

# **Directory of Non-Board-Initiated Research and Evaluation Projects**

in the

**Ottawa-Carleton District School Board**  
133 Greenbank Road • Nepean • Ontario • K2H 6L3

and the

**Ottawa Catholic School Board**  
570 Hunt Club Road West • Nepean • Ontario • K2G 3R4

for

**2016-2017**



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## INTRODUCTION

### **Purpose of the Directory**

This directory provides information about non-board-initiated research and evaluation projects that were approved by the Ottawa-Carleton Research and Evaluation Advisory Committee during the 2016-2017 school year. The summaries of research are taken from the proposals submitted by researchers. Additional information about these projects may be obtained by contacting Dr. Tsala Mosimakoko at the Ottawa-Carleton District School Board or Dr. Lauren Figueredo at the Ottawa Catholic School Board.

### **Role of the Ottawa-Carleton Research and Evaluation Advisory Committee**

The Ottawa-Carleton Research and Evaluation Advisory Committee is a joint committee of the Ottawa-Carleton District School Board and the Ottawa Catholic School Board which includes representatives from both boards. It was established in September 1994 to: eliminate the need for researchers to apply to each of the two school boards separately, standardize the approval process for research applicants, improve access to schools for researchers, and equalize the involvement of each board in research projects.

The primary functions of the Ottawa-Carleton Research and Evaluation Advisory Committee are to:

- support and encourage research and evaluation of programs that contributes to educational knowledge,
- review all requests for non-board-initiated research or evaluation to be conducted in the two school boards,
- determine the impact of each request on the school systems,
- measure the degree of involvement required by staff, students, and parents, and
- judge the relevance of each request to the educational objective and policies of the school board concerned.

Approval of a research/evaluation project by the Ottawa-Carleton Research and Evaluation Advisory Committee does not obligate any board, department, or school to participate in a study. The decision to participate in a project is always the prerogative of the school board and the participating school principal and/or teacher(s).

Research guidelines and application forms are available on the web sites of the two boards to help researchers in the preparation of their research/evaluation proposals.

The Committee meets five times a year, approximately two weeks after each of the following deadlines:

**August 31 • October 31 • January 9 • February 28 • April 30**

### **Proposal Review Process**

Prior to each meeting of the Committee, proposals are reviewed by Committee members. At the meeting, the Committee reaches one of five decisions on each proposal: approve, approve with minor revisions, revise and resubmit, not approved or redirect. Researchers/evaluators are notified of the decision by letter and any revisions required are specified.

Approval by the Committee is the first of a series of approvals that applicants must have in order to conduct research and evaluation projects in the schools. Researchers/evaluators must also seek approval from the school principal as well as from parents and students as required. Principals are made aware of approved projects through a memorandum and some are contacted by board staff to facilitate the placement of projects in schools.

### Committee Members for 2016-2017

Ottawa-Carleton District School Board	Ottawa Catholic School Board
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### Number of Projects Reviewed in 2016-2017

**Table 1**

Number of (and Decisions Reached on) Non-Board-Initiated Research Proposals during the 2016-2017 School Year

	Approved	Not Approved	Redirected	<b>Totals</b>
September, 2016	8	9	0	<b>17</b>
November, 2016	5	9	0	<b>14</b>
January, 2017	2	2	0	<b>4</b>
March, 2017	3	2	0	<b>5</b>
May, 2017	8	4	0	<b>12</b>
<b>Total for 2016-2017</b>	<b>26</b>	<b>26</b>	<b>0</b>	<b>52</b>

*Note: Some projects that were not approved by the committee were reviewed at a subsequent meeting as a result of revisions being made by the researcher.*

During the 2016-2017 school year, the Ottawa-Carleton Research and Evaluation Advisory Committee reviewed 52 research applications over the course of five meetings in 2016-2017, an increase from 47 the previous year. Ultimately, 26 research/evaluation projects were approved for implementation:

- 20 (76%) were approved for conduct in schools from both boards;
- three (12%) were approved for conduct in the OCDSB *only*; and,
- three (12%) were approved for conduct in the OCSB *only*

Of the 26 research projects approved for implementation:

- ten (38%) were from organizations other than universities, including: Academica Group, American Institute for Research, Centre for Addiction and Mental Health, Curriculum Services Canada, Green Communities Canada, Ottawa School Travel Planning Project, Parriag Group, Rideauwood Addiction and Family Services, The Learning Partnership, The Royal Ottawa Health Care Group;
- eight (31%) were submitted by university students; and,
- eight (31%) were submitted by professors affiliated with universities.

In addition to the proposals reviewed by the Committee, individual Committee members addressed inquiries about research guidelines, the review process, and other specific questions regarding the researchers' respective proposal.

### **Proposals Approved by the Committee in 2016 - 2017**

*The following projects were approved during the 2016–2017 school year for implementation in the Ottawa Catholic School Board (OCSB) and the Ottawa-Carleton District School Board (OCDSB), including two extensions from the previous years.*

Proposal #: 1 (16-17)  
Research Title: **The 2017 Ontario Student Drug Use and Health Survey (OSDUHS)**  
Researchers: Dr. Robert Mann, Centre for Addiction and Mental Health

The Ontario Student Drug Use and Health Survey (OSDUHS) is an ongoing epidemiological study of Ontario students, conducted every two years since 1977 by the Centre for Addiction and Mental Health (CAMH). It is the longest ongoing school survey in Canada and one of the longest in the world. The main purpose of this repeated, cross-sectional, anonymous survey is to describe the extent of and trends in the prevalence, incidence, and patterns of tobacco, alcohol, and other drug use. An important aspect of this activity is the identification of the use of emerging drugs and related harms. Mental health (e.g., symptoms of depression and anxiety), bullying, victimization and perpetration, physical health (e.g., physical activity, injuries), and other risk behaviours (e.g., gambling, violent behaviour) are also monitored. Another purpose is to accurately characterize not only differences between subgroups (e.g., sex, age, region), but also differential changes over time within subgroups. The determinants and correlates of the above indicators are also examined, namely demographic, family, and school factors. The OSDUHS exemplifies the population health framework promoted by Health Canada and the World Health Organization, which is an evidence-based approach requiring the surveillance of a broad set of health indicators and influences among the general population. Providing an accurate description of problems and behaviours, as well as identifying emerging issues, equips health, education and governmental bodies in setting priorities and facilitating preventative policies, programs and services to improve the well-being of youth.

Once board approval is obtained, schools that have agreed to participate will be asked for a list of all classes by grade, from which a random selection will be made by staff at the Institute for Social Research (ISR). Classes will be selected with equal probability. English as a Second Language (ESL) classes and special education classes will be excluded from the selection. Once classes are selected, ISR staff will negotiate a convenient date to visit the school and administer the survey during regular class time. Ideally, all classes will be surveyed on the same day so that only one school visit is required. If a selected class cannot participate, a replacement class will be randomly selected, when possible.

