

Myer Horowitz Award Winners

The Myer Horowitz Award provides opportunities for graduate student affiliates to conduct community based research or present at conferences. The award reflects Dr. Horowitz's commitment to enriching graduate student interdisciplinary training by creating opportunities for learning outside of the university and across disciplines. CFYS is delighted to congratulate the two Spring 2015 Myer Horowitz Award winners, Fanie Collardeau from the Psychology department, and Alexis Brown of the Faculty of Education.



Divorce and Attachment Theory. Fanie's research is an investigation of family transitions and transmissions in the context of divorce. She is conducting qualitative

"I am conducting qualitative interviews with young adults on campus to investigate how their conceptions of romantic relationships are influenced by their parents' romantic relationship and its dissolution"

Alexis Brown used funding from the Myer Horowitz Award for her presentation on Dialogic Teaching at the Language and Literacy Researchers of Canada (LLRC) Pre-Conference



"The conference will be a great opportunity to showcase the work being done here at Uvic and provide valuable information about the development of children"

in Ottawa in May 2015. Alexis's research focuses on the use of dialogic teaching with adolescents' to promote self-regulatory learning. A dialogic approach to

With support from the Myer Horowitz Award, Fanie Collardeau presented at the Canadian Psychological Association's 76th Annual Convention held in Ottawa in June 2015. Her presentation, *Interventions Targeting Young Persons' Relationship Functioning*, focused on the topic of

interviews with young adults on the Uvic campus to investigate how their conceptions of romantic relationships are influenced by their parents' romantic relationship and its dissolution. The parents' divorce should have occurred in their youth (between 10 and 18 years old).

teaching aids in the empowerment of students and provides students with a voice in the classroom. She will analyze videos of a high school classroom to inform theory and instruction on dialogic teaching and the use of Socratic circles to develop argumentation-related forms of literacy.

CFYS Acting Director Awarded SSHRC Grant to Study Inclusion

Twenty-three researchers from 15 Canadian Faculties of Education are charting the development of novice teachers to teach in today's diverse and inclusive classrooms. The Development of Inclusive Educational Practices for Beginning Teachers is a pan Canadian research collaboration. Dr. Donna McGhie-Richmond is a co-investigator on this 5-year study,

"The findings will provide a reliable evidence base for validated instructional practices in Canadian teacher education programs, as well as inform future research and policy in the area of inclusive education"

with the Centre for Youth and Society leading the knowledge mobilization

component of the study. Pre-service teachers will be surveyed at the beginning, at intervals, and at the end of their initial teacher education, concentrating on their self-efficacy and beliefs about teaching in inclusive and diverse classrooms. A subsample of participants will also be interviewed throughout, to identify experiences that contribute to or detract from their development to teach in inclusive classrooms. As the pre-service teachers graduate and move into the world of the classroom during their early teaching career they will continue to be surveyed and interviewed to determine how their knowledge and skills in teaching and their self-efficacy continue to develop. The findings will provide a reliable evidence base for validated instructional practices in Canadian teacher education programs, as well as inform future research and policy in the area of inclusive education.

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The Centre for Youth & Society mission is to promote the health and well-being of youth from diverse social, economic and ethnic backgrounds in evolving societal circumstances. The Centre facilitates university-community partnerships to generate and mobilize knowledge regarding the strengths, challenges, and opportunities of youth. Current research clusters include: mental health, literacy, youth and new technologies, Indigenous youth, youth and the economy, health and recreation, community-youth engagement, and knowledge mobilization for youth audiences.

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Supporting CFYS

Donations to the Centre can take many forms, from one-time gifts to established endowment funds. Please contact us for more information.

Alternatively, donors may visit external.uvic.ca/development and click on the "Ways to Give" tab. You can then specify the Centre for Youth & Society as the department to receive your gift. Thank you.

