Articles

Linda M. Phillips
Stephen P. Norris
Martha L. Smith
Jodi Buker
Chandra Kasper

435
Assessment Techniques Corresponding to Scientific Texts in Commercial Reading Programs: Do They Promote Scientific Literacy?

Marlene R. Atleo

453
Understanding Aboriginal Learning Ideology Through Storywork with Elders

Diane Wishart

468
Dynamics of Education Policy and Practice for Urban Aboriginal Early School Leavers

Toni Fried
Anne MacCleave

482
Influence of Role Models and Mentors on Female Graduate Students’ Choice of Science as a Career

Tanya N. Beran
Jennifer L. Rokosh

497
The Consequential Validity of Student Ratings: What do Instructors Really Think?

Teresa Dawber
W. Todd Rogers
Michael Carbonaro

512
Robustness of Lord’s Formulas for Item Difficulty and Discrimination Conversions Between Classical and Item Response Theory Models

Joanne Kingsley

534
Visual Methodology in Classroom Inquiry: Enhancing Complementary Qualitative Research Designs

T. M. McCarthy

549
Monitoring, Adapting, and Evaluating a Competency-Based Assessment Framework in Medical Education Through Participatory Action Research

Shelley Ross
Cheryl Poth
Michel Donoff
Paul Humphries

553
Book Reviews

Jason Wallin
Creative Expression, Creative Education: Creativity as a Primary Rationale for Education by Robert Kelly and Carl Leggo

Beverley Brenna
Exploring Student Response to Contemporary Picturebooks by Sylvia Pantaleo

Vera Janjic-Watrich
The Cambridge Handbook of Literacy edited by David R. Olson and Nancy Torrance

RETURN UNDELIVERABLE CANADIAN ADDRESSES TO:
THE ALBERTA JOURNAL OF EDUCATIONAL RESEARCH
845 EDUCATION CENTRE SOUTH
UNIVERSITY OF ALBERTA
EDMONTON AB T6G 2G5 CANADA
E-mail: ajer@ualberta.ca
Publications Mail Agreement Number 40062932
PAP Registration Number 8236
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.

Staff

Editor: Larry Prochner
Editorial Assistant: Edie Peters
Book Review Editor: Carla Peck
Technical Editor: Naomi Stinson
Proofreader: Karen McFarlane
Translator: Dorine Chalifoux
Administrator: Fay Sylvester

Consulting Editors

Jim Anderson  Allan MacKinnon
University of British Columbia  Simon Fraser University
Shauna Butterwick  Richard Morehouse
University of British Columbia  Viterbo University, La Crosse, WI
Ardra L. Cole  Lorri Neilsen
Ontario Institute for Studies in Education of the University of Toronto  Mount Saint Vincent University
Emery Hyslop-Margison  David Reid
University of New Brunswick  Acadia University
Ingrid Johnston  Heather Rintoul
University of Alberta  Nipissing University
Sandra G. Kouritzin  Hans Smits
University of Manitoba  University of Calgary
Pauline Leonard  Jeff Sugarman
Louisiana Tech University  Simon Fraser University
Dianne Looker  Jennifer Sumson
Acadia University  Charles Sturt University
Xin Ma  Kelleen Toohey
University of Kentucky, Lexington  Simon Fraser University

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.
The Alberta Journal of Educational Research

Volume 55, Number 4, Winter 2009

Articles
Linda M. Phillips 435 Assessment Techniques Corresponding to Scientific Texts in Commercial Reading Programs: Do They Promote Scientific Literacy?
Stephen P. Norris
Martha L. Smith
Jodi Buker
Chandra Kasper

Marlene R. Atleo 453 Understanding Aboriginal Learning Ideology Through Storywork with Elders
Diane Wishart 468 Dynamics of Education Policy and Practice for Urban Aboriginal Early School Leavers

Toni Fried
Anne MacCleave 482 Influence of Role Models and Mentors on Female Graduate Students’ Choice of Science as a Career

Tanya N. Beran
Jennifer L. Rokosh 497 The Consequential Validity of Student Ratings: What do Instructors Really Think?

Teresa Dawber
W. Todd Rogers
Michael Carbonaro 512 Robustness of Lord’s Formulas for Item Difficulty and Discrimination Conversions Between Classical and Item Response Theory Models

Joanne Kingsley 534 Visual Methodology in Classroom Inquiry: Enhancing Complementary Qualitative Research Designs

Research Note
Shelley Ross
Cheryl Poth
Michel Donoff
Paul Humphries 549 Monitoring, Adapting, and Evaluating a Competency-Based Assessment Framework in Medical Education Through Participatory Action Research
Book Reviews

Jason Wallin 553 Creative Expression, Creative Education: Creativity as a Primary Rationale for Education by Robert Kelly and Carl Leggo

Beverley Brenna 557 Exploring Student Response to Contemporary Picturebooks by Sylvia Pantaleo

Vera Janjic-Watrich 559 The Cambridge Handbook of Literacy edited by David R. Olson and Nancy Torrance

