

Camelia Birlean
Curriculum Vitae
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Contact Information

PhD in Educational Psychology (Learning Sciences)

Educational Consultant
Private Practice
30 A, Milner #200, Montreal-West
Office: 514-481-0331
Cell: 514-992-4602
camelia.birlean@mcgill.ca

Faculty Lecturer, McGill University
Department of Educational and Counselling Psychology
3700, McTavish # 513A, Montreal
Office: 514-398-4242; F: 514-398-6968
camelia.birlean@mcgill.ca

Education

PhD	Educational Psychology (Learning Sciences)	McGill University	2012
MEd	Educational Psychology (Inclusive Education)	McGill University	2002
BEd	Education & Language Arts (Teaching Diploma)	Babes-Bolyai, Cluj, Romania	1998

External Fellowships and Academic Awards

- Fonds Québécois de la Recherche sur la Société et la Culture (FQRSC), Bourses de doctorat en recherche, \$60,000 over three years (2007-2010)
- Graduate Student Stipend, \$60,000 over three years (2005-2008), The McGill Educational Initiative on Interprofessional Collaboration: Partnership for Patient and Family-Centered Practice (2005-2008)

Employment History (Consulting, Teaching, and Supervision)

Educational Consultant (September 2018- Present)

Independent

- Designed a gifted program and currently planning the launch of seminar series for parents of gifted children in collaboration with Michael Hayes, CEO & Lead Educational Consultant (to be launched in June, 2019)
- Works with Gifted Children:
 - Conducts needs assessment and interest analysis with individual learners
 - Matches learner profile analysis with a strength-based enrichment project (using SWEM, Renzulli's program)
 - Mentors learners
 - Offers guidance to parents
- Offered consulting services to Miss Edgar's and Miss Cramp's School (ECS) on Teaching, Learning, and Assessment
 - Facilitated the hiring of a learning specialist for junior school
 - Assessed the quality and implementation of Individualized Education Plans in Junior School
- Designed and delivered professional development sessions (seminars and workshops) in the area of gifted education to faculty and staff at *The Study*, Westmount
 - *"Gifted Education: Characteristics of Giftedness and Curriculum Options"*
 - *"Differentiating Curricula and Instruction for Bright Students"*

Consultant of Research, Professional Development, and Student Experience

Miss Edgar's & Miss Cramp's School (December 2016-July 2018)

Research

- Led action research initiatives:
 - Conducted Needs Assessment with Departments Heads and designed intervention strategies to address the identified needs
 - Coordinated and facilitated the implementation of research projects
 - Research Projects: *Exploring the effects of an observational drawing class using shape grammars on spatial reasoning and visual perception skills of elementary age students* (conducted by Loretta Walz, PhD candidate at Queens University)
- Wrote and updated in light of current research the school instructional philosophy, and special education policy, and designed tools for professional development
 - Developed (advanced draft) the educational philosophy of the school that emphasizes student-centered instruction (Inquiry-based) and pedagogical flexibility (Differentiation)
 - Developed in collaboration with the TLC (advanced draft) *The Guiding Policy for Special Education*
 - Adapted based on previously validated measures the *Teacher Growth Instrument*
- Provided consulting for the write-up process of grants
 - Led the design and development of the "Active Learning Centers" Grant proposal (2017)

Student Experience (Middle and Senior School)

