en.pdf>

PhD Guide: <http://www.education.uottawa.ca/assets/English-PHD-guide.pdf>

All guides are available at:

<http://www.education.uottawa.ca/en/graduate/guides>



For Your Information (Continued)

Thesis Defences & Seminars at the Faculty of Education

Remember to check out the list of upcoming thesis defences and seminars, and go support your peers!

<http://www.education.uottawa.ca/en/graduate/thesis>

If you would like us to list your abstract in the newsletter prior to your thesis seminar or defence, email us at egsa.aede@gmail.com.



First-Aid Kits in Lamoureux

If you are ever in need of a first-aid kit, please go to see the Administrative Officer, Physical and material resources, **Benoit Gagnon**, at the **third floor** Secretariat Offices.

Graduate Student Computer Lab (LMX 267)

All graduate students are granted access to the **Graduate Student Computer Lab** in LMX 267.

However, note that the door is always locked. To get access to the lab, go to the Educational Resource Centre just down the hall, in front of the elevators, and they will give you the code to the

door. The Centre is open from 7:30 am - 9:30 pm. If you send work to print late at night, you will have to wait until the morning to collect your documents.

The computers are equipped with a range of software useful for data analysis, for instance, including NVivo and SPSS.

If you have questions, email: EduCentre@uOttawa.ca



Extra Helpful End-of-Term Campus Resources

MyHealth Magazine

This is a new resource available through SASS and the University of Ottawa.

“The magazine is located at the University of Ottawa and it is a first in Canada.”

There are two issues on mental health and mental illness: one addressing college-level students, and the other for educators.

MyHealth Magazine is an interactive health magazine for students. It’s designed to foster health literacy and good health decision-making.

Each month we focus on a key health issue through a series of exciting materials, such as feature articles, quizzes, info sheets and how-to sheets. We also post answers to readers’ health questions in our Q&A section.

MyHealth Magazine
<http://www.yoomagazine.net/issues.php>
(Must access through SASS:
www.sass.uottawa.ca**)**



Ride Share Program

According to the SFUO, “The Ride Share program will assist you in finding a convenient, sustainable, and affordable ride and coordinate out of town trips with other students at the University of Ottawa and other students across the country.”

For more information, and to **search** the online system, visit: <http://sfuo-feuo.cfs-services.ca/en/ride-share>



The Ride Share is a sustainability initiative of your students' union aimed at helping to reduce the carbon emissions of vehicles traveling to and from campus and other popular student destinations. Not only will the Ride Share assist you in finding a convenient, sustainable, and affordable ride to and from campus, but it will also help you coordinate out of town trips with others.

Through the Ride Share you can search locally, in our region, or across the country to find rides to any destination in Canada – and meet fellow students from coast to coast.

Extra Helpful End-of-Term Campus Resources (Continued)



Muggy Mondays

Every Monday
Approx. 9:00 am - 2:30pm

UCU, in front of SFUO Of-
 fice/ near the bookstore

Bring a reusable mug and fill
 it with free coffee or tea.

Facebook: [https://
 www.facebook.com/
 groups/2232283446/](https://www.facebook.com/groups/2232283446/)

**People's Republic of
 Delicious**

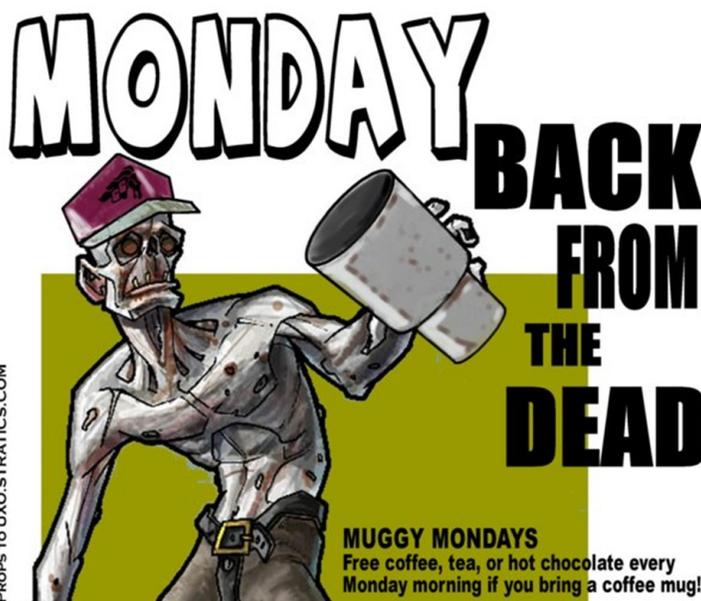
Every Wednesday
12:00-1:00pm

2nd floor UCU/ near Tim
 Hortons

- Healthy, vegan food
- Offered by donation

Facebook: [http://
 www.facebook.com/pages/
 The-Peoples-Republic-of-
 DeliciousLa-R%C3%
 A9publique-Populaire-du-D%
 C3%](http://www.facebook.com/pages/The-Peoples-Republic-of-DeliciousLa-R%C3%A9publique-Populaire-du-D%C3%A9lice/106699379393416)
[A9lice/106699379393416](https://www.facebook.com/A9lice/106699379393416)

Email: prcottawa@gmail.com



Free Thursday Breakfast

Every 2nd Thursday
Next: Dec. 15, 2011
8:00am - 10:00am

UCU, in front of SFUO Office/
 near the bookstore

- Pancakes, scrambled eggs,
 juice, fruit, and more!
- Bring your own plates and
 cutlery.

More info: [http://
 www.foodbank.sfu.ca/events](http://www.foodbank.sfu.ca/events)

*Photo Credit: SFUO Food
 Bank for 'Free Thursday
 Breakfast' Photos*



**Potluck & Forum on
 Food Politics**

Fri. Dec. 9, 2011
12:00pm - 2:00pm
UCU 206

Facebook: [https://
 www.facebook.com/
 events/311122585567913/](https://www.facebook.com/events/311122585567913/)

Extra Helpful End-of-Term Campus Resources (Continued)

SFUO Food Bank Services

To learn more about the **Emergency Food Hampers** and **The Good Food Box Program**, visit: <http://www.sfu.ca/services/foodbank/en/index.php>

Donations

"If you would like to give to the SFUO Food Bank, please drop off donations at our office, or at the SFUO office (UCU 07). The following items are always in demand:

- Pasta and rice products
- Canned fish and meats
- Canned fruits and vegetables
- Canned or powdered soup
- Cereal and oatmeal
- Peanut butter
- Soy milk
- Juice
- Hygienic products
- Household products"

**Clear the Shelves**

"Why drag all that macaroni and cheese, spaghetti and cans of baked beans home for the winter break when you can lighten your load, and help feed the community's hungry? *Clear the Shelves!* provides students an opportunity to donate food, clothing, and furniture to local charities. *Clear the Shelves!* has generated \$92,069 in food on 15 campuses across Canada. Look for our bins in the residences during the fall and winter exam periods or simply bring down your unwanted food items to the Food Bank (UCU 0015)!"

