WHY CHOOSE GRADUATE STUDIES IN THE FACULTY OF EDUCATION OF THE UNIVERSITY OF OTTAWA?

- Programs based on the current needs of the education sector
- Programs that are designed for you, offered in various course formats: in class, online or hybrid
- An awards and financial assistance program among the most competitive in Canada, in partnership with various government granting agencies (visit grad.uOttawa.ca/awards to find out more)
- An enriching student experience that leads to a stimulating career
- Professors recognized nationally and internationally for their research excellence
- A computer lab reserved for Faculty of Education graduate students

WHY THE UNIVERSITY OF OTTAWA?

- Largest bilingual university in the world
- Among Canada’s top 10 research universities
- Campus located in the heart of Canada’s capital, within walking distance of the Rideau Canal and Parliament Hill, and a short drive from Gatineau Park
- A truly unique educational and cultural experience in a university that welcomes thousands of students with different cultures, traditions and languages

FIND OUT MORE

For further information on programs, research, financial assistance, degree requirements, admission requirements and how to apply, visit our website: education.uOttawa.ca.

JOIN US ON SOCIAL MEDIA

Ask questions, see what goes on during the school year and interact with students and professors

- www.facebook.com/uOttawaEducation
- www.twitter.com/uOttawaEdu
- www.youtube.com/uOttawaEducation
- www.education.uOttawa.ca/flickr

WELCOME FROM THE DIRECTOR:

Welcome to the Faculty of Education. Our graduate programs give you the chance to study education in depth, with our internationally known professors, in a research-intensive environment. You can study full-time or part-time, in classrooms or online, in English and in French. Take a look at this brochure to see how much we have to offer. Our graduate students are an important part of the Faculty. We hope you can join us.

Richard Barwell, PhD
A LOOK AT TEACHING FROM BEHIND THE SCENES

TESTIMONIALS

“Balancing concern for both academic rigour and meaningful change in the lives of underprivileged communities is an ethic I have since found in many members of our faculty. My experience working with Faculty professors has been one of respectful collaboration, in which I have been treated as a peer with important contributions to make, but am also constantly challenged to improve my work.”

— Jesse Butler, PhD student, Organizational Studies in Education (supervised by Dr. Nicholas Ng-A-Fook)

“All of the advice that my supervisor offered me helped me balance the different aspects of life as a graduate student. The word that best conveys my experience in the Faculty of Education would be ‘harmony.’”

— Brigitte Murray, master’s student in second language education (supervised by Marie-Josée Vignola)

“What really impressed me about the University of Ottawa Faculty of Education was its expertise on Francophone minority issues. The Faculty brings together people from all over Canada who are concerned about the obstacles and opportunities in this unique setting. I also found a climate of trust and respect there that encourages personal and academic growth.”

— Josée Lebel, PhD student, Studies in Teaching and Learning (supervised by Liliane Dionne)

Faculty of Education
University of Ottawa
Telephone: 613-562-5804
Toll free: 1-800-860-8577
Fax: 613-562-5963
Email: educplus@uOttawa.ca
<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>CONCENTRATIONS</th>
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| **Graduate Diploma** | Advanced training especially attractive to mid-career professionals wishing to build on their professional experience and previous studies | • Health Professions Education  
• Program Evaluation | No |
| **Master in Education (MEd) online, in French only** | All courses are offered online  
Flexible and accessible | • Leadership, Evaluation, Curriculum and Policy Studies  
• Studies in Teaching and Learning | No |
| **Master in Education (MEd)** | Professional master’s degree linking theory, practice and critical analysis  
Improvement of teaching practice | • Educational Counselling  
• Health Professions Education  
• Leadership, Evaluation, Curriculum and Policy Studies  
• Studies in Teaching and Learning | No |
| **Master of Arts in Education (MA[Ed])** | Oriented towards research on a topic of one's choice; allows students to decide if they wish to become professional researchers  
Research in close collaboration with a professor  
Required for admission to most doctoral programs | Pluridisciplinary programs:  
• Women’s Studies (MA)  
• Canadian Studies (PhD) | Yes |
| **Doctor of Philosophy in Education (PhD[Ed])** | Advanced degree with strong emphasis on research  
Research in close collaboration with a professor  
Required in order to teach in university and in some colleges | | Yes |