Proposal #: 2 (16-17)  
Research Title: **iPad point of Care Diagnostic Audiometry in Ottawa Elementary Schools**  
Researcher: Pourya Masoudian, University of Ottawa & CHEO

The World Health Organization estimates that 32 million children live with disabling hearing loss and half of these cases could have been avoided by primary prevention. Hearing plays an important role in the development of speech and communication skills in children and undiagnosed hearing loss in childhood interferes with normal, social, emotional, and cognitive development.

The purpose of this project is to determine the incidence of hearing loss in the sampled population and compare modes of hearing tests such as iPad vs standard sound booth audiometry. The researchers will perform a hearing test on 500 Grade 1 and 2 children in ten schools and detect hearing conditions in children much earlier. It is anticipated that this will allow for earlier treatment and less morbidity from hearing-related disorders. The screening for hearing impairments in children will be performed by the iHEAR interest group.

Children will be asked to wear headphones and play a game on an iPad. The game takes approximately 1-6 minutes to complete and tests the child's hearing. If the child has difficulty hearing on the iPad, the child will be offered a further standard hearing test by a trained audiologist at the University of Ottawa Inter-Professional Clinic.

Proposal #: 3 (16-17)  
Research Title: **A Comparison of Tests for Preschool Vision Screening and Analysis for Their Cost-Effectiveness for Universal Use in Ontario**  
Researcher: Dr. Daphne Maurer, McMaster University

Children who see poorly are at risk of having problems learning in school. Nearly 100,000 children in Canada are at risk of developing amblyopia (lazy eye), but only 50,000 will be identified prior to age five. These children may suffer preventable vision loss simply due to lack of detection. For best success in detecting and treating amblyopia and refractive errors, screening should occur between 3-5 years of age (young enough to catch and effectively treat the disorder, but old enough to complete the necessary diagnostic vision testing). Uncorrected visual problems can cause children to struggle in school and lead to a diagnosis of learning disability or behaviour problems.

The purpose of this study is to develop and test a method for checking vision of preschool children. It also intends to identify children who may need treatment and treat those children by giving them eyeglasses before they start grade 1. Data will be collected from junior and senior kindergarten children. The researchers will use five different vision screening tests, all of which will be described to the children. The

screeners are from the University of Ottawa medical program and are part of the iScreen voluntary program. Statistical analysis will be conducted to determine the most effective screening tool or combination of tools that detect eye problems in children.

Proposal #: 4 (16-17)  
Research Title: **Active Transportation, Independent Mobility, and Physical Activity among School Children: A Multi-Site Study (Phase 2)**  
Researchers: Dr. Mark Tremblay, CHEO Research Institute

The main purpose of this project is to provide an improved understanding of: 1) the relationship between active transportation, independent mobility and the physical activity levels of children in grade 4 to 6; and (2) the correlates of active transportation, independent mobility and physical activity to inform the development of more effective interventions. The study will occur in phases. Phase 1 is a pilot, aimed to assess the test-retest reliability and convergent validity of measures of active transportation to/from non-school destinations and measures of independent mobility in a convenience sample of 90 children. The sample represents 45 Anglophone and 45 Francophone families.

Data will be collected through surveys of students, parents and school administrator. The students will complete surveys on active transportation and independent mobility, and wear a pedometer for eight consecutive days. The child and parent survey will be completed twice, approximately two weeks apart. As for the school administrator, they will be asked to complete an online survey about their school policies related to physical activity. Stratified sampling will be used to recruit students from schools and data will be analyzed using a multi-level models approach.

Proposal #: 10 (16-17)  
Research Title: **Reducing Stigma and Encouraging Help-Seeking Intentions through a Multi-faceted Mental Health Literacy Program**  
Researcher: Nicole Loreto, The Royal Ottawa Health Care Group

The purpose of this quantitative study is to evaluate the effectiveness of a multi-fold educational mental health program known as 'Is It Just Me?' aimed at improving mental health literacy, lowering stigma about mental illness and promoting help-seeking intentions in youth. The program was designed as open and informal conversations with youth on mental wellness and mental health problems with a short facility tour to demystify mental illness and treatment.

The study involves presentations by: (i) a neuroscientist, (ii) a psychologist, and (iii) an addiction counselor. It also includes testimonials of young adults living with mental illness who share their personal stories of recovery and a demonstration of some coping techniques that help reduce stress and foster positive health behavior done by a social worker.

Data will be collected from students in the experimental group through an electronic survey on site at the Royal Ottawa Hospital. No personal information will be collected and random IDs will be assigned. Students in the control group will also be asked to complete the questionnaires using an electronic format. It could also help in getting students to seek help earlier and in some cases save lives as students are asked to reach out to a trusting adult if they are, or a friend is, in need of help.

Proposal #: 11 (16-17)  
Research Title: **The Socio-environmental Aspects of High School Students' Food Literacy Programs: A Comparative Case Study on Three Ontario High Schools**  
Researchers: Alicia Martin, University of Ottawa

The main objective of this study is to explore the current level of food literacy of Ontario high school students. In particular, the study is interested in the results of comprehensive food literacy and education for youth about food systems and how they might impact individual's food choices later in life.

Data will be collected through student surveys and interviews, and teacher interviews. Questionnaires will take approximately 20 minutes and interviews with students and teachers will be approximately 30 minutes. Participants will be enrolled in, or teaching, a grade 11 culinary arts or other technological education program.

Proposal #: 12 (16-17)  
Research Title: **An Evaluation of the Policy/Protocol Memorandum # 158 to Require Concussion Education in Ontario Schools**  
Researcher: Roman Matveev, York University

The main objective of this study is to evaluate the effectiveness of Policy/Protocol Memorandum (PPM) 158 by analyzing the concussion prevention programs developed by Ontario school boards and to conduct a pre-policy/post-policy implementation analysis of Ontario School Board Insurance' Exchange (OSBIE) incident data. A descriptive analysis of each board's policy will be conducted using a questionnaire. It will consist of questions such as policy presence/absence, difficulties with policy creation and implementation, return-to-play (RTP) guidelines and whether or not concussions are being tracked and followed-up. Afterwards, insurance report data for 1-2 school years after the introduction of the concussion policy will be compared against 3-5 years of pre-policy data.

The researchers hope to gain a better understanding of the effectiveness and usability of concussion policy in youth athletes. The results of this study can be used to improve concussion policies in Ontario schools, and can inform the implementation of similar policies in other jurisdictions. This study will provide information about challenges with school-based concussion policy creation and implementation. Data will be collected

from school board members that are involved in policy formulation and enactment. They will be interviewed through a self-report questionnaire. Results will be used to help improve future policies across Ontario.

