

**Jennifer Markides, PhD**

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**Education**

2015 – 2020 Doctoral Degree in Educational Research

University of Calgary – Calgary, Alberta

* Doctor of Philosophy (Curriculum and Learning)
* Thesis title: Wisdom and Well-Being Post-Disaster: Stories Told by Youth
* Thesis Defended Successfully on September 17, 2020
* Degree Completion September 25, 2020
* Convocation November 26, 2020

Doctoral Supervisor: Dr. Shirley R. Steinberg

2011 – 2013 Mathematics-for-Teaching Master’s Program (2013)

University of Calgary – Calgary, Alberta

* Master of Education (Curriculum and Learning)
* Focus: Complexity Theory in Education

Academic Coordinator: Dr. Brent Davis

2005 – 2006 Montessori Training Program (2006)

North American Montessori Center

* Lower Elementary Diploma Program (ages 6-9)

2002 – 2005 Bachelor of Education with Distinction (2005)

University of Victoria – Victoria, British Columbia

* Elementary Generalist (Community, Culture and Environment strand)

1999 – 2002 Undergraduate Coursework

Camosun College – Victoria, British Columbia

* Prerequisite classes for education program

1998 – 1999 Undergraduate Coursework

Douglas College – Coquitlam, British Columbia

* Prerequisite classes for education program

1997 – 1998 Undergraduate Coursework

Simon Fraser University – Burnaby, British Columbia

* Prerequisite classes for education program

**Employment**

*Research*

2021 - present Assistant Professor, Werklund School of Education and Faculty of Social Work, University of Calgary (as of July 1st, 2021)

Project Lead: Peace Wapiti Public School Division Research Partnership Project Project Lead: Fort Vermilion School Division Partnership Project

2020 - 2021 *Eyes High* Postdoctoral Fellow, University of Calgary

Werklund School of Education (January to June, 2021)

2020 - 2021 Research Associate, Werklund School of Education

Project Lead: Peace Wapiti Public School Division Research Partnership Project

2018 – 2020 Graduate Assistant Researcher, Werklund School of Education

Research Project: Leading for Indigenous Learning: Leading First Nations, Métis, and Inuit Foundational Knowledge Learning in the Calgary Board of Education

PI: M. McDermott

2017 – 2019 Graduate Assistant Researcher, Werklund School of Education

Research Project: Parental and Community Engagement in Education in Fort McKay First Nation

Co-PIs: J. Ottmann & D. W. Louie

2017 – 2019 Graduate Assistant Researcher, Werklund School of Education

Research Project: Niitsitapi Learning Centre Research: “A Beautiful Place”

Co- PIs: J. Ottmann & D. W. Louie

2017 – 2018 Graduate Assistant Researcher, Werklund School of Education

Research Project: “Building stronger connections between Indigenous and non-Indigenous peoples, schools, and communities through praxis-based learning opportunities”

PI: Y. Poitras Pratt

2016 – 2017 Graduate Assistant Researcher, Werklund School of Education

Research Project: “A critical ethnography of teaching practice in mathematics: How does practice make sense given the circumstances of teaching and the emotional-intellectual biographies of teachers as learners?”

PI: L. D’Amour

*Teaching*

2021 – present Assistant Professor, Werklund School of Education

Undergraduate and Graduate Programs in Education

F2021 EDUC 530 – Indigenous Education

2015 – 2021 Sessional Instructor, Werklund School of Education

Undergraduate and Graduate Programs in Education

W2021 EDUC 556 – Professional Development and Lifelong Learning

F2020 EDUC 530 – Indigenous Education

F2020 EDUC 430 – Pragmatics of Learning and Teaching

F2020 EDUC 440 – Field Experience I

W2020 EDUC 465 – Field Experience II

F2019 EDUC 530 – Indigenous Education

W2019 EDER 655.18 – Capstone Project in Indigenous Education

W2019 EDUC 465 – Field Experience II

F2018 EDUC 530 – Indigenous Education for Community-based

F2018 EDUC 420 – Issues in Learning and Teaching for Community-based (L03)

F2018 EDUC 420 – Issues in Learning and Teaching for Community-based (L04)

W2018 EDUC 546.04 – Design-Based Thinking

W2018 EDUC 465 – Field Experience II

F2017 EDUC 530 – Indigenous Education

W2017 EDUC 456 – Assessment (S52)

W2017 EDUC 456 – Assessment (S53)

W2017 EDUC 465 – Field Experience II

W2016 EDUC 465 – Field Experience II

F2015 EDUC 430 – Pragmatics of Teaching

F2015 EDUC 440 – Field Experience I

2016 – 2020 Graduate Assistant Teacher, Werklund School of Education

Undergraduate and Graduate Programs in Education

S2020 EDER 693.19 – Curriculum as Possibility for S. R. Steinberg

W2019 EDUC 420 – Issues in Learning and Teaching for B. Davis

F2018 EDUC 420 – Issues in Learning and Teaching for S. R. Steinberg

S2018 EDER 655.15 – Making the Case for Decolonization for Y. Poitras Pratt

S2018 EDER 655.16 – Decolonizing Through Indigenous Arts and Media as above

F2017 EDUC 420 – Issues in Teaching and Learning for M. McDermott

F2016 EDUC 420 – Issues in Teaching and Learning for B. Davis

2014 – 2015 Elementary Montessori Teacher (Grades 1-3)

