

VOLUME 55

NUMBER 4 WINTER 2009

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

Consulting Editors

Jim Anderson University of British Columbia

Shauna Butterwick University of British Columbia

Ardra L. Cole

Ontario Institute for Studies in Education of the University of Toronto

Emery Hyslop-Margison University of New Brunswick

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 Sumsion

Charles Sturt University

Kelleen Toohey

Simon Fraser University

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

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

v otume 55, Number 4, vvitter 2003			
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	
Research Note	5 40		

549

Shelley Ross Cheryl Poth

Michel Donoff

Paul Humphries

Monitoring, Adapting, and Evaluating

Through Participatory Action Research

a Competency-Based Assessment

Framework in Medical Education

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; 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-inprogress 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. 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
Tal. (780) 402, 7041

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 *aohtookisataa* is erroneously used instead of the term *aokakaio'ssin*.

Alberta Advisory Committee for Educational Studies (AACES)



U of L Dr P Winsor







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:

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

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

Language experience for ESL

Telephone 403-265-2672 or 1-80Ŏ-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