

Margaret Haughey Master's Award Committee: Final Report

Committee Members:

Dr. Wendy Poole, University of British Columbia
Dr. William Smale, Trent University
Dr. Bonnie Stelmach, University of Saskatchewan
Dr. Paul Newton (Chair), University of Alberta

2010 Submissions (for work completed by December 2009)

Review Process

Each fall, a call for submissions is made on the CASEA Listserv and the Awards section of the CASEA website is updated. This year, the deadline for submissions was February 1st. Each submission was accompanied by a letter of nomination. For the first time, only electronic submissions were accepted. The Chair established a review committee, ensuring diversity with respect to previous experience with the committee, geography, gender, career stage, methodological orientation, etc. This year we received 8 theses and 1 project. To reduce workload and avoid conflict of interest, the theses were divided into 2 groups and one thesis from each group was nominated for a final round of adjudication by the entire committee. Near the end of April, the Chair collected all reviews and submissions, compiled the results, consulted with the committee, and made a recommendation to the committee. The recipient and other nominators were contacted and provided with feedback about the decision. The entire review process took approximately 3 months. I would like to take this opportunity to publicly thank Dr. Wendy Poole, Dr. William Smale, and Dr. Bonnie Stelmach for their thoughtful and diligent work on this committee.

2010 Award Winner

This year's Margaret Haughey Master's Award is given to Ms. Kristen Reimer. The title of her MEd thesis is Teachers, administrators and gatekeepers of change: A case study of the implementation of restorative justice in one Ontario public school. This work was nominated by Dr. Lorna McLean in the Faculty of Education at the University of Ottawa.

Ms. Reimer's thesis was a phenomenological study with the purpose of exploring how restorative justice was experienced and implemented by teachers and administrators within one Ontario Public School Board. Reviewers commented that Ms. Reimer's work was impressive in its substance and in its technical elements. Sample comments from the reviews include:

“The Reimer thesis is very well written--I didn't find a single typographical error; the conceptual framework is clear, as are the methods; the findings and discussion are well connected to the data”

“This thesis is well-written and well-researched. The author has brought together many strands of the topic and woven them into an insightful discussion on restorative justice”

Final Comments and Recommendations

There were considerably more submissions this year than last (perhaps due to the requirement for online submissions). The committee recommends that we continue the practice of online submissions. Although this will mean more work for the adjudication committee, we believe the increase in submissions is a positive development for this competition.

As in previous years, there were questions raised with respect to how to appropriately adjudicate theses, projects, and graduating papers in the same competition. The committee developed a rubric for assessing these different types of documents for this year's competition. It was suggested, however, that CASEA consider awarding separate master's awards in both a thesis category and in a project category if the number and quality of submissions warrant. The financial implications for the Association would be minimal.

Respectfully submitted on behalf of the committee,

Paul Newton, University of Alberta