Foothills School Division, Okotoks, Alberta

2013 – 2014 Teacher (Grade 3) and ELL Program Instructor (Senior Kindergarten)

The International School of Macao (TIS of Macao), Macao, SAR China

2005 – 2013 Elementary Montessori Teacher (Grades K-5)

Calgary Board of Education, Calgary, Alberta

**Student Supervision**

*Supervisor*

Ursula Filis (EdD student, 2021 to present) – co-supervision with Shirley R. Steinberg, PhD

*Supervisory Committee Member*

Bella Eagletail (EdD student)

Heather Bensler (EdD candidate) – successfully defended candidacy June 23, 2021

*External Examiner*

Tracy Keats (EdD candidate), WSE – successfully defended candidacy December 8, 2021

Elizabeth Maree Jackson-Barrett (PhD), Murdoch University – successfully examination and thesis award nomination October 21, 2021

*Neutral Chair*

Kristi-Mari Fedorko-Bartos (MA) – successfully defended Master of Arts in Educational Research (Learning Sciences) thesis November 23, 2021

**Publications**

*Peer reviewed journal articles*

**Markides, J.** (forthcoming). Graduation rituals, expectations, and the well-being of youth post-disaster. *Curriculum Inquiry.*

Varner, K. J., **Markides, J.**, Schrader, P. G., Gerlach, D., Bagnall, N., & Mass, A. M., (2021). Glocal challenges to teacher education & a glocally sustaining pedagogical framework. In K. J. Varner, E. Mikulec, D. Gerlach, P. G. Schrader, N. Bagnall, A. M. Mass, C. E. Muñoz, & **J. Markides** (Eds.) Teaching, learning, leading, and living in a glocal world: Policy, practice, and praxis. [Special Issue]. *Global Education Review, 8*(2).

**Markides, J.**, Cross, B., & Chowdhury, S., (2021). Wayfinding conversations: Rethinking education to disrupt marginality [Editorial as House Ceilidh]. *Education in the North, 28*(1), 1-7.

McDermott, M., MacDonald, J., **Markides, J.,** & Holden, M. (2021). Uncovering the experiences of engaging Indigenous knowledges in colonial structures of schooling and research. In M. Battiste & J. Y. Henderson (Eds.) Indigenous and trans-systemic knowledge systems [Special Issue]. *Engaged Scholar Journal: Community Engaged Research, Teaching, and Learning, 7*(1), 25-44*.*

MacDonald, J., & **Markides, J.** (2019). Duoethnography for reconciliation: Learning through conversations. *Alberta Journal of Educational Research, 65*(2), 1-16.

MacDonald, J., & **Markides, J.** (2018). Called to action: Dialogue around praxis for reconciliation. In L. Daniels, S. Deer, D. Donald, B. Low & D. Wiseman (Eds.) Taking up the Calls to Action of the TRC in Teacher Education [Special Issue]. *McGill Journal of Education, 53*(2),213-232.

**Markides, J.** (2018). Making peace with the Highwood River: One year in contemplative photographs and flows. In P. Richardson, S. Walsh, & B. Bickel (Eds.) An Arts-Based Contemplative Pause, Part 1 [Special Issue]. *Artizein: Arts & Teaching Journal, 3*(1), 61-73.

*Journal special issues*

Varner, K. J., Mikulec, E., Gerlach, D., Schrader, P. G., Bagnall, N., Mass, A. M., Muñoz, C. E., **Markides, J.**, (Eds.) (2021). Teaching, learning, leading, and living in a glocal world: Policy, practice, and praxis [Special issue]. *Global Education Review, 8*(2).

Cross, B., **Markides, J.**, & Chowdhury, S. (Eds.) (2021). Wayfinding conversations: Rethinking education to disrupt marginality [Special issue]. *Education in the North, 28*(1).

*Peer reviewed book and film reviews*

**Markides, J.** (2021). An unassuming film on the privileging of English language learning in Zambian schools: An insidious and imperceptible global crisis being shouldered by generations of innocent youth. [Film Review]. In Cross, B., **Markides, J.**, & Chowdhury, S. (Eds.) Wayfinding conversations: Rethinking education to disrupt marginality. *Education in the North, 28*(1), 188-190.

**Markides, J.** (2020). A decolonizing essay on decolonizing dissertations. [Book Review]. In S. Steinberg (Eds.) Special Issue: On Critical Pedagogy. *Taboo: The Journal of Culture and Education, 19*(2), 163-165*.*

**Markides, J.** (2019). Towards a new ethnohistory: Community-engaged scholarship among the people of the river. [Book Review]. *Qualitative Research in Education, 8*(1), 122-124.

*Peer reviewed chapters*

Pearce, A., Darlington, M., Anholt, M., **Markides, J.,** Brown, B., & Roy, S. (accepted). Breaking down silos: Leaders collaborating to advance One Health in schools. In S. R. Steinberg, S. Scott, & D. Scott (Eds.) *Leadership across the lifespan.* Springer.