Proposal #: 13 (16-17)  
Research Title: **Identification Accuracy of Adolescent Eyewitnesses: The Role of Familiarity and Lineup Procedure**  
Researcher: Dr. Joanna Pozzulo, Carleton University

Adolescents are one of the age groups that are most likely to be victims of, or witnesses to, a crime. Despite this, there is limited research understanding adolescents' ability to act as eyewitnesses, specifically in regards to their identification accuracy when shown a lineup. The research that has been conducted thus far focuses on adolescents' ability to identify a stranger (i.e., a target that has never been seen).

The purpose of this study is to examine how adolescent eyewitness identification accuracy is influenced by familiarity with the perpetrator and the type of lineup procedure administered. It allows for experiential learning for the students via a real world application of research to practical problems that are taught in the curriculum. Students will learn how mistaken identification is the leading cause of known wrongful conviction. Different police procedures that are tested within this research could lead to a lower false identification rate. For example, students will learn that by examining how prior familiarity with a perpetrator versus no familiarity with a perpetrator may impact an eyewitness' ability to properly and accurately identify the perpetrator from a lineup. Furthermore, students will learn that the type of lineup procedure shown to an eyewitness can influence their accuracy when identifying the perpetrator.

Data will be collected through a familiarity questionnaire to be completed by students; a line-up identification task which includes a crime video, demographic form, description forms, and photographic lineups of volunteers; and, line up procedures activities. Identification accuracy will be assessed using the results from the lineup identification task and the rate of correct identification for target present will be calculated separately from the rate of correct rejection for target absent lineups. Understanding which factors contribute to inaccurate eyewitness identification, and ultimately wrongful convictions, is a direct real world application of course content. Additionally, the study allows students to participate and test their own ability to act as eyewitnesses which allows them to understand the difficulty associated with eyewitness accuracy and testimony in the real world.

Proposal #: 14 (16-17)  
Research Title: **Variation in Lineup Procedure: How do we increase Children's Identification Accuracy?**  
Researcher: Keltie Pratt, Carleton University

When children make moral judgements in their everyday social lives, they are often privy to information about the individual they are watching. The purpose of the study is to gain a better understanding of how children develop the ability to use personality trait and intention information in their moral reasoning. The study is educationally relevant to young children as it engages them to learn about curriculum (e.g., shapes and colours).

Data will be collected through interviews and children will participate in a series of games. Stories will be read to children and they will be asked questions about characters that were described as having a "nice" or "mean" personality, or who accidentally made another story character happy or sad. The stories are designed to examine whether children use information about a character's personality when deciding whether that character did things on purpose or by accident. They will be shown instructional video and discuss physical properties of various shapes.

Proposal #: 18 (16-17)  
Research Title: **Beyond Screening: Towards Understanding the Effects of Mild Bilateral and Unilateral Hearing Loss on Children in the Early School Years**  
Researcher: Dr. Elizabeth Fitzpatrick & Linda Moran, University of Ottawa & Children's Hospital of Eastern Ontario

Worldwide, there has been considerable investment in population-based newborn hearing screening to improve the development outcomes of children with hearing loss. Historically, considerable focus has been placed on severe and profound hearing loss. Recently, trends in epidemiological research indicate that less severe degrees of hearing loss, often described as "minimal hearing loss", account for a substantial amount of childhood hearing disorders. Prior to screening, this degree of hearing loss was not identified until ages 5 or 6 years in children without risk factors for hearing loss. From this premise, the purpose of this study is to: 1) quantify the impact of mild bilateral or unilateral hearing loss on auditory, communication, early literacy and academic skills; and, 2) understand the impact of mild bilateral or unilateral hearing loss from the perspective of parents and identify parents' service needs in the early years of identification of hearing loss. This research builds on a study funded by the Canadian Institute of Health Research (CIHR) that investigated the effects of mild bilateral and unilateral hearing loss on children's development during pre-school years.

Data will be collected from children aged 5 to 8 years, followed at the Children's Hospital of Eastern Ontario (CHEO), who have undergone hearing screening and have a confirmed diagnosis of unilateral and mild bilateral hearing loss. With parental permission, the teacher of each participating child will be contacted by mail and asked

to complete two questionnaires commonly used for this population. Parent interviews will be held to determine their perspectives of the impact of hearing loss on their children's development as well as to identify parents' needs for support during the early years.

This research will provide important outcome data on a sample of children identified with hearing loss through newborn screening in Ontario. This project was originally approved in May 2013 and has been granted an extension for data collection for the 2016-2017 school year.

Proposal #: 20 (16-17)  
Research Title: **Validation of the Child Version of the 21-Item Three-Factor Eating Questionnaire**  
Researchers: Dr. Jean-Philippe Chaput, CHEO Research Institute, University of Ottawa

In Canada, many children and adolescents have excess weight. Part of the solution to overcoming this epidemic is to understand the eating behaviours which determine the individual's response to the food environment, which then influences their body weight. One widely used tool to measure eating behaviours is the Three-Factor Eating Questionnaire (TFEQ-R21) which assesses/measures eating behaviour traits of children and adolescents to identify eating behaviour profiles. At present, the questionnaire has only been used and validated in adult populations. A child version of the TFEQ-R21 has been recently developed and will be used in this study for the purpose of validating the instrument for this population. The research aims to employ a methodology combining survey methods, food preference tasks and anthropometric measures. Through the anthropometric measures, the study aims to determine whether any anthropometric measure (weight, BMI, BMI percentile) is associated with eating behaviour profiles and/or food preferences.

Proposal #: 23 (16-17)  
Research Title: **Re-thinking Access to Postsecondary Education**  
Researchers: Julia Peters, Academia Group

The purpose of this study is to gather data on high school students' career and educational plans in order to help school boards and Higher Education Quality Council of Ontario (HEQCO) to better understand the academic and/or career plans of Ontario youth. The researcher will explore factors that will attempt to answers the following research questions:

- What pathways do youth see themselves taking after high school and why? (e.g., leaving before completing high school, entering the workforce after high school, taking time off before further education/training, going directly into further education/training, etc.)

- What barriers do youth anticipate in achieving their career and/or education goals?
- What are youth's current perceptions of postsecondary education and training?
- Do these pathways, barriers, and perceptions vary by demographic and academic characteristics (e.g., gender, disability, ethnicity, born in Canada/immigrant, grade, etc.).

Data will be collected through online surveys with students. School districts have been invited to include questions that are of importance to them. In consultation with staff in Curriculum Services, questions pertaining to digital fluency have been included. The survey will be approximately 10 minutes in length. From the findings of the study, recommendations will be made to HEQCO regarding access to postsecondary education and training for different groups of learners. At the same time, the information that will be collected in this study will be useful to schools in designing programs and supports to help prepare youth for their future.

