

SSHRC CRSH

Committee: 5B - Education and social work 1
Applicant Name: Ingrid Johnston
Application Number: 435-2014-1225
Assessor Number: 1

Insight Grants

External Assessment Form

Assessment

Instructions: Evaluations by external assessors are intended to assist the committee in its deliberations. SSHRC is extremely grateful for your expertise as well as your time and effort.

Given the competitive nature of the adjudication process, constructive criticism and/or suggestions for improvement, if appropriate, may be helpful to the applicant.

As your assessment will be made available to the applicant, please do not include any personal identifying information. If such information appears in your document, the Council reserves the right to remove it.

Declarations on confidentiality and conflict of interest

- a) The information provided in the applications is protected by Canada's *Privacy Act* and is made available to external assessors for reviewing purposes only. I therefore agree to treat as strictly confidential all the material from the above-mentioned file which has been submitted to me by the Council. After responding, be it positively or negatively, I will ensure the destruction of the said material.

Agree

- b) I attest that I am not in a conflict of interest with the applicant(s).

Agree

Using the guidelines in the attached document, evaluate each sub-criteria below and check the appropriate box. Briefly explain your response.



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Part 1: Challenge – The aim and importance of the endeavour

Sub-criteria (No specific weighting assigned to each sub-criterion)	N/A	Modest	Good	Very Good	Excellent
a) Originality, significance and expected contribution to knowledge					X
b) Appropriateness of the literature review				X	
c) Appropriateness of the theoretical approach or framework					X
d) Appropriateness of the methods/approach					X
e) Quality of training and mentoring to be provided to students, emerging scholars and other highly qualified personnel, and opportunities for them to contribute					X
f) Potential influence and impact within and/or beyond the social sciences and humanities research community				X	

g) Briefly describe the proposal's strengths and weaknesses in relation to the above criteria:

These researchers are experienced and knowledgeable in the area of literature (new Canadian and international) focussed on social justice. Their theoretical frames of "postcolonial theories of reading practices", "pedagogies of discomfort" and "inquiry as stance" are timely, and apt for their purposes. This new endeavor will build on previous successful SSHRC research and will influence educational curriculum and policy for at least six provinces over the next decade. They are meeting challenges from changes demographics in school populations, students, teachers, and administrators and the communities in which they/we all live. I believe this research will also attract attention and use in many other countries struggling with similar issues of social justice. This is a thoughtful, strategic, and important project that has potential to contribute to the well being of so many citizens, locally, nationally, internationally. This work addresses both new Canadians, as well as existing and indigenous Canadians developing and educating interculturally together. The benefit can be enormous if supported. The range and expertise and experience of these senior researchers, working with new ones and building research capacity with doctoral students is well conceived, clearly articulated, and will have a positive effect across Canada. They have delivered quality outcomes and research in the past, their wisdom and education will be shared in a legacy of crucial knowing at a critical time in Canada's history. Their methods of collaboration, training, data collecting, and thematic case work across multiple sites will contribute and construct knowledge. I have been looking at and for this kind of research for many years: it is very exciting!
 The significance to educators and policy makers and curriculum developers is very positive. This work benefits real people in many contexts. I see no weakness.

Part 2: Feasibility – The plan to achieve excellence

Sub-criteria (No specific weighting assigned to each sub-criterion)	N/A	Modest	Good	Very Good	Excellent
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Sub-criteria (No specific weighting assigned to each sub-criterion)	N/A	Modest	Good	Very Good	Excellent
a) Probability of effective and timely attainment of the research objectives					X
b) Appropriateness of the requested budget, and justification of proposed costs					X
c) Indications of financial and in-kind contributions from other sources, where appropriate				X	
d) Quality of knowledge mobilization plans, including for effective knowledge dissemination, knowledge exchange and engagement within and/or beyond the research community					X
e) Strategies and timelines for the design and conduct of the activity/activities proposed					X

f) Briefly describe the proposal's strengths and weaknesses in relation to the above criteria:

Because the researchers are so experienced and have mobilized their results widely in the past, they have an appropriate sense of the full reach and responsibility of what they have done before and what they propose here. This is very do-able as they describe it and they are reliable and will deliver. Their budget requests are reasonable, often mostly for training and cost of actual research with both experienced and new researchers, and a bit for dissemination of the findings. It is a long term plan, across many contexts, so in that sense, they ask for a very modest amount and are responsible stewards about how that money is invested in key findings that can inform large populations. In a way, part of the excitement for me as an assessor for SSHRC is that what they propose are preventative strategies -- to include literature (post -colonial) in the service of social justice. That builds on other research that assists literacy rates (a goal of the Canadian Ministers of Education -2009), builds social and community citizenship, and contributes to the well being of Canadians. The hidden benefit may be seen in healthier and contributing people (students for sure), raising the quality of life and easing suffering, helping all belong to a more positive educational experience in this country. Teaching strategies can be improved, and understanding the historical and colonial effects on so many can do restorative education that is so urgently needed now for peaceful, meaningful, and participatory living well together.

Part 3: Capability – The expertise to succeed

Please note that in the case of a research team, you will need to evaluate the strength and suitability of the team members' research achievements (do not include collaborators).