- Led the design process of IEPs
- Designed and implemented a new IEP form for the Middle and Secondary school students
 - Piloted a sample of selected IEPs (new format) that emphasize specific measurable objectives and a collaborative IEP process
- Provided consulting to the orthopédagogue and learning specialist for most complex cases of special education students
- Led the special education initiatives in the area of gifted education
 - Compacted Curriculum (strategy based on Renzulli's School Wide Enrichment Model):
 - To enrich and accelerate learning of formally identified gifted girls
 - To enrich and accelerate learning of high achieving students nominated by teachers
 - To enrich learning of highly motivated and self-selected students in specific areas (e.g., History)
 - Led the IEP process for formally identified gifted students and the Academic Growth Plans for high ability students
 - Designed SMART goals that capitalize on students' strengths
 - Met on an ongoing basis with teachers and parents to insure the effectiveness of intervention
 - School-wide Enrichment:
 - Initiated the Caribou Mathematics Competition, a worldwide online contest (Grade 5-11 self-selected students)
 - Founder and lead coordinator of the Junior School Enrichment Program: Debating and Public Speaking (offered to high ability students, grades 4-6)
- Coordinated the Independent Study Electives (Grades 10 and 11)
 - Developed a comprehensive 18-page handbook (blueprint) for Independent Study (IS) that includes the Course Outline, Markers for Learning Success, and Assessment Tools.
 - Guided and facilitated the process of students' independent inquiry project
 - Met regularly (3 times/cycle) with IS students to support their learning.

Professional Development: Teacher Training and Mentoring

- Collaborated with school ambassadors in the design and implementation of in-house professional developments
 - (Co)designed & delivered workshops on various topics to ESC staff and faculty:
 - Learning Profiles
 - Constructivist Assessment for All Learners
- Provided ongoing support and resources to faculty with respect to empirical driven effective strategies (that capitalize on students' strengths and maximize students' learning experience)
- Mentored teachers (individual basis) with planning, teaching, and assessment of mainstream and special education students:
 - Assessment Plans for regular and differentiated instruction
 - Provided consulting on unit plans
 - Compacted curriculum
 - Etc.

Teaching Higher Education

Lecturer, Department of Educational and Counselling Psychology, McGill University

Theories of Teaching and Learning, EDPE 635

Winter 2019 (January 2019-May 2019)

- Designed and implemented course syllabus (e.g., instructional curriculum, instructional activities, assessment methods, and specific rubrics)
- Conducted a series of workshops on cognitive and socio-constructivist strategies for promoting deep learning and motivation in students (e.g., concept mapping, jigsaw, reciprocal teaching, problem based learning, Bransford's IDEAL heuristic for ill-defined problem solving)
- Fostered a conducive learning environment in which students were encouraged to pose controversial questions, discuss their knowledge, understandings, and personal experiences about the various topics addressed in the questions.
- Continuously encouraged a community of learning and sharing.

Measurement and Evaluation, EDPE304

Winter 2019

- Designed and implemented course syllabus (e.g., instructional curriculum, instructional activities, assessment methods, and specific rubrics)
- Emphasized the need for alignment among instructional processes (planning, teaching, and assessment) and the critical role of assessment as driving force for learning and teaching (Assessment for Learning vs. Assessment of Learning)
- Taught effective paper-based and technology enhanced strategies for classroom assessment--diagnostic, formative, and summative (e.g., Plickers, Mentimeter, Seesaw, etc)
- Guided (through ongoing constructive feedback) students' development of an assessment tool kit

Education of the Gifted and Talented Students, EDPI 526 sections 771, 772, and 773

Winter 2019, Winter 2017, Winter 2016, Winter 2015, Winter 2014, Winter 2013

- Designed and implemented course syllabus (e.g., instructional curriculum, instructional activities, assessment methods and specific rubrics)
- Scaffolded students' construction of knowledge about the psychology and education of exceptionally able children
- Engaged students in reflective planning, strategic problem solving, and evaluation of practices in the education of talented and gifted learners within the framework of educational psychology
- Continuously stimulated students' questioning and provided opportunities for critical thinking
- Guided and facilitated the process of students' independent inquiry project (design of an inquiry-based curriculum for the gifted and talented)
- Assessed students' work promptly and provided meaningful and detailed feedback

Assessment for Instruction in Inclusive Education, EDPI 344 sections

Fall 2018 (Sept 2018-December 2018)

- Designed and implemented course syllabus (e.g., instructional curriculum, instructional activities, assessment methods, and specific rubrics)
- Engaged students in active discussions and activities within the context of Assessment in Inclusive Ed. Classrooms
- Fostered a conducive learning environment in which students were encouraged to pose controversial questions, discuss their knowledge, understandings, and personal experiences about the various topics addressed in the questions.
- Continuously encouraged a community of learning and sharing.