Proposal #: 26 (16-17)  
Research Title: **Rekindling the Learning Spirit: Encouraging Successful Learning Outcomes for Urban Indigenous Youth**  
Researchers: Amy Champagne, Trent University

Indigenous Peoples across Turtle Island (North America) have repeatedly emphasized the need for holistic, culturally-based education rooted in Indigenous knowledge as a way of encouraging successful learning experiences for Indigenous students. The purpose of this study is to explore questions pertaining to the meaning of educational success from the Indigenous knowledge holders' perspective. The study aims to explore ways in which Indigenous pedagogies could be adapted and extended to contemporary approaches to assessment and evaluation of students learning outcomes, as well as reflect the educational priorities and pedagogies of Indigenous communities.

Data will be gathered through unstructured interviews with 6 – 20 students (past and present) in the Urban Aboriginal Alternate High School Program (UAAHSP), parents, teachers, and the educational counselor, as well as Elders and knowledge holders from the local community who are involved with Indigenous education. Ontario Ministry of Education documents on Indigenous education and its approaches to assessment and evaluation of programs offered to Aboriginal students will be reviewed. Different methods of gathering information from an Indigenous perspective will be used, including: sharing circles (i.e., are open-ended methods and they allow each member to speak and be heard uninterrupted); participant observation which allows the research to gain a deeper understanding of participants' experiences; and photovoice whereby the participants create visuals which identify, represent and enhance their perspectives and experiences.

Proposal #: 28 (15-16)  
Research Title: **Children's well-being and attitudes in different environments**  
Researcher: Raelyne Dopko, Carleton University

The study will examine the social and psychological benefits of nature to children's mood/happiness, attitudes towards nature, generosity, and pro-social behaviour. In order to measure these constructs, children will participate in two field trips (one at the Forest School of Canada and the other at the Canada Aviation and Space Museum). Grades 4, 5, and 6 classrooms will be randomly assigned to one of the field trip options; approximately two weeks later, students will attend a field trip at the other location.

Data will be collected using self-reported questionnaires which will be completed by each child after each trip. Children will also be given activities to measure their generosity and their pro-social skills. The collected data will be analyzed using t-tests, which will allow the researchers to explore the differences in social and psychological benefits between the Forest School of Canada and the Canada Aviation and Space Museum.

Proposal #: 30 (16-17)  
Research Title: **Collaborative Educator Professional Learning in Mathematics: Exploring Structures that Support Success**  
Researcher: Dr. Don Klinger, Queen's University

Collaborative inquiry has been identified as a powerful approach to professional learning. This research study is aimed at developing a deeper understanding of the structures that support the success of collaborative educator learning initiatives in mathematics, where success is identified as the impact of the networked professional learning initiative on instructional practice, student learning, achievement, and positive change in the culture of teaching and learning mathematics. In order to achieve the major goal of the project, the study is intended to explore: (a) the structures that support success of networked collaborative educator learning based on educators' roles, backgrounds, and previous experiences with collaborative professional learning? (b) how collaborative inquiry processes and data literacy support the success of collaborative networked educator professional learning initiatives, and (c) how the relationships between educators and external learning partners support success of networked educator professional learning initiatives.

This research is a multi-phase explanatory mixed-methods design, and it was implemented over three school years (2013-2014, 2014-2015, and 2015-2016). All three phases of the project have been completed. The extension phase of the project will include participants from the Eastern Ontario Staff Development Network (EOSDN) Mathematics Project (i.e., project facilitators, consultants, coordinators, school board coaches, school board administrators, and teacher inquiry teams).

Data will be collected through online surveys which take approximately 15 minutes to complete. Focus group interviews will be conducted with consultants, coordinators, coaches, and teacher inquiry teams from each district school board. Teacher focus groups and school administrator interviews will be conducted at the year-end of EOSDN regional consolidation session for inquiry teams. The multi-phase nature of this study will provide information about changes in structures that support educators' collaborative professional learning network. The use of a mixed method approach will provide a deep understanding of the structures that support success in collaborative educator learning initiatives.

Proposal #: 32 (16-17)  
Research Title: **Prospective Memory and Executive Functioning: The Effect of Inhibitory Control and Working Memory Load**  
Researcher: Audrey Brown, Carleton University

Prospective memory is the ability to remember to perform a task in the future. It is an important part of children's developing autonomy. As children grow up, they shift from relying on others such as parents, teachers, caregivers to relying on themselves to remember their future intentions. The aim of this study is to evaluate the relation between the executive functioning skills and prospective memory performance in preschool-aged children. The study also aims to examine the effect of a dual task load on children's prospective memory.

Data will be collected from children by giving them three tasks, namely: Prospective Memory task; Working Memory task, and Inhibitory Control task. They will be tested individually while they are at school and each session will last approximately 20-25 minutes. The basic form of these tasks will be in the form of games and testing will occur over two sessions.

Proposal #: 34 (16-17)  
Research Title: **Adult Education Strategy (AES) Environmental Scan of the Ottawa Region**  
Researcher: Frank Hummell, Eastern Ontario Staff Development Network (EOSDN) & Sandy Youmans, Queen's University

This project involves an environmental scan of Adult Education programming in eastern Ontario for the purpose of informing the Ottawa Regional Partnership's strategic plan for Adult Education. The scan includes the collection of both quantitative (e.g., enrolment information, student achievement) and qualitative data (e.g., key features of Adult Education programming, strengths of the program and areas for improvement) that will be captured through staff interviews and surveys. A document analysis will also be undertaken of supplementary Adult Education materials such as organizational charts, student handbooks, and marketing materials.

Proposal #: 36 (16-17)  
Research Title: **Children's use of Tract Information in their Intension Ascriptions and Moral Judgements of Others**  
Researcher: Sarah Gardiner, Carleton University

This research study explores how young children develop the ability to use personality trait and intention information in their moral thinking. The study employs a between-subjects design. Children will be randomly assigned to one of the three conditions. Once children have given assent, they will take part in a series of games that measure working memory and vocabulary. Response to questions will help researchers to understand how children begin to take into account others' personality information and intentions when making moral evaluations.

Proposal #: 38 (16-17)  
Research Title: **New Pedagogies for Deep Learning (NPDL) Evaluation**  
Researcher: Mette Huberman, American Institute for Research

The purpose of this evaluation is twofold: (i) to assess whether, and to what degree, the intended outcomes of NPDL are being met; and, (ii) to make recommendations for the next phase of the NPDL partnership. Administrators in the schools involved in the NPDL project will be invited to complete an online survey that will measure such things as the school-level focus on, and perception of students' acquisition of, the six global competencies – Character, Citizenship, Collaboration, Communication, Creativity, and Critical Thinking; acquisition of new or enhanced teacher practices; student, teacher, parent and administrator engagement in deep learning; and, system change in conditions that support deep learning. The final report will summarize findings from approximately 600 schools across six countries that are currently involved in the NPDL partnership.