**Markides, J.** (accepted). Leading in complex systems. In S. R. Steinberg, S. Scott, & D. Scott (Eds.) *Leadership across the lifespan.* Springer.

Poitras Pratt, Y. & **Markides, J.** (forthcoming) Métis women educating in the academy. In L. Forsythe & **J. Markides** (Eds.) *Strong Metis women academics.* UMP.

**Markides, J.** (2022). Conceptualizing an Indigenous holistic well-being curriculum in teacher education towards living well in the world. In R. Collister (Ed.) *Holistic teacher education: In search of a curriculum for troubled times.* Cambridge Scholars Publishing.

Lacerda-Vandenborn, E., **Markides, J.**, Fowler, T. A., Hanson, A., MacDonald, J., Poitras Pratt, Y., & Danyluk, P. (2022). Learning behind the screen: Adapting a mandatory Indigenous education course to an online environment. In X. Woodley & M. Rice (Eds.) *Culturally responsive teaching and learning online through theory, with design and by practice*. Routledge.

**Markides, J.** (2022). Examining the ethical implications and emotional entailments of teaching Indigenous Education: An Indigenous educator’s self-study. In J. Kitchen, D. Tidwell, & L. Fitzgerald (Eds.) *Self-study and diversity, Volume 3.* Brill | Sense.

**Markides, J.** (2020). Driving: The unseen responsibilities of a doctoral student, mother, and more. In A. Burns, & S. E. Eaton (Eds.) *Having it all: Women negotiating life in the academy* (pp. 131-145)*.* Springer.

**Markides, J.** (2020). Overcoming (in)difference: Emancipatory pedagogy and Indigenous worldviews toward respectful relationships with the more-than-human world. In J. Kirylo (Ed.) *Reinventing pedagogy of the oppressed: Contemporary critical perspectives* (pp. 157-168)*.* Bloomsbury.

**Markides, J.**, & Markides, D. (2020).The conversation we never had: Shared autobiography in relation to place and each other. In E. Lyle (Ed.) *Identity landscapes: Contemplating place and the construction of self* (pp. 114-123)*.* Brill | Sense.

**Markides, J.** (2020). Flooded: Between two worlds, holding the memory of what used to be against the reality of what exists now. In S. Steinberg, & B. Down (Eds.) *The SAGE handbook of critical pedagogies* (pp. 604-629). SAGE.

**Markides, J.** (2019). Introduction: A decolonizing approach to publication. In **J.** **Markides,** & L. Forsythe (Eds.) *Research journeys in/to multiple ways of knowing* (pp. 19-32)*.* DIO Press.

**Markides, J.** (2018). *Being* Indigenous in the Indigenous education classroom: A critical self-study of teaching in an impossible and imperative assignment. In E. Lyle (Ed.) *Fostering a relational pedagogy: Self-study as transformative praxis* (pp. 35-44)*.* Brill | Sense.

**Markides, J.** (2018). Reconciling an ethical framework for living well in the world of research. In **J.** **Markides,** & L. Forsythe (Eds.) *Looking back and living forward: Indigenous research rising up* (pp. 291-299)*.* Brill | Sense.

**Markides, J.** (2018). Introduction. In **J.** **Markides,** & L. Forsythe (Eds.) *Looking back and living forward: Indigenous research rising up* (pp. xvii-xviii)*.* Brill | Sense.

D'Amour, L., & **Markides, J**. (2017). Identities of exceptionality: The giving and making of selves in the eye of expectation’s storm. In E. Lyle. (Ed.), *At the intersection of selves and subject: Exploring the curricular landscape of identity* (pp. 133-141)*.* Sense.

*Doctoral thesis*

**Markides, J.** (2020). *Wisdom and well-being post-disaster: Stories told by youth.* [Doctoral dissertation, University of Calgary]. Prism http://hdl.handle.net/1880/112606

*Non-peer-reviewed publications*

**Markides, J.** (2021, September 28). Web Exclusive: Learning from youth post-disaster: Words of wisdom from those who have been through it before. *EdCan Network.*

McDermott, M., Brown, B., Friesen, S., **Markides, J.**, MacDonald, J. & Holden, M. (2020). *Leading for Indigenous learning: Research brief.* Werklund School of Education, University of Calgary. http://hdl.handle.net/1880/112714

**Markides, J.** (2020, September 2). Opinion: Are schools prepared to meet the emotional needs of youth? *Calgary Herald.* https://calgaryherald.com/opinion/columnists/opinion-are-schools-prepared-to-meet-the-emotional-needs-of-youth

*Books*

**Markides, J.** (forthcoming) *Wisdom and well-being post-disaster: Stories told by youth.* Peter Lang.

*Co-edited books*

**Markides, J.** & St. Georges, D. (forthcoming). *Art as reconciliation, resistance, resurgence, and renewal.* DIO Press.

Forsythe, L. & **Markides, J.** (forthcoming). *Strong Metis women academics.* UMP.

MacDonald, J. & **Markides, J.** (2021). *Brave work in Indigenous education.* DIO Press.

Forsythe, L. & **Markides, J.** (2021). *Walking together in Indigenous research.* DIO Press.

