



Strategic Research Plan

2010-2014

Reviewed March 2011

Our Faculty's Mission

To prepare knowledgeable, critical, creative and courageous educators; to champion through our teaching, research and service just, equitable opportunities and outcomes for all individuals and communities – in and through education.

Research is an essential component of our Faculty's Mission and the members of the Faculty of Education design their research with this mission in mind. This Strategic Research Plan identifies how we intend to support and strengthen current and emerging areas of research, and to pursue new, intriguing lines of inquiry. These strategies will enable us to be in the forefront of engaging education research that will expand and enhance the Faculty's research profile locally, nationally and internationally.

This Plan is divided into five parts: Current Research; Current Research Centres, Emerging Research Groups; Areas of Strength; Framework to Support and to Generate Research: and, Measures of Success. For parts two to four, individual faculty members or the Faculty as a whole will be involved in strategy and tactic used to achieve the desired goal.

Part I: Current Research

Current research foci have been identified using a number of broad criteria (e.g., research grants, publications, faculty members' self-identified research areas). New research strengths will continue to evolve as new faculty members establish their research programs and established faculty members develop new research interests.

1. *Applied Psychology*

Applied psychology encompasses research interests in: behaviour and classroom management; children's and adolescents' in-group/out-group attitudes and social relationships at school; developmental psychology; information literacy; instructional psychology; psychology of reading and writing; school role participation; teacher expertise; ADHD; developmental disabilities; inclusion; profoundly gifted and highly precocious students; school transitioning; the social competence of children with and without learning disabilities; youth and family issues; the assets and strengths of those facing challenges; the influence of culture, language and violence on women's experience in the classroom; mental health; child and family welfare; and youth justice.

2. *Comparative and International Education*

Scholars in the area are interested in the fields of comparative, international, development and global education and the impact of globalization on education, and the analytical approaches deployed to understand education within the global environment.

3. *Scholarship in Professional Teaching*

This examines the improvement of professional education through a better understanding of curriculum construction and best instructional practices.

4. *Educational policy and leadership*

Our current research covers the range of policy and leadership issues.

5. *Equity and Social Justice Education*

Research is in three major areas: Aboriginal issues; gender issues in education; and issues surrounding the prevention of violence and the improvement of conditions for victims of abuse.

a. Aboriginal Issues

Research includes a broad range of topics such as administration; Aboriginal youth at risk; health and education in remote communities; and curricular issues associated with Aboriginal learning practices.

b. Gender Issues in Education

Faculty members examine: disparities in curriculum; differential learning between boys and girls; youth violence; and the intersection of race, culture, class, gender and sexuality in the lives of both teachers and students in schools in both Canadian and international contexts.

c. Improving Conditions for People Who Experience Violence

We are known nationally and internationally for our research on violence, its precursors, and its effects; and on the best practices necessary for those working with victims of abuse.

6. *Innovation Studies and Human Ingenuity*

This research explores the respective roles played by the formal and informal education system in identifying and nurturing creative technical talents and the learning associated with innovation and human ingenuity.

7. *Mathematics, Science, Technology (MST), and the Arts related to Society, the Arts and to the Environment*

Interdisciplinary projects explore the integration of mathematics, science, and technology with other areas of study especially with the arts, society and the environment.

8. *Applied Linguistics/Second Language Education*

Research supports practice in applied language issues and language policy and planning, including the application of the Common European Framework of Reference.

9. *Language and Literacy*

Research focuses on all forms of language and reading acquisition, literacy and media, perspectives on literacy, and policies and practices.

10. *Professional and Teacher Education*

Researchers focus on the nature of teacher learning, the acquisition of expertise, and the ways in which teacher education can be improved.

11. *Research into the Development of Curriculum and Pedagogy*

Researchers explore: resource development; the role of assessment and evaluation in learning and instruction; the effectiveness of various pedagogical approaches; the conceptions of knowledge and the shifts and re-conceptualizations; new technology applications and their uses in classrooms; and the appropriate use of online and distance education techniques.