Proposal #: 39 (16-17)  
Research Title: **Choose a Path that Includes Math**  
Researcher: Dr. Daniel Jarvis, Nipissing University

Over the past two years, the Council of Ontario Directors of Education (CODE) and the Ontario Ministry of Education initiated the creation and implementation of resources for parents/guardians to use at home with their children. The resources featured online videos and information, as well as packaged print material that was distributed to elementary schools throughout the province in 2015. This research project is an environmental scan aimed at establishing existing research and practices in Ontario, specifically mathematics learning for students transitioning from grade 8 to 9.

The research will employ a multi-site case study design that provides evaluation feedback from various stakeholder groups regarding the perceived strengths and limitation of the online toolkit resource. Data will be collected through audio-recorded,

face-to-face interviews, and thematic analysis will be carried out using qualitative data analysis software.

Proposal #: 40 (16-17)  
Research Title: **French as a second language (FSL) Student Proficiency Pilot Project (Phase 4)**  
Researcher: Dr. Pauline Beggs & Dr. Katherine Rehner,  
Curriculum Services Canada

The purpose of this pilot project is to determine the impact that professional learning related to the Common European Framework of Reference (CEFR) and Diplôme d'études en langue française (DELFL) is having on the instructional practices of FSL teachers across Ontario. Since 2008, provincial initiatives have taken place using the Common European Framework of Reference for Languages: Learning, Teaching, and Assessment (CEFR) to inform practices in FSL. In 2013, the Ontario Ministry of Education released a Framework for French as a Second Language, K-12. The CEFR provides a comprehensive overview of competencies that French language learners need to develop in order to communicate and interact effectively.

Data will be collected through an online survey that takes approximately 25 minutes to complete. The survey will request teacher-correctors involved with the DELFL exam to report on the impact that their CEFR/DELFL-related professional learning has had on their classroom practices.

Proposal #: 41 (16-17)  
Research Title: **Ottawa School Travel Planning (STP) Project**  
Researcher: Wallace Beaton, Green Communities Canada

School boards, schools, municipal staff, and police all struggle with traffic issues created outside schools twice daily as commuters compete for parking spaces and school buses. The Ottawa School Travel Planning project continues to enhance efforts to address school-based Transportation Demand Management (TDM) at selected elementary schools in Ottawa. The aim of the project is to positively influence the transportation decisions of children and parents/guardians through the implementation of Active and Safe Routes to Schools (ASRTS) strategies and the creation of a school travel plan. At the same time, the project encourages more individuals to choose active modes of transportation (e.g., walking, cycling, inline skating, etc.) or more environmentally friendly options such as carpooling or public transit.

The project is being extended to four new schools in 2016-2017. The Ottawa STP Project is based on a model framework that was created and pilot tested between 2008-2012 in every province and territory. The model was further refined in 2014-2015 as a result of the STP feasibility study carried out in the City of Toronto and Wellington-

Dufferin-Guelph. In Ottawa, the STP was first introduced in 2012 and since then 13 schools have graduated from the project.

Data will be collected through a hands-up survey of all students in each participating class. The school's STP Committee members will also be invited to complete a short evaluation survey. The benefits of this project aim to improve health and greater physical and emotional well-being from increased exercise and improved air quality in school zones. The project will also help by identifying potential cost-saving opportunities related to traffic and parking infrastructure on school sites.

Proposal #: 42 (16-17)  
Research Title: **Ottawa School Based Substance Abuse Counselling Program Evaluation**  
Researcher: Emma Thompson, Rideauwood Addiction and Family Services

The School Based Substance Abuse Counselling program is offered in all Ottawa Public and Catholic secondary schools. The purpose of this proposed longitudinal program evaluation project is to assess the impact of services provided by Rideauwood Addiction and Family Services in English language public and Catholic schools.

Data for the evaluation of the program will be collected through the administration of clinical screening and assessment tools validated for use with adolescents 12 and older, student client academic reports, and a perception of care survey. The administration of the assessment tools will be carried out by school based substance abuse counsellors, twice per client during regular counselling sessions. Academic report summaries for participating students will be provided by each school where parental consent has been obtained.

Proposal #: 43 (16-17)  
Research Title: **Impact Study of the Learning Partnership Global Solutions Program**  
Researcher: Jinli Yang, The Learning Partnership

The purpose of this study is to improve the Global Solutions based on feedback from staff and students and it will contribute to understanding program relevance with students learning with and about the complex changing world. The Global Solutions is a secondary school program that is offered to publicly funded schools.

Data will be collected using online pre- and post- program survey for teachers and students. The survey will be used to reflect on the value of global competitiveness, learning to design, and develop adaptive solutions to global issues. Student work samples will be collected and assessed against rubrics developed by TLP.

Proposal #: 44 (16-17)  
Research Title: **Impact Study of the Learning Partnership's Entrepreneurial Program**  
Researcher: Dr. James Wallace, The Learning Partnership

The purpose of this study is to improve the Entrepreneurial Adventure program resources and learning activities based on feedback from staff and students. The program contributes to student discovery and engagement with entrepreneurship and increases their potential in essential skills such as communication, collaboration, presentation, and business planning. Data will be collected using online pre- and post-program survey for teachers and students. Student work samples will be collected and assessed against rubrics developed by TLP.

Proposal #: 49 (16-17)  
Research Title: **Online and In Person Engagements – Ontario First Nations, Métis and Inuit Education Policy Framework**  
Researcher: Dr. Amanda Parriag, Parriag Group

The Ontario Ministry of Education is committed to improving Indigenous education, student achievement, and well-being of Indigenous students. It also plans to close the achievement gap between Indigenous and all other students. In 2007, The Ontario Ministry of Education launched the Ontario First Nation, Métis, and Inuit Education Policy Framework. The purpose of the framework is to guide the Ministry of Education, school boards, and schools as they work together to improve the achievement and well-being of Indigenous students who attend provincially-funded elementary and secondary schools.

The purpose of the study is to address the progress made in the implementation of the Framework every three years. To inform the development of the progress report, the study aims to collect data from students, parents/guardians, family members, educators, First Nation, Métis, and Inuit communities and organizations. Data will be collected through surveys. The study also aims to conduct focus groups of 8-10 participants.

**Table 2**

Summary List of Proposals Approved by the Ottawa-Carleton Research and Evaluation Advisory Committee in 2016-2017 and the School Board(s) involved in the Research or Evaluation of programs.

