**Erin Spring**

Curriculum Vitae

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| Werklund School of EducationUniversity of Calgary2500 University Drive NWCalgary, AB T2N1N4 | erin.spring@ucalgary.ca[www.erinspring.ca](http://www.erinspring.ca)@erin\_e\_spring |

**EDUCATION**

Ph.D. Faculty of Education, University of Cambridge, UK, 2014.

Dissertation: ‘“Our Torontos are different places”: a qualitative, multiple case study, designed to investigate the interconnections between young adult fiction and young adult readers’ constructions of place, within and beyond the text”.Supervisors: Gabrielle Cliff Hodges & Maria Nikolajeva. Examiners: Evelyn Arizpe & David Whitley.

 \* Winner of the United Kingdom Literacy Association (UKLA) Student Research Prize (2014) for an outstanding dissertation and original scholarship in literacy education.

M.Phil. Faculty of Education, University of Cambridge, UK, 2010.

 Dissertation: “A map of Anne: space, place, and identity construction in L. M. Montgomery’s *Anne* series.”

B.Ed. Secondary English and Geography, Queen’s University, ON, 2008.

B.A. English (Major), Concurrent Education, Trent University, ON, 2007.

**PROFESSIONAL APPOINTMENTS**

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| 2021 | Associate Professor with tenure, Werklund School of Education, University of Calgary, AB (as of July 1st). |
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| 2017 | Assistant Professor, Werklund School of Education, University of Calgary, AB. (as of July 1st). |
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| 2014-2017 | Postdoctoral Fellow, Institute for Child and Youth Studies, University of Lethbridge, AB. |
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| 2016 | Full time Instructor, Academic Writing Department, University of Lethbridge, AB (Fall term). |
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| 2014 | Sessional Instructor, English Department, Trent University, ON (Winter). |

**AFFILIATIONS**

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| 2018-- | Affiliate member. Centre for Research in Young People's Texts and Cultures, University of Winnipeg, MB. *Elected position, one of five.*<http://crytc.ca/people/affiliates/> |
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| 2017-- | Member of core-directorate, Institute for Child and Youth Studies, University of Lethbridge, AB. *Elected position.* |

**AWARDS, HONOURS & NOMINATIONS**

2021 I was *awarded* Werklund School of Education’s Early Career Researcher Award.

2020 Nominated for a University of Calgary Office of Equity, Diversity, and Inclusion award alongside Dr. Aubrey Hanson for our work on the *Innovative Initiatives in First Nations, Métis and Inuit Education within Undergraduate Teacher* Education project.

2019 An edited collection that I contributed to was *awarded* the International Research Society for Children’s Literature’s Academic Book Prize. Book: “The Embodied Child: Readings in Children’s Literature and Culture”. Editors: Roxanne Harde & Lydia Kokkola (Routledge).

2019 I was *nominated* for the United Kingdom Literacy Association (UKLA) Brenda Eastwood Award for good practice in teaching for diversity and inclusion.

2019 A edited collection that I contributed to was *nominated* for the United Kingdom Literacy Association (UKLA) academic book prize. Book: “Young People Reading: Empirical Research Across International Contexts”. Editors: Gabrielle Cliff Hodges and Evelyn Arizpe (Routledge). It was awarded *runner-up.*

2019 I was *nominated* for a University of Calgary Office of Diversity, Equity, and Protected Disclosure Diversity Award for my work with Werklund’s Indigenous Youth Forum. Nominated alongside my colleagues Dr. Armando Precaido Babb, Shirley Pepper, and Anthony Hampshire.

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| 2014 | I was *awarded* the International Board Frances E. Russell Grant “to initiate and encourage research in young people’s literature in all its forms.” |

2014 I was *awarded* the United Kingdom Literacy Association (UKLA) Student Research Prize for an outstanding dissertation and original scholarship in literacy education.

**RESEARCH, SCHOLARSHIP, AND KNOWLEDGE MOBILIZATION**

**Summary of Scholarship**

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| **Refereed Publications:**23 | **Publications Under Review/In Process:**3 | **Refereed Presentations:**39 |