**Volunteer Opportunities**

Check out all of the volunteer opportunities these groups offer!

See, for example, the many opportunities through the SFUO Food Bank: <http://www.sfu.ca/services/foodbank/en/volunteers.php>

Visit the links and Facebook pages listed on the previous page to learn more.

Extra Helpful End-of-Term Campus Resources (Continued)



Dump & Run

Dec 9 - 22, 2011

Where: Reception areas in the residences (90U, THN, & HSY)

“What is the Dump and Run?”

Twice a year, the Sustainable Development Office and Housing Service organize this event with a group of engaged volunteers to collect clothing, kitchenware, laundry detergent, unopened food, and books left behind by students. All of your articles will be redistributed in next year’s Free Store for international students, or they will be donated to specific not-for-profit organizations in need.

What is our goal / vision?

The Dump and Run program is part of the efforts to promote a culture of sustainability on campus while reducing the amount of waste sent to landfill.”

Source: <http://www.durable.uottawa.ca/dump-and-run.html>

What happens with the stuff from the Dump & Run?

The Free Store

Wed. Jan. 25, 2012

Couch Lounge (UCU)

+ 11 charities involved

For more information, visit:

<http://www.sustainable.uottawa.ca/freestore.html>

Have any questions about the Dump & Run or the Free Store, contact Brigitte Morin (bmorin@uottawa.ca) the Waste Diversion Coordinator, Office of Campus Sustainability



Articles about the *Free Store*, which is connected with the *Dump & Run* Program, can be found in our campus newspapers:

La Rotonde



“Échanger ses déchets pour des trésors: La Gratuiterie”

by Hélène Boulay

Available at: <http://www.larotonde.ca/index.php/2010/11/29/echanger-ses-dechets-pour-des-tresors/>

The Fulcrum



“Buy it—For Free: Monthly Free Store at the UofO”

by Christopher Radojewski and Jane Lytvynenko

Available at: <http://thefulcrum.ca/2011/10/buy-it%E2%80%94for-free/>

The Gazette

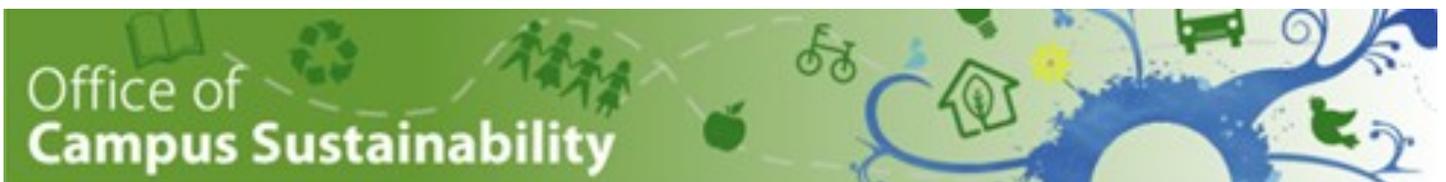
“Free Store attracts huge crowds”

by Jon Rausseo

Available at: http://archives.gazette.uottawa.ca/article/free_store_attracts_huge_crowds/



Photo Credit: The Gazette



Sports & Fitness

2012 Capital Hoops Classic!**January 18, 2012****Scotiabank Place**Early-bird Ticket Prices:
(only until **Dec. 31, 2011**):UOttawa Student: \$13
(includes transportation)UOttawa Student: \$21
(includes transportation)
***Premium SeatingUOttawa GeeGees
(Women) vs.
Carleton Ravens
@ 6:00 pmUOttawa GeeGees (Men)
vs. Carleton Ravens
@ 8:00 pm

For more information, visit:

[http://
www.geegees.uottawa.ca/
node/924&sid=40&nid=1796](http://www.geegees.uottawa.ca/node/924&sid=40&nid=1796)*Photo Credit: The GeeGees***Students' Access to Athletics on Campus****About our 'Students' Membership'** to sports services and facilities on campus:

"You are automatically a member of Sports Services if you are a student at the University of Ottawa for the current semester, and if your registration file is in good standing. All costs associated with your student membership are included in student ancillary fees.

A Student Membership includes access to:

- Sports Services Fitness Centres (HLC&MNT);

- Aerobics classes (HLC&MNT);
- Montpetit Hall swimming pool during scheduled free swim times;
- Squash (HLC&MNT);
- Recreational activities in the MNT gymnasiums, on the Matt Anthony field and at the skating rink during scheduled times;
- Preferred member pricing on Sports Services instructional, outdoor and intramural activities. Note: Parking is not included for student members. Only members may reserve squash courts up to

seven days in advance."

For more information, visit:
[http://www.geegees.ca/
node/971](http://www.geegees.ca/node/971)

Interested in registering for winter events and programs?

The Registration period is December 5 - 16, 2011 from 9:00 am - 10:00 pm.Please contact Sports services for more information, and visit:
www.geegees.uottawa.ca

To see a very detailed and **interactive calendar** of sports and fitness activities on campus every day, including 'drop-in' sessions for martial arts, badminton, basketball, volleyball, skating, hockey, etc., visit:
[http://www.geegees.ca/
node/942?
cat=&day=21&month=12&year
=2011&view=m&lang=en](http://www.geegees.ca/node/942?cat=&day=21&month=12&year=2011&view=m&lang=en)

See a non-interactive version (no links) of the **calendar** for this week on the next page.*(continued...)*

Sports & Fitness (Continued)

