



A Message from the Editorial Team

In the ever-growing and changing field of education, it can be challenging to navigate the great volume of research available to teachers. *Research in a Nutshell* seeks to support teacher candidates in the development of their teaching practice by connecting them to valuable and relevant research. Our hope is that *Research in a Nutshell* will be a helpful road map as you build critical perspectives as educators.

In this issue of *RiaN*, we investigate topics on mental health, school leadership, experiential learning, and historical empathy.

Sincerely, Clarissa de Leon and Andrew Coombs (RiaN@queensu.ca)

Does psychosis affect high school completion?

Christina Luzius-Vanin, MEd Student

Why is this important?

- Individuals with psychosis have higher dropout rates, which is strongly linked to income level, quality of life, and social inclusion.

What did the article uncover?

- 44% of young adults with a psychotic disorder dropped out of high school prior to diagnosis
- Earlier onset of symptoms was indicative of lower rates of high school completion.
- Non-completion of high school was associated with daily nicotine/cannabis use, low academic performance, and poor social function.

Why does this matter?

- The high prevalence of high school dropout in young adults with mental health conditions may require a change in policy concerning how services to these students are provided.
- Educators need to work more closely with mental health professionals to provide early interventions for students and increase high school completion rates.

Goulding, S. M., Chien V. H., & Compton M. T. (2010). Prevalence and correlates of school drop-out prior to initial treatment of nonaffective psychosis: Further evidence suggesting a need for supported education. *Schizophrenia Research*, 116, 228-233.

What are school leadership responsibilities?

Michael Aquino, MEd Student

Why is this important?

- Empirical evidence amassed over the past few decades indicate that school leaders significantly contribute to school improvement and student outcomes.
- For both a teacher and an administrator, leadership skills can help facilitate better learning, build more meaningful relationships, and create new opportunities.

What did the article uncover?

- The article brought to light the *reality shock* novice principals experienced in taking on the responsibilities of their leadership roles.
- Key responsibilities centered on three core problems of practice: large volume of tasks, diversity of work, and unpredictability of work.

Why does this matter?

- Leadership in schools is a dynamic and challenging responsibility. Teachers need to understand the scope of responsibilities for principals so to better construct empathetic professional learning communities.

Spillane, J.C., & Lee, L.C. (2014). Novice school principals' sense of ultimate responsibility: Promise of practice in transitioning to the principal's office. *Education Administration Quarterly*, 50(3). 431-465.

How can teachers use *Bildung* and *Friluftsliv* to encourage student growth and learning?

Peter Vooyo, MEd Student

Why is this important?

- Understanding the concepts of *Bildung* and *Friluftsliv* can help teachers create authentic learning experiences by giving students agency over skill development and a connection to the environment.

What did the article uncover?

- Skill mastery and personal growth are achieved through guidance, not management, with the facilitator moving into the background as the learner experiments and takes agency over their skill improvement.
- Increased agency allowed individuals to take deeper meanings from their experiences and unlocked increased feelings of connection to the landscape, greater responsibility to the community, and greater self-efficacy.
- These findings are consistent with the risk-adventure paradigm in that personal growth and community attachment can be facilitated through the challenge and uncertainty associated with adventure.
- These findings are also consistent with the concept of *Bildung*, a German philosophy that strives to educate and grow the whole person (mind, body, and soul), and of *Friluftsliv*, a Nordic tradition that believes returning to nature is returning home.

Why does this matter?

- This article highlights how providing students with opportunities for guided risk-taking and adventure fosters their agency, whole person growth, and connection to the environment.

Magnussen, L. I. (2012). I feel so alive in the boat. *Journal of Experiential Education*, 35(2), 341–356.

How can teaching historical empathy foster historical understanding?

Michael Pitblado, PhD Student

Why is this important?

- As history education shifts from teaching ‘facts’ to promoting more complex thinking about the past, historical empathy holds the potential for significant curricular and dispositional benefits for students in history classrooms.
- The authors of this article define historical empathy as the process of students’ cognitive and affective engagement with historical figures to better understand and contextualize their lived experiences. Historical empathy involves understanding how people from the past thought, felt, made decisions, acted, and faced consequences within specific historical and social contexts.

What did the article uncover?

- Repeated engagement with historical empathy can promote complex ideas and understandings about the past.
- While history teachers are inclined to embrace historical empathy during the planning phase, the majority of the changes they make to their pedagogy occur in the moment of instruction. And many of these changes are unanticipated.

Why does this matter?

- In order to realize the benefits of fostering historical understanding through historical empathy, teachers must be able to integrate historical empathy into *both* their planning and classroom instruction.

Endacott, J. L., & Sturtz, J. (2015). Historical empathy and pedagogical reasoning. *The Journal of Social Studies Research*, 39, 1–16.

Catch up on #RiaN4Teachers Volume 1, Issue 2, Winter 2016:

Does a difficult pre-task decrease creativity in elementary students?

What should be the focus of art education and assessment in K-12 classrooms?

How can we support students of military families?

What does effective problem-solving instruction look like in mathematics?