**Refereed Journal Articles:**

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| 13. |  | Tandoi, E. & **Spring, E.** (2021). Representing evolutionary theory in nonfiction picturebooks. *International Research in Children’s Literature Journal.* In press. |
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| 12. |  | Mack, A., Newberry, J., & **Spring, E.** (2021). Staying with the (good) trouble. *Entanglements: Experiments in multimodal ethnography, 41*(1), 28-31. |
|  |  |  |
| 11. |  | Spring, E. (2021). “Everyone has their own places”: Mapping as a storied approach to the study of youth identity”. *Language and Literacy, 21*(1), 79-96. <https://doi.org/10.20360/langandlit29521> |
|  |  |  |
| 10. |  | Hanson, A., King, A., Phipps, H., & **Spring, E**. (2020). Gathering stories, gathering pedagogies: Animating Indigenous knowledges through story. *Studies in American Indian Literatures, 32*(3), 63-87. |
|  |  |  |
| 9. |  | Alexander, K., Eagle Bear, H., Heavy Runner, T., Henrickson, A., Little Mustache, T., Pace Crosschild, T., Mack, A., Newberry, J., **Spring, E**., & Weaver, K. (2018). Translating encounters and challenging settler colonialism: How a transmedia project connects Indigenous young people with higher education. *The Journal of Community Engagement and Higher Education, 10*(1), 61-71. |
|  |  |  |
| 8. |  | **Spring, E**., & Fox, A.T. (2018). “I never read anything like that before”: Mapping the identities of Blackfoot readers. *International Journal of Child, Youth, and Family Studies, 10*(2), 51-66. <https://doi.org/10.29173/cjfy29389> |
| 7. |  | Spring, E. (2018). “Without Manifest, none of the book would have happened”: place, identity, and the positioning of Canadian adolescent readers as literary critics. *Children’s Literature in Education: an International Quarterly, 49*(2), 101-118.<https://doi.org/10.1007/s10583-017-9313-y> |
| 6. |  | Spring, E. (2017). Adult/child negotiations of environmental encounters: Mediating a future of hope. *Jeunesse: Young People, Texts, Cultures, 9*(1), 164-174. <https://doi.org/10.1353/jeu.2017.0018> |
| 5. |  | Spring, E. (2016). The experiences of two migrant readers: freedom, restriction, and the navigation of adolescent space. *Jeunesse: Young People, Texts, Cultures, 8*(1), 227-247. <http://doi.org/10.1353/jeu.2016.0010> |
| 4. |  | Spring, E. (2016). “Everyone here knows a Junior”: Blackfoot children and their texts. *Bookbird: an International Children’s Literature Journal, 54*(1), 55-60. <http://doi.org/10.1353/bkb.2016.0018> |
| 3.  |  | Spring, E. (2015). Where are you from? : locating the young adult self within and beyond the text. *Journal of Children’s Geographies, 14*(3), 356-371. <http://doi.org/10.1080/14733285.2015.1055456> |
| 2.  |  | Charlton, E., Cliff Hodges, G., Pointon, P., Nikolajeva, M., **Spring, E**., Taylor, L., Wyse, D. (2014). My place: Exploring children’s place-related identities through reading and writing. *Education 3-13: International Journal of Primary, Elementary and Early Years Education, 42*(2), 154-170. <http://doi.org/10.1080/03004279.2012.662521> |
| 1.  |  | Spring, E. (2013). ‘“Have people in Toronto seen what I’ve seen?” :a comparative analysis of place, identity, and migration in the context of two Canadian picturebooks”. *Interjuli, 2*(11),27-38. |