See for example the week of Dec. 4-10

4	5	6	7	8	9	10
Women only 9:00-10:00	Zumba 7:00-8:00	Adult Swim 7:30-8:30	Boot Camp 7:00-8:00	Adult swim 7:30-8:30	Adult swim 7:30-8:30	Winter Registration Period 9:00-22:00
Cardio Sweat 11:00-12:30	Adult swim 7:30-8:30	Zumba 8:30-9:30	Adult swim 7:30-8:30	Zumba 8:30-9:30	Winter Registration Period 9:00-22:00	Everything In One (EIO) 10:30-12:00
Adult swim 13:30-15:30	Winter Registration Period 9:00-22:00	Winter Registration Period 9:00-22:00	Winter Registration Period 9:00-22:00	Winter Registration Period 9:00-22:00	Adult swim 11:30-13:30	Public swim 12:00-14:00
Yogafit 15:00-16:00	Drop-In Badminton 11:30-12:50	Drop-in Martial Arts Practice 11:30-15:50	Drop-In Badminton 11:30-12:50	Drop-In Basketball 11:30-12:50	Step (Employees only) 12:10-12:50	Adult swim 14:00-16:00
Yogafit 16:00-17:00	Drop-In Basketball 11:30-12:50	Adult Swim 11:30-13:30	Adult swim 11:30-13:30	Adult swim 11:30-13:30	Everything In One (EIO) 16:00-17:00	
	Adult swim. 11:30-13:30	Drop-In Basketball 11:30-12:50	Drop-In Basketball 11:30-12:50	Drop-In Badminton 11:30-12:50	Public swim 19:30-21:00	
	Drop-in Martial Arts Practice 11:30-15:50	Drop-in Volleyball 11:30-12:50	Drop-in Martial Arts Practice 11:30-14:20	Total Body Conditioning 12:00-13:00		
	Tae Cardio 11:45-12:45	Drop-In Badminton 11:30-12:50	Everything In One (EIO) 11:45-12:45	Everything In One (EIO) (Employees only) 12:10-12:50		
	Tae Step (Employees only) 12:10-12:50	All Ball 12:00-13:00	Total Body Conditioning (Employees only) 12:10-12:50	Liquid Lunch - Aquafit 12:10-12:50		
	Drop-in Skating 12:30-13:20	Zumba (Employees only) 12:10-12:50	Total Body Conditioning (Employees only) 12:10-12:50	Boot Camp 17:30-18:45		
	Drop-In Hockey 13:30-14:20	Liquid Lunch - Aquafit 12:10-12:50	Drop-In Hockey 13:30-14:20	Step 17:35-18:25		
	Total Body Conditioning 16:00-17:00	Tae Step 17:35-18:25	Yogafit 16:00-17:00	Adult swim 19:00-21:00		
	Everything In One (EIO) 17:35-18:25	Adult swim 20:00-22:00	Zumba 17:35-18:25			
	Power Tone - Aquafit 18:00-19:00		Advanced Step 18:45-19:45			
	Tae Cardio 18:45-19:45		Power Tone - Aquafit 19:00-20:00			
	Adult swim. 19:00-22:00		Adult swim 20:00-22:00			

Contact Guide (Pt. 2):

Where do these emails come from, and why should I care?

by Noah Spector

Hi folks, Last month I told you about some student organizations that you may get emails from. For this month, I'd like to switch to emails from university sources. Looking at my @uottawa email address, I receive emails most frequently from the Faculty of Education, the Faculty of Graduate and Postdoctoral Studies and the Registrar's Office. So, here is a little bit about these sources, the information they

generally send out and where you can go to find out more:

The Faculty of Education, Graduate Studies
(edugrad@uottawa.ca):

These emails come from Sophie Vincent who is the administrative assistant to Dr. Cheryl Duquette. Dr. Duquette is the director of the anglophone sector of Graduate Studies in the Faculty of Education. Usually, these emails concern upcoming academic events within the

Faculty of Education and other important notices to Education graduate students. To find out more about events and important notices within the Faculty of Education, check out: <http://www.education.uottawa.ca/en>.

The Faculty of Graduate and Postdoctoral Studies
(gradinfo@uottawa.ca):

When you are admitted to a graduate program at the University of Ottawa you are admitted to both your chosen Faculty (e.g. Education) and

the Faculty of Graduate and Postdoctoral Studies (FGPS). The FGPS "...is responsible for the supervision, co-ordination and planning of activities within the University which relate to graduate and postdoctoral fellowship programs" (*Source: FGPS website*). To find out more about the FGPS and general regulations concerning graduate students and postdoctoral fellows, check out: <http://www.grad.uottawa.ca>.

(continued...)

Contact Guide (Pt. 2) (Continued)


The Registrar's Office
 (infoservice@uOttawa.ca):

These emails generally concern important, university-wide, academic deadlines and notices. These deadlines and notices concern things,

such as course drop dates, exam schedules and events, which may affect coursework (e.g. reading week). To find out more about infoservice, important information about general registration questions and other university-wide

dates and deadlines check out either www.registrar.uottawa.ca or www.uozone.uottawa.ca (sign-in required).

Senate Blog

Gateway to your Grad Student Rep.:
 Brenna Quigley

gradrep.wordpress.com

Hello, I am the Graduate Student Representative to the Senate for the Humanities and the Social Sciences.

Through my work at the Senate, and on the Senate's sub-committees, I have the opportunity to engage with a large range of issues that affect all graduate students at the University of Ottawa. In an effort to facilitate communication with students, and to share with you information about what is going on at the University of Ottawa, as it concerns graduate students, I have created a blog.

My primary objective, is to gather feedback and comments from graduate students to better inform decision-making processes. Thus, I will be posting updates about issues that I feel are in need of review by a large number of students and for which I am actively seeking your thoughts and opinions. On this site, you will also find links to the Senate's agendas and the minutes of the meetings.

If you have any questions, comments, concerns, and/or proposals that you would like brought to the attention of the University's administration, please send me an email at senator.fgps.hum@uottawa.ca.

Current Issues & Questionnaires

I am currently seeking feedback on a number of issues relevant to graduate students.

If you are interested in contributing your voice and critical input to these ongoing discussions, please complete the following questionnaires.

These questionnaires were created by me, and I am the one receiving the results directly.

I look forward to hearing your thoughts on these matters that are currently under consideration, and I will be sharing students' perspectives with the University's administration during future discussions.



- [Switching to Online Course Evaluations?](#)



- [Changing our Convocation Ceremonies?](#)

Thanks for your help!

If you have trouble clicking the titles/links, send me an email.



The Forum

The Language of Education

Column Editor: Osnat Fellus

This column will explore the ever-changing, multi-layered, and complexified nature of theory and practice in education. It will be open to possibilities, and not only limited to just etymology, but will also include terms that are pertinent to the work of the practitioner and the theorist. You are invited to engage in discussion and respond to the entries.

