Explore Your Passion

Explore Our Experts

Meet our newest faculty members
Queen’s University is located in historic Kingston, Canada. Founded in 1841, Queen’s was the earliest degree-granting institution in Canada and now has more than 4,200 graduate students and over 22,000 full-time students.

Since 2003, Queen’s has consistently been within Canada’s top two institutions for the number of faculty research awards and prizes each year, demonstrating Queen’s intensive research environment and the opportunities for graduate student learning. In the Faculty of Education, we develop leaders in education through teaching, research, and professional collaboration. We pride ourselves on our collaborative research mentorship model in which graduate students work closely with faculty members on research that matters to students, teachers, and schools.

*Explore Your Passion*

*Explore Our Experts*
Beliefs promote action. We always need to consider the ways students think about themselves as learners.

I’lI’ll always be about my students. One of my mentors, Dr. Nancy Hutchinson, would say that her research informs her teaching and her teaching informs her research. I feel this idea has become a part of my identity as a scholar/teacher. I think a lot about the way students think about themselves and their abilities, and I am curious about how these thoughts influence their learning experiences. I believe we can’t just focus on teaching skills, we also need to focus on teaching students to have confidence in using their acquired skills. My research ideas often come from experiences with my students, and the things I learn from my research projects often make their way back into my classroom.

**EXPLORE IDEAS**
- Supporting students with exceptionalities
- Inclusive education
- Cognitive functioning
- Self-efficacy

**ASK ME ABOUT**
- ‘Hidden’ exceptionalities
- Think-aloud research
- Reading strategy use
- Graphic text

**READ THIS FIRST**


**MORE THAN AN ACADEMIC**
If I wasn’t a professor, I would explore a career in social work
I love collecting and listening to records
I also love the NBA, NHL, and NFL

**AFFILIATIONS**
Canadian Association for Educational Psychology (CAEP)
Canadian Society for the Study of Education (CSSE)
The power of program evaluation is its capacity to make systemic and programmatic improvements.

As a Credentialed Evaluator from the Canadian Evaluation Society and a member of the Ontario College of Teachers, I have been fascinated by the power of program evaluation to improve schools and educational systems. I have experience leading research and evaluation teams in the fields of education and health, and have focused on increasing the usefulness of program evaluation through collaborative evaluation approaches and innovative forms of knowledge dissemination. By using mixed and multiple methods that are often infused with Arts, I gain a deeper understanding of the program under study and use this knowledge to inform policy, practice and scholarship. You can find me working with others, mapping things out and asking questions to broaden possibilities for understanding.

EXPLORE IDEAS
- Evaluation use and influence
- Program, Collaborative, and Developmental evaluation
- Continuous School Improvement
- Multiple and mixed methods
- Arts-informed inquiry

ASK ME ABOUT
- Research on Evaluation
- Evaluation Approaches
- Using multiple modalities in research

READ THIS FIRST


MORE THAN AN ACADEMIC
If I wasn’t a professor, I would be a travel blog writer and photographer
Fun facts: Michelle has lived and worked in more than 5 countries
I enjoy doing just about anything outdoors: hiking, biking, paddling, swimming
Guilty pleasure: potato chips – keep the bag away from me
Favourite children’s books/author: Anything by Peter H. Reynolds

AFFLIATIONS
Canadian Evaluation Society
Canadian Association for Studies in Education
Canadian Educational Researchers Association
American Evaluation Society
Deception, manipulation, and persuasion: Teaching lasting skillsets to understand that seeing should not always be believing.

During my decade of experience as a secondary English Language Arts teacher, I observed a shift in the ways students were engaging with literacy. Specifically, this paradigm shift is referred to as “multiliteracies” and refers to the complex task of making sense of and producing contemporary multimodal texts. Within this broad field of study, I am interested in how visual information is mediated across different platforms, how educators implement digital media in their classrooms as a way to develop students’ critical digital literacy skills, and how adolescents navigate and understand digital media. To add, I am also interested in genre, and how the representational patterns of particular genres impact viewers’ understanding of issues, groups of people, or even of themselves. My research projects include exploring visual rhetorical modes in environmental documentaries and in deceptive media, as well as exploring how Hollywood-teacher films impact teacher identities.