**Book Chapters:**

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| 10. |  | MacDonald, J., & **Spring, E**. (2021). Learning with the river: Honouring place as white women teaching Indigenous education. In J. Macdonald & J. Markides (Eds.), *Brave Work in Indigenous Education.* In press. |
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| 9. |  | Ladd, H., & **Spring. E**. (2020). Feminizing Thomson’s *The Seasons:* identity, gender, and seasonal aesthetics in L. M. Montgomery’s *Anne of Green Gables.* In L. Robinson & H. Pike (Eds.), *L.M. Montgomery and Gender:* Montreal: McGill-Queen’s University Press (pp.283-304). |
|  |  |  |
| 8. |  | Spring, E., & Huddleston, A. (2019). Ways of being and becoming in the adolescent classroom: An invitation to consider the possibilities of throwntogetherness. In K. Lenters & M. McDermott (Eds.), *Affect, Embodiment, and Place in Critical Literacy: Assembling Theory and Practice* (pp.135-147):New York: Routledge. <https://doi.org/10.4324/9780429027840> |
| 7. |  | Lock, J., Kjorlien, Y., Tweedie, G., Dressler, R., Eaton, S. E., & **Spring, E**. (2019). Advancing the writing of academics: Stories from the writing group. In N. Simmons & A. Singh (Eds.), *Critical collaboration communities: Academic writing partnerships, groups, and retreats* (pp. 55-65). Brill/Sense Publishers.<https://doi.org/10.1163/9789004410985_005> |
| 6. |  | Spring, E. (2018). ‘“I think I was born with a suitcase”: Blackfoot adolescent readers’ responses to Sherman Alexie’s *The Absolutely True Diary of a Part-time Indian.* In E. Arizpe & G. Cliff Hodges (Eds.), *Young People Reading: Empirical Research Across International Contexts* (pp. 106-121). Routledge. |
|  |  |  |
| 5.  |  | Spring, E. (2018). “My story starts right here:” the embodied identities of Blackfoot readers. In R. Harde & L. Kokkola (Eds.), *The Embodied Child: Readings in Children’s Literature and Culture* (pp. 147-161). Routledge.<https://doi.org/10.4324/9781315101262> |
| 4. |  | Spring, E. (2017). Empirical approaches to place and the construction of adolescent identities. In C. Beauvais & M. Nikolajeva (Eds.), *The Edinburgh Companion to Children’s Literature* (pp.112-134). Edinburgh: Edinburgh University Press.  |
|  |  |  |
| 3. |  | Spring, E. (2015). Place and identity in children’s and young adult fiction. In N. Worth, C. Dwyer, & T. Skelton (Eds.), *Geographies of Identities and Subjectivities, Vol. 4: Geographies of Children and Young People* (pp. 429-450). Springer.<https://doi.org/10.1007/978-981-287-023-0> |
| 2. |  | Charlton, E., Cliff Hodges, G., Pointon, P., Nikolajeva, M., **Spring, E**., Taylor, L., Wyse, D. (2015). My place: Exploring children’s place-related identities through reading and writing. In S. Catling (Ed.), *Research and Debate in Primary Geography,* (pp.173-189). Oxon: Routledge.<https://doi.org/10.4324/9781315707556> |
| 1. |  | Spring, E. (2013). Insider/outsider relationships: considering the textual representation of regional and national identity. In A. Ommundsen (Ed.), *Looking Out and Looking In: National Identity in Picturebooks of the New Millennium,* (pp.45-59). Oslo: Novus Press. |

**Special Issue Contribution:**

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| 1. |  | Hamer, N. & **Spring, E**. (2020). Introduction to the special section, “Youngsters 2: On the Cultures of Children and Youth”. *Jeunesse: Young People’s Texts and Cultures, 12*(1), 7-15. https://doi.org/[10.1353/jeu.2020.0002](https://doi.org/10.1353/jeu.2020.0002) |

**Book Reviews:**

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| 8. |  | Spring, E. & Tandoi, E. (2018). Review of the book *A Literature of Questions: Nonfiction for the Critical Child* by J. Sutliff Sanders. *Literacy, 53*(2),113-114. <https://doi.org/10.1111/lit.12169> |
| 7. |  | Spring, E. (2018). Review of the book *Literacy Lives in Transcultural Times* by R. Zaidi & J. Rowsell. *Journal of Language and Literacy Education*, *14*(2),2-7. |
|  |  |  |
| 6.  |  | Spring, E. (2018). Review of the book *The Regina Indian Industrial School (1891-1910): Historical Overview and Chronological Narrative* by D. Stewart*. Journal of Educational Thought, 51*(2),222-224.<https://doi.org/10.11575/jet.v51i2.68229> |
| 5. |  | Spring, E., & MacDonald, J. (2018). Review of the book *Walking Methodologies in a More-than-Human World: WalkingLab* by S. Springgay & S. Truman. *Canadian Journal of Education, 41*(4), iv-vi. |
|  |  |  |
| 4. |  | Spring, E. (2015). Review of the book *Space and Place in Children’s Literature, 1789 to the Present* by M. Cecire., H. Field., K. Mudan Finn., & M. Roy (Eds.). *The* *Lion and the Unicorn, 39*(3), 355-357. <https://doi.org/10.1353/uni.2015.0026> |
| 3. |  | Spring, E. (2015). Review of the book *Politics and Ideology in Children’s Literature* by A. McGillicudy & M. Keyes. *Interjuli, 1*(15), 156-162. |
|  |  |  |
| 2. |  | Spring, E. (2014). Review of the book *Children’s Literature on the Move: Nations, Translations, Migrations* by N. Maguire & B. Rogers. *Interjuli, 2*(14), 34-38. |
|  |  |  |
| 1.  |  | Spring, E. (2013). Review of the book *The Nation in Children’s Literature: Nations of Childhood* by C. Kelen & B. Sundmark. *Bookbird: a Journal of International Children’s Literature, 51(4), 93-96.* <http://doi.org/10.1353/bkb.2014.0007> |