Knowing Where You Are: An Intimate Etymology

by Dr. Martin Barlosky

"To search for where you already are is the most benighted of quests, and the most fated."

-Harold Bloom, *The Anxiety of Influence*¹

In the above quotation, Harold Bloom, perhaps the most prescient literary critic of the Twentieth and now the Twenty-First Century, expresses a conundrum that seems on the surface counterintuitive and even something of an affront. Why, you might ask, would you need to search for where you already are? This is, after all, the place that you know best. Its geography is intimate and its features are interwoven with your very sense of self and

world. I, you might respond, know nothing better!

Bloom disagrees as he amplifies Wittgenstein's remark:

The aspects of things that are most important for us are hidden because of their simplicity and familiarity. (One is unable to notice something — because it is always before one's eyes.)ⁱⁱ

It is the hiddenness of what is most important in the familiar that, similarly, inspires Foucault's ambitious project to unfold "the history of the present." Indeed, the quest to know one's own moment is the perennial task of all literature and all philosophy that would exceed the trivial pragmatism that so clouds most of our strivings with the "busy-ness" of daily life. That this quest requires nothing less than a life's efforts is expressed memorably by T.S. Eliot in his poem "Little Gidding" from the *Four Quartets*:

We shall not cease from exploration

And the end of all our exploring

Will be to arrive where we started

And know the place for the first time.ⁱⁱⁱ

The journey, equally existential and epistemological, that Eliot condenses poetically is,

however, one that is seldom recognized as central to the enterprise we call "education," which is presumed to be easily known and readily understood. Indeed, education is regarded as nothing but a matter of techniques and manipulations designed to produce pre-scripted behaviours and effects.

With Bloom's challenge in mind, I often invite students to take part in a thought experiment early on in the semesters in which I teach in our faculty of education. I ask them a simple question: "Do you know where you are?" The initial smugness disappears when it becomes clear that I am asking in earnest, and responses begin to come forward. The broadest response, one which echoes that given to George Costanza when he asks a similar question in a well-known Seinfeld episode, is: "earth!" Acknowledging that this is so, I ask the students to "fine grain" their responses by making them more immediate and material to the space we now share. This usually brings everyone to consensus acknowledging that we are all within something called a faculty of education. And this is where the thought experiment comes to its point as I ask: "And what *precisely* is a faculty of education?" — a question that brings us quickly to a matter of an etymology both intimate and too often



unconsidered.

Inviting students to think about where the word "education" itself comes from, I lead them to see that it is a combined word consisting of two Latin roots: "ex" and "ducere." The first is the same "ex" that we find in the word "exit" and means, as we might expect, "out" or "out of." The second, "ducere," is root word we find in the descriptor "Il Duce" that proclaimed Mussolini as "the leader" of fascist Italy. "Ducere" being the Latin infinitive meaning "to lead" thereby allows students to see that the word "education" literally means "to lead out of."

We can, I suggest, better understand both where we are and what our shared activity should be about by deepening our sense of place that is a faculty of education. In occupying, to use a word of recent fashionableness, a place concerned primarily with the . . .

(continued...)

The Language of Education (continued...)

activity of “leading out of,” we can better understand, enrich, and vivify our purposes and our work. We can give unity and direction to what we do, why we do it, and to considerations of what, to borrow again from Foucault, our doing does or accomplishes.^{iv}

As we do, we need to consider precisely and with care: what we would lead both ourselves and others “out of” and what are we presuming to lead to; how this leading out is to be accomplished; and how we can know if it has been successful. These matters are all implicit in what Bloom calls the search for where we already are, in this case particularly for those of us who “already are” in a faculty of education.

Without this search – and it is a search made difficult by the conceptual conceits, the self-deceptions, and the often perverse rewards that darken our ability to see what is most hidden by what is institutionally leveraged – we are condemned to reproduce existing practices by insisting on pedagogical forms both hardened and made invisible by habit. As the Canadian educator Deborah Britzman reminds us in her provocatively terse book

title, through ignorance of place we merely contribute to an unexamined world where *Practice Makes Practice*^v, and nothing more.

That the “Bloomean” search is made exceedingly difficult because it is benighted or darkened by our everyday habits and presumptions is underscored by David Foster Wallace in his book *This Is Water*^{vi} that consists of his address to the graduating students of Kenyon College in 2005. In his telling address Wallace suggests that the task to know where we already are is parallel to asking if a fish can know what water is. To take this metaphor one step further, I close by suggesting that we hazard our voyage if we are unable to learn to first appreciate and then to navigate in the often deep water that is education: *ex ducere*. To cite Eliot one last time, to do anything less than to know the meaning of where we as those who would educate are is to invite the pathos filled fate intoned in *The Love Song of J. Alfred Prufrock*:

We have lingered in
the chambers of the
sea

By sea-girls wreathed
with seaweed red and
brown

Till human voices wake
us, and we drown.^{vii}

i Harold Bloom, *The Anxiety of Influence: A Theory of Poetry* (New York: Oxford University Press, 1997), p. 13.

ii Ludwig Wittgenstein, *Philosophical Investigations*, trans. by G.E.M. Anscombe (New York: Macmillan, 1953), § 129.

iii T.S. Eliot, *Collected Poems: 1909-1962* (London: Faber and Faber Limited, 1963), p. 222.

iv Hubert Dreyfus and Paul Rabinow, *Michel Foucault: Beyond Structuralism and Hermeneutics* (Brighton: Harvester, 1982), p. 187. On page 187 Dreyfus and Rabinow quote this epistemically engaging quotation from Foucault that was originally found in their personal communications with him: “People

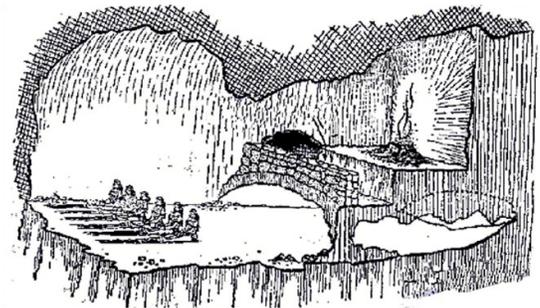
know what they do; they frequently know why they do what they do; but what they don’t know is what what they do [their doing] does.” The bracketed words are my addition in an attempt at clarification.

v Deborah Britzman, *Practice Makes Practice: A Critical Study of Learning to Teach* (Albany: State University of New York Press, 2003).

vi David Foster Wallace, *This Is Water: Some Thought, Delivered on a Significant Occasion, About Living a Compassionate Life* (New York: Little Brown, 2009).

vii Eliot, *Collected Poems*, p. 17.

