

*Historical Studies in Education / Revue d'histoire de l'éducation*  
CONTRIBUTORS / COLLABORATEURS

## Contributors / Collaborateurs

**Jason Ellis** is a historian of education and assistant professor in the Department of Educational Studies at the University of British Columbia. His publications on the history of Canadian schooling, mainly focusing on special education, include a forthcoming book *A Class by Themselves?: Children, Youth, and Special Education in a North American City—Toronto, 1910–45* (University of Toronto Press, 2018).

**Kristin Hall** is a PhD candidate in history at the University of Waterloo. Her research interests include late nineteenth- and twentieth-century Canadian gender, business, and cultural history as they relate to media and education. Her dissertation examines the Maclean Publishing Company's trade journals published between 1887 and 1914 and analyzes the promotion of business-to-business advertising through the lenses of gender performativity and informal education.

**Adriana Morales-Perlaza** est professeure adjointe en éducation comparée et internationale à l'Université de Montréal et chercheure associée au Centre de recherche interuniversitaire sur la formation et la profession enseignante (CRIFPE). Elle est titulaire d'un doctorat en Éducation comparée et fondements de l'éducation (2016) et d'une maîtrise en Administration de l'éducation (2012). Son intérêt principal de recherche porte sur la comparaison de phénomènes éducatifs à travers de points de vue sociologiques et politiques. Elle s'intéresse également à l'étude de la formation et de la profession enseignante dans différents contextes sociaux.

**Ken Osborne** is professor emeritus in the Faculty of Education at the University of Manitoba, where his principal scholarly interests concerned the teaching of history and its role in the school curriculum. Since his retirement from the University of Manitoba in 1997, he has taken a particular interest in the history of history teaching in Canadian schools.

**Daniel Poitras** est Postdoctorant à l'Université de Toronto, l'auteur poursuit actuellement des recherches sur les milieux étudiants ontariens et québécois. Il adopte une perspective transnationale afin de cerner l'importance des circulations et transferts de pratiques et d'idées dans l'émergence du mouvement étudiant des années 1950–1960.

**James Rempel** has been a teacher and college instructor, and is now a sessional instructor and consultant with the Faculty of Education at the University of Lethbridge. His career-long commitment to teacher professional development in learner-centred pedagogy led to his thesis work with Dr. Amy von Heyking. His thesis, on assessment theory and implementation in Alberta's historic child-centred Enterprise curriculum, received the 2016 Outstanding Master's Thesis Recognition Award from the Canadian Association of Foundations of Education.

**Amy von Heyking** is an associate professor in the Faculty of Education and member of the Institute of Child and Youth Studies at the University of Lethbridge. Her research interests include the history of Canadian schooling, and history teaching and learning. She is the author of *Creating Citizens: History and Identity in Alberta's Schools* (University of Calgary Press, 2006), and co-editor of *Becoming a History Teacher: Sustaining Practices in Historical Thinking and Knowing* (University of Toronto Press, 2014).