Part II: Current Research Centres

	Where we are	Where we want to be	How we get there	Progress <i>as at March 2011</i>
Centre for Inclusive Education	<ul style="list-style-type: none"> • The Centre encourages collaborative investigations of theories and practices that enhance the educational opportunities of all students with exceptionalities. The Centre is committed to sharing research findings and resources with academics, educators, and families. • The Centre is known locally and provincially for its research. • The Centre supports graduate students through awards and venues to present research. 	<ul style="list-style-type: none"> • The mandate of the Centre will be renewed and its position strengthened in the Faculty. • The Centre will be known nationally and internationally 	<ul style="list-style-type: none"> • Review the Centre's mandate and implement suggestions for change. • Strategically invite researchers who will help to initiate national and international research partnerships. 	<ul style="list-style-type: none"> • Completed; national status pending • SSHRC Partnership Grant application submitted January 2011
Centre for Research and Education on Violence Against Women and Children (CREVAWC)	<ul style="list-style-type: none"> • The Centre facilitates the collaboration of individuals, groups and institutions representing the diversity of the community to pursue research questions and training opportunities to understand and prevent abuse. • The Centre is nationally known for its research, its professional development, and its public awareness initiatives. 	<ul style="list-style-type: none"> • The Centre will be an integral part of the Faculty with faculty members opting to spend part of a semester working on collaborative projects. • The Centre will have a high profile in the University. 	<ul style="list-style-type: none"> • The recommendations from the external review will be implemented. • The Faculty will encourage the Centre's work by spotlighting it within and outside of the Faculty. • Faculty members who are interested in the work of the Centre will be encouraged to become involved through collaborative research applications. 	<ul style="list-style-type: none"> • Completed • Ongoing • Ongoing

Part II: Emerging Research Groups

	Where we are	Where we want to be	How we get there	Progress as at March 2011
Western Canadian L2 Portfolio (WCLP)	<ul style="list-style-type: none"> • This group is only in its inception phase. Several faculty members put forth a proposal for a group which has both a research and an instructional arm. The latter would provide services to potential and current second language students of the University. 	<ul style="list-style-type: none"> • This group which will provide research into 2nd language instruction at all levels, and provide services to international faculty members and students who wish to improve their English in content areas. • This group will be known nationally and internationally for research on and materials developed for the Common European Framework of Reference 	<ul style="list-style-type: none"> • Establish parameters for the operation of this group, including both the research and income generating sides of its operation. • Identify and enlist the faculty members and other personnel to be part of the group. • Work with other faculties and outside agencies who may have interest in the support that the group may be able to give to second language students and faculty members. • Establish a web presence. • Secure a CRC in 2nd language acquisition. 	<ul style="list-style-type: none"> • Ongoing. Support for operations is being pursued. • Ongoing • Ongoing • To be completed • On hold. • Maureen Smith is no longer with UWO although she remains the Acting Director for the time being.
Comparative and International Education	<ul style="list-style-type: none"> • Faculty members have established a program of study in the graduate program and have discussed an agenda for research. • A core group of faculty members have begun plans to promote educational research in international contexts from critical and comparative perspectives. 	<ul style="list-style-type: none"> • This group will have a well-established reputation for its work internationally and for the students who have an opportunity to conduct international research with faculty members. 	<ul style="list-style-type: none"> • Continue to host the Canadian and International Education journal. • Work with Research Western to identify specific areas of funding and to expand our research agendas in strategic areas of interest to the University and to the Faculty. • Formally establish a research group or unit. 	<ul style="list-style-type: none"> • Ongoing • Ongoing • “RICE” Research Group has been formed