Believing firmly that “education” is a humanity rather than a science, I use University of Chicago style references rather than the A.P.A. science-based style. This is in accordance with the Confucian doctrine of “the rectification of terms,” which would avoid deceptions by not speaking them.



Plato's *The Allegory of the Cave*

Image Retrieved Dec. 2, 2011 from <http://webspaceship.edu/cgboer/platoscave.html>.

Recommended Resources for Graduate Students

by Maria Gordon &
Osnat Fellus

Barabasi, A. L. (2003). *Linked: How everything is connected to everything else and what it means for business, science, and everyday*

life. New York: Plume.

Waldrop, M. M. (1992). *Complexity: The emerging science at the edge of order and chaos*. New York: Simon and Schuster.

Reading Professor Angus McMurtry's entry from the previous newsletter prompted some thoughts about how ideas emerge and cross boundaries.

(continued...)



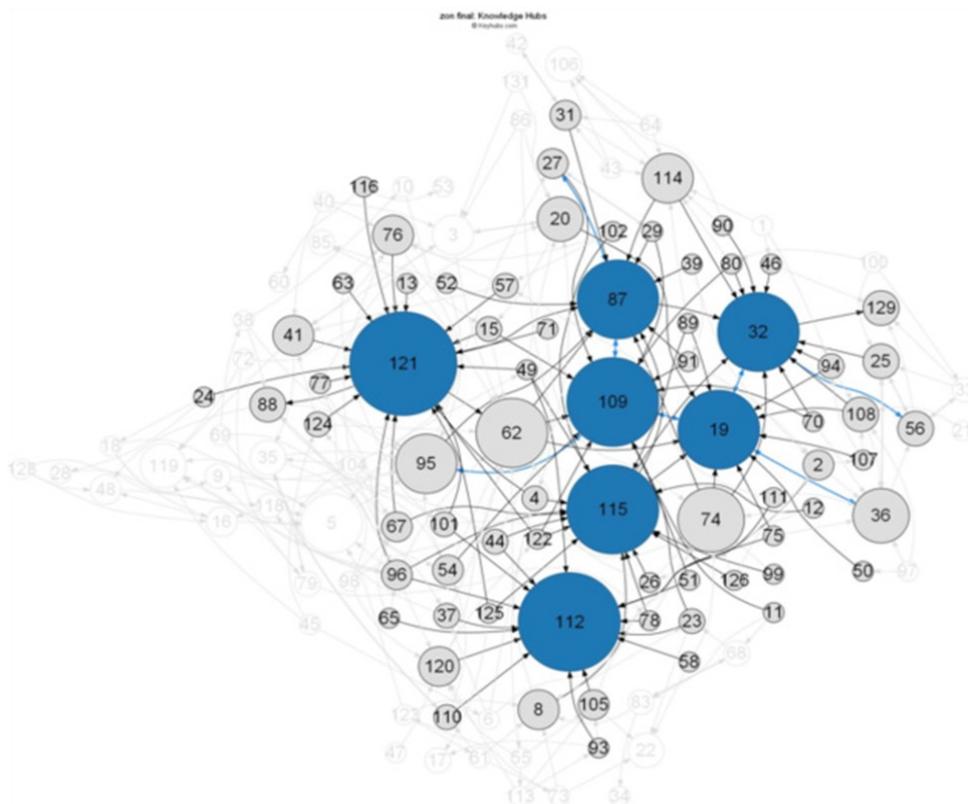
Recommended Resources for Graduate Students (Continued)

For the sake of simplicity, complexity theory frames notions of interconnectedness of phenomena. The above mentioned books tell the story of where complexity theory was formulated and how it has formed and informed research in various fields.

Reading these books will open space for thinking about interdisciplinary teaching philosophies, practices, and approaches in a new way.

Image Retrieved Dec. 2, 2011 from <http://www.keyhubs.com/case-studies/increase-success-for-a-newly-hired-executive-case-study-1/>

If you would like to share a response to any of these texts, send us an email at egsa.aede@gmail.com.



Grad Student Writers

Welcome to a new and exciting section in the *EGSA's Newsletter* where, over time, you will have the chance to meet many of the students in our Faculty.

Throughout this section you will find more than the traditional static profiles of graduate students in a Faculty. Instead of a one-way reading experience, you will be invited into stories, journeys, and reflective thought processes as the Grad Student Writers continue to engage with in this section from issue to issue.

While constructing a mini-series of blog-like entries, each Grad Student Writer will share with you their experiences with teaching, learning, research, and life as a graduate student and all that it entails.

For each new issue, the writers will also be responding to a prompt, a topic, a set of questions, an ongoing debate, or a text of some sort.

As a result, we may get to witness and actively experience how a collective group of students can engage with critical issues relevant to educational research through

conversation, while building an ongoing dialogue with one another and with readers.

In the current issue, you can begin to see the variety of perspectives and lenses through which these students are experiencing graduate studies in education.

So, who are these Grad Student Writers? Allow them to introduce themselves on the following pages.... and follow along with us as we endeavour to build community, while highlighting the many different educational experiences of graduate students in our Faculty.

If you have any questions about this new section, email egsa.aede@gmail.com.



Meet Maria Bastien

Hello, my name is Maria Bastien. I'm just finishing up the first semester of coursework for my doctorate and I can hardly believe how fast the semester has passed. With interests in literacies, minority and disadvantaged populations, second language education and higher education, I find myself in the Society, Culture and Literacies concentration. I chose to come to the University of Ottawa for more than just the program; after spending much of my adult life outside of Canada, I wanted to have the opportunity to live in a Canadian city and work with more Canadian-based research.

My classroom experience is quite varied, and this might explain why I have so many areas of interest. My first experience teaching in a formal classroom setting was at a

private language school in Taiwan. A decade and TESL certificate later, I shudder to think of my teaching "methods," or lack thereof. When I returned to North America to complete my last year of undergraduate work I received an email from a co-worker letting me know that I had left a lasting impression on at least one student – one teenaged boy's end of summer essay stated that until he had me as a teacher, he had been unaware that one could wear a ring on one's toe. A few years later I had the opportunity to teach EFL in South Korea. I participated in a well-organized training program and later completed a graduate-level TESL program that I'm hopeful has helped me become a better teacher that can leave more meaningful memories than my twenty-year old self could.