**Markides, J.** & Forsythe, L. (2019). *Research journeys in/to multiple ways of knowing.* DIO Press.

**Markides, J.** & Forsythe, L. (2018). *Looking back and living forward: Indigenous research rising up.* Brill | Sense.

*Book series editor*

Community Wisdom, DIO Press

Series editor: **J. Markides**

Titles within the series:

Fowler, L. & Ferland, N. (forthcoming) *Two Spirit stories of ceremony* (working title)*.* DIO Press.

Finbog, L. R. (forthcoming). *It speaks to you: Making kin of people, duodji, and stories in Sámi museums.* DIO Press.

McCooeye, K. (forthcoming) *We are we: Indigenizing the Truth and Reconciliation process*

*climate crisis resolution through Indigenous law.* DIO Press.

**Markides, J.** & St. Georges, D. (forthcoming) *Art as reconciliation, resistance, resurgence, and renewal.* DIO Press.

Huaman, E. S. & Naranjo, T. (forthcoming) *Relationships with Earth across time and place.* DIO Press.

MacDonald, J. & **Markides, J.** (2021) *Brave work in Indigenous education.* DIO Press.

Forsythe, L. & **Markides, J.** (2021) *Walking together in Indigenous research.* DIO Press.

Four Arrows (a.k.a. Jacobs, D. T.) (2021). *Sitting Bull’s words: For a world in crisis.* DIO Press.

**Conferences**

Forsythe, L., Fowler, L., & **Markides, J.** (submitted August 5, 2021 for presentation 2022, September). Ka-akimaahk lii Michif: Including Métis in post-secondary education - three women’s perspectives on striving for educational sovereignty. *The World Indigenous Peoples’ Conference on Education (WIPCE) Panpapanpalya 2022*, Adelaide, Australia

**Markides, J.** (submitted for 2022, May). Applying relational praxis during pandemic times towards present and future research: Initiating and advancing research relationships with Indigenous community partners. *The Canadian Society for the Study of Education Conference 2021*, Virtual CSSE Annual Meeting

Varner, K., Schrader, P. G., Gerlach, D., **Markides, J**., & Wiens, P. (2022, January). Poster presentation. Thinking and acting across the ponds: Glocalized intersections of trepidation, neoliberalism, and possibilities for 21st century teacher education. *The Hawaii International Conference on Education 2022,* Waikoloa, Hawaii

Cross, B, & **Markides, J.** (2021, November). Looking back living forward: Academic shambles and embodied academic practice. *The International Professional Development Association (IPDA) International Conference 2021*, Virtual IPDA Annual Meeting

Collister, R., Cajete, G., Cockerill, A., King, J., Larrick, P., **Markides, J.**, & Miller, J. P. (2021, June). Book talk holistic teacher education: In search of a curriculum for troubled times [panel presentation]. *Curriculum Studies Summer Collaborative 2021*, Virtual Conference

**Markides, J.** (2021, June). Taking up Indigenous research methodologies with non-Indigenous participants: Examining the holistic well-being of youth post-disaster. *The Canadian Society for the Study of Education Conference 2021*, Virtual CSSE Annual Meeting

MacDonald, J., **Markides, J.**, Davidson, S., Downey, A., Kelly, V., & Lindstrom, G. (2021, June). Brave work in Indigenous education [panel presentation]. *The Canadian Society for the Study of Education Conference 2021*, Virtual CSSE Annual Meeting

Poitras-Pratt, Y., Danyluk, P., Vandenborn, E., Hanson, A., **Markides, J.**, MacDonald, J., & Van Rosendaal, A. (2021, May). The mentoring of course instructors in a mandatory Indigenous education course. *Mentorship in Higher Education. Conference on Postsecondary Learning and Teaching 2021*, Calgary, Alberta

**Markides, J.** (2021, April). Holistic well-being of youth post-disaster. *American Educational Research Association (AERA) 2021*, Virtual AERA Annual Meeting

**Markides, J.** (2020, August). Multiple exposures in Indigenous education: Preparing pre-service teachers to engage as learners in Indigenized spaces. *S’TEṈISTOLW̱ Indigenous Adult and Post-Secondary Education Conference 2020: Where the Waters Meet*, Victoria, British Columbia (Conference cancelled)

**Markides, J.** (2020, June). Listening and learning from stories: What were the experiences of the youth who graduated the year of the 2013 High River Flood? *The Canadian Society for the Study of Education Conference 2020*, London, Ontario (Conference cancelled)

Hanson, A., Louie, D. W., Ottmann, J., MacDonald, J., **Markides, J.** & Markides, D. (2020, June). A Cree and Dene framework for parental and community engagement in education. *The Canadian Society for the Study of Education Conference 2020*, London, Ontario (Conference cancelled)

McGregor, H., MacDonald, J., & **Markides, J.** (2020, June). Education in the Anthropocene. *The Canadian Society for the Study of Education Conference 2020*, London, Ontario (Conference cancelled)

Poitras-Pratt, Y., Danyluk, P., Hanson, A., Vandenborn, E., Fowler, T., MacDonald, J., & **Markides, J.** (2020, May). The mentoring of course instructors in a mandatory Indigenous education course. *Mentorship in Higher Education. Conference on Postsecondary Learning and Teaching 2020*, Calgary, Alberta (Conference cancelled)