Proposal Number	Principal Researcher(s)	Affiliation(s)	Title of Research Proposal	School Boards Involved	
				OCDSB	OCSB
1	Dr. Robert Mann	Centre for Addiction and Mental Health	The 2017 Ontario Student Drug Use and Health Survey (OSDUHS)	√	√
2	Pourya Masoudian	University of Ottawa & CHEO	iPad point of care diagnostic audiometry in Ottawa Elementary Schools	√	√
3	Dr. Daphne Maurer	McMaster University	A comparison of Tests for Preschool Vision Screening and Analysis for Their Cost-Effectiveness for Universal Use in Ontario	√	√
4	Dr. Mark Tremblay	CHEO Research Institute	Active Transportation, Independent Mobility, and Physical Activity among School Children: A Multi-Site Study (Phase 2)	√	√
10	Nicole Loreto	The Royal Ottawa Health Care Group	Reducing Stigma and Encouraging Help-Seeking Intentions through a Multi-faceted Mental Health Literacy Program		√
11	Alicia Martin	University of Ottawa	The Socio-environmental aspects of High School Students' Food Literacy Programs: A Comparative Case Study on Three Ontarian High Schools	√	
12	Roman Matveev	York University	An Evaluation of the Policy/Protocol Memorandum # 158 to Require Concussion Education in Ontario Schools	√	√
13	Dr. Joanna Pozzulo	Carleton University	Identification Accuracy of Adolescent Eyewitnesses: The Role of Familiarity and Lineup Procedure	√	√
14	Keltie Pratt	Carleton University	Variations in Lineup Procedure: How do we increase Children's Identification Accuracy?	√	√

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 Directory of Non-Board-Initiated Research & Evaluation Projects 2016-2017
 

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Proposal Number	Principal Researcher(s)	Affiliation(s)	Title of Research Proposal	School Boards Involved	
				OCDSB	OCSB
18	Dr. Elizabeth Fitzpatrick & Linda Moran	University of Ottawa, CHEO Research Institute	Beyond Screening: Towards Understanding the Effects of Mild Bilateral and Unilateral Hearing Loss on Children in the Early School Years	√	√
20	Dr. Jean-Philippe Chaput	University of Ottawa, CHEO Research Institute	Validation of the Child Version of the 21-Item Three-Factor Eating Questionnaire	√	√
23	Julia Peters	Academica Group	Re-thinking Access to Postsecondary Education	√	
26	Amy Champagne	Trent University	Rekindling the Learning Spirit: Encouraging Successful Learning Outcomes for Urban Indigenous Youth	√	
28	Raelyne Dopko	Carleton University	Children's well-being and attitudes in different environments	√	√
30	Dr. Don Klinger	Queen's University	Collaborative Educator Professional Learning in Mathematics: Exploring Structures that Support Success	√	√
32	Audrey Brown	Carleton University	Prospective Memory and Executive Functioning: The Effect of Inhibitory Control and Working Memory Load	√	√
34	Frank Hummell & Dr. Sandy Youmans	EOSDN & Queen's University	Adult Education Strategy (AES) Environmental Scan of the Ottawa Region	√	√
36	Sarah Gardiner	Carleton University	Children's use of Tract Information in their Intension Ascriptions and Moral Judgements of others		√
38	Mette Huberman	American Institute for Research	New Pedagogies for Deep Learning (NPDL) Evaluation	√	√
39	Dr. Daniel Jarvis	Nipissing University	Choose a path that includes math (CAPTIM)		√
40	Pauline Beggs & Dr. Katherine Rehner	Curriculum Services Canada	French as a Second Language (FSL) Student Proficiency Pilot Project (Phase 4)	√	√
41	Wallace Beaton	Green Communities Canada	Ottawa School Travel Planning Project	√	√
42	Emma Thompson	Rideauwood Addiction and Family Services	Ottawa School Based Substance Abuse Counselling Program Evaluation	√	√

Proposal Number	Principal Researcher(s)	Affiliation(s)	Title of Research Proposal	School Boards Involved	
				OCDSB	OCSB
43	Jinli Yang	The Learning Partnership	Impact Study of the Learning Partnership Global Solutions Program	√	√
44	Dr. James Wallace	The Learning Partnership	Impact Study of the Learning Partnership Entrepreneurial Adventure Program	√	√
49	Dr. Amanda Parriag	Parriag Group	Online and In Person Engagements: Ontario First Nations, Métis and Inuit Education Policy Framework	√	√

## RESEARCH REPORTS RECEIVED

Researchers/evaluators are required to submit a final report when their projects are completed, or an annual progress report for multi-year projects. These reports are often difficult to obtain from researchers, due in part to the length of time required to complete projects.

Seven final research reports were received during the 2016-2017 school year; summaries are provided below. The full reports are available from the Research, Evaluation and Analytics Division of the Ottawa-Carleton District School Board and the Student Success Department of the Ottawa Catholic School Board.

Proposal #: 36 (16-17)  
Report Title: **Children's Use of Trait Information in their Intention Ascription and Moral Judgements of Others**  
Researcher: Sarah Gardiner, Carleton University

Beginning in early childhood, children evaluate morally relevant situations in order to make decisions concerning social behaviour. A large portion of research investigating children's developing moral reasoning has focused on children's understanding of intentions. However, mature moral judgments are far more complex than only incorporating the consideration of an actor's intentions and the outcome of their actions. Adults use multiple cues; such as the actor's trait, situational factors, and intention, to form global explanations and judgments of others' behaviour.

This study extended researchers' understanding of 4 and 5 year old children's developing moral reasoning by examining whether children, like adults, are influenced by trait information when making their moral judgments, as well as whether this information influences children's intention ascriptions. Judgments in two Trait-Present conditions (Nice Trait-Present and Mean Trait-Present) were compared to how children judge a character when they were presented in a Trait-Absent condition. The Trait-Present conditions involved children hearing stories in which story protagonists were introduced as either 'nice' or 'mean', and children heard a list of three behaviours that the character engaged in which exemplify that trait. The character went on to perform a neutral action with a neutral intention, which resulted in an unforeseen positive, or negative emotional outcome for a secondary character. The third condition, the Trait-Absent condition, involved children hearing the same stories as those in the Trait-Present conditions but with the exclusion of any trait information. After hearing each story, children in all conditions answered comprehension questions to indicate whether the character's actions were intentional, to morally evaluate the character, and whether the character should be punished.

It appears that children are capable of using trait information when making both moral judgments and assigning punishment, with children judging a 'mean' character more negatively. Interestingly, children appear to rely on trait information differently,

depending on the evaluation the child is making. When children are asked to morally evaluate a character, the outcome, as well as, the character's trait label, was considered relatively equally. However, when children are asked to assign punishment to the character, children appear to first consider the outcome and then consider the character's trait. Additionally, it was found that children were more likely to state that the 'mean' character unintentionally made the secondary character happy.

The current study highlights the importance of avoiding trait labels within the classroom. When discussing misbehaviour, care should be taken to describe the behaviour itself as problematic, and avoid language that attributes that behaviour to a stable personality characteristic.

