



## A Message from the Editorial Team

In this issue of Research in a Nutshell, we feature the research of two faculty members new to the Queen's University Faculty of Education: Dr. Heather E. McGregor and Dr. Saad Chahine. Our hope is that you will be inspired by and moved to engage with the research as well as the researchers.

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

### How can student success and risk be predicted from admissions variables?

Dr. Saad Chahine, Assistant Professor

### If reciprocity was a continuous commitment in the design of research, how might research outcomes be different?

Dr. Heather E. McGregor, Assistant Professor

#### Why is this topic important?

- In higher education, a great deal of time and effort is placed on the admissions process in an attempt to select candidates who will be successful in their training and in future practice.
- The association between admissions variables and student performance in training are largely unknown.

#### What did this research uncover?

- Across 4 years of training, students grouped into 3 major categories: (1) high performers; (2) low performers; and (3) fluctuators, those that transitioned in and out of the high and low groups.
- It is possible to predict (with a degree of error) which group a given student will belong to using admissions variables.

#### Why do these findings matter?

- Good data and analysis translate into better practice, and we can begin to modify the admissions process using these results.
- If we know which students may struggle, we can begin to provide interventions early on in training to support development.

#### Why is this topic important?

- Research ethics, especially in Indigenous contexts, call for a high degree of responsiveness to participants and community.
- Respect and responsibility are called for, but the concept of reciprocity in research can be difficult to define, measure, implement, and report on.
- Determining how to design research that fulfills expectations of reciprocity can be difficult for researchers, including graduate students.

#### What did this research uncover?

- Indigenous scholars and communities refer to theories of reciprocity that are more complex than an exchange model (e.g., giving back, sharing knowledge, relational accountability).
- Pursuing reciprocity in research design can present challenges when community understandings of reciprocity differ from, conflict with, or extend beyond the expectations and norms of university research.
- Reciprocity as a stance one continuously takes, and revisits, in context and throughout the process of research may support its realization.

#### Why do these findings matter?

- Pursuing reciprocity is a potentially powerful way for researchers who work with Indigenous communities and participants to support decolonizing research, knowledge mobilization, and education.

Plouffe, R. A., Hammond, R., Goldberg, H. A., & Chahine, S. (2018). [What matters from admissions? Identifying success and risk among Canadian dental students.](#) *Journal of Dental Education*, 82(5), 515–523.

McGregor, H. E., & Marker, M. (2018). [Reciprocity in Indigenous educational research: Beyond compensation, towards decolonizing.](#) *Anthropology & Education Quarterly*, 49(3), 318–328.

## What new challenges emerge in history classrooms with commitments to teaching historical thinking and reconciliation?

Dr. Heather E. McGregor, Assistant Professor

### Why is this topic important?

- History education is undergoing significant reform, often with two purposes: (1) to nurture historical thinking and (2) to better teach Indigenous histories or pursue reconciliation.
- These different goals promote different approaches to teaching history that may not align well, posing challenges for history teachers and their students.

### What did this research uncover?

- Familiarity with literature that recommends historical thinking, as well as literature that promotes history from Indigenous perspectives, should help teachers understand these two reform movements and their origins.
- There are important differences between these ways of understanding the past and both approaches have limitations. They may appear to be irreconcilable, causing teachers and students to feel they have to choose sides.
- A community of practice consisting of practicing teachers, history educators at the university level, and Indigenous knowledge holders would help teachers build the skills needed in this topic.

### Why do these findings matter?

- To live well in our complex society, students need encounters with Indigenous histories and historical thinking skills.

McGregor, H. E. (2017). [One classroom, two teachers? Historical thinking and Indigenous education in Canada](#). *Critical Education*, 8(14), 1-18.

## Catch up on #RiaN4Teachers Volume 3:

What can we learn about formative assessment with iPads?

How can we help teachers and students align their understandings of exceptionalities?

What does math education look like for young students?

What does fairness look like in student-based assessments?

Are chronically sick teens risk takers?

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

What happens to teachers and students when they venture beyond their comfort zones?

What are the cultural adaptation stories of Chinese ESL students in Canadian classrooms?

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## Contributing Researchers



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