McDermott, M., MacDonald, J., **Markides, J**., & Holden, M. (2020, April). Weaving Indigenous knowledges into educational practices: Navigations within policies, politics, and relations. *American Educational Research Association (AERA) 2020*, San Francisco, California (Conference cancelled)

**Markides, J.** (2020, March). Engaging community and academic voices in publication spaces. *Collective Interventions: Intersectionalities of Being. 18th Annual Indigenous Graduate Student Symposium (IGSS)*, Vancouver, British Columbia (Conference cancelled)

Ottmann, J., Louie, D. W., & **Markides, J.** (2019, June). Niitsitapi li tass ksiii nii mat tsoo kop (A place of learning for all Indigenous people): Early childhood education for Indigenous students. *The Canadian Society for the Study of Education Conference 2019*, Vancouver, British Columbia

Lyle, E., Latremouille, J., **Markides, J.**, Martens, S., Sibbald, T., & McCabe, K. (2019, June). Fostering a relational pedagogy: Self-study as transformative praxis. *The Canadian Society for the Study of Education Conference 2019*, Vancouver, British Columbia

**Markides, J.** (2019, June). Reading poetry among giants: Too green to be afraid. *The Many Faces of Love: Celebrating the Lifework of Carl Leggo.* *The Canadian Association for Curriculum Studies (CACS) Pre-Conference 2019*, Vancouver, British Columbia

Lyle, E., Pithouse-Morgan, K., **Markides, J.**, Latremouille, J., Mahani, S., & McCabe, K. (2019, April). Fostering a relational pedagogy: Self-study as transformative praxis. *American Educational Research Association (AERA) 2019 Annual Meeting*, Toronto, Ontario

**Markides, J.** (2019, March). Using Indigenous research methods with non-Indigenous research participants: Listening and learning from stories. *Rising Up: Graduate Students Conference on Indigenous Knowledge and Research in Indigenous Studies*, Winnipeg, Manitoba

Latremouille, J. & **Markides, J.** (2018, October). Examining emancipatory and oppressive forces in community-based schools. *Tenth Annual Congress for Critical Pedagogy and Transformative Leadership Conference,* Bilbao, Spain

Ottmann, J., Hanson, A., & **Markides, J.** (2018, May). Parental and community engagement in First Nations education. *The Canadian Society for the Study of Education Conference 2018*, Regina, Saskatchewan

**Markides, J.** (2018, May). Phantom limbs and other remembrances, living between two worlds: Pre- and post- flood. *The Canadian Society for the Study of Education Conference 2018*, Regina, Saskatchewan

MacDonald, J., & **Markides, J.** (2018, May). Gathering moment(um)s: Reflections on the embodied experience of global warming. *The Canadian Association for Curriculum Studies Pre-Conference 2018*, Regina, Saskatchewan

**Markides, J.** (2018, May). Teaching Indigenous education to pre-service teachers: From heavy lifting and self-preservation, to humility and hope. *Bridging Two Worlds: 6th Annual Canadian Symposium on Indigenous Teacher Education*, North Bay, Ontario

**Markides, J.** (2018, March). Being Indigenous in the Indigenous education classroom. *InterLock 2018 – Third Annual Interdisciplinary Conference: New Frameworks for Creativity in Science, Social Science & Art*, Calgary, Alberta

**Markides, J.** (2018, March). Storytelling as an emancipatory act: Giving audience, raising consciousness, and exposing themes. *Rising Up: Graduate Students Conference on Indigenous Knowledge and Research in Indigenous Studies*, Winnipeg, Manitoba

Markides, D., & **Markides, J.** (2018, February). Indigenizing our teaching practices. *Palliser District Teachers’ Convention*, Calgary, Alberta

MacDonald, J., & **Markides, J.** (2018, February). Introducing Indigenous into the classroom: Opening conversations in a good way. *Palliser District Teachers’ Convention*, Calgary, Alberta

**Markides, J.**, & MacDonald, J. (2018, February). Exploring reconciliation through duoethnography, from research to praxis. *Peer Beyond Graduate Research Symposium*, Calgary, Alberta

**Markides, J.** (2018, January). Truth and reconciliation for the early years. *Early Years Conference 2018: Strengthening Resilience in Today’s World – Leading with Kindness and Understanding*, Vancouver, British Columbia

**Markides, J.** (2018, January). Poster presentation. Trauma and vulnerable populations: Considerations for working with people affected by natural disasters. *Early Years Conference 2018: Strengthening Resilience in Today’s World – Leading with Kindness and Understanding*, Vancouver, British Columbia

Markides, D., & **Markides, J.** (2017, October) Decolonizing education: Critically redressing praxis towards wholistic change from within the system. *Ninth Annual Congress for Critical Pedagogy and Transformative Leadership Conference,* Turin, Italy

**Markides, J.** (2017, May). The multi-dimensional facades in the aftermath of the flood. *The Arts Researchers and Teachers Pre-Conference 2017*, Toronto, Ontario

MacDonald, J., & **Markides, J.** (2017, May). Decolonizing and indigenizing our practice through duoethnography—A momentous journey and the road ahead. *The Canadian Society for the Study of Education Conference 2017*, Toronto, Ontario