**Academic Dissertations/Theses**

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| 2.  | Spring, E. (2014). ‘“Our Torontos are different places”: a qualitative, multiple case study, designed to investigate the interconnections between young adult fiction and young adult readers’ constructions of place, within and beyond the text”. Faculty of Education, University of Cambridge, UK.  |
|  |  |  |
| 1. | Spring, E. (2010). “A map of Anne: space, place, and identity construction in L. M. Montgomery’s *Anne* series.” Faculty of Education, University of Cambridge, UK. |

**Public Scholarship:**

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| 5. |  | “Planting seeds, nurturing roots, and growing sideways: Transitioning from a Cambridge PhD to a prairie postdoc.” 2017. Guest post for the University of Cambridge’s Faculty of Education Research Students’ Association Blog. h[ttps://fersacambridge.wordpress.com/2017/06/27/planting-seeds-nurturing-roots-and-growing-sideways-transitioning-from-a-cambridge-phd-to-a-prairie-postdoc/](https://fersacambridge.wordpress.com/2017/06/27/planting-seeds-nurturing-roots-and-growing-sideways-transitioning-from-a-cambridge-phd-to-a-prairie-postdoc/). |
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| 4. |  | Podcast for Institute for Child and Youth Studies, University of Lethbridge. 2017. <http://www.uleth.ca/research/centres-institutes/institute-child-and-youth-studies/i-cys-podcast> |
| 3.  |  | Co-author of: “Raising Spirit and Decolonizing Methods”. For “Neos”, a publication of the Anthropology of Children and Youth Interest Group. 2016. <http://acyig.americananthro.org/2016/11/07/neos-highlights-raising-spirit-and-decolonizing-methods/> |
| 2. |  | Co-author of: “Raising Spirit: The Blackfoot Digital Storytelling Project.” For McGill University’s Department of Integrated Studies in Education’s Blog, “Belonging, identity, language, diversity research group (BILRG).” 2016.<https://bildlida.wordpress.com/2016/05/29/raising-spirit-the-opokaasin-digital-storytelling-project/> |
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| 1. |  | “Place, identity, and texts: the responses of Canadian adolescent readers.” For University of Glasgow Professor Evelyn Arizpe’s Blog, “Reading changes: adolescents, young adult literature and literacy practices.” 2015. <http://readingchanges.blogspot.com/2015/11/canadian-young-adult-readers-responses.html> |

**Publications Currently Under Review/ In Process:**

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| 3.  |  | **Spring, E.** & Tandoi, E. (2020). Introducing the threshold concept of mapping in nonfiction picturebooks: Investigating established approaches and ‘lines of flight’. In preparation for submission to *The Lion and Unicorn.*  |
| 2. |  | Tandoi, E. & **Spring, E.** (2020). Making kin between human and nonhuman: Towards a new aesthetic for representing animal biodiversity in nonfiction picturebooks. *Nordic Journal of Children’s Literature Aesthetics.* Under review. |
| 1.  |  | **Spring, E.** & Delanoy, N. (2020). The intersections between adolescent identity construction, literacy, and wellness: A rural Alberta case study. *Journal of Adolescent and Adult Literacy.* Under review.  |
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**COMMUNITY REPORTS**

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| 1. |  | “Oo’mahn’istay Iikakimaaks: You’ve got a story- next steps to a new beginning”. Indigenous youth transition event community report. Co-written with Aubrey Hanson, Angela Houle, Patricia McCallum, Teresa Miles, & Maureen Plante. Distributed to local school boards & local Indigenous community organizations. |