Educational Psychology EDPE 300

Fall 2015, EDPE 300, sections 001 and 002

Fall 2014, EDPE 300, sections 005 and 006

Fall 2013, EDPE 300, sections 001 and 002

Fall 2012, EDPE 300, sections 001, 004, 005, and 008

Summer 2012, EDPE 300 sections 001 and 002

Fall 2011, EDPE 300 section 002

Summer 2011, EDPE 300 sections 001 and 002

Fall 2010, EDPE 300 section 001

- Designed and implemented course syllabus (e.g., instructional curriculum, instructional activities, assessment methods, and specific rubrics).
- Engaged students in inquiry-based learning activities focused on the application of psychological theories and principles in relation to current educational concerns
- Stimulated students' questioning and provided opportunities for critical thinking
- Continuously sought students' active participation and input into curriculum content
- Guided students' instruction towards a teacher-inquirer professional identity
- Engaged students in ongoing work assignments to facilitate content-based knowledge transfer and skill development
- Assessed students' work promptly and provided meaningful and detailed feedback

Individual Reading Course, EDPE 691-003

Summer 2015

- Guided students' process of generating, designing, and conducting an independent research project of their interest
- Provided support and training to promote students' professional learning
- Scaffolded students toward the completion of their research

Educational Measurement (Statistics), EDPE 575

Fall 2014

- Designed and implemented course syllabus (e.g., instructional curriculum, instructional activities, assessment methods and specific rubrics)
- Scaffolded students' development of a meaningful understanding of the key concepts in inferential statistics
- Engaged students in conceptual problems that enabled them to conduct and report the results of statistical analyses in a professional manner
- Guided students' learning to read critically and evaluate the empirical conclusions of statistical

analyses and recognize misleading or erroneous conclusions.

- Continuously encouraged a community of learning and sharing.

Learning Sciences, EDPE555 sections 781, 782, and 783

Fall 2013

- Designed and implemented course syllabus (e.g., instructional curriculum, instructional activities, assessment methods, and specific rubrics)
- Engaged students in active discussions and activities related to the current theoretical and empirical work of Learning Sciences
- Continuously elicited students' reflective analysis about the implications of Learning Sciences to instruction and the design of learning environments in educational settings
- Fostered the formation of a learning community that extended beyond the physical environment of the class via weekly online discussion forum in which students took the lead to pose controversial questions, and discuss their knowledge, understandings, and personal experiences about the various topics addressed in the questions.
- Scaffold students' learning during independent and shared activities (e.g., inquiry based curriculum, design projects, classroom discussions, online discussion forum, independent inquiry project)
- Oversaw the weekly discussion forum (on MyCourses) and provided in class debriefing sessions on the major controversial emergent themes within Learning Sciences
- Continuously encouraged a community of learning and sharing.

Teaching Assistant, Department of Educational and Counselling Psychology, McGill University *Educational Measurement EDPE575*

Summer 2006

- Marked students' assignments and examinations
- Provided prompt and meaningful feedback to students
- Kept the instructor informed about students' learning progress
- Assisted students with their course related work

Elementary Teaching Experience

2002-2003 Practicum, Resource Teacher

Willington Elementary School, Step 31, Montreal, Quebec

Remediation Program

- Shadowed a first grade autistic student
- Tutored Mathematics and Language Art to grade six students
- Tutored Reading Comprehension and Writing to grade four students

Enrichment Program

- Designed creative activities and carried them with a group of five kindergarten students
- Initiated and engaged three groups of students (grades one and two) into inquiry-based science. With appropriate scaffolding, students conducted an investigation on a topic of interest using the school's library and the World Wide Web as primary sources of information. Their final products were shared with their classroom' teachers and classmates during a science fair.