**Markides, J.** (2017, March). Indigenous research methodologies and vulnerable populations. *Rising Up: Graduate Students Conference on Indigenous Knowledge and Research in Indigenous Studies*, Winnipeg, Manitoba

**Markides, J.** (2017, February). Storying the tensions of theory-practice relationships in learning spaces. *Provoking Curriculum Eighth Biennial Provoking Curriculum Conference 2017*, Montreal, Quebec

MacDonald, J., & **Markides, J.** (2017, February). TRC Calls to Action—Opening up conversations in safe learning spaces. *Palliser District Teachers’ Convention*, Calgary, Alberta

Markides, D., & **Markides, J.** (2016, October) Stories of the 2013 High River flood—Autoethnographic accounts and critical reckonings. *Eighth Annual Congress for Critical Pedagogy and Transformative Leadership Conference,* Barcelona, Spain

D’Amour, L., Markides, D., **Markides, J.** Miller, S., Dunseith, N., & MacDonald, J. (2016, August) From critical capacity-building spaces, through shared engagement, to collaborative research: Partnering paths laid in walking. *Partner Research Schools Conference,* Calgary, Alberta

MacDonald, J., & **Markides, J.** (2016, May). Negotiating the truths between us: A duoethnographic reading of the Truth and Reconciliation Commission’s “Calls to Action.” *The Canadian Society for the Study of Education Conference*, Calgary, Alberta

**Markides, J.** (2016, May). Emancipatory teachers: The strength between us. *The Canadian Association for Curriculum Studies Pre-Conference,* Calgary, Alberta

MacDonald, J., & **Markides, J.** (2016, May). Reconciliation: Moving past recognition to re-imagining a reconciled future—Together. *Rouge Forum Conference*, Calgary, Alberta

D'Amour, L., & **Markides, J.** (2016, April). Supporting and leading from the inside-out: Negotiating fit between teacher identity, best practices, and schooling circumstances. *uLead Conference*, Banff, Alberta

**Invited Talks**

**Markides, J.**, Poitras Pratt, Y., Bouvier, R. , Letendre, E., Benning, J., Rosenberger, A. & Bell, R. (2021, December). Working together in decolonization and reconciliation. [Professional Learning Series – with Leadership (Pembina Pipeline Corporation funded), Peace Wapiti Public School Division Partnership Project

**Markides, J.**, Poitras Pratt, Y., Bouvier, R. , Letendre, E., Benning, J., Rosenberger, A. & Bell, R. (2021, December). Working together in decolonization and reconciliation. [Professional Learning Series – with Educators (Pembina Pipeline Corporation funded), Peace Wapiti Public School Division Partnership Project

Hanson, A., & **Markides, J.** (2021, December). How do we position ourselves in our research? *Curriculum Scholars in Dialogue discussions series*, hosted by Educational Studies in Curriculum and Learning, Werklund School of Education.

**Markides, J.** (2021, November). Guest speaker: Chantal Fiola, “Understanding Red River Métis Spirituality” [moderator]. *Métis Week,* hosted by UCalgary’s Office of Indigenous Engagement and the Werklund School of Education*,* University of Calgary (Zoom)

**Markides, J.** (2021, November). Indigenous education [guest lecture]. *EDEC 233 - Indigenous Education,* McGill University (Zoom)

**Markides, J.**, Poitras Pratt, Y., Bouvier, R. , Letendre, E., Benning, J., Rosenberger, A. & Bell, R. (2021, November). Working together in decolonization and reconciliation. [Professional Learning Series – with Educators (Pembina Pipeline Corporation funded), Peace Wapiti Public School Division Partnership Project

**Markides, J.**, Poitras Pratt, Y., Bouvier, R. , Letendre, E., Benning, J., Rosenberger, A. & Bell, R. (2021, October). Working together in decolonization and reconciliation. [Professional Learning Series – with Leadership (Pembina Pipeline Corporation funded), Peace Wapiti Public School Division Partnership Project

**Markides, J.** (2021, October). Indigenous education and research [guest lecture]. *INDG/PSY 492 – Indigenous Psychology,* University of Calgary

**Markides, J.** (2021, October). Indigenous education for transformative teaching [invited keynote speaker]. *Nevada Institute on Teaching and Educator Preparation (NITEP) Professional Development Day,* University of Nevada, Las Vegas

Crowchild, N., Danyluk, P., & **Markides, J.** (2021, October). Indigenous education panel for EDUC 201 [panel discussion]. *EDUC 201 - Introduction to Educational Studies,* University of Calgary (Zoom)

**Markides, J.** (2021, July). Indigenous education in the 21st century: What does anti-oppressive education look like? [guest lecture]. *EDUC 201 - Introduction to Educational Studies,* University of Calgary (Zoom)

**Markides, J.** (2021, June). Rising voices: Mentoring and leadership for emerging scholars in Indigenous education [session host]. *Canadian Association for the Study of Indigenous Education (CASIE) Special Event,* University of Alberta (Zoom)

**Markides, J.** (2021, February). Education and the holistic well-being of youth [invited speaker]. *UMNATV Winter 2021 Colloquium,* University of Manitoba (Zoom)

**Markides, J.** (2021, February). Indigenous autoethnography [invited speaker]. *EDER 708 – Collaboratory of Practice II,* University of Calgary (Zoom)