Part IV: Areas of Strength

	Where we are	Where we want to be	How we get there	Progress as at March 2011
Multiliteracies and Multilingualism	<ul style="list-style-type: none"> • A group of faculty members have initiated discussions to develop a research group in this area to coordinate and support their research. 	<ul style="list-style-type: none"> • We are known for the body of research being produced from the Faculty. • Faculty members are recognized as key researchers in the field. 	<ul style="list-style-type: none"> • Strategically seek out research opportunities that build on and expand current strengths through the development of networks. • Where possible, develop strategic partnerships nationally and internationally with other institutions. • Due to the increasing interest in language acquisition, advocate for an additional faculty position to support the work of the group. 	<ul style="list-style-type: none"> • Needs to be reviewed
School and System Leadership in Education	<ul style="list-style-type: none"> • We have a core of faculty members conducting research in this area and have developed partnerships with local Boards to disseminate this research. The focus on leadership by various levels of government makes the establishment of this focus opportune. 	<ul style="list-style-type: none"> • Researchers are routinely called upon to work with schools and school systems to improve their leadership practices. 	<ul style="list-style-type: none"> • Explore areas where the current partnership with the Thames Valley School Board can be expanded to include other school boards. • Meet with the local boards to identify their research agenda and match these agendas with researchers. • Due to expanded interest in leadership by school boards and the impetus created by the Ministry of Education, seek to hire an additional faculty position to support the work of the Group. 	<ul style="list-style-type: none"> • Ongoing • Ongoing membership in the School Board-University Research Exchange (SURE) • To be determined
Mathematics, Technology and Science Education (MTSE)	<ul style="list-style-type: none"> • The multidisciplinary approach to research in this area explores creativity and ingenuity in a variety of academic fields. • The group is still defining its research agenda. 	<ul style="list-style-type: none"> • Contacts will develop into an international network, of which we are a key part. 	<ul style="list-style-type: none"> • Seek through Research Western funding opportunities in this field and apply for funding. • Work with other international institutions to develop an emerging agenda of research. 	<ul style="list-style-type: none"> • Ongoing • Ongoing

Part V: Framework to support and to generate research

	Where we are	Where we want to be	How we get there	Progress <i>as at March 2011</i>
Research Groups	<ul style="list-style-type: none"> We have 2 centres and interest in the development of other research areas. 	<ul style="list-style-type: none"> We will have groups of researchers who have developed collaborative research agendas. The groups will have developed grant applications and received funding to pursue their agendas. 	<ul style="list-style-type: none"> Encourage faculty members with similar interests to pool their research agendas. Establish internal funding and the procedures for creating research groups. 	<ul style="list-style-type: none"> Ongoing Procedures have been established and an initial round of funding was approved. However funding is now on hold until budget is reviewed
Publication of research	<ul style="list-style-type: none"> Web pages Spotlight on a researcher on the Faculty's website Some faculty members on Western's expert list Research Day highlights current student and faculty member research 	<ul style="list-style-type: none"> The website will be the first choice for information on education topics for the public and other researchers. All faculty members will be on Western's expert list 	<ul style="list-style-type: none"> Redesign the Faculty website to facilitate access for the public, for other researchers and for students. Prepare one page, lay summaries for each research project and post them on the website. Use the summaries for discussions with non-governmental funding agencies. Hold Interdisciplinary Research Days to help to generate collaborative projects among faculties. Facilitate faculty members to become involved in international organizations (e.g., through additional funding, help to apply for travel grants, initiate networks). Monitor the number of "hits" on the website and the source of these "hits." 	<ul style="list-style-type: none"> Initial design completed; Ongoing revisions Ongoing Ongoing Research Days with FIMS and FAH in 2010 and 2011; ongoing collaboration on a yearly basis Ongoing Still to do
Visiting Scholars	<ul style="list-style-type: none"> Visiting scholars are nominated by faculty members. The scholars provide 3 lectures and work with faculty members on research development Other scholars present lectures if visiting faculty colleagues. 	<ul style="list-style-type: none"> Noted education scholars from around the world will apply to be visiting scholars. 	<ul style="list-style-type: none"> Give strategic invitations to individuals who will act as catalysts for research groups. Preference will be given in areas designated by the Strategic Plan. Invite applications from national and international researchers to be 	<ul style="list-style-type: none"> Ongoing