Maria and spouse in Seoul, April, 2011

My most recent experience has been in the field of higher education. During my master's degree I had the opportunity to teach a first year writing course at my university. Taking courses in composition and higher education pedagogies while teaching university level classes led me to ques-

tion how I could teach writing in such a way as to engage a variety of learning styles. I'm looking forward to continuing my coursework next semester and to the new questions I'll start to explore.

Meet Julie Comber

I study Environmental Education and I live Environmental Activism. This can be an uneasy combination.

Both roles – a PhD candidate and an Activist – are fueled from the same source: my love for all Life, in its many unique manifestations. I care deeply about my fellow human beings, animals, plants, and the inanimate parts of our Environment, too. So when I met a grad student studying Humane Education at UBC in 2006, it was an "Eureka!" moment. This was not the local animal shel-

ter definition of humane education as being nice to your pet. This was a broader definition, a form of education to promote Environmental Sustainability, Animal Welfare, and Social Justice. And how these three areas are interconnected, as is all life in on our One Precious Blue Planet.

Within two months of that conversation, I had applied to the University of Ottawa's Faculty of Education for my PhD, and in the meantime, went to Tanzania from February until June 2007 to gain

firsthand experience with a well known humane education program, the Jane Goodall Institute's "Roots & Shoots" (R&S). One perk of volunteering R&S in Dar es Salaam is you get to live in Jane Goodall's house. She's rarely there since she travels over 300 days a year to promote her message of kindness, justice, and peace. She was in Dar for a couple days while I was there, and it was inspiring to meet her. Jane has a warm heart and a sharp mind, the ideal combination to

achieve positive change. She often says she gets the energy to keep up her exhausting travel schedule from all the inspiring children and youth she meets. And she believes R&S is making a big difference.

I feel R&S is a Good Thing, but did not leave convinced it was entirely effective at achieving the goals of promoting empathy and environmental responsibility.

(continued...)

Julie Comber (Continued)

All the more reason to study humane education! A gap in our Knowledge that my PhD research could help address!

Tanzania was a joyful and challenging time of growth and learning. For the first time in my life I had a chance to explore my musical side, because the other NGO I volunteered with helped disadvantaged Youth to develop their talents in music or dance. So my proposed PhD research was to study the role music could play in humane education. The research would be in Guyana, where I have deep personal connections, a place with dazzling biodiversity that is threatened by logging, gold mining, and oil drilling. And where Eco-Tourism is taking off. My hunch was that music is a low-cost, powerful learning tool, and could help make hu-

mane education programs more effective, especially in disadvantaged settings.

But "life is what happens to you when you are busy making other plans" as Lennon said, and my actual fieldwork was on Wildlife Clubs in the Rupununi Region of Guyana, and did not focus on the role of music. Meanwhile, my activism in Ottawa has irresistibly drawn out the singer-songwriter in me, such as the recent Action in solidarity with the Durban Climate Talks, where I co-wrote a song for the Video of the Action which will now be recorded for the Aid Occupy (Ottawa) CD: <http://youtu.be/xfMK-3qWAHo>

Trying to balance my research on Environmental Education with my Environmental Activism has been a chal-

lenge. Stay tuned for my contributions on "work-life" balance, the real-deal on fieldwork, and reflections on the grad student journey.



Meet Maria Gordon & Osnat Fellus

So here we are, Maria Gordon and Osnat Fellus, sitting at the computer thinking about this new section in the EGSA's Newsletter on Grad Writers. It's really late but we both think it's important because we believe it will contribute to building a community of practice in the Faculty of Education.

Maria: Okay, where do I start? I am thinking that it will be much simpler to talk about my experience in a linear way. Thinking about the beginning, the first image I have is the orientation day at the Faculty of Education. It was an impor-

tant day for me as I learned about the place where I will be doing my PhD studies in the concentration of Teaching, Learning, and Evaluation. The information I got sounded promising. I felt I was on my way to accomplishing something meaningful in one of the best Faculties of Education in Ontario. I felt good.

Maria: Do you remember anything from your first day?

Osnat: Well, to draw on Professor Barlosky's entry in this very newsletter, I would say that for me the first day meant

knowing where I was and where I was going. I was looking forward to what I call "an intellectual fermentation" where students are engaged in meaningful conversations around topics that pertain to teaching and education. For me, coming here was a step towards contributing to better understanding of what we do as educators and why we do it.

Maria: Fast forward three years. I am now done with my course work, my comps, my research proposal, and currently am in the final stages of

my thesis writing. I know that you have recently passed your comprehensive exam so we can share our impressions of this experience. What do you think?

Osnat: Well, the first thing is all about reading. I read many books on learner identity, sociocultural theory, mathematics education, ESL education, and qualitative research. To make it easier for me to remember what I read, I took notes of what I was reading.

(continued...)

Maria Gordon & Osnat Fellus (Continued)



The beauty of it was that the more I read the more I felt I deepened my knowledge spectrum. But I didn't know where to stop and feel how much information is enough. When I reached to the point of reading stuff that sounded familiar, I realized that I may have reached the point of saturation.

Maria: I remember focusing on the three broad questions that we got for the exam. Those

questions covered methodology, epistemology, and literature in my field of inclusive education with particular reference to special health needs and quality of life. Of these three questions, I had to write a well-argued response to two of them. Going through that process gave me an opportunity to make sense of my expansive reading in the field.

To be continued.

Meet Rebecca Hogue

Hello. I'm Rebecca Hogue, a PhD student in the Teaching Learning and Evaluation stream. As of this moment, I'll be researching something to do with learning technology and faculty development, but I'm not 100% certain what that will be just yet. I'm hoping to have a better idea by the time I write for the next newsletter. As of Friday (just before this news letter goes to press), I will have completed my last course (yay). In January, I'll have to register my thesis topic and prepare for comps.

When I'm not studying, I like to travel, cycle tour in the summer and cross-country ski in the winter. I ride a rather crazy looking bicycle. Some of you may have seen this picture on my office door, or seen me ride up to LMX in the spring and summer.