High School Teaching Experience

1998-2000 Language Art Teacher and Advisor

High School 15, Tirgu-Mures, Romania

- Planned and prepared daily lesson plans for students grades 7 & 8
- Adapted lesson topics to students' needs and interests
- Designed and delivered an elective course in Children's Literature (open to the entire school population)
- Advised a group of 30 students regarding their personal, social, and academic needs
- Created a safe learning environment that emphasized shared learning and mutual respect
- Provided constructive conferences for parents on an ongoing basis
- Served on several commissions of examination at elementary and secondary levels of education
- Served on the assessment board for various competitions at different levels of education

Leadership and Supervisory Experience

MEd Special Activity, EDPE 697 001 and EDPE 698 001

Research Co-Supervision (with Prof. Bruce M. Shore),

Fall 2014 & Winter 2015

Winter 2013

Fall 2008 & Winter 2009

Fall 2007 & Winter 2008

- Oversaw and guided students' process of generating, designing, and conducting an independent research project of their interest
- Scaffolded students towards the completion of their research
- Facilitated content related lectures

Direct Graduate Supervisees (15 students in 12 Special Activities)

Mircea, Oana. MEd in Educational Psychology, Concentration in Inclusive Education.

Interprofessional practice in preschool inclusive settings. (advising undertaken October 2014-October 2015)

Di Stefano, Alicia, & Fagnani, Laura. MEd in Educational Psychology, Concentration in Special Populations. *Two-fold project: (a) Literacy in elementary schools: "The Daily Five" program evaluation and (b) The development of a manual for elementary school teachers based on "The Daily Five" program.* (joint-project advising undertaken December 2012-April 2013)

Vaccaro, Maria, & Morello, Lisa. MEd in Educational Psychology, Concentration in Special Population. *The use of technology to promote literacy skills in elementary students with autism.* (joint-project advising undertaken December 2012-April 2013)

Halili, Sabrina, & McKellar, Katelyn. MEd in Educational Psychology, Concentration in Special Population. *Two-fold project: (a) The use of technology to boost student motivation in Reading at the Elementary School Level. (b) A Teaching Resource Kit of Technological applications for reading instruction at the elementary school level.* (joint-project advising undertaken December 2012-April 2013)

Sanghera, Bindy. MEd in Educational Psychology, Concentration in Special Population.

- Development of an ADHD resource kit.* (advising undertaken September 2006-April 2007; Proceeded to PhD in Counselling Psychology, McGill University.)
- Aziz, Lara. MEd in Educational Psychology, Concentration in General Educational Psychology. *Development of an orientation program specifically for newly hired nurses in the clinic areas (outpatient departments).* (advising undertaken September 2006-April 2007.)
- Aberu, Niza. MEd in Educational Psychology, Concentration in Special Population. *Inclusive education resource book.* (advising undertaken September 2006-April 2007.)
- Diwan, Sana. MEd in Educational Psychology, Concentration in Special Population. *Development of a team building resource package for cycle 3 elementary teachers.* (advising undertaken September 2006-April 2007.)
- Hong, Ji-Hyun. MEd in Educational Psychology, Concentration in General Educational Psychology. *Korean immigrants in North American society: Workshop design.* (advising undertaken September 2007-April 2008.)
- Grunwell, Sarah. MEd in Educational Psychology, Concentration in Family Life. *The effect of conflicting parenting and teaching styles on the level of motivation of young adolescents.* (advising undertaken September 2007-April 2008.)
- Ghassem Nejad, Sedighe. MEd in Educational Psychology, Concentration in General Educational Psychology. *Iranian family health: Effective parents-teenagers communication.* (advising undertaken September 2007-April 2008.)
- Ghandour, Yasmine. MEd in Educational Psychology, Concentration in Special Population. *Program evaluation: Orchard House preschool.* (advising undertaken September 2007-April 2008.)

