

The logo for 'ajer' is rendered in a large, black, stylized serif font. The letters are highly decorative, with the 'a' and 'j' featuring large, rounded, and slightly overlapping shapes. The 'e' and 'r' also have distinctive, rounded forms. The logo is positioned in the upper half of the cover, with the top portion of the letters extending into a white background and the bottom portion extending into a solid blue background.

ajer
**THE ALBERTA JOURNAL OF
EDUCATIONAL RESEARCH**

VOLUME 52

NUMBER 4

WINTER 2006

The Alberta Journal of Educational Research

Published in Spring, Summer, Fall, and Winter by the Faculty
of Education, University of Alberta.

ajer is a quarterly journal devoted to the dissemination, criticism,
interpretation, and encouragement of all forms of systematic inquiry into
education and fields related to or associated with education.

Editor: George H. Buck *Technical Editor:* Naomi Stinson
Book Review Editor: Ingrid Johnston *Proofreader:* Karen McFarlane
Administrator: Joyce Hiller *Translator:* Dorine Chalifoux
Editorial Assistant: Edie Peters

Consulting Editors

Jim Anderson <i>University of British Columbia</i>	Allan MacKinnon <i>Simon Fraser University</i>
Paul Begley <i>The Pennsylvania State University, University Park</i>	Richard Morehouse <i>Viterbo University, La Crosse, WI</i>
Shauna Butterwick <i>University of British Columbia</i>	Lorri Neilsen <i>Mount Saint Vincent University</i>
Ardra L. Cole <i>Ontario Institute for Studies in Education of the University of Toronto</i>	David Reid <i>Acadia University</i>
Emery Hyslop-Margison <i>Concordia University, Montreal</i>	Heather Rintoul <i>Nipissing University</i>
Ingrid Johnston <i>University of Alberta</i>	Hans Smits <i>University of Calgary</i>
Sandra G. Kouritzin <i>University of Manitoba</i>	Jeff Sugarman <i>Simon Fraser University</i>
Pauline Leonard <i>Louisiana Tech University</i>	Jennifer Sumsion <i>Charles Sturt University</i>
Dianne Looker <i>Acadia University</i>	Kelleen Toohey <i>Simon Fraser University</i>
Xin Ma <i>University of Kentucky, Lexington</i>	Dean Wood <i>Alberta Learning</i>
	Jon C. Young <i>University of Manitoba</i>

For subscription information see order form at the end of this issue.

Web site: <http://www.education.ualberta.ca/educ/journals/ajer.html>

ajer gratefully acknowledges support from the Social Sciences
and Humanities Research Council of Canada and the Alberta
Advisory Committee for Educational Studies.

We acknowledge the financial support of the Government of Canada
through the Publications Assistance Program
towards our mailing costs.

Canada



The Alberta Journal of Educational Research

Volume 52, Number 4, Winter 2006

George H. Buck **209** Editorial: A New Paradigm?

Articles

Lawrence J. Leonard **212** Leadership for Technology Integration:
Pauline E. Leonard Computing the Reality

Mandira Raksit **225** Contained Entity of an Educational
Innovation: The Realities of Micropolitics

Tanya N. Beran **241** A Construct Validity Study of Bullying

Julian D. Kitchen **251** Setting the Stage for a Narrative Inquiry:
Negotiating Relationships and
Understanding School Landscapes

Ronald G. Fischer **265** The Development of an Emotional
Jerome M. Fischer Response to Literature Measure:
The Affective Response to Literature
Survey

Darren Couillard **277** Student Risk Factors Identified by School
Julie Garnett Counselors and Student Achievement
Angel Hutchins

Mary L. Fawcett
George Maycock

Mike Corbett **289** Educating the Country Out of the Child
and Educating the Child Out of the
Country: An Excursion in Spectrology

Kent G. Hecker **302** The Reliability, Validity, and Student
Claudio Violato Perceptions of an Undergraduate
Research Program in Health Sciences
(BHSc) as a Premedical Program:
A Preliminary Study

Research Note

Michele Gregoire Gill **314** Teacher Discourse During Planning Time:
A Novel Methodology for Studying
Teachers' Beliefs

Single copies of this issue are available for purchase.
Please see order form at back of this issue.

ISSN 0002-4805

ajer is indexed in the *Canadian Education Index*, *Current Contents/Social and Behavioral Sciences*, *ERIC/Current Index to Journals in Education*, *Social Science Citation Index*, *Research Alert*, *Contents Pages in Education*, and the *e-psyche* database; appropriate articles are abstracted in *Educational Administration Abstracts*, *Educational Technology Abstracts*, *Family Abstracts*, *Language and Language Behavior Abstracts*, *Multicultural Education Abstracts*, *Psychological Abstracts*, *Research into Higher Education Abstracts*, *School Organization and Management Abstracts*, *Sociology of Education Abstracts*, *Special Education Needs Abstracts*, *Women's Studies Abstracts*, and *Technical Education and Training Abstracts*.

Guidelines for Contributors

Submission of a manuscript to the *Alberta Journal of Educational Research* (**ajer**) implies, and is an undertaking on the part of the author(s), that neither the manuscript nor any substantially similar manuscript has been published, is in press, or is under consideration elsewhere. This is a condition for publication in **ajer**. Prior to publication, authors will assign their copyright to **ajer** by means of a standard form.

Format Use a standard typeface and size such as Times New Roman 12 pt. and double-space throughout, including block quotations, references, and notes. Manuscripts are not to exceed 6,500 words excluding graphics. Please indicate the word count (text only) in the cover letter accompanying manuscripts. Provide an abstract of approximately 100 words either in a separate file or on a separate page. To ensure anonymity in the review process, the author's name and affiliation should appear only on the title page; the title alone heads the first page of the manuscript.