**COMMUNITY/PROFESSIONAL PRESENTATIONS AND WORKSHOPS**

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| 17.  |  | ‘Books to Build On: Indigenous Literatures for Learning’. Invited to present at the Indigenous Education conference, Faculty of Education, University of Lethbridge, October 1st, 2021. Co-presented with Dr. Aubrey Hanson. |
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| 16.  |  | Organized a series of workshops for educators and colleagues to share our *Books to Build On* resource. With Dr. Aubrey Hanson. Spring and Summer 2021. |
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| 15. |  | Participated in the workshop: “Using critical eyes to Indigenize: Integrating Indigenous knowledge into education”. Institute for Child and Youth Studies Symposium, University of Lethbridge, April 22, 2021. |
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| 14. |  | Participated in the workshop: “ARCYP Snapshots 2020: Children’s Texts and Material Cultures. A Research Snapshot Symposium.” Ryerson University, April 9, 2021. |
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| 13. |  | Participated in the workshop: “At the Intersections of Childhood: Youth and Civic Engagement”. Dwell Urban Venue, Lethbridge, AB, April 18, 2018. |
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| 12.  |  | Invited to participate in the “Affect, Embodiment, and Place in Critical Literacy” Connections Grant Workshop, organized by Drs. Kim Lenters and Mairi McDermott. Workshop included 13 local literacy educators and 13 international literacy scholars and resulted in the publication of an edited colleciton. Werklund School of Education, University of Calgary, AB, October 2017. |
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| 11. |  | “What do the visual responses of Blackfoot readers reveal about their lives, cultures, and identities?” Guest lecture for Dr. Clementine Beauvais, Department of Education, Children and Literature Class, Literacy Module. University of York (UK), May 5, 2017. |
| 10. |  | Invited to participate in the workshop (one of six panelists). “At the Intersections of Childhood: Digital, Indigenous, and Youth Issues”. Institute for Child and Youth Studies, University of Lethbridge, AB, April 1, 2017. |
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| 9.  |  | “Questioning the importance of reading through the lens of home.” Community presentation of my ongoing research with Blackfoot readers to teachers and administrators of the Kainai School Board, Blood Reserve, Standoff, AB, February 25, 2017. |
| 8. |  | “Decolonizing collaboration: what a local community project taught us about working together”. With Dr. Jan Newberry & Amy Mack, invited presentation for the Women Scholars Speakers Series, University of Lethbridge, AB, February 3, 2017. |
| 7.  |  | “Engaging with literature through visual methods,” for the *Real Readers Reading Seminar Series,* Faculty of Education, University of Cambridge, UK, January 12, 2017. |
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| 6.  |  | “Raising Spirit: methods, ethics, process” with Jan Newberry and Hudson Eagle Bear. Presentation of research findings to Opokaa’sin Early Intervention Society Board of Governors, Lethbridge, AB, November 1, 2016. |
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| 5.  |  | “The Digital Blackfoot storytelling project: methodological approaches to child-centered, community driven research.” Invited lecture. Centre for Research in Young People’s Texts and Cultures, University of Winnipeg, MB, February 11, 2016. |
|  |  |  |
| 4.  |  | “A comparison of two migrant experiences: freedom, restriction, and the navigation of adolescent space.” Cade Community Lecture Series, ‘Home is where the heart is divided: Exploring connections between identity and place’, Lethbridge Public Library, AB, January 18, 2016. |
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| 3. |  | “Responding beyond the page: Blackfoot readers’ perceptions of two contemporary First Nations young adult texts.” Galt Museum and Archives Public Lecture Series, Lethbridge, AB, September 2, 2015. |
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| 2.  |  | ‘“Our Torontos are different places”: young adult readers respond to textual representations of their city.” Invited lecture. Women Scholars Lecture Series, University of Lethbridge, AB, December 3, 2014. |
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| 1. |  | “Verbal and visual responses to contemporary young adult fiction: the importance of small-group reading discussions.” Presentation of my doctoral work for group of principals, Trillium Lakeland School Division, Huntsville, ON, June 4, 2013. |

**CONFERENCE ACTIVITY**

**Conference & Symposium Organization**

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| 6. |  | Youngsters 2: On the Cultures of Children and Youth, Ryerson University. May 9-12, 2019. Conference co-chaired (one of two) with Dr. Naomi Hamer, Ryerson University, ON. <http://arcyp.ca/youngsters-2> |
| 5. |  | Remix, Reconcile, Remediate, Represent: New Research Snapshots. Ryerson University, March 9, 2018. Symposium chair Dr. Naomi Hamer, Ryerson University, ON. I was one of three symposium organizers. <http://arcyp.ca/past-conferences/symposium-2018> |
| 4. |  | Controlling Sexuality and Reproduction Conference, Past and Present. Conference co-chairs: Drs. Claudia Malacrida and Suzanne Lenon, Department of Sociology, University of Lethbridge, AB, August 12-14, 2015.<https://www.uleth.ca/conreg/controlling-sexuality> |
| 3.  |  | Mapping the Landscapes of Childhood 2, University of Lethbridge. May 7-10, 2015. Conference co-chairs: Drs. Kristine Alexander and Jan Newberry, Institute for Child and Youth Studies, University of Lethbridge, AB.<https://www.uleth.ca/notice/node/1703#.XzyeVC0ZPGI> |
| 2. |  | The Child and the Book Conference: Philosophical Approaches to Children’s Literature. Homerton College, University of Cambridge, UK. March 30-April 1, 2013. Conference co-chaired with fellow graduate students Clementine Beauvais, Debbie Pullinger, and Faye Dorcas Yung. |
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| 1. |  | The Power of Caribbean Poetry: Word and Sound. Homerton College, University of Cambridge, UK, September 20-22, 2012. RA for Professor Morag Styles. <https://www.educ.cam.ac.uk/events/conferences/caribbean/> |