	Where we are	Where we want to be	How we get there	Progress as at March 2011
			visiting scholars. • Give strategic invitations if the visiting scholar will help to create a new research advantage for the Faculty and University.	
Technology	• Videoconferencing limited to one conference room able to accommodate a group of about 25.	• We will have state of the art video-conferencing facilities that enable national and international participation of scholars in conferences and in research meetings.	• Establish a technology-based classroom open to use by both researchers and instructors. • Establish a technology incubator for new communication technologies. • Encourage faculty members to incorporate into research proposals technological connectivity with colleagues where appropriate. • For Faculty generated conferences, allow for a national and international component that will utilize technological connectivity. • On research websites, where appropriate, allow for podcasts and video clips. • Apply for CFI funding in innovative technologies. • Continue to conduct research on the applicability of various technologies. Apply findings for course delivery and to professional development.	• Under consideration • Ongoing • Ongoing • Ongoing
Mentor New Faculty Members' Research Agendas	• We have the development of an initial program to match mentors Faculty with new faculty members.	• All new faculty members will have research mentors. • We will have a pool of individuals who are willing to help. • Faculty members will be asked to participate in similar programs in other	• We will purposely match new faculty members with senior faculty members from other faculties. • We will solicit suggestions from other Faculty deans and associate deans. • We will monitor the effectiveness of the matching and the program	• Ongoing, need to develop further • Yes • Monitoring effectiveness – in process.

	Where we are	Where we want to be	How we get there	Progress as at March 2011
		faculties.	itself, and make modifications where necessary.	
Raising the Research Profile with Government and School Districts	<ul style="list-style-type: none"> We have applied to be a Ministry of Education Vendor of Record (VOR). We realize that there are limitations if we participate (e.g., intellectual property issues), but this will ensure that the Ministry is aware of our research. 	<ul style="list-style-type: none"> We are approached as one of the key research producers for the Ministry of Education in this area. Our researchers are routinely called upon as experts for advice. 	<ul style="list-style-type: none"> If placed on the list of VORs, vet each Request for Proposal to ensure a solid match between our researchers and the proposal. Involve students whenever possible in order to train the next generation of researchers. 	<ul style="list-style-type: none"> VOR in 2 areas; Ongoing Ongoing
	<ul style="list-style-type: none"> We currently participate as presenters and as attendees for the Ontario Education Research Panel's (OERP) annual symposium 	<ul style="list-style-type: none"> We have a faculty member sitting on the OERP. 	<ul style="list-style-type: none"> Submit a nomination this year, and subsequent years when appropriate. 	<ul style="list-style-type: none"> R. Macmillan is now a member of OERP
	<ul style="list-style-type: none"> We are founding members of the School Board-University Research Exchange (SURE), and have held the first conference at the Faculty. 	<ul style="list-style-type: none"> Local school boards approach us first to conduct research on specific topics. 	<ul style="list-style-type: none"> Use the developed form for school boards to call for research proposals. For each call, match researcher to the proposal and include students where appropriate. 	<ul style="list-style-type: none"> Underway Ongoing

Part VI - Measurement of Success

The success of our research programs will be measured using the following parameters. These are listed alphabetically and not hierarchically.

- Awards and distinctions
- Citations
- Conference presentations
- Development of sustainable partnerships with school boards, NGOs, etc.
- Facilitation of transformative change in schools and school systems leading to higher quality and more equitable education in public, private, and First-Nations schools
- Invited addresses
- Participation on editorial boards for major journals
- Practical application of research for classroom practice (e.g. curriculum writing)
- Publications
 - a. Books
 - b. Book Chapters
 - c. Journal articles
 - d. Successful supervision of graduate student research products. Some fields in the faculty routinely include the name of supervisors on student publications, etc.; however, other fields do not.
- Research funding
- Training of Highly Qualified Personnel (HQP – graduate students, TAs, RAs)
- Translating research to the public and private sector through knowledge and technology transfer, policy formulation, or other mechanisms

A database using the above categories has been created from the curriculum vitae of faculty members and will serve as the benchmark for annual updating.

Conclusion

This Strategic Research Plan outlines the strategies and tactics the Faculty intends to use to place it solidly in the local, provincial, national and international arena of educational research. To ensure we are progressing in each of the areas, we will review the plan annually and make adjustments to capitalize on opportunities.