Style **ajer's** editorial style conforms closely to the *Publication Manual of the American Psychological Association* (5th ed.). Manuscripts that do not conform may either be returned for adjustment, or editorial changes may be made. For spelling consult *Webster's New Collegiate Dictionary*. Spelling in quoted material must remain as in the original.

Referencing Sources cited appear in parentheses after each reference (direct or otherwise), giving author's name (unless mentioned in text), year of publication, and page number(s) in the case of direct quotes. Enclose quotes of 40 or fewer words in double quotation marks in the text; indent quotes longer than 40 words in block format. Page numbers must be given.

List all sources alphabetically at the end of the manuscript under the heading *References* using the APA style.

Footnotes are not allowed, and the use of endnotes is discouraged; however, necessary brief explanatory notes, numbered consecutively and marked in the text with superscript numerals, may appear before the References under the heading *Notes*; citations in notes follow the same format as other references.

Graphics Number tables and figures with Arabic numerals, and provide each on a separate page at the end of the manuscript. Prepare tables using tabs and without vertical lines. Figures, charts, and diagrams may be submitted electronically either in GIF or JPEG formats, or in camera-ready hard copy. Indicate placement of figures and tables in text, e.g., *Insert Figure 3 about here.*

Submitting To help ensure an efficient review process, it is preferred that authors submit their manuscript and abstract electronically, either as e-mail attachments or as files on a high-density diskette. The preferred file formats are Microsoft Word for Windows and Microsoft Word for Macintosh. Rich Text Format (RTF) is also acceptable from either platform. If submitting a diskette, label it with originator's name, program used, and program version number.

Research Notes The Research Notes section provides a means for educational researchers to communicate with one another about their research-in-progress. Because **ajer** is so widely indexed nationally and internationally, it is effective in supporting such exchanges. The Research Notes are also a useful means for reporting on smaller research

projects that have one or two findings of particular interest but do not warrant full-article treatment.

The Note should report briefly on the author's/authors' research-in-progress or recently completed research and should feature work that has not been reported elsewhere in journal publications. This current work should be situated, briefly, in the context of other pertinent scholarship, including the author's or authors' related research. The focus of the Note could be either a specific study or an overview of an ongoing line of inquiry where fuller reporting of results will not occur in print for some time. The maximum length for a Note is 1,000 words, excluding references and one or two tables or graphs. Please include a word count in your cover letter and a copy of the document either as an e-mail attachment or on diskette. Acceptable file formats are Microsoft Word for Windows and Microsoft Word for Macintosh or Rich Text Format (RTF) from either platform. To encourage communication between researchers, authors of Research Notes are asked to provide contact information including a one-line biographical note, full mailing address, e-mail, fax, and/or telephone numbers for publication with each Note. This biographical and contact information should be included in the document file on the diskette submitted. No abstract is required, but in all other respects the usual **ajer** guidelines for manuscripts should be observed.

Submissions to *Research Notes* will be reviewed for readability, rationale, clarity, logic, organization, length, and adherence to all *Alberta Journal of Educational Research* (**ajer**) guidelines. Any submission that is judged to meet these criteria will be published as soon as possible. Any submission that is judged to require revisions according to the criteria outlined will not be published, and revisions will not be invited as the Notes must be current if they are to serve the purposes identified.

To make inquiries or submissions, please contact:

George H. Buck, Editor
Alberta Journal of Educational Research
Office of the Dean
Faculty of Education
845 Education Centre South
University of Alberta
Edmonton, AB T6G 2G5 CANADA
Tel: (780) 492-7941
Fax: (780) 492-0236
E-mail: ajer@ualberta.ca

Alberta Advisory Committee for Educational Studies (AACES)



UNIVERSITY OF
CALGARY



The Alberta
Teachers' Association



The
University of
Lethbridge

AACES is a partnership among the faculties of education at the Universities of Alberta, Calgary and Lethbridge and the Alberta Teachers' Association. The main purpose of AACES is to encourage and financially support educational research in Alberta. Recent projects AACES has contributed funding to are:

<i>Institute</i>	<i>Principle Researcher</i>	<i>Title</i>
U of L	Dr P Winsor	Language Experience for ESL
U of L	Dr R Bright	CyberTalk: Online technology usage among Alberta middle school students and its impact on social interaction and new literacies
U of C	Dr J Lock	The Story of Learning through Digital Imagery
U of C	Dr J Jeary	Effective teaching practices in inclusive classrooms
U of L	Dr N Aitken	Native ways of knowing mathematics
U of A	Dr A von Heyking	Preservice teachers' historical understanding: from theory to practice
U of C	Dr P Tarr	Drawing as a language in a kindergarten class
Edmonton Public School District	Ms S Sookochoff	Proving in high school mathematics
U of A	Dr P Steeves	Belonging and becoming: a narrative inquiry into continuity of experience in student teacher placements
U of A	Dr M Bibby	The implementation of balanced literacy with deaf children

For further information on AACES and to obtain an application form, contact Doreen Link, Secretary, Alberta Advisory Committee for Educational Studies c/o The Alberta Teachers' Association
3016 5 Avenue NE Suite 106, Calgary, AB T2A 6K4
Telephone 265-2672 or 1-800-332-1280
E-mail: doreen.link@ata.ab.ca
On-line applications are available at:
www.teachers.ab.ca/Professional+Development/PD+Resources/AACES.htm