**Panels and Roundtables Organized**

**\*\*** indicates that paper was presented with student

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| 9. |  | “The possibilities for creating community through diverse children’s texts,” co-organized with Drs. Barbara McNeil and Heather Phipps (U of Regina). International Research Society for Children’s Literature Congress, ‘Possible & Impossible Children: Intersections of Children’s Literature and Childhood Studies’, York University, ON, July 29, 2017. |
|  |  |  |
| 8. |  | “Embracing the neglected child: the importance of including children’s and young adult literature in Canadian literary studies,” co-organized with Elizabeth Galway. Mikinaakominis / TransCanadas Interdisciplinary Conference, University of Toronto, ON, May 25-27, 2017. |
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| 7. |  | **\*\***“The benefit of utilizing undergraduate tutors as classroom facilitators in a first-year course,” Spark Teaching Symposium, University of Lethbridge, AB, April 28, 2017. Co-presented with four of my undergraduate students. |
| 6. |  | “Child studies and children’s literature in a settler society: collaborating with Indigenous communities across disciplines in Southern Alberta,” co-presentation with Kristine Alexander. Faculty of Education, University of Cambridge, UK. January 16, 2017. |
|  |  |  |
| 5. |  | **\*\***“Rethinking methodological approaches to First Nations child and youth studies” co-organized with Jan Newberry. The Association for Research in Cultures of Young People’s Conference, “Youngsters: on the cultures of children and youth,” Simon Fraser University, BC, October 20-22, 2016. |
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| 4 |  | “Research in Indigenous young people’s cultures,” co-organized with Kristine Alexander. Association for Research in Cultures of Young People (ARCYP), Congress of the Humanities and Social Sciences, University of Calgary, AB. May 31, 2016. |
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| 3. |  | **\*\***“Para-ethnography: a method for decolonizing Anthropology?”, co-organized with Jan Newberry and Amy Mack. Canadian Anthropology Society (CASCA) Conference, Dalhousie University, NS, May 11-16, 2016. |
| 2. |  | **\*\***“Digital storytelling, resilience, and reconciliation: a joint project between the Institute for Child and Youth Studies and Opokaa’sin Early Intervention Society”. Co-presented with Taylor Little Mustache, Hudson Eagle Bear, and Amy Mack. Meeting of the Minds Conference, University of Lethbridge, AB, March 12, 2016. |
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| 1. |  | “Telling stories and making up children.” Mapping the Landscapes of Childhood Conference, University of Lethbridge, AB, May 10, 2015. |