Preschool Director

Montessori School / Garderie et Jardin D'Enfants Montessori (TMR)

January 2003-September 2005

- Directed staff members
- Carried out the broad educational policies established by the Administration
- Maintained regular contact with the Administration, advised the Administration on the changes occurring in the school population, or in the community, so that appropriate action could be taken
- Served as chief communicator between the Administration and the teaching staff, making sure that all policies are properly understood and implemented
- Acted as an interface between the Administration, parents, and staff members
- Nurtured an inquiry-oriented approach to teaching
- Assisted the Administration in preparing Open Houses and Registration campaigns, functioned as a spoke person for the school
- Implemented student programs, designed and planned special school events appropriate to the needs of those enrolled, and developed systems of scheduling to accommodate extracurricular activities
- Established practices and procedures to promote harmonious and constructive relationships among all teaching staff
- Offered continuous training and led workshops focused on professional development for all teachers and assistants
- Provided on-the-job training overview and orientation to all new employees
- Maintained constructive liaison with other institutions and associations

- Oversaw and facilitated the implementation of the work conducted by the parents' Committee.

Award Director of the Year: Montessori Schools Inc., June 2005

Research

Research Interests

- A. Gifted education, particularly as it pertains to instructional differentiation and curriculum adjustment as well as techniques for fostering creativity in exceptional individuals.
 - a. The nature of knowledge and skills of exceptional individuals and enablers of their development.
 - b. The identification of gifted behaviours
 - c. Educating and mentoring pre-service and in-service teachers about the needs of gifted and talented (GAT) learners and about effective instructional practices to address GAT' needs
- B. Inquiry-driven learning (context, content, process, products) paralleled by a curiosity in expertise development and teacher cognition.
 - a. The process of instructional differentiation and curriculum adjustment for all students according to their needs, curiosities, and ability levels.

Research Experience

McGill University, Faculty of Education, High Ability and Inquiry Research Group (co-led by Profs. Bruce M. Shore and Mark W. Aulls)

2001- Present, Active member

Program of research focuses on assessment of cognitive and affective inquiry outcomes

- Actively involved in drafting SSHRC and FQRSC team grant applications
- Actively participated in weekly meetings on current issues and topics of inquiry-based instruction
- Prepared and submitted in collaboration with team members, conference presentations, workshops, posters, and manuscripts.

Research Assistant, Evaluation Task Force

McGill University, Faculty of Medicine, Interprofessional Education and Practice Initiative, (Principal Investigators Dr. Margaret Purden and Dr. David Fleiszer; Project Manager Dr. Nancy Posel)

2005-2008

The McGill Educational Initiative on Interprofessional Collaboration: Partnerships for Patient and Family-Centred Practice funded by Health Canada. This project was conducted by McGill University's Faculty of Medicine in partnership with McGill's University Health Centre, and the Sir Mortimer B. Davis-Jewish General Hospital.

Evaluation Task Force Responsibilities

Designed and developed qualitative, quantitative, and mixed research methodologies and data collection protocols as well as conducted and often led proposed research, implemented interventions and provided continuous feedback while maintaining an active and collaborative rapport with research

participants as well as PIs.

Responsible with Ethics application forms, yearly renewal process, and participants' consent;

- Prepared and presented project deliverables at yearly retreats
- Prepared Annual Evaluation Report to Health Canada
- Oversaw data entry and ensured secure storage of the data
- Collected (year 1 and 2) data, managed (year 3) the data collection process, and analyzed qualitative and quantitative data related to project activities occurring in the intervention and exemplary clinical sites as well as the interprofessional educational initiatives taking place in the university.

Data Analysis Software used in the project: Nvivo-7, SPSS

Other Data Analysis competencies: Nvivo-8, EQS (for SEM), SAS (intermediate level)

- Designed and conducted qualitative, quantitative, mixed-method research in academic and clinical settings (intervention and exemplary sites)
- Developed evaluation frameworks for various interprofessional initiatives in both clinical and academic settings
- Synthesized relevant literature for the various initiatives conducted
- Integrated the theory with the practical mandate of the project
- Designed and adapted evaluation tools (e.g., IPRQ)
- Facilitated (occasionally) workshops and seminars
- Prepared and presented conference presentations
- Drafted and submitted manuscripts.

