The Alberta Journal of Educational Research

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

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

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

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

aje 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 2, Summer 2006

Articles

Sonia Ben Jaafar 107 An Alternative Approach to Measuring Opportunity-to-Learn in High School Classes

Roger Boshier 127 How Much Do Multicultural Residents of Greater Vancouver Know About the Internet?
Janet Kushner Kow
Yan Huang

Andréa Mueller 143 Classroom-Based Professional Development: Teachers’ Reflections on Learning Alongside Students
Malcolm Welch

Thomas J. Dust 158 Motivational Influences to Pursue Graduate Studies in Secondary Music Education

Louis Volante 167 Essential Elements in Teacher Education: Preservice Student Perspectives

Darren E. Lund 181 Social Justice Activism in the Heartland of Hate: Countering Extremism in Alberta

Research Note

A. Sidiq Ali 195 A Special Education Program Evaluation for Accountability Purposes: An In-Depth Case Study

Book Review

Laura Servage 198 Making Sense of Adult Learning (2nd ed.) by Dorothy MacKeracher
Single copies of this issue are available for purchase. Please see order form at back of this issue.

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 be-
tween 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 in-
cluded 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 submis-
sion 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