CFYS On the Web



www.youth.society.uvic.ca



Centre for Youth & Society



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Youth & Family Community Research Exchange

Students and youth and family non-profit organizations have been working together this year through the Youth and Family Community Research Exchange. CFYS' new student research service matches questions from community organizations with students learning research skills - specifically integrative literature reviews. Here are just some of the questions that have come into the exchange and been answered by students: What are some good practices for embedding youth outreach counsellors in public libraries? What makes an effective support group for Dads of special needs teens? What are best practices in online

counselling? What are some characteristics of effective family literacy programs? What are some strategies for cultivating belonging among immigrant youth? How does free access to recreation opportunities support the social/emotional learning of low income kids? Students tell CFYS that they enjoy working on "real life" research questions, research that is needed by the community. The non profits tell us that they rarely have enough time to dig into the secondary literature and, consequently, benefit tremendously from the work of the students. The project,

funded by the Victoria Foundation, continues to build bridges between UVic and the community.



CFYS Student Affiliate Mandy Rosts with Community Options Executive Director Linden Collette and Sharie Young, Children's Respite Coordinator

Message from Our Acting Director



I am very delighted to be stepping into my new role as Acting Director at CFYS this Fall. I have been a Research Fellow of CFYS for several years and have very much enjoyed learning from and contributing to the research teams that are connected to the Centre. I look forward to the deeper integration of my current research on inclusion and assistive technologies that this opportunity affords. The Centre offers a collaborative, creative, and dynamic space where interdisciplinary university-community research initiatives are incubated and insights and practices are shared across projects and broadly mobilized in innovative ways.

As I preview this current issue of the CFYS newsletter I am struck by the rich research training opportunities that are

abundantly evident; from international internships, and community research assistants and exchange students, to student research award winners! CFYS supports and promotes a community of research providing students from many disciplines with robust research training opportunities.

Fall is a time of new beginnings at the university. I look forward to both continuing and new collaborations and invite fellows, students and community partners to connect with me.

Donna McGhie-Richmond

CFYS Acting Director

Associate Professor, Educational Psychology & Leadership Studies, Faculty of Education

CFYS MITACS Global Intern

This summer, the Centre for Youth & Society hosted summer intern, Jingchen (Tiffany) Zhang as part of the MITACS Globalink Research Internship program. This initiative provides opportunities for students around the world to gain research experience in Canada to build international connections and showcase the quality of Canadian research. Jingchen is a psychology student at Beijing Normal University in China. Her research there, with Dr. Rachel Han, focuses on parenting and emotion regulation. They are in the process of exploring how different parenting styles and parenting behaviors impact the emotional regulation ability of Chinese school-aged children. They

are especially interested in anxiety symptoms and use multi-dimensional analysis to collect physiological and self-report data from both parents and children.

"I really enjoy working at CFYS as the research here is interesting and people here are all very nice..., I feel comfortable working here and energetic about the things I'm doing. I really want to come back again if I have the opportunity in the future."

Jingchen's other area of interest is mindfulness. She has established an online platform to translate English articles about mindfulness into Chinese. At CFYS, Jingchen worked on

CFYS Graduate Student Awards



Every year, CFYS offers awards to students for the purposes of pursuing their research or realizing projects that benefit youth. Information is available on the CFYS website.

Myer Horowitz Award
Freya Milne Memorial Award
Mary Catherine Marshall Award

the Stronger Together project, as well as research on school-to-work transitions and issues of gender. She finds this work particularly meaningful, as she is also at this age and has personal feelings about the characteristics of this cohort. Jinchgen has really enjoyed working at CFYS, especially learning summary writing and the support from CFYS staff. While it was tiring to listen to and speak English every day, she felt energetic about the work she was doing.



Become a CFYS Member

There are four membership categories within the Centre for Youth & Society:

Research Fellow, Research Affiliate, Student Affiliate, or Community Member.

Membership is free. Members support the mission and goals of CFYS and are expected to adhere to high ethical principles in the conduct and dissemination of research.