**Awards**

June 2021 Canadian Association of Curriculum Studies (CACS) Outstanding Dissertation Award 2021, Canadian Society for the Study of Education

May 2021 Recommended to the Canadian Association of Graduate Studies National Selection Committee as the University of Calgary’s one Nominee for the 2021 CAGS/UMI Distinguished Dissertation Award Competition in the category of Fine Arts, Humanities and Social Sciences

May 2021 Emerging Voices in Indigenous Scholarship/Researcher Award 2021

Indigenous Inquiries Circle (IIC), International Congress of Qualitative Inquiry, University of Illinois, Urbana Champagne

2021-2022 *Eyes High* Postdoctoral Match-Funding Fellowship Award $50,000

University of Calgary – Calgary, Alberta

2020 – 2021 ii'taa'poh'to'p Graduate Scholarship (awarded, not claimed) $18,000

University of Calgary – Calgary, Alberta

2020 – 2021 Curriculum Inquiry Writing Fellowship and Writers’ Retreat mentorship June 15-20, 2020 (Writers’ Retreat replaced with online engagement) for top-tier

Ontario Institute for Studies in Education, University of Toronto publications

May 2020 2020 Canadian Association for the Study of Indigenous Education (CASIE) Graduate Student Award $250

2019 – 2020 Indigenous Graduate Award $15,000

University of Calgary – Calgary, Alberta

2019 – 2020 ii'taa'poh'to'p Graduate Scholarship $5,000

University of Calgary – Calgary, Alberta

2018 – 2020 SSHRC Graduate Fellowship $46,667

2018 – 2019 Nominated for an Excellence in Teaching Award 2019

Category: Graduate Assistant Teaching

University of Calgary – Calgary, Alberta

2018 – 2019 Indigenous Graduate Award $15,000

University of Calgary – Calgary, Alberta

2018 – 2019 Graduate Student Conference Travel Award $300

Werklund School of Education – Calgary, Alberta

2018 – 2019 Knowledge Mobilization Award $250

Werklund School of Education – Calgary, Alberta

2017 – 2018 Graduate Programs in Education Scholarly Engagement Award (2nd) $500

Werklund School of Education – University of Calgary, Alberta

2017 – 2018 Knowledge Mobilization Award $500

Werklund School of Education – Calgary, Alberta

2017 – 2018 Indigenous Graduate Award $15,000

University of Calgary – Calgary, Alberta

2017 – 2018 Graduate Programs in Education Scholarly Engagement Award (1st) $500

Werklund School of Education – University of Calgary, Alberta

2017 – 2018 Graduate Programs in Education Scholarly Engagement Award $1,000

Werklund School of Education – University of Calgary, Alberta

2017 – 2018 Graduate Student Conference Travel Award $400

Werklund School of Education – Calgary, Alberta

2017 – 2018 Werklund School of Education Endowment Graduate Scholarship $4,000

University of Calgary – Calgary, Alberta

2017 – 2018 Queen Elizabeth II Graduate Scholarship $15,000

University of Calgary – Calgary, Alberta

2017 – 2018 Métis Scholar Award $10,000

Rupertsland Institute – Métis Centre for Excellence - Alberta

2017 – 2018 Indspire’s *Building Bright Futures Award* $5,000

Indspire – Toronto, Ontario

2016 – 2017 Graduate Programs in Education Scholarly Engagement Award $1,000

Werklund School of Education – University of Calgary, Alberta

2016 – 2017 Indigenous Graduate Award $15,000

University of Calgary – Calgary, Alberta

2016 – 2017 Métis Scholar Award $10,000

Rupertsland Institute – Métis Centre for Excellence - Alberta

2016 – 2017 Indspire’s *Building Bright Futures Award* $2,100

Indspire – Toronto, Ontario

2016 – 2017 Graduate Student Conference Travel Award $1,200

Werklund School of Education – University of Calgary, Alberta

2016 – 2017 Werklund School of Education Graduate Funding $15,000

University of Calgary – Calgary, Alberta

2015 – 2016 Faculty of Graduate Studies Travel Award $500

University of Calgary – Calgary, Alberta

2015 – 2016 Indigenous Graduate Award $15,000

University of Calgary – Calgary, Alberta

2015 – 2016 Indspire’s *Building Bright Futures Award* $3,000

Indspire – Toronto, Ontario

2015 – 2016 Werklund School of Education Graduate Funding $13,500

University of Calgary – Calgary, Alberta

2012 – 2013 Métis Scholar Award $10,000

Rupertsland Institute – Métis Centre for Excellence – Alberta

**Grant Funding**

2021 – 2022 Alberta Education and WSE Grant for *Welcoming Indigenous Students to Campus*

Project title: Lunch & Learn Panels 2.0 - Indigenous Youth “Seeing Ourselves on Campus” $10,000

2021 – 2023 SSHRC – Insight Development Grant 2021

Project title: Strengthening the Educational Experiences of Indigenous Students in Northern Alberta Schools. PI: J. Markides $69,638

2020 – 2021 Alberta Education and WSE Grant for *Welcoming Indigenous Students to Campus*

Project title: Lunch and Learn Conversations with Indigenous Students Interested in Becoming Teachers and/or Attending the University of Calgary $10,000