*All concentrations require six courses, except Educational Counselling, which requires eight courses. Students who do not hold a bachelor's degree in education may be required to complete additional courses.*
<table>
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<th>NUMBER OF COURSES</th>
<th>PART TIME</th>
<th>FULL TIME</th>
<th>EXPECTED TIME TO COMPLETE PROGRAM</th>
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<tr>
<td>5</td>
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<td>No</td>
<td>2 years (6 sessions)</td>
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<td>10**</td>
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<td></td>
<td></td>
<td>Part-time: 2 to 3 years</td>
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<td>10 to 12**</td>
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<td>Yes</td>
<td>Full-time: 2 years</td>
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<td></td>
<td></td>
<td></td>
<td>Part-time: 3 to 4 years</td>
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<tr>
<td>6 to 8*</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>5 or 6</td>
<td>No</td>
<td>Yes</td>
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</table>

** All concentrations require ten courses except Educational Counselling, which requires twelve courses. Students who do not hold a bachelor’s degree in education will be required to complete an additional course.
EDUCATIONAL COUNSELLING

This concentration will expand your theoretical knowledge and your practical skills in both personal counselling and career development. It also includes clinical training. Some of our graduates work in government in career counselling or with employee assistance programs. Others practise in not-for-profit organizations like addiction treatment centres or youth centres. Graduates may also choose to work in educational institutions or private practice. This program qualifies you for certification by the Canadian Counselling and Psychotherapy Association and, should you meet certain requirements, by the Ordre des conseillers et conseillères d’orientation du Québec.

Possible themes of study:
Aggression • Anxiety and depression • Bullying and victimization • Conscience • Counselling and psychotherapy • Counsellor education and supervision • Mental health • Mindfulness • Social neuroscience • Spirituality and positive psychology

HEALTH PROFESSIONS EDUCATION

This concentration is offered jointly with the faculties of Medicine and Health Sciences. The goal of this program is to educate leaders in the field by turning health professionals into educators. The program also seeks to encourage health education researchers to develop innovative educational programs focused on the health professions.

Possible themes of study:
Cultural and individual differences in teaching and learning • Health professions teaching strategies • Learning assessment • Principles of adult education • Curriculum design and product development • Program evaluation • Technology and education • Interprofessional education

LEADERSHIP, EVALUATION, CURRICULUM AND POLICY STUDIES

This concentration offers a unique opportunity to further your scholarly and professional development as an administrator, educational leader, educator and researcher, with attention given to the importance of social and linguistic context.

Possible themes of study:
- Leadership in educational institutions and in other organizational, professional and community settings where enhancing learning for the social, cultural, digital and economic needs of the 21st century is at the core of your mission.
- Evaluation, including program evaluation (e.g. performance appraisals, participatory evaluation, evaluation capacity building), measurement (e.g. psychometrics, test theory), testing (e.g. standardized testing, licensing) and assessment (e.g. classroom assessment, large-scale assessment).
• Curriculum and policy studies, including analysis of the theories and educational movements that inform our understanding of curriculum and policy in education and in relation to your role as administrator, educator, and researcher in public, private and non-governmental organizations.

4 SOCIETIES, CULTURES AND LANGUAGES

Societies, cultures and languages all shape education and are shaped by education. In this concentration, you engage with the social, historical, cultural and linguistic dimensions of education. You consider issues of power, diversity, gender and marginalization in education. Your studies may be based on sociological, historical or linguistic foundations; they may draw on a variety of contemporary perspectives, including comparative and international education, applied linguistics, sociolinguistics, discourse analysis, critical theory and post-colonial theory.