**EXPLORE IDEAS**
- Multiliteracies/multimodality
- Visual literacy and visual rhetoric
- Digital literacy
- Narrative and documentary film
- Genre / rhetorical genre studies

**ASK ME ABOUT**
- Visual rhetoric in environmental documentaries
- Deceptive media in the classroom
- Teachers in film

**READ THIS FIRST**


**MORE THAN AN ACADEMIC**
I enjoy: running, reading, and watching films
I am: a quasi-self-declared foodie
I have: a good sense of humour
Memorable movie: Cop Car (2015)

**AFFILIATIONS**
Canadian Society for the Study of Education
Language and Literacy Researchers of Canada
American Education Research Association
Students with disabilities are often limited by our own low expectations or lack of innovation – both of which can be changed.

Jordan Shurr, PhD
Graduate Faculty Member
educ.queensu.ca/jordan-shurr

Asking questions and attempting to solve problems is at the core of what I do on a daily basis. My scholarship stems from unanswered questions and struggles from my own experience in the classroom working with students, families, and related education professionals, as well as those experiences of my school-based partners both locally and globally. These unanswered questions include exploring how students with significant disabilities can better access age-appropriate content and materials for learning and leisure, and how teachers and schools can be further equipped to set and support high expectations in learning and inclusion for students with significant disabilities. As a scholar, I am both actively engaged in research as well as leadership and partnerships that bridge the academic and practical worlds of education for students with disabilities.

**EXPLORE IDEAS**

- Intellectual Disability
- Developmental Disability
- Classroom-based Interventions
- Teacher Support and Retention

**ASK ME ABOUT**

- Curricular interventions and supports for students
- Technological applications in special education

**READ THIS FIRST**


**MORE THAN AN ACADEMIC**

A good day involves a walk, interesting conversation, and a cup of coffee
I am a father to three fun-loving kids
Music has always been a big part of my life
My homemade cinnamon rolls are famous, in some circles

**AFFLIATIONS**

The Council for Exceptional Children
The Division on Autism and Developmental Disabilities
Technology and Media Division
Division for Research
Teacher Education Division
How do we help low-income and at-risk children and youth achieve success in school?

My parents emigrated to Canada from the Caribbean and I was born in Toronto. I grew up in a multicultural working-class neighborhood of recent immigrants and it was then that I became very interested in school policies to support inclusion and multiculturalism. At the University of Toronto, I completed a Bachelor of Science in Psychology, a Bachelor of Education specializing in Urban Education, and a Master of Arts from the Department of Adult Education and Counselling Psychology. I was interested in U.S./Canadian comparative education, so I completed my doctorate in Education at Cornell University in Ithaca, New York. Throughout my studies, I taught part-time as a preschool teacher, ESL teacher, secondary school teacher, and sessional lecturer at both Ryerson University and the Ontario Institute for Studies in Education. My research interests lie in policies and practices to support the inclusion of those considered ‘at-risk’ or otherwise marginalized from preschool to post-secondary.

READ THIS FIRST

Butler, A (forthcoming 2018). Socioeconomic Inequality and Student Outcomes in Canadian Schools in L. Volante and J. Jerrim (Eds) Socioeconomic Inequality and Student Outcomes: National Trends, Policies, and Practices. Email me for a copy.


MORE THAN AN ACADEMIC

I have lived in the U.S., Canada, and the U.K.
I was a freelance radio producer for CBC’s
I am a fan of zombie films and own several zombie survival manuals
I am a night owl...expect emails from me at 3am.
A children’s brain develops more rapidly in the first five years of life than at any other time.

**Kristy Timmons, PhD**

Graduate Faculty Member

educ.queensu.ca/kristy-timmons

My research interests center on the processes that influence young children’s learning, engagement, and self-regulation. Within this broad focus, I carry out research with children, pre- and in-service educators, and families. Current research projects include: 1) Understanding educator and child expectations, 2) Beyond expectations: Understanding the influence of educator expectations, beliefs and practices on kindergarten children’s learning outcomes, and 3) What is self-regulation anyway? Examination of the ways in which self-regulation is defined and promoted in early years practice and policy documents in Ontario. As part of this research program, I employ a mixed-methods approach that involves using methods that are appropriate for including young children in the research process.