To apply for membership, download the application package on our website and email it to cys@uvic.ca or fax to 250-472-5470.

Stronger Together Final Meeting

Stronger Together: Helping each other to strengthen and sustain Indigenous youth identity and cultural knowledge was a three year SSHRC (Social Sciences and Humanities Research Council) Partnership Development research project led by Dr. Anne Marshall and colleagues on how Aboriginal youth understand and enact identity through family, community, and school education and learning experiences. Here are summaries from the research.

Employment Training

Dr. Anne Marshall, in Partnership with the Victoria Native Friendship Centre—The EAGLE project was a 12 week job re-entry program that taught Indigenous young



people life skills and pre-employment, designed to be inclusive of traditional teachings and cultural practices relevant to finding and keeping work. Youth had the opportunity to study necessary skills for the labor force, while engaging in traditional and cultural

activities. The program featured an inclusive application process, cultural experiences, and work ready certification. In order to answer the question "How do Aboriginal youth understand and engage their cultural identity in learning experiences through the EAGLE project?", 2 group and 14 individual narrative interviews were conducted to gather stories from educators and youth. The narrative themes that emerged were culture is the classroom, mentorship, identity, and education & training.

Language Camps

Dr. Lorna Williams, in partnership with First People's Cultural Council—This research focused on participants and administrators of language and culture camps funded by FPCC (formerly FPHLCC). All interviews indicated a very positive effect on First Nations identity as a result of participation. Youth reported that their identity as a First Nations person changed in a positive way or became stronger. Pride in themselves or their culture increased as a result of participation in the camp. The camps did not provide significant amounts of language learning, but



participants appreciated the language content in the camps and noted that the camp created a space for language in the community. The other result was that participants were inspired to learn more language as a result of

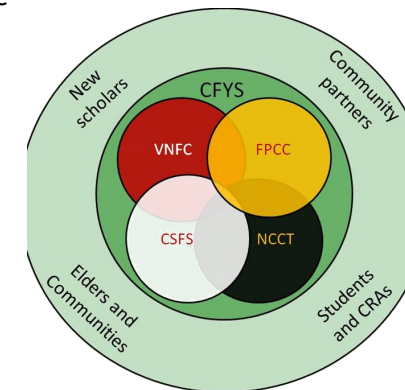
their participation in the camp. The interviews with camp administrators confirmed these observations, unanimously reporting a positive effect on First Nations identity and their cultural knowledge and practice.

Canoe Journey

Dr. Chris Lalonde, in Partnership with Carrier-Sekani Family Services—This partnership focused their research on a five day canoe journey for young men. This was a summer program offered to the community with the objective of learning more about the participants' cultural and identity development. This study sought to evaluate the participants' ethnic identity and connection to their Carrier and Sekani First Nations culture. The journey gave the young men an immersive experience where they were surrounded by other First Nations peoples. Social influences in the Canoe Journeys program included environment and exposure to positive role models. Adult leaders of the program were seen as role



models to the youth, and the youth themselves were also role models for one another throughout their time on the Journey. The community and social aspects of the Journey significantly contributed to development of ethnic identity.



Engaging Urban Youth

Dr. Suzanne Stewart, in partnership with the Native Canadian Centre of Toronto—Cultural identity, awareness, and development are crucial components in the

wellbeing and developmental process of Indigenous youth, yet little is known or understood in regard to these processes. There is no applicable understanding of what it means to be Indigenous from the perspective of the youth themselves. In this project, a focus group of 11 participants and 4 individual interviews allowed self-identified Indigenous youth to share their experiences of identity development. Themes included identity as product of mainstream influences, identity and Indigenous culture, community, education, and early influences. Racism and negative stereotypes continue to be a major issue for Aboriginal youth. The influence of family, community, and knowing the history and background of one's ancestors creates pride and strengthens Indigenous identity. These experiences provide a better understanding of identity development and promote cultural healing for Aboriginal youth.