**Papers Presented**

**\*\*** indicates that paper was co-presented with student

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| 39. |  | “Place, Memory, and Identity: Connecting to the Ocean in Kyo Maclear’s *The Specific Ocean*”. Co-paper with Dr. Heather Phipps, Assembling Common Worlds Conference, Vancouver Island University, BC, July 11, 2022. (Forthcoming- conference cancelled due to COVID) |
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| 38. |  | “Making kin between human and nonhuman: Towards a new aesthetic for representing animal biodiversity in nonfiction picturebooks”. Co-paper with Dr. Eve Tandoi. Assembling Common Worlds Conference, Vancouver Island University, BC, July 11, 2022. (Forthcoming- conference cancelled due to COVID) |
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| 37. |  | **\*\*** “Resources for revolution? Gathering Indigenous teaching materials while seeking transformative shifts in teacher education.” Paper presented with Amy Burns, Aubrey Hanson, Shelly Eli, Dustin Walter, Anja Dressler, Kari Dressler, Dorothea Nelson, and Kayshja Eli. Canadian Association for the Study of Indigenous Education Conference, University of Alberta, June 2, 2021. |
| 36.  |  | **\*\*** “What does it mean to be well?: adolescent well-being and identity in a literacy classroom.” Paper presented with Nadia Delanoy. Canadian Society for the Study of Education (CSSE) Conference, University of Alberta, June 1st, 2021. |
| 35.  |  | **\*\*** ‘“Lost Words” around us: complicating literacies of place.” Paper presented with Tiffany Prete and Jennifer MacDonald. Literacy Entanglements & Relationality: Time, Space, Place, and Identity. 18th Annual Language and Literacy Researchers of Canada (LLRC) Conference, University of Alberta, May 29, 2021.  |
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| 34. |  | **\*\***“Harnessing wellness in an adolescent literacy classroom: A rural Canadian snapshot”. Paper presented with Nadia Delanoy. Celebrating Sessionals: Symposium and Publication Day, University of Calgary, AB, February 26, 2020. |
| 30. |  | **\*\***“Walking together: unsettling and re-storying our relations with the land”. Co-paper with Jennifer MacDonald. American Education Research Association conference, Toronto, ON. April 7, 2019.  |
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| 29. |  | “Reading as transformative: the power of texts to spark the imagination of young readers”. American Educational Research Association conference, Toronto, ON. April 8, 2019. |
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| 28. |  | **\*\***“Art Share for Reconciliation”. International Day for the Elimination of Racial Discrimination symposium, Centre for Civil Liberties, University of Calgary, AB. March 19, 2019. Co-paper with Kirsten Riebot, Brenda Johnston, Pamela dosRamos. |
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| 27. |  | “Can Indigenous Texts Indigenize Curriculum?” Co-paper with Dr. Aubrey Hanson. Provoking Curriculum Conference, University of Regina, SK, March 17, 2019. |
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| 26. |  | **\*\***“Children like stories: how to inspire teachers to integrate evolutionary theory through non-fiction picturebooks”. Co-paper with Annemie Trier. WestCast Conference: Inspire, Connect, University of Calgary, AB, February 21, 2019. |
|  |  |  |
| 25. |  | “Exploring the aesthetics of non-fiction picturebooks through a study of young people’s engagement with the threshold concept of evolution,” co-paper with Dr. Eve Tandoi (University of Gloucestershire). Synergy and Contradiction: How Picturebooks and Picture Books Work conference, University of Cambridge, UK. September 6-8, 2018. [I was present via Skype]. |
|  |  |  |
| 24. |  | **\*\***“Wellness through literacy: how can we support student wellness through the intersections of identity and literacy?” Co-paper with Nadia Delanoy. A Child’s World Conference, University of Aberystwyth, Wales, July 12, 2018.  |
|  |  |  |
| 23. |  | **\*\*** “How can we support student wellness through the intersections of identity and literacy?” Co-paper with Nadia Delanoy. University of Calgary Conference on Postsecondary Learning and Teaching, Calgary, AB, May 2, 2018. |
|  |  |  |
| 22. |  | “Raising Spirit: the Opokaa’sin Digital Storytelling Project.” For the Association for Research in the Cultures of Young People (ARCYP) symposium, “Remix, reconcile, remediate, represent: new research snapshots from the field of young people’s cultures.” Ryerson University, Toronto, ON. March 9, 2018. |
|  |  |  |
| 21. |  | “Reading from a reserve: articulating Blackfoot identities”. Conceptualizing Childhood and Youth Conference, Brock University, ON. October 12-14, 2017. |
|  |  |  |
| 20. |  | “Diversity in children’s books? The im(possibility) and importance of readers finding windows and mirrors.” International Research Society for Children’s Literature Congress, ‘Possible and Impossible Children,’ York University, ON, July 29- August 2, 2017. |
| 19. |  | ‘“This land carries all I’ll ever need to know”: tracing the intersections between reading, place, and identity construction on the Blood Reserve”. Mikinaakominis / TransCanadas Interdisciplinary Conference, University of Toronto, ON, May 25-27, 2017. |