Possible themes of study:
Second language education • Education and minorities • Sociology of education • Cultures and literacies • Historical studies of education • Education and society • International development and global education

5 STUDIES IN TEACHING AND LEARNING

How do people learn? How do people teach? How are teaching and learning related? This concentration offers you the opportunity to explore these questions by engaging with current research and scholarship as it applies to teaching and learning processes from early childhood to adulthood. You can study learning and teaching processes across the curriculum in a range of contexts, such as classrooms, informal settings, professional organizations and the workplace.

Possible themes of study:
Theories of learning and teaching • Learning and teaching in specific curriculum subjects (e.g. mathematics, science, social studies, arts, health and physical education) • Inclusive education • Adult education • Professional learning and professional development • Educational technologies

PLURIDISCIPLINARY PROGRAMS

1 PROGRAM EVALUATION

This is a pluridisciplinary program offered jointly with the Faculty of Social Sciences. It uses social sciences methodology to guide the development and evolution of programs, organizations and public policy. The curriculum is designed to provide students with the necessary skills to enable them to conduct high quality independent program evaluations.

2 WOMEN’S STUDIES

The collaborative Masters of Arts in Education program in Women's Studies is designed for students from selected disciplines who have an interest in women's studies. These students can combine advanced studies in their primary discipline with analysis from a women's studies perspective.

3 CANADIAN STUDIES

This PhD in Education program is especially designed for doctoral students in selected programs who wish to enrich their education by including an interdisciplinary Canadian Studies component.
The Faculty of Education is a national and international leader in education research. It is an English and French language vendor of record for the Ontario Ministry of Education and a French-language vendor of record for the Conseil des écoles publiques de l'Est de l'Ontario (CEPEO), and is among the Canadian faculties of education receiving the most research funding. For 30 years, graduate students have organized the Jean-Paul Dionne Symposium, allowing them to share ongoing student research. Twice a year, the Faculty publishes an online, open source, peer-reviewed journal, the Revue d’éducation / Educational Review, and it organizes two lectures a year as part of its Excellence in Education Lecture Series.

INCLUSION AND THE FRENCH-LANGUAGE SCHOOL

Professor Nathalie Bélanger, Research Chair in Canadian Francophonie

This research chair, which is part of a wider research program, studies what an open school for all means in a minority language context. Nathalie Bélanger explores, among other things, the way children and their parents define their needs, expectations and experiences in a French-language minority educational milieu, particularly when faced with difficulties at school.

RESEARCH CHAIR IN MENTAL HEALTH

Professor Diana Koszycki, University Research Chair in partnership with the Institut de Recherche de l'Hôpital Montfort (IRHM)

Professor Koszycki conducts research on the causes and treatment of anxiety and depression in primary and secondary care patients. This chair’s projects aim to expand research on the efficacy of different psychosocial and mind-body interventions for anxious and depressed patients and to evaluate mechanisms that contribute to therapeutic change.

WIGUP RESEARCH CHAIR

Professor Michelle Schira Hagerman

This chair is a five-year research collaboration funded by the University of Ottawa, the Conseil des écoles publiques de l’Est de l’Ontario (CEPEO) and WIGUP Corporation. The long-term funding commitment will permit in-depth investigation of the development of students’ digital literacies over time. Data collected will contribute to a greater understanding of promising pedagogical methods that can help students become engaged digital citizens. This work will place Franco-Ontarian students and teachers front and centre and contribute to an emerging understanding of their unique digital literacy needs.
2014 UNIVERSITY OF OTTAWA CHAIR IN UNIVERSITY TEACHING

Professor Maurice Taylor

The objectives of the Chair in University Teaching are to promote innovative teaching and learning practices that benefit the wider University community and to conduct a scholarly investigation of teaching and learning that can lead to University-wide transformation of instructional practices. The chair collaborates with the Centre for University Teaching and plays an active role in promoting teaching excellence in all sectors of the University community. Professor Maurice Taylor, the chairholder, also leads a three year study relating to university teaching entitled Best practices in blended learning: Developing a community of professors and students through bricks and clicks.