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

AJER is indexed in the following major indexing and abstracting services (source: Ulrich’s Periodicals Directory): Australian Education Index; Canadian Business and Current Affairs Education; Contents Pages in Education; Current Contents; ERIC; EBSCOhost; Education Research Index; Sage; Educational Administration Abstracts; Educational Management Abstracts; Educational Research Abstracts Online; Educational Technology Abstracts; FRANCIS; Family Index; Linguistics and Language Behavior Abstracts; Micromedia ProQuest; Multicultural Education Abstracts (Print); PsycINFO; RILM Abstracts of Music Literature; Research into Higher Education Abstracts; Russian Academy of Sciences Bibliographies; Sage Race Relations Abstracts; SCOPUS; Social Sciences Citation Index; Social Services Abstracts; Sociology of Education Abstracts; Special Educational Needs Abstracts; Studies on Women and Gender Abstracts; Swets Information Services; Technical Education & Training Abstracts; Violence & Abuse Abstracts; PAIS International In Print (Annual).
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 references. 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. Include a list of 3 to 5 keywords describing the main subjects discussed in the manuscript. The submission will be blinded at AJER prior to being sent for review.

Style

AJER’s editorial style conforms to the Publication Manual of the American Psychological Association (5th ed.). Manuscripts that do not conform may be returned for adjustment. 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, not entering data column by column. Indicate placement of figures and tables in text, e.g., Insert Figure 3 about here.

Submitting

Manuscripts must be submitted electronically as E-mail attachments. The preferred file formats are Microsoft Word and Rich Text Format (RTF).

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.
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. To encourage communication between researchers, authors of Research Notes are asked to provide contact information including a one-line biography, full mailing address, E-mail, fax, and/or telephone numbers for publication with each Note. This biography and contact information should be included in the document file submitted. No abstract is required, but in all other respects the usual AJER guidelines for manuscripts must 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:

Larry Prochner, Editor
Alberta Journal of Educational Research
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

Erratum

In the Alberta Journal of Educational Research, Volume 55, No. 3, in the article “Science, Methaphoric Meaning, and Indigenous Knowledge” by Frank Elliott, the Blackfoot word aohlookisataa is erroneously used instead of the term aokakaio’ssin.
Alberta Advisory Committee for Educational Studies (AACES)

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:

<table>
<thead>
<tr>
<th>Institute</th>
<th>Principle Researcher</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>U of C</td>
<td>Dr B Brydges</td>
<td>Expert Teacher-Librarians: Best Practices and Contributions to Student Achievement</td>
</tr>
<tr>
<td>U of A</td>
<td>Dr R Langevin</td>
<td>Étude sur l’état de la santé mentale chez des élèves francophones âgés de 6 à 11 ans : une comparaison entre trois groupes issus de milieux socioculturels différents</td>
</tr>
<tr>
<td>U of C</td>
<td>Dr H Roessingh</td>
<td>Developing Vocabulary Profiles and Benchmarks for Student Writing K–12: A look at the Writing of ESL Students</td>
</tr>
<tr>
<td>U of C</td>
<td>Dr S Russell-Mayhew</td>
<td>Health Promotion in Schools: A Pilot Study on the Professional Development of Pre-service Teachers around Weight-Related Issues</td>
</tr>
<tr>
<td>U of C</td>
<td>Dr T Strong</td>
<td>Engaging Resourcefulness after Violence: An Empowering Group for Adolescent Girls</td>
</tr>
<tr>
<td>U of L</td>
<td>Dr E Wasiak</td>
<td>The Efficacy of Web-Based Resources for Canadian Instrumental Music Educators: A Pilot Study</td>
</tr>
<tr>
<td>U of A</td>
<td>Dr B Watt-Malcolm</td>
<td>Career and Technology Studies (CTS): Teacher Recruitment, Retention and Education</td>
</tr>
<tr>
<td>U of A</td>
<td>Dr L McGarvey</td>
<td>Spatial structures as a starting point for mathematical reasoning</td>
</tr>
<tr>
<td>ATA</td>
<td>Dr G Johnson</td>
<td>The ecology of internet use during primary school: toward an internet curriculum</td>
</tr>
<tr>
<td>U of A</td>
<td>Dr S Gibson</td>
<td>Preparing to teach in a digital age</td>
</tr>
<tr>
<td>U of A</td>
<td>Dr G Sterenberg</td>
<td>Intertwining Aboriginal and Western ways of knowing mathematics</td>
</tr>
<tr>
<td>U of A</td>
<td>Dr D Chorney</td>
<td>Bridging theory and practice: Pre-service physical education majors’ beliefs and perceptions about the field of physical education</td>
</tr>
<tr>
<td>U of L</td>
<td>Dr B Glaister</td>
<td>Teaching ideas showcase interactive website/curriculum unit stories in stone, travels in time</td>
</tr>
<tr>
<td>U of A</td>
<td>Dr L McQuarrie</td>
<td>Development of reading in bilingual deaf children</td>
</tr>
<tr>
<td>U of C</td>
<td>Dr D Saklofske</td>
<td>Increasing teacher efficacy and coping responses: an emotionally intelligent approach</td>
</tr>
<tr>
<td>U of L</td>
<td>Dr P Winsor</td>
<td>Language experience for ESL</td>
</tr>
</tbody>
</table>

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 403-265-2672 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