

# Dr. Eric Jackman Institute of Child Study

ONTARIO INSTITUTE FOR STUDIES IN EDUCATION



## The Dr. Eric Jackman Institute of Child Study

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## A brief history

The Dr. Eric Jackman Institute of Child Study (JICS) has had a significant role in the University of Toronto and is a leader in the fields of early learning, teacher education, and developmental psychology.

We support collaborations among faculty, graduate students, Laboratory School teachers, academic colleagues at OISE and across the university, as well as with our many community partners and sponsoring organizations.

In 1925, Professor Edward Bott established the St. George's School for Child Study at the University of Toronto – known today as the Dr. Eric Jackman Institute of Child Study. While changing over the years, the Institute retains its core “child centredness.”

As the first head of the Department of Psychology at the University of Toronto, Professor Bott played an essential role in developing child study. He hired Dr. William Blatz, a pediatrician and psychologist, as the first Director of the Institute. Together, they conducted one of the world's first longitudinal studies of children's social adjustment in public school. By 1939, the Institute's work with children was recognized throughout the world.

JICS is now part of Applied Psychology and Human Development at the Ontario Institute for Studies in Education (University of Toronto), which is home to many world-renowned scholars and exceptional graduate students.

In 2010, donations from Dr. Eric Jackman, and Margaret and Wallace McCain, in combination with a highly successful community-wide capital campaign, will enable the Institute's upcoming expansion.

## A new director

We are beginning our next chapter in the history of child study at the University of Toronto with Clare Kosnik as the new Director of the JICS.

\*Special thanks to Dr. Rick Volpe for this history of JICS

## The Laboratory School

### *Exploring What is Possible in Education*

The Laboratory School is an elementary school for Nursery to Grade 6 students. Our mission is excellence in childhood education, teacher education, and research in an intentionally diverse environment. We create a secure learning environment that inspires exploration, creativity, curiosity, and confidence to flourish. We honour diversity and value a deeply interconnected community, in which all members feel known, respected, and supported as active participants.

A Laboratory School takes a developmental approach to education, preparing students for a lifetime of asking good questions, finding robust answers, and contributing to the nurture of our world and the people in it. Teaching practices and learning opportunities are anchored in inquiry, developmental readiness, and emerging research. Children are challenged to think independently, use their natural curiosity to critically investigate the social and natural world, and gain the skills to communicate with others. Children at the Lab School learn to love learning.

The school makes a significant contribution to the education, human development, and psychology work within the University of Toronto, and the wider educational community in Canada and internationally. The school's research is sought by school districts across Canada, by teacher education programs internationally, and by policy makers in the Province of Ontario, as well as First Nations communities in Canada.



### **Current initiatives part of our Laboratory School mission include:**

- Coordinating over 150 visits to the Lab School each year from international, national, and local educators
- Providing over 8,000 hours of supervised practicum to teacher candidates annually
- Partnering with the Holland Bloorview Kids Rehabilitation Hospital to operate an Integrated Kindergarten Program (IKP) for children with and without physical disabilities
- Participating in a wide-range of funded studies including investigations in reading comprehension, early school adaptation, language acquisition, mathematical understanding, and constructing knowledge.



## Research at JICS

The Dr. R.G.N. Laidlaw Centre provides the home for faculty research and outreach at the Dr. Eric Jackman Institute of Child Study. Our Centre supports applied multidisciplinary research in child development and fosters research connections around particular themes.

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### Little liars and social perception



**Dr. Kang Lee** studies the emergence and development of social cognition and social behaviour and the underlying neural mechanisms. His research has two foci: The first is the development of moral cognition and action with a specific focus on honesty and lying. The second focus of his research is on the development of social perception with a specific focus on face processing to study the role of experience in shaping how infants, children, and adults perceive, encode, and recognize different kinds of faces such as faces from different races and related cognitive and social consequences (e.g., racism).

[www.kangleelab.com](http://www.kangleelab.com)

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### Learning with APHD



**Dr. Rhonda Martinussen**, in collaboration with her colleague Dr. Judy Wiener and her students, explore academic achievement and motivation in adolescents with and without a previous diagnosis of attention-deficit/hyperactivity disorder (ADHD). Her most recent study included 49 adolescents with ADHD and 47 youth without a diagnosis of ADHD. In one recent study, Lauren Batho, a recent graduate from the Martinussen lab, also showed that youth with ADHD who complete academic tasks (e.g., answering questions about a history text) while concurrently listening to irrelevant classroom babble report greater cognitive load relative to those youth with ADHD who completed the task in silence.

[www.adhdliteracylab.weebly.com](http://www.adhdliteracylab.weebly.com)

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### Longitudinal study of teachers



**Clare Kosnik** and **Clive Beck** have been conducting one of the largest longitudinal studies of teachers in the world. They have been following 42 teachers – mainly elementary and middle school: 20 began teaching in 2004 and 22 in 2007. They identified seven priorities for teacher education: program planning; pupil assessment; classroom organization and community; inclusive education; subject content and pedagogy; professional identity; and a vision for teaching. A key publication was *Priorities in teacher education: The seven key elements of preservice preparation*.

[www.literacyteaching.net](http://www.literacyteaching.net)



## Master of Arts in Child Study and Education Program

The Child Study and Education (CSE) program housed at JICS is one of two graduate-level teacher preparation programs in Canada. The two-year program provides students with a graduate degree that also qualifies graduates to teach in elementary schools (Kindergarten to Grade 6) in Ontario. Our unique combination of teacher education and graduate degree training produces teacher-leaders as well as scholars who can apply research and theory in child study to their careers.



### The program offers two fields of study

#### 1. Practice-Based Inquiry (PBI) in Psychology and Educational Practice

The field is based on the use of collaborative inquiry and data-based decision-making to enhance teachers' practice and student learning and success.

#### 2. Research-Intensive Training (RIT) in Psychology and Education

Students in this field of study are supervised by one of our faculty members and complete a research paper in an area of interest in the second year of the program. Students in this field typically are typically interested in further graduate training at the doctoral level.

*"The Faculty in the MA program will always stand out to me.*

*They were very welcoming, approachable, and so insightful."*

*-Jisoo Seo, 2014 CSE graduate*

### Highlights of the MA Program:

- Emphasis on the child and development within the context of the classroom
- 3 practice teaching placements in Year 1 that are concurrent with coursework
- Extended placement (13 weeks/4 days per week) during Year 2 of the program
- Opportunity to take 2 electives to focus on an area of interest (e.g., special education)
- Courses often co-taught by Faculty and Lab School teachers
- Program emphasizes evidence-based pedagogical and curriculum approaches integrated with child study and observation
- Opportunities to be involved in the research projects through graduate assistantships, research meetings, and research assistantships