**READ THIS FIRST**


**MORE THAN AN ACADEMIC**

If I wasn’t a professor, I would be... an early years teacher or a special effects make-up artist

What I do to stay active... Weightlifting, spinning, just started indoor rock-climbing

Guilty pleasure... reality TV

Favourite Children’s book. Picture a Tree, by Barbara Reid

---

**EXPLORE IDEAS**

- Early childhood development and care
- Educator expectations, beliefs, and practices
- Kindergarten
- Conceptualizing self-regulation
- Benefits and challenges of play-based learning
- Engaging young children in the research process

**AFFILIATIONS**

Psychology Foundation of Canada
Association for Childhood Education International
Canadian Society for the Study of Education
American Education Research Association
For educators to respond to the diversification of gender and sexuality, we need tools that are not set in stone.

Lee Airton, PhD
Graduate Faculty Member
educ.queensu.ca/lee-airton

My work is focused on enabling individuals and institutions to welcome gender and sexual diversity in everyday life. My research program explores the micropolitics of gender and sexual diversity in K-12 and teacher education through an intersectional lens. In 2012, I founded ‘They Is My Pronoun’, a Q+A-based blog about gender-neutral pronoun usage and user support with over 30,000 unique visitors in 2017. I also founded the ‘No Big Deal Campaign’, a national social media initiative that helps people show support for transgender peoples’ right to have their pronouns used. In recognition of my advocacy work, I received a 2017 Youth Role Model of the Year Award from the Canadian Centre for Gender and Sexual Diversity. My publications have appeared in the journals Sex Education, Curriculum Inquiry, and Teachers College Record, and my editorials have been published in The Globe and Mail and The Toronto Star.

EXPLORE IDEAS

- Differentiate between discrimination based on gender identity versus gender expression
- Encountering 'gender diversity' or 'sexual diversity' in teacher education
- K-12 classroom practice and education policy
- Neo-materialist and poststructuralist frameworks for research in education

READ THIS FIRST


MORE THAN AN ACADEMIC

If I wasn’t a professor, I’d be a fancy bartender
I have two cats whose collective size exceeds the surface area of my desk
I believe in fashion as a way of life and a form of self-care

AFFILIATIONS

American Education Research Association
Queer Studies in Education Special Interest Group
Canadian Society for the Study of Education
Canadian Association for Teacher Education
Our on-campus graduate programs develop and support innovative research in education. Our Faculty of Education brings together diverse perspectives on education, fostering multidisciplinary expertise within an active collaborative research community. Our research leads to new knowledge and understanding about teaching and learning, and progressive changes in educational policies and practices.

**Why Graduate Studies at Queen’s?**

- Take Advantage of our Flexible Program Structure
- Receive Outstanding Supervision and Support
- Gain Unique Teaching and Research Experience
- Engaging young children in the research process

**OUR GRADUATE PROGRAMS**

- Master of Education (M.Ed.)
- Master of Education World Indigenous Studies in Education (WISE)
- Doctor of Philosophy (PhD)

**Our Research Expertise**

- Assessment and Evaluation
- Curriculum Studies
- Early Childhood Education
- History and Philosophy of Education
- Language and Literacy
- Leadership and Policy Studies
- Learning Exceptionalities
- Math, Science and Technology in Education
- Social Justice and Inclusion
- Special Education

**ADDITIONAL PROGRAM FACULTY**

- Pamela Beach, Assistant Professor of Language and Literacy
- Derek Berg, Associate Professor of Special Education
- Ben Bolden, Associate Professor of Music Education
- Rosa Bruno-Jofré, Professor of History of Education
- Liying Cheng, Professor of Teaching English as a Second/Foreign Language
- Peter Chin, Associate Dean of Undergraduate Studies
- Theodore Christou, Associate Dean of Graduate Studies
- Lynda Colgan, Associate Professor of Elementary Mathematics
- Amanda Cooper, Associate Professor of Educational Policy and Leadership
- Chris DeLuca, Associate Professor of Classroom Assessment
- Ann Marie Hill, Professor of Technological Education
- Benjamin Kutsyuruba, Associate Professor of Educational Policy and Leadership, and School Law
- Rebecca Luce-Kapler, Dean of Education
- Elizabeth (Zabe) MacEachren, Associate Professor of Outdoor Education
- Lindsay Morcom, Assistant Professor, ATEP Coordinator
- Marie J. (Maria) Myers, Professor of Applied Linguistics/Language and Communication
- Jamie Pyper, Associate Professor of Mathematics Education
- Richard Reeve, Associate Professor of Information and Communication Technology
- Tom Russell, Professor of Science Education and Teacher Development
- Azza Sharkawy, Associate Professor of Elementary Science Education
- Rena Upitis, Professor of Arts Education