And, yes it is very comfortable, and no, it does not have a motor. In 2008-2009 my hus-

band, Scott, and I took 16-months off and cycled across Canada and travelled around the world without airplanes. If you are interested, you can read more about our journeys on our blog at <http://goingeast.ca>.

In my regular post, I'll be exploring technologies that support research and teaching. I blog about my PhD journey and about learning technology at <http://rjh.goingeast.ca>. Feel free to drop by and leave a comment!



Meet Eugene Lee

Dear Esteemed Readers,

My name is Eugene Lee. I am currently at the tail end of my studies in the Teacher, Learning and Evaluation stream of the Master in Education program that I started last year. I'm interested in a vast array of topics within the field of education; it is really hard to choose just one. I taught ESL in South Korea for a year and a half before returning to Canada to do my Bachelor of Education. After which, I went to teach Mathematics at an Ontario high-school and then moved and taught in the Fijian province in China for two years. Returning to my studies at uOttawa required and continues to require that I have a large change in gears as my background is in Mechanical

Engineering where everything seemed so much more simple, design a component or system that works and breaks only under certain circumstances. In Education, however, things are never simple and almost always very messy as we are dealing with complex and emergent social constructs and systems. We can think of a million solutions to a problem that probably each have a billion ways to go wrong. Many of the discussions with friends and in class often end with "Oh what an interesting idea!" or "You are studying *what*?" or "I don't know if we can really come up with an answer to that." How do we even approach issues that are so big and messy and come out with anything remotely useable? I've found



that most of my Professors that I've had are willing to provide the much needed insight and guidance on helping me frame whatever I was looking into at the time and try to make something of the information within the field. The past year and a half has been

a particularly bumpy ride for me, which luckily has been made easier by the Professors, my friends and of course our EGSA events! So come join in on this ride that we can take together, you may even be able to do a little bit of backseat driving too!

Meet Lynnda Proulx

Le carnet de bord

Connaissez-vous Justine Grandger? Peut-être en avez-vous entendu parlé, ne serait-ce qu'un de réputation? Non?



Elle était une étudiante inscrite au programme de doctorat en Éducation entre 2005 et 2008? J'ai connu Justine, ou Ju pour les intimes, juste avant d'entrer moi-même dans le même programme en 2008. Nous nous sommes

rencontrées un jour de 2007 dans les couloirs du Lamoureux alors que je cherchais le bureau de la direction du programme afin de m'informer sur les possibilités de débiter un doctorat. Son aide m'a été précieuse sur toute la ligne. J'étais stressée par cette éventualité de m'enrôler dans un programme d'études supérieures et je ne voulais surtout pas rater mon rendez-vous, faire mauvaise figure, vous voyez le genre... Comme toute personne nouvellement arrivée dans une institution scolaire, même si de nombreuses affiches et numéros prennent place sur les murs, je ne savais pas vraiment comment me repérer pour

retrouver le dit local. Toujours est-il que j'avais croisée Ju par hasard cette journée-là sur un étage qui s'avérait être le mauvais, et voyant mon incapacité à m'orienter, elle a décidé de prendre le temps pour m'accompagner directement vers ma destination recherchée. En cours de route, nous avons profité de ces quelques minutes pour faire un peu mieux connaissance, échanger quelques informations personnelles et même nos coordonnées. «N'hésite pas à me contacter si tu veux discuter davantage de ton projet, on ira prendre un café! ». C'est ce que j'ai fait les mois qui ont suivis. Nos rencontres ont été nombreuses,

riches nos conversation et cette personne a été pour moi

(Continued...)



Lynnda Proulx (Continued)

... une ressource clef vers cette grande aventure qu'est le doctorat. J'ai donc décidé de vous raconter différents moments de son histoire dans les prochains billets que je vais écrire pour le compte du bulletin de *L'Association des étu-*

diant.e.s diplômé.e.s de la Faculté d'éducation (AÉDÉ) - <http://egsaaede.wordpress.com>. Je tiens à préciser que le contenu de ces billets n'engage que son auteure. La personne dont je parle est une per-

sonne fictive. Elle me permettra de raconter des histoires.

Je suis étudiante au doctorat depuis 2008 dans la concentration Apprentissage, enseignement et évaluation. Je suis enseignante au collégial de profession et mon projet

de recherche se concentre sur l'intégration d'étudiants issus de l'immigration en milieu collégial francophone en situation minoritaire.

Meet Jenn Rottmann

I am currently in the 2nd year of my PhD in Education with a concentration in Society, Culture and Literacies. My doctoral research will focus on teachers' experiences in book clubs and how the collective reading experience influences their pedagogical practices in terms of literacy. I am an avid reader with an affinity for words, language and meaning making. There is nothing I enjoy more than talking with others about the books I read. To negotiate meaning with others not only enhances my understanding of the books I choose to read, but enables a

constant analytical grappling, entangled with insight, interpretation, and both social and individual acts of meaning construction. My interest in book clubs began in my master's thesis under a larger study entitled *Saltwater chronicles: Understanding reading in the regional book club of Newfoundland and Labrador* guided by Primary Investigator Dr. Judith P. Robertson. Other research interests of mine (to name a few) include reader-response theory, narrative inquiry and psychoanalysis. I am currently teaching my first course in the

Faculty of Education and look forward to the many exciting endeavours yet to come.



Meet Shannon Sweeney

Hello outside world! I'm writing to you from my isolated little corner of the world: my home office (less formally known as the desk in my bedroom). As a second year master's student working on my thesis, I am experiencing the recession-like plummet of student-to-student communication that occurs once classes have ended. I virtually live at this desk, and when I feel less productive, I go to my school office for a

change of scenery. Somehow the white walls and absence of cutesy possessions, which over populate my home desk, seem to actually increase my productivity. Who would have thought? Moreover, from an academic point, it is much more convenient to access journal articles through the school's library website when you are on campus. Anyone who has been repeatedly logged out of his or her library

account off campus can attest to that!

When I'm working on my thesis proposal from home, my best company is my green haired ballerina troll and the giant Dumbo from Disneyland that sits on my printer. My princess mug filled to the brim with coffee cheers me up and the two plants that have somehow managed to survive my neglect look to me in won-

der, hoping my scattered brain will remember to water them.

The first year of a master's degree is the exact opposite. I had classes to attend, assignments that didn't eclipse the light at the end of the tunnel, and most importantly, social events with my fellow master's students. Although I'm aware of the faculty events this year,

(Continued...)