CHILDREN’S MENTAL HEALTH AND VIOLENCE PREVENTION

Professor Tracy Vaillancourt, Canada Research Chair

As Canada Research Chair, Tracy Vaillancourt seeks to better understand the causes and consequences of bullying by documenting its origins. She examines the way bullying escalates or why it stops, and tracks bullied children to understand the long-term effects of their victimization.

EDUCATING THE “GOOD CITIZEN”

Professor Joel Westheimer, University Research Chair

This research chair’s projects explore the role of teaching in strengthening democratic societies, by analyzing the methods advocated by educational institutions, as well as social, theoretical and historical works. Joel Westheimer’s research helps define the notion of the “Good Citizen,” and the role of the school in teaching democratic citizenship.
PSYCHOTHERAPY RESEARCH LABORATORY

Professor Diana Koszycki

The Psychotherapy Research Laboratory (PRL) is dedicated to evaluating the effectiveness of different types of psychological interventions to treat and prevent anxiety and mood disorders and to understand the change mechanisms of conceptually and procedurally distinct psychotherapies (e.g., cognitive behaviour therapy, interpersonal psychotherapy, mindfulness-based interventions, spiritually-oriented approaches).

VIRTUAL HISTORY LABORATORY

Professor Stéphane Lévesque

The Virtual History Laboratory is the first research centre in Canada devoted to learning history online. Studies carried out deal with the quality and methods of virtual learning, understanding learners’ needs in virtual environments, and models and frameworks for improving the development, presentation and assessment of history websites, simulators and courseware.

E-LEARNING RESEARCH LABORATORY

Professor Colla-Jean MacDonald

This lab is a centre for research and analysis of distance education and online learning. Among other things, it looks at virtual learning standards, as well as models and frameworks for the development, presentation and evaluation of online courses. By looking at best practices in the field, the laboratory can foster a better understanding of the needs of virtual learners.

PI LAB

Professor Christine Suurtamm

This innovative laboratory studies the teaching and learning of mathematics, using cutting edge video technology. Several projects examine the impact of teachers’ understanding of mathematics on their teaching, as well as its effect on their classroom instructions. Ultimately, the goal is to develop more effective ways to teach mathematics to deepen students’ knowledge of the subject.

MULTIMEDIA CENTRE FOR RESEARCH IN COUNSELLOR SUPERVISION TRAINING

Professor Anne Thériault

The Centre represents a unique opportunity in the region and in the country to further our understanding of mental health counsellor supervision. The impact of clinical supervisors’ training on the process and results of analyses is the main focus. Research results will be used to develop better supervisor training programs and to ensure the quality and effectiveness of counselling services.

BRAIN AND BEHAVIOUR LABORATORY

Professor Tracy Vaillancourt

This laboratory’s main research looks at the lifelong link between brain function and behaviour, with an emphasis on emotional self-regulation, aggression, peer-victimization and mental health outcomes. The laboratory focuses on the study of the brain and of children’s emotional control as preschoolers, from two to five years of age.
A SCHOOL FOR ALL

Members: Phyllis Dalley, Nathalie Bélanger, Sylvie Lamoureux, Raymond Leblanc
This ERU falls within the scope of two areas: the sociology of education and the democratization of academic knowledge. It examines the education rights of learners, by seeking to understand inequality in terms of the academic experience. In particular, members of this unit try to understand why certain students blossom through their schooling while others end up marginalized.

INTERDISCIPLINARY RESEARCH ON COMPREHENSIVE SCHOOL HEALTH

Members: Rebecca Lloyd, David Smith, Tracy Vaillancourt and Jessica Whitley
This unit’s mandate is to encourage research, capacity-building, training and knowledge-sharing, to promote and support health in Canadian schools. It aims to collaborate with schools to explore the different tools teachers use for health promotion, as well as the impact these efforts have on the wellness of students and teachers.

