



A Message from the Editorial Team

This issue of Research in a Nutshell marks three years of mobilizing the research of faculty and graduate students from the Faculty of Education at Queen's University for a teacher audience. Since its inception, the mission of our publication has been to see that education research informs on topics of practice. In this issue, our contributors provide research-informed perspectives on chronically sick teens, language assessment literacy, innovative behaviour, and the blending of oral and written history. We encourage readers to further engage with these topics by connecting and conversing with contributors.

Sincerely, Stephen MacGregor and Lindsay Mainhood (RiaN@queensu.ca)

Are chronically sick teens risk takers?

Emma Bozek, MEd Candidate

Does language assessment literacy have a connection to teachers' classroom instruction?

Nasreen Sultana, PhD Candidate

Why is this important?

- A common strategy employed by students to gain social acceptance from their peers is to engage in risk-taking behaviour.
- Adolescence is a critical developmental period in which teachers play a critical role.

What did this research uncover?

- Adolescent risk-taking behaviours can be divided into three forms: (1) overt risk taking (traditional risks), (2) aversion to a healthy lifestyle, and (3) screen-time syndrome (non-traditional risks).
- Several chronic health conditions (CHCs) were examined: asthma, respiratory allergies, life-threatening allergies, heart disease, diabetes, and epilepsy.
- Adolescents with CHCs are significantly more likely to engage in overt risk-taking behaviours than their peers, whereas both populations are equally likely to engage in the other forms of risk taking.

Why does this matter?

- Due to their pre-existing health complications, students with CHCs are far more likely than their healthy peers to experience more severe health consequences due to risk-taking behaviours.
- Building awareness of the prevalence of risk-behaviours will enable the development of directed support for students with CHCs.

Why is this important?

- An inadequacy of assessment knowledge may impede quality education.
- Teachers' knowledge, understanding, and perspective on language testing are expected to influence their classroom instruction as well as students' learning.

What did this research uncover?

- Most of the teachers learned about assessment practices from their colleagues, while doing it, and by a trial and error approach. The development of language assessment literacy in this way is akin to relying on folklore in the absence of solid theoretical grounding.
- Most of the teachers were not aware of the influence that external examinations might have on their teaching. As a result, they never reflected critically on the effects of external public examination and were socially trained to accept public examination as it was.
- Nevertheless, the teachers followed examination goals in classroom teaching.

Why does this matter?

- This article indicated that there was a possibility of better classroom instruction if teachers were assessment literate. This study calls for further research to explore an evidential link between assessment literacy and teachers' classroom instruction.

What motivates innovative behaviour? Eleftherios (Terry) Soleas, PhD Candidate

Why is this important?

- The problems that the world is facing are not going to get easier. We are just going to have to make innovation more common.
- Hence it is critical to understand existing innovators' motivations to inform the learning of student aspirants.

What did this research uncover?

- This study used a theory that relates innovators' expectations for success and subjective task values in particular areas to identify the factors making innovative behaviour more or less likely.
- The most common promotive factors were (a) teaching students components of the innovation process like problem setting, (b) working in groups, and (c) allowing students to pursue realistic problems of their choosing.
- The most common hindering factors included being punished for making mistakes and an over emphasis on rewards.

Why does this matter?

- Now that we know what drives the motivation to innovate in existing innovators, we can focus our efforts in schools to better stoke innovative behaviour starting with our students.

Soleas, E. K. (2019). *Examining how expectancies and values can overcome the costs of innovation: A systematic review of environments and approaches*. Paper presented at the annual meeting of the Canadian Association for Educational Psychology, Vancouver, Canada.

How should we reconcile the differences between oral and written history? Jackson Pind, PhD student

Why is this important?

- Reconciliation between Indigenous and non-Indigenous peoples involves reimagining how to understand the past collaboratively through different historical methods.
- In order to understand the long-term impact of colonialism, both perspectives on the past are required.

What did this research uncover?

- Both methods of understanding the past can be effectively combined by using footnotes and oral history to produce informative recollections that can foster reconciliation.
- This method can be useful in understanding different perspectives of complicated historical litigation including the Indian Residential School Settlement Agreement in 2006.

Why does this matter?

- Canada's largest class action lawsuit concerns Indigenous Day Schools.
- Historians and teachers of education must use new methods to blend perspectives in history in order to help others learn about the impact of Indigenous schooling.

Pind, J. (2019). *Reconciling oral and written history into understanding Canada's residential school policies*. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Canada.

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