2020-2021 Scholarship of Teaching and Learning – Development and Innovation Grant

Project title: Relational Pedagogies for Engaging Students in Online Indigenous Education. Collaborators: E. Lacerda-Vandenborn, P. Danyluk, T. Fowler, A. Hanson, J. MacDonald, J. Markides, & Y. Poitras Pratt $7,280

**Academic Community Engagement**

Master of Arts Application Review Committee

* **Reviewer** for Curriculum and Learning 2021

Child Health and Wellness Grand Challenge Catalyst Awards

* **Reviewer** for Alberta Children’s Hospital Research Institute (ACHRI)2021

Indigenous Employee Retention Committee

* **Indigenous Strategy's Sub-committee 2: Faculty and Staff Experiences** 2021-present

General Faculty Council – Teaching and Learning

* **Vice-Provost (Indigenous Engagement) Appointee (ex-officio)** 2021-present

Werklund School of Education Strategic Planning Working Committee

* **Elected Member in the Rank of Assistant Professor (tenure-track)** 2021-present

The Canadian Society for the Study of Education (CSSE) Annual Conference 2022

* **Reviewer** for the Canadian Association for the Study of Indigenous Education (CASIE)

The Canadian Association for Curriculum Studies (CACS)

* **Co-Vice President** 2021-present

*Designing for Learning,* Werklund School of Education

* **Course Development Team** 2021-present

*Intergenerational Trauma and Indigenous Pathways to Healing,* Faculty of Social Work

* **Course Development** 2021-present

*Indigenous Ed. Students Mentoring Indigenous High School Students,* Werklund School of Education

* **Mentorship Cohort Lead** 2021-present

*One Health,* University of Calgary

* **Werklund School of Education Collaborative Planning Team** 2020-present

*Education in the North* (Journal), University of Aberdeen, Scotland

* **Editorial Board Member** 2020-present

The Canadian Association for Curriculum Studies (CACS)

* **Chair of Publications** 2020-2021

*Review for Mind, Culture, and Activity: An International Journal*, Taylor & Francis Online, England

* **Reviewer** for submissions March, 2021

*Education in the North*, University of Aberdeen, Scotland

* **Reviewer** for submissions February, 2021

*Global Education Review*, Mercy College, New York

* **Reviewer** for submissions January, 2021

The Canadian Society for the Study of Education (CSSE) Annual Conference 2021

* **Reviewer** for the Canadian Association for the Study of Indigenous Education (CASIE)
* **Reviewer** for the Canadian Association for Teacher Education (CATE)

American Educational Research Association (AERA) Annual Meeting 2020 (Conference cancelled)

* **Discussant** for Division K – Teacher and Teacher Education

Panel on “GLOCALITY: Bridging the (always already) Global and Local in Education”

The Canadian Association for Curriculum Studies (CACS)

* **Graduate Student Representative** 2019-2020

Community-based Director of Field Search Committee for the Werklund School of Education

* **Graduate Student Representative** 2019

The Canadian Society for the Study of Education (CSSE) Annual Conference 2020

* **Reviewer** for the Canadian Association for the Study of Indigenous Education (CASIE)
* **Reviewer** for the Canadian Critical Pedagogy Association (CCPA)
* **Reviewer** for the Canadian Association for Curriculum Studies (CACS)

Rising Up: Graduate Students Conference on Indigenous Knowledges and Research in Indigenous Studies 2019

* **Moderator** for Contemporary Indigenous Cultural Spaces

The Canadian Society for the Study of Education (CSSE) Annual Conference 2019

* **Reviewer** for the Canadian Association for the Study of Indigenous Education (CASIE)
* **Reviewer** for the Canadian Association for Curriculum Studies (CACS)

*Taboo: The Journal of Culture and Education*, Louisiana State University, Louisiana

* **Reviewer** for submissions December, 2018

Rising Up: Graduate Students Conference on Indigenous Knowledges and Research in Indigenous Studies 2018

* **Moderator** for Indigenous Imageries: Beyond Creative Expression
* **Moderator** for Indigenous Governance and Self Determination

The Canadian Society for the Study of Education (CSSE) Annual Conference 2018

* **Reviewer** for the Canadian Association for the Study of Indigenous Education (CASIE)
* **Reviewer** for the Canadian Association for Curriculum Studies (CACS)

Early Years Fine Arts Academic Selection Committee for the Werklund School of Education

* **Graduate Student Representative** 2016-2017

The Canadian Society for the Study of Education (CSSE) Annual Conference 2016

* **Reviewer** for the Canadian Committee of Graduate Students in Education (CCGSE)
* **Panel Chair** for the Canadian Association for Educational Psychology (CAEP)

**Community Engagement**

2018 – 2019 Walking With Our Sisters: Legacy Project for the Missing and Murdered Indigenous Women of Canada—Committee Member, Calgary, Alberta

2016 – 2018 Walking With Our Sisters: A Commemorative Art Instillation for the Missing and Murdered Indigenous Women of Canada—Committee Member

(Education Committee Co-chair), Calgary, Alberta

2014 – 2017 Elementary Literacy Programs—Volunteer

Spitzee School, High River, Alberta