Proposal #: 20 (15 -16)  
Report Title: **Examining the Impact of Nature-based Learning on Primary-aged Students in the Ottawa Carleton District School Board**  
Researcher: Dr. Elizabeth Glithero, University of Ottawa

The purpose of the study is to gain a better understanding from participants of the impact of nature-based learning on student well-being and achievement. The study was designed to explore two research questions: 1) What is the impact of regular and repeated nature-based learning experiences on primary-aged students with particular regard to student well-being and achievement, and 2) What are effective practices for transferring positive outcomes from nature-based learning experiences into schoolyard and classroom learning? In the 2015-2016 school year, the partnership between OCDSB and FSC expanded to include the use of the Ottawa Forest School as a service provider site for nature-based learning opportunities for primary/junior aged students. Eight different elementary classes from four different public schools visited the Ottawa Forest School for one day/week for six weeks for an immersive nature-based learning experience.

A total of 27 participants took part in the study. A qualitative case study approach was used. Four primary data methods included online questionnaires, semi-structured interviews, focus groups, sample of learning artifacts, as well as teacher journals.

### **Results:**

An overwhelming majority of the participants responses spoke directly to the impact that nature-based learning experiences, either in the context of the Ottawa Forest School or Mud Lake had on their students overall well-being. Six key themes emerged from the research including:

- increased student wellness;
- strengthened relationships;
- tensions around impacts on students achievement;
- insight and tensions around inquiry-based learning;
- nature continuum understandings; and
- insights and tensions around risky-play.

From the discussions and the broader set of data emerged several suggestions to be considered in relation to building capacity and maintaining long-term the governing nature-based learning movement within the District. Consideration for the development of a broad strategy on nature-based learning that includes: i) new/revised policies relevant to nature-based learning; ii) effective practices to consider with a focus on the primary/junior division; iii) relational alignment with other strategic District and Ministry priorities; iv) developing a better relational understanding of nature-based learning with the board's environmental education policy and current initiatives.

Proposal #: 23 (15-16)  
Report Title: **Kindergarten Vision-Testing Programme**  
Researcher: Dr. Daphne Maurer, Dr. Agnes Wong, and Dr. Mayu Nishimaru

**Purpose:**

To test the usefulness of a program developed to: (i) screen kindergarteners in school for potential eye problems, and (ii) to arrange optometric examinations for those students identified as having potential eye problems.

**Methodology:**

Two studies were conducted. The first study included a sample of 712 children in kindergarten to examine how well the screening tools worked. The second study examined 2534 children from 28 schools across Ontario. Children were screened for potential eye problems in their school and were referred for a free optometry exam in their school if they exhibited potential eye problems. Of the children referred, only children whose parents returned the referral form and consented to an eye exam for their child were examined by an optometrist.

**Results:**

The results of the preliminary study indicated that the screening tools were effective in identifying eye problems. Of the 712 children examined, the eye exams correctly found eye problems in 21% of the sample, while only 4% of children incorrectly passed the eye exam. In the second study, 1,387 children (55%) were identified as having potential eye problems. Of the parents whose children failed screening, 13% indicated that they were already taking their child to an optometrist or ophthalmologist. The remaining 836 children (60% of the referred children) were examined by an optometrist. A proportion of the children were uncooperative (11%), however 33% of children had eye problems that warranted either immediate treatment or close scrutiny. This group reflected 11% of the total sample screened by the program.

To examine whether the vision screening was warranted, a sample of three program schools were compared to three control schools in which the program was not implemented. At the start of the school year, both schools had equal proportions of students wearing eyeglasses (2%). By the end of the school year, three times as many

children (10%) wore glasses in the schools where the program was implemented compared to the non-program school (3% wore glasses).

**Conclusion:**

In-school screening programs that quickly and efficiently screen all children for potential eye-problems, and ensure that all children identified with likely vision problems are examined by an optometrist are useful in increasing the likelihood of identifying and treating children with eye problems and potentially reducing the time and resource burdens on parents.

Proposal #: 25 (15-16)  
Report Title: **Collaborative Developmental Evaluation Report for the Eastern Ontario Staff Development Network (EOSDN)**  
Researcher: Danielle LaPointe, Dr. Don Klinger, Eleanor Newman, Tammy Billen. Queen's University

**Purpose:**

The Eastern Ontario Staff Development Network (EOSDN) is a consortium of Eastern Ontario District School Boards working in collaboration with the Faculty of Education at Queen's University. Using funding from the Ontario Ministry of Education, the EOSDN coordinated the three-year regional K-12 EOSDN Mathematics Project (EMP) to enhance professional discourse and instructional practice. The aim of the project was to: (1) understand and refine the implementation of the EMP over three years; (2) understand how the EMP is achieving its desired outcomes in relation to the larger educational context surrounding it; and (3) actively engage stakeholders in evaluation processes in order to enhance the overall quality of the evaluation and increase the utility of the findings. This report is based on the findings from the first two years of the EMP.

**Methodology:**

In Phase 1 of the project, a program theory was developed to identify the theory of action and change that underpinned the EMP. This was developed through collaborative work between the Queen's researchers/evaluation team and the EOSDN project leads, and helped guide the initial evaluation questions and design. Phase 2 of the evaluation involved collecting data on the effectiveness of EMP activities and whether these activities met the aims of the project as outlined in the program theory. Data was collected from project leads, district facilitators, teachers, school administrators, and expert learning partners (i.e., math and research experts). Finally, Phases 3 and 4 involved exploring the impact of the EOSDN Math Project. Data was collected from project leads, project facilitators, teachers, school administrators, and expert learning partners through the use of in-depth interviews, surveys, open-response questionnaires, and ethnographic observations.

### **Results:**

After the implementation of Phases 1 and 2 of the EMP project in Year 1, participants were asked to provide a sense of the project's impact on participants' learning and practices and to identify the structures that supported the project's success. The results indicated that mindsets and learning about math were changing. Teachers began to explore pedagogical issues and challenges upon which to focus, and areas within math in which they needed to deepen their own understanding. In Year 2, the impacts of the EMP were most evident in the creation of organizational supports that would result in the creation of a "math culture" for learning, and participants' implementation of new math knowledge. Interview, questionnaire, survey and observational data collected in Phases 3 and 4 demonstrated shifts in educators' learning and practices in math pedagogy and inquiry processes. The following key findings highlight the factors that were most significant to participants in moving educators' practices and students learning forward:

- *Loose-Tight Structure:* A focus on common project goals while supporting related, nested District, school, and classroom inquiries responsive to local needs and priorities fosters educator engagement.
- *Sustained Focus:* A continued regional focus on project goals and research-based strategies cultivates depth and spread.
- *Increased Precision:* As educator fluency and understanding of systematic inquiry develops, the focus of learning and implementation becomes increasingly precise.
- *Supported Implementation:* The provision of responsive, context-embedded support for educators promotes transfer of learning into practice.
- *Collaborative Leadership:* Processes that enable educators to work together within and across regional contexts provide valuable supports that enhance the development and attainment of: (1) professional learning goals; (2) shifts in learning culture; and (3) educational leadership.

### **Conclusion:**

The overall findings for the EMP provide support for its continuation. The collaborative evaluation of the project generated important knowledge that will help to refine the EMP as it moves forward into the third and final year of funding.