LANGUAGES, ENVIRONMENT AND LEARNING DEVELOPMENT (LELD)

Members: Carole Fleuret and Emmanuel Dupláa
This research unit focuses on different semiotic registers (linguistic, musical and numerical). Unit members are interested in the way that these registers emerge in written form through socialization in the family, the school and the social environment. Its main research objective is to document the development of different registers and, eventually, bring out the cognitive, linguistic, sociocultural and socio-affective factors, which, combined, contribute to their development.

MAKING HISTORY: NARRATIVES AND COLLECTIVE MEMORY IN EDUCATION

Members: Lorna McLean, Sharon Cook, Chad Gaffield, Ruby Heap, Stéphane Lévesque, Nicholas Ng-A-Fook and Timothy Stanley
This ERU looks at the history of education and the teaching of history in Canada and around the world, highlighting archival and historical sources from school boards and other educational organizations. It pays particular attention to oral history, and the history of interdisciplinary and bilingual education, in addition to being concerned with issues of race, place, culture and gender as critical areas of our collective research.

MATHEMATICS EDUCATION RESEARCH (MERU)

Members: Richard Barwell, David Guillemette, Barbara Graves and Christine Suurtamm
The Mathematics Educational Research Unit brings together a group of internationally active researchers in mathematics education. These researchers work on many issues, including modelling, literacies, teaching and learning in multilingual settings, language and mathematics, integration of mathematics and science, mathematics teacher knowledge and practice, assessment processes, and historical and cultural dimensions of mathematics.
**CANADIAN PRINCIPAL LEARNING NETWORK (CPLN)**

Members: Stephanie Chitpin, Claire Isabelle and Peter Milley

The CPLN provides a forum for current and aspiring leaders from the educational, public and social sectors, including policy makers, university-based researchers and graduate students, to share insights and collaborate on inquiries about leadership, change processes and decision-making in educational organizations.

**MULTIPLE LITERACIES: READING THE WORLD, WORD AND SELF**

Members: Francis Bangou, Stephanie Arnott and Diana Masny

Through projects that bring together various disciplines (for example, cultural studies, visual arts, science, music, theatre, language learning, technology and curriculum design), the research unit questions pat assumptions about disciplinary boundaries. Through theoretical and applied research, it explores the effect of reading formal and informal structures/practices intensively and immanently. Our membership is local, national and international. In addition to research, the unit offers workshops, presentations and a program for visiting scholars.

**SCIENCE ECO 21**

Members: Christine Tippett, Giuliano Reis and Louis Trudel

The purpose of the unit is to create a space for research and innovation in science and environmental education, and to promote dialogue and reflection in these areas. In particular, its goal is to develop, implement, and support research and professional development programs in science and environmental education. We also seek to create a network of people committed to expanding these programs locally, nationally, and internationally.

**THE CHANGING FACE OF ADULT AND WORKPLACE LEARNING**

Members: Angus McMurtry, Claire Duchesne and Maurice Taylor

This ERU was established to look at key questions in formal and informal learning for diverse adult learner populations. It is also interested in the social, economic and political setting underlying adult learning, and encourages dialogue to connect theory with practice.

**TRAINING AND RESEARCH FACILITIES**

**Centre for Research on Educational and Community Services (CRECS)**

The CRECS collaborates in research, evaluation and training with organizations in the educational, social service, and health sectors to improve social programs and policies for citizens, especially those facing social exclusion.

**Community Counselling Service (CCS)**

Opened at the Faculty of Education in 2010, the CCS is a state-of-the-art facility for education, research, and supervision in counselling and psychotherapy. The facility includes six counselling offices with digital recording equipment, a remote observation room, a conference room, a graduate student work space, a reception and waiting area, and research faculty offices.