Evaluation Task Force Activities (Synopsis):

Work Group related tasks

- Transcribed and analyzed baseline and follow up data of work group members' conceptions of interprofessional practice (IPP) and education (IPE) and co-presented the results at All Together Better Health Conference, London 2006 as well as at Group work's retreats (2005, 2006);
- Responsible for the prospective record
- Sat on Steering Committee Meetings as a participant observer responsible for the minutes' final write up. Also responsible to circulate consent forms for the recording
- Developed (collaborative work) a prototype of evaluation framework to guide the research project
- Drafted ethics form for co-investigators.

"Breast Center" Clinical Intervention Site

- Co-constructed the interview and observation framework (collaborative work) for baseline data collection
- Developed a research plan for the intervention setting
- Collected baseline data from health care professionals (interviews and observation)
- Co-constructed patients' interview protocol for identified intervention clinical sites
- Collected patient data.

Informatics

- Involved in the development of the theoretical framework and the evaluation of web-based cases and other e-Learning models (collaborative work)
- Involved in the design and implementation of an IP E-Case based workshop (collaborative work).

- Research report presented at the All Together Better Health Conference, Stockholm, 2008
- IPE Initiatives: Faculty Development*
Physical and Occupational Therapy Workshop, 2005:
- Analyzed partial results from workshop survey: questionnaires about faculty member's perceptions and attitudes of IPE/P
 - Workshop co-facilitator and responsible with gathering consent forms for data collection; Shriners' Hospital, 2007
 - Facilitated the interprofessional education (IPE) and interprofessional practice (IPP) workshop offered to health care professionals in the Spina Bifida Clinic.

Workshops and Seminars offered to Students in the Faculty of Medicine

AIDS Seminar (offered to students from Medicine, PT, OT, and Nursing), 2006-07:

- Drafted a proposal based on AIDS Seminar, co-presented at AERA, 2007
- Professionalism Workshop (Medicine, PT, OT, Nursing, and Dentistry), 2008:
- Involved in workshop design and implementation
 - Designed workshop evaluation methodologies and tools
 - Responsible with data collection and analysis
 - Reported research results at group work's meeting and World Confederation for Physical Therapy, 2007.

Cultural Awareness Workshop (Medicine, PT, OT, Nursing, and Dentistry), 2008:

- Involved in workshop design and implementation;
- Facilitated data collection and analysis
- Drafted and presented research report based on formative evaluations of interprofessional workshop at All Together Better Health Conference, Stockholm, 2009.

Shriners' Hospital for Children 2007-2008:

- Facilitated the interprofessional education (IPE) and interprofessional practice (IPP) workshop offered to health-care professionals in the Spina Bifida Clinic
- Facilitated the implementation of the IPE practicum program for two cohorts of students from four different schools of medicine
- Prepared and led the evaluation of the clinical placement
- Designed evaluation tools
- Collected quantitative and qualitative data from students involved in the IEP program
- Analyzed data and presented the full report to Shriners' administration, the work group, and World Confederation for Physical Therapy, 2007.

Publications and Presentations

Journal Articles

Published

- Shore, B. M., Birlean, C., Walker, C. L., Ritchie, K.C., LaBanca, F., & Aulls, M. W. (2009). Inquiry literacy: A proposal for a neologism. *LEARNING Landscapes*, 3(1), 139-155.
- Posel, N., Fleiszer, D. M., Wiseman, J., Birlean, C., Margison, J. A., Faremo, S., Clausen, C., & Bateman, D., (2008). Using electronic cases to teach healthcare professionals and students about interprofessionalism. *Journal of Interprofessional Care*, 22(1), 111-114.