Proposal #: 33 (15-16)  
Report Title: **Event-Based Prospective Memory and Executive Functioning: The Effects of Motivation and Goal Maintenance Support**  
Researcher: Alicia Bartlett, Carleton University

### **Purpose:**

The purpose of the study was to explore the effects of motivation and goal maintenance on pre-schoolers prospective memory as well as the relation between executive functioning and prospective memory. Children were asked to complete a task in which they named and sorted cards into two boxes in front of them and a third box behind

them. A group of 93 (3 to 4 year-olds) participated, completing a series of tasks designed to measure prospective memory, working memory, and inhibitory control. In this study, motivation was manipulated such that half of the children engaged in a highly interesting activity when they successfully sorted target cards while others did not.

**Results:**

- Three year olds sorted fewer target cards in the high motivation than in the low motivation condition; while four-year olds performance did not differ by condition.
- Target cards were manipulated such that half of the children received more cards early in the task while the remaining children received them later. However, placement of cards after being manipulated had no effect on their prospective memory performance.

This study can be applied to develop and implement tools to assist children with poor prospective memory.

Proposal #: 2 (14-15)  
Report Title: **Assessment for Learning explored in grade 9 Applied Mathematics**  
Researcher: Dr. Allison Chapman, Queen’s University

Despite the focus on assessment for learning (AfL) across Canada, the use of AfL across classrooms is not routine practice. Existing literature has found that secondary mathematics teachers implement AfL strategies along a continuum, from no implementation to deep integration in the classroom. AfL is valuable for all students, however, struggling students may be the greatest beneficiaries of AfL. This study explored secondary mathematics teachers’ use of AfL strategies with students who may struggle in mathematics, and the extent that there exist systematic differences in the integration of these strategies across classrooms of varying school-achievement results.

**Methodology:**

Across Eastern Ontario, a teacher questionnaire was administered (N = 131) and case studies (N = 4) were conducted with teachers of Grade 9 applied mathematics (G9APM). The schools in which these teachers taught were categorized as one of three achievement categories—high, average, or low—based on their school-achievement results. School-achievement results were either determined by a school’s average Education Quality and Accountability Office (EQAO) result for students in G9APM or a self-reported measure. Approximately one half of the teachers who participated in the questionnaire taught at schools with average school-achievement results in G9APM, a third with high school-achievement results, and the remainder with low school-achievement results. For the teachers who participated in the case studies, two teachers taught at schools with high school-achievement results in G9APM and two teachers taught at schools with low school-achievement results. Each case study included two interviews, five classroom observations, and school-level data from EQAO student questionnaires. Data analyses included the use of descriptive and inferential

statistics, correlational-based analyses, and deductive and inductive qualitative thematic analyses.

**Results:**

Key findings from this study include:

- no differences in teachers' AfL strategies, AfL conceptions, across three groups of schools;
- teachers commonly implemented AfL and had a teacher-centric conception of AfL; and
- five AfL strategies are connected to MKT. Critical features of AfL strategies, such as understanding common student misconceptions, are supported with MKT. As an example, MKT supported teachers in this study with knowing what questions to ask in order to uncover student thinking and engage students in a dialogue. Specifically, MKT supported AfL practices by identifying and sharing success criteria, engineering effective classroom discussions and tasks that elicit evidence of learning, and providing feedback that moves learners forward.

Overall, the results highlighted that the potential of AfL practices are not yet fully realized in classrooms, and teachers require domain specific pedagogical support in implementing AfL.

Proposal #: 39 (14-15)  
Report Title: **2014/2015 Canadian student Tobacco, Alcohol and Drugs Survey (CSTADS)**  
Researcher: Dr. Steve Manske, Centre for Population Health Impact Carleton University

**Purpose:**

The Canadian Student Tobacco Alcohol and Drugs Survey (CSTADS), is a Health Canada sponsored survey of a representative sample of grades 6 to 12 students in over 300 schools in all Canadian provinces. The study provides benchmark data on national and provincial prevalence rates of tobacco, alcohol and drug use, and smoking in addition to questions about bullying, school connectedness, and mental wellness. CSTADS data was analyzed at the school, provincial and national levels. The information gathered by CSTADS is critical to assessing the effectiveness of legislative controls on student tobacco, alcohol and drug use, and to bolster public support for these policy options.

**Methodology:**

Data was collected from students in grades 6-12 with parental permission from randomly selected schools in each province in Canada. Questions about alcohol and drug use were only posed to students in grades 7-12.

## **Results:**

The results for the study were presented based on the following five interconnected issues facing students and how they impact their well-being:

- **Mental Wellness:**
  - approximately 20% of people with a mental disorder also have a substance use problem;
  - students with higher levels of mental wellness tend to report higher levels of school connectedness and exhibit pro-social behaviours; and,
  - students with lower levels of mental wellness tend to report more behaviour that is oppositional.
- **Bullying:**
  - in Canada, 36% of students in grades 6-12 reported being bullied;
  - effective bullying prevention programs involve the whole school and focus not only on reducing incidents of bullying, but also on promoting a positive school climate;
  - in Ontario, 39% of students reported being bullied by other students compared to 36% of students in Canada;
  - in Ontario, verbal attacks and non-verbal attacks are the most common forms of bullying; and,
  - in Ontario, students who bully report non-verbal attacks as the most common way they bully others.
- **Tobacco Use:**
  - in Ontario, 14% of students (15% males and 13% females) report ever having tried a cigarette, even a few puffs;
  - 37% of students who smoke report being given cigarettes by someone else;
  - 22% of students who smoke report buying cigarettes from a store;
  - in Canada, 31% of students who have never smoked a cigarette reported not being confident in their ability to remain smoke free; and,
  - in Canada, 18% of Canadian students have tried cigarettes, and another 5% have tried “other” products such as cigarillos, little cigars, cigars, E-cigarettes, water-pipe, and smokeless tobacco.
- **Alcohol Use:**
  - alcohol is involved in more crimes and fatalities than all other drugs of abuse combined;
  - in Canada, 24% of students in grades 7-12 reported that they have tried marijuana;
  - students in Ontario (20%) reported consuming alcohol at least once a month in the last 12 months; and,
  - in Ontario, 11% of students reported binge drinking at least once a month in the past year.
- **Marijuana Use:**
  - despite the health risk, marijuana use has become more normative and is the most common substance of daily use by adolescents;
  - in Canada, 22% of students in grade 7-12 reported that they have tried marijuana before (22% of male, 21% female); and,

- in Ontario, 21% of students reported having tried marijuana (22% of males, 19% of females).

In summary, schools can help by making mental wellness a priority, provide a safe environment and address bullying, help keep students from smoking, take action to prevent alcohol abuse such as having students work with local advocacy groups to identify how to put the issue of energy drinks and pre-mixed caffeinated alcoholic beverages to the attention of policy makers.

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