Shannon Sweeney (Continued)

year, the difference is that I am no longer going to hang out with my classmates, but the strange newcomers from a different cohort.

After a quick Google search, I've discovered that graduate student isolation is a common, well documented occurrence. Due to the long hours graduate students spend in solitary study, researchers have begun to examine attrition levels,

feelings of hopelessness, and depression in order to understand the phenomenon. While I agree that isolating myself in the name of research is not entirely optimal for my mental health, I'm still searching for the right balance between school work and my much needed social life... maybe I'll get it right during my next degree!



Meet Zhuo Echo Li

Ni Hao.

Crazy curly hair, punk music, procrastination—these are not the words people usually use to describe a Chinese girl. This is me. My name is Li Zhuo. My friends usually call me by my English name Echo. I am a graduate student here in Society, Culture and Literacies. I am from a big city called Harbin with a population of 9.8 million people. Harbin is a city very much influenced by Russian culture and it is the third highest beer-consuming city in the world after Munich in Germany and Paris in France. People also call Harbin 'Paris in the East,' because it is a very romantic city. I grew up in the influence of both Western and Eastern cultures.

When I was little, my mom used to send me to all kinds of lessons, such as piano lessons, Chinese calligraphy and painting lessons, and dancing lessons, since she believed that I should try out everything, so that I wouldn't miss out on

anything in life, and that maybe I would be able to find something I am genius at or be passionate about. This has made me a very curious, open-minded and passionate person. That's probably one of the reasons why I even feel thankful towards 'the good, the bad, and the ugly' I have experienced being an international student in a foreign country for the past year.

Eating with my hands with my Tamil friends, learning drinking terms in French in Quebec, being an interpreter for the University Olympic Games—I am constantly amazed by the diverse cultures the world has to offer.

I enjoy making friends, learning languages, cooking food, discovering new recipes, traveling, music and arts. I constantly challenge myself.

I have learned a lot studying in the Faculty of Education. I have gone from knowing nothing about APA writing style to writing good papers; I have



found my passion for education; I have made friends from the Faculty with diverse cultural and academic backgrounds.

I will stay in Canada for a while after I finish my program. My current projects are to read as many books as I could from the library (now I have 81 books on the list) and to start writing again after I have given it up for other things for 4 years. I love writing, and I think writing make

the most sense when you write with your heart.

My big plan is to travel to South America, Africa, Asia, and other parts of the world. I want to make a change to the world even my strength is small but I believe what Mother Teresa once said: In this life, we might not do great things, but we can do small things with great love!

Grad Student Writers—What's the topic/prompt for the next issue?

In the next issue, the writers will each continue sharing with you their experiences with teaching, learning, research, etc., while also all engaging with a specific topic and responding to a set of prompts or questions. This will help promote the 'interconnectivity' of many of the entries, while also promoting dialogue within the Faculty.

So, in the spirit of building a *community* and a sort of 'network' of students in Faculty and through the newsletter, in the next issue, all *current* and *new* Grad Student Writers will be invited to explore: "**Social (Media) Networking and the Grad Student Experience.**"

This topic seems fitting, since in the current issue each of the writers could arguably already be 'connected' around the subject of connectivity, and/ or networks and communities of some sort.

Lynnda recalls benefiting from the mentorship, guidance, and conversations with her peers

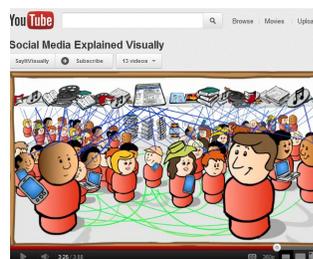
as a new student in the Faculty, **Echo** is learning about, and experiencing, a variety of cultures and communities as an international student here at the UofO, and **Osnat** and **Maria G.** have elected to write a collaborative entry together. Using *Google*, **Shannon** realized that grad student isolation plagues many of us after courses are over. **Rebecca** is interested in learning and technologies. **Jenn** is interested in book clubs and meaning-making, **Julie** talks about the interconnectedness of life and the environment, and **Maria B.** can understand from experience the lasting impact teachers have on students. Finally, **Eugene** is attuned to the complexity and messiness of educational research in comparison to other more 'simplistic' systems.

The Prompts

Check out this YouTube video (3:58 minutes) by *Say it Visually* to prompt your thinking about social media network-

ing:

http://www.youtube.com/watch?v=SgNIIUD_oQg



Here are a few **questions** for further consideration:

- How 'connected' are you?
- How has social media networking had an impact on your graduate studies and your student experience?
- How do you handle information overload during grad studies?
- What are you contributing as a member of a number of continuously evolving social (media) networks?
- How do you determine your

role, your purpose, and your sense of belonging or identity in social networks of any or all sorts?

As always, you are invited to make your entry your own, and to take this topic in whatever direction you choose.

To readers, how do you, or don't you, relate to this network we are building?

Whether you are a student or a Faculty member, come join in the discussion and send in your comments to egsa.aede@gmail.com and help us expand the intra-Faculty dialogue.

Remember also that students who are interested in becoming Grad Student Writers are invited to indicate their interest on the **Call for Submissions: Interest Form.**

Call for Submissions: Interest Form



Please complete this form to indicate your interest in submitting to **all Winter issues** of the *EGSA's Newsletter*. The following list of opportunities is an **invitation for both graduate students and Faculty members** to contribute.

https://docs.google.com/spreadsheets/viewform?hl=en_US&formkey=dFNmMnVXX29sWnB2cThURHhIQUIRQ1E6MQ#gid=0

Deadlines to submit for upcoming Winter issues:

- Vol. 2, **Issue 1**: Wed. Jan. 11, 2012
- Vol. 2, **Issue 2**: Wed. Feb. 1, 2012
- Vol. 2, **Issue 3**: Wed. Feb. 22, 2012
- Vol. 2, **Issue 4**: Wed. Mar. 14, 2012
- Vol. 2, **Issue 5**: Wed. Apr. 4, 2012

Please submit your newsletter contributions to egsa.aede@gmail.com.

Newsletter Feedback Form

Please take a few minutes to complete the following survey about the newsletter. Your feedback about the newsletter is very much appreciated, and will help shape future issues of the newsletter.

https://docs.google.com/spreadsheet/viewform?hl=en_US&formkey=dHItUI9wbzNoQlI4T1JvWFVmVmZsQWc6MQ#gid=0



Thank you!

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Building Grad Student Community