Drafts in Preparation (in likely order of completion and submission)

- Birlean, C., & Shore, B. M. (advanced draft under revision pending resubmission). The role of teachers' pedagogical and subject-matter knowledge in planning and enacting science-inquiry instruction, and in assessing students' science-inquiry learning. To be submitted to the *Journal of Research in Science Teaching*. Request to revise and resubmit.
- Birlean, C., & Shore, B. M. (advanced draft under revision pending resubmission). Novice versus expert teachers' planning and evaluation of elementary school students' inquiry-based science projects. To be submitted to *The Science Educator*.
- Birlean, C., Posel, N., Fleiszer, D. M., Shore, B. M. (advanced draft under final revision). Virtual Patient Case: Catalyst for preparing an interprofessional care plan in a workshop format. To be submitted to the *Canadian Medical Education Journal*.
- Birlean, C., Asseraf Pasin, L., Shore, B. M., Ritchie, K. C., & Steinert, Y. (advanced draft under final revision). Formative evaluation of interprofessional education initiatives. [Journal to be selected.]
- Birlean, C., LaBanca, F., & Shore, B. M. (in preparation). The confluence of pedagogical and content expertise: Insights from a case study of an inquiry-inspired secondary science teacher. [Journal to be selected.]
- Birlean, C., Ritchie, K. C., Shore, B. M., & Margison, J. A. (in preparation). *Interprofessional Reciprocity Questionnaire (IPRQ): An assessment tool for collaborative practice and education*. To be submitted to *Medical Education*.
- Pelletier, S., Birlean, C., & Shore, B. M. (in preparation). The gifted learner as novice: Clues from performance-related differences between high performance mathematics students and experts in the categorization of mathematical problems. [Journal to be selected.]
- Shore, B. M., Birlean, C., Ritchie, K. C., Margison, J. A., & The McGill Interprofessional Practice and Education Project (in preparation). Development of the McGill Interprofessional Reciprocity Questionnaire: How collaborating medical professions regard each other--an assessment tool for collaborative practice and education. To be submitted to *Medical Education*.
- Shore, B. M., Birlean, C., Ritchie, K. C., & Steinert, Y. (in preparation). Changes in the conceptualization of medical interprofessional practice and education in a scientist-practitioner team over two years of promoting change in both domains. [Journal to be selected.]

Chapters

- Birlean, C., & Shore, B. M. (January 2018). Taking account of the cognitive development of high ability. In Inman, T., Robins, J., & Roberts, J. L. (Eds.), *Gifted education for practicing teachers*. Waco TX: Prufrock Press.
- Birlean, C., & Shore, B. M. (invited, in preparation). Gifted learners' approaches to problem solving. In Miller, E., & Matthews, M. (Eds.), *Understanding Giftedness and Enhancing Professional Practice in Education*. [working title]. Routledge Press.
- Birlean, C., & Shore, B. M. (invited chapter). Assessing Inquiry-Based Learning Outcomes: Challenges to Teachers' Expertise. In Nichols, S., & Varier, D. (Eds.), *Theory to Practice: Educational Psychology for Teachers and Teaching*, AERA, Information Age Publishing.

Reports, Manuals, and Tests

Birlean, C., Ritchie, K. C., Shore, B. M., & Margison, J. A. (2007). *Interprofessional Reciprocity Questionnaire (IPRQ): An assessment tool for collaborative practice and education*. Unpublished document, The McGill Educational Initiative on Interprofessional Collaboration: Partnerships for Patient and Family-Centred Practice, Faculty of Medicine, McGill University, Montreal, QC.

Conference Presentations

Fleischer, D., Birlean, C., Posel, N., Faremo, S., Margison, J. A., Shore, B. M., Bateman, D., & Clausen, C. (2008, June). *Examining health care professionals' experiences: Documenting the outcomes from an expert interprofessional workshop*. Poster presented (by second author) at the All Together Better Health International Conference on Interprofessional Education and Practice, Stockholm, Sweden.

Birlean, C., Asseraf-Pasin, L., Shore, B. M., Redden, K. C., & Steinert, Y. (2008, June). *Formative evaluation of interprofessional education activities: Lessons learned*. Paper presented at the All Together Better Health International Conference on Interprofessional Education and Practice, Stockholm, Sweden.

Redden, K. C., McBride J., & Birlean, C. (2008, March). *Insights from professional conversations across the school-university context: Understanding assessment in inquiry-driven classrooms*. Paper presented at the International Teacher Research Conference, New York, NY.

Asseraf-Pasin, L., Birlean, C., Margison, J., Faremo, S., & Shore, B. M. (2007, November). *Examining undergraduate health science students' experiences during an interprofessional professionalism seminar*. Paper presented (by second author) at the Education of Health Professionals in Community Clinical and Simulated Settings International Conference "Practice Makes Perfect." Vancouver, BC.

Redden [now Ritchie], K. C., Birlean, C., Margison, J., Shore, B. M., & the McGill Educational Initiative on Interprofessional Collaboration: Partnerships for Patient and Family-Centred Practice. (2007, November). *Interprofessional Reciprocity Questionnaire: Filling the assessment void in interprofessional education*. Poster presented and awarded at the Sixth Biennial Centre for the Study of Learning and Performance Research and Technology Fair. Montreal, QC.

Asseraf-Pasin, L., Redden [now Ritchie], K. C., Birlean, C., Takahashi, S., Laflamme, E., & Shore, B. M. (2007, June). *Interprofessional clinics ready to share their wisdom: A pilot project for interprofessional clinical placements*. Paper presented (by second author) at the International Congress of the World Confederation for Physical Therapy, Vancouver, BC.

Asseraf-Pasin, L., Birlean, C., Redden [now Ritchie], K., Takahashi, S., Laflamme, E., & Shore, B. M. (2007, June). *Documenting the process and initial outcomes from interprofessional clinical placement experiences*. Paper presented at the International Congress of the World Confederation for Physical Therapy, Vancouver, BC.

Posel, N., Fleischer, D., Wiseman, J., Bateman, D., Clausen, C., Birlean, C., & Margison, J. (2007, June). *Interprofessional electronic patient care plans: From planning to practice*. Paper presented at the 19th Slice of Life Workshop for Multimedia Developers, Educators, and Evaluators, Salt Lake City, Utah.

- Birlean, C., & Shore, B. M. (April, 2007). *Teachers' evaluations of elementary school students' inquiry-based science projects*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- Asseraf-Pasin, L., Redden [now Ritchie], K. C., Faremo, S., Birlean, C., & Strohschein, F. (2007, April). *Health care students' experiences of a case-based approach to interprofessional education*. Paper presented at American Educational Research Association, Chicago, IL.
- Birlean, C., McBride J., & Redden [now Ritchie], K. C. (2007, April). *Keeping the raft afloat: Building and sustaining professional conversations across the school-university context*. Paper presented at the Thirteenth Annual International Conference of Teacher Research, Chicago, IL.
- Shore, B. M., Birlean, C., Redden [now Ritchie], K. C., Margison, J., Asseraf-Pasin, L., Purden, M., Fleischer, D., Posel, N., & Ezer, H. (2006, November). *The evaluation component of McGill's Initiative on Interprofessional Practice and Education*. Poster presented at the Working Together on Research workshop, Canadian Interprofessional Health Collaborative, Toronto, ON.
- Asseraf-Pasin, Purden, M., Strohschein, F., Birlean, C., & The McGill Interprofessional Initiative Team. (2006, November). *Interprofessional education: Preparing for the continuity in the transition of care*. Paper presented at Bridging the Gap Between Paediatric and Adult Care Conference, Montreal, QC.
- Posel, N., Fleischer, D., Steinert, Y., Birlean, C., & Asseraf-Pasin, L. (2006, May). *Using interprofessional online cases to enrich the teaching and learning of clinical competencies*. Paper presented (by N. Posel) at the 12th International Ottawa Conference on Clinical Competency, New York, NY.
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