|  |  |  |
| 18. |  | “Youth fiction and the limitations of definition.” Any Signs of Childness? Peter Hollindale’s *Signs of Childness in Children’s Books*, 20 Years On. Department of Education, University of York (UK), May 5, 2017. |
|  |  |  |
| 17. |  | “Beyond the text: reading Blackfoot childhoods.” Seen but not Heard? The Spatial, Emotional and Material Sites of Childhood and Youth from Antiquity to Modernity Conference, University of Sussex, UK. January 18-20, 2017. |
|  |  |  |
| 16. |  | **\*\***“Participatory action research and child-centered approaches to oral story-telling.” The Association for Research in Cultures of Young People’s Conference, Youngsters: on the cultures of children and youth, Simon Fraser University, BC, October 20-22, 2016. Co-paper with Dr. Jan Newberry and Taylor Little-Mustache. |
|  |  |  |
| 15. |  | “Feminizing Thomson’s *The Seasons:* identity, gender, and seasonal aesthetics in L. M. Montgomery’s *Anne of Green Gables.*” Co-paper with Heather Ladd. L.M. Montgomery and Gender Conference, University of Prince Edward Island, PEI, June 23-26, 2016. |
|  |  |  |
| 14. |  | “I draw because words are too limited”: Blackfoot readers’ visual responses to Sherman Alexie’s *The Absolutely True Diary of a Part-time Indian.*” ‘Visualizing Diversity in Children’s Literature’ sponsored panel. Children’s Literature Association Conference, Ohio State University, USA. June 9-11, 2016.\*\*by invitation. |
|  |  |  |
| 13. |  | “Reflections from a reserve: adolescent readers’ responses to culturally relevant, place-based fiction.” First Nations Children’s Literature panel, Association of Canadian College and University Teachers of English (ACCUTE) Conference, University of Calgary, AB. May 31, 2016. \*\* by invitation |
|  |  |  |
| 12. |  | **\*\***“Para-ethnography: a method for decolonizing child and youth studies” Canadian Anthropology Society conference, Dalhousie University, NS. May 11-16, 2016. Co-paper with Dr. Jan Newberry and Amy Mack. |
|  |  |  |
| 11. |  | “Moving beyond Green Gables: shifting constructions of childhood in L.M. Montgomery's *Anne* series.” Child, Youth and Place in Atlantic Canadian Fiction: 9th Thomas Raddall Symposium, Acadia University, NS. July 9-12, 2015. |
|  |  |  |
| 10. |  | “Searching for belonging: two immigrant young adult readers reflect on their place-trajectories.” Society for the History of Children and Youth (SHCY) Conference, University of British Columbia, BC, June 24-26, 2015. |
|  |  |  |
| 9. |  | “Road maps and story maps: using visual methods to interpret Blackfoot readers’ interpretations of setting and characterization.” Mapping the Landscapes of Childhood Conference, University of Lethbridge, AB, May 8-10, 2015. |
|  |  |  |
| 8. |  | “Children’s literature and children’s geographies: the possibility of interdisciplinary dialogue.” 4th International Conference on the Geographies of Children, Youth and Families, San Diego State University, California, USA. January 12-15, 2015. |
|  |  |  |
| 7. |  | Award recipient presentation: ‘“A simultaneity-of-stories-so-far”: the making of youth places.” United Kingdom Literacy Association 50th International Conference, ‘50 Years of Literacy: Continuity and Change’, University of Sussex, UK. July 4-6, 2014. |
|  |  |  |
| 6. |  | “War-time childhoods in Kit Pearson’s *Guests of War Trilogy.”* The Child and the Book Conference, University of Cambridge, UK. March 30-April 1, 2013. |
|  |  |  |
| 5. |  | “If I left, this place would pull me back: adolescent perceptions of living in rural, northern Ontario”. Symposium on rural educational research, University of South Africa (Pretoria), Faculty of Education, September 14, 2013. (*via Skype*)*.* |
|  |  |  |
| 4. |  | “Reading *Blink and Caution* and *Moon Over Manifest* with ecocritical eyes.” Irish Society for the Study of Children’s Literature: “Is Feidir Linn!” : Politics and Ideology in Children's Literature Conference, Dublin City University, Ireland, February 25-26, 2012. |
|  |  |  |
| 3. |  | “Corresponding space, divergent place: exploring the textual representation of childhood identity in two Canadian picturebooks.” History and Theory of the Picturebook Conference, Tubingen University, Germany, September 22-24, 2011. |
|  |  |  |
| 2. |  | “Insider/outsider relationships with Saskatchewan: a comparative analysis of the representation of geographical space within two Canadian picturebooks.” The Child and the Book Conference, University of Oslo, Norway, April 8-10, 2011. |
|  |  |  |
| 1. |  | “From tree-scape to seascape: tracing the development of Montgomery’s Anne through the lens of place.” The Emergent Adult Conference: Adolescent Literature and Culture, University of Cambridge, UK. September 3-5, 2010. |

**Panel Discussant (Selection):**

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| 4.  |  | “Space, Place, and Youth.” Youngsters 2: On the Cultures of Children and Youth Conference, Ryerson University, ON, May 9, 2019. |
|  |  |  |
| 3. |  | “Writing Indigeneity.” Youngsters: On the Cultures of Children and Youth Conference, Simon Fraser University, BC, October 20, 2016. |
|  |  |  |
| 2. |  | “Theorizing transnational childhoods: networks, capital, and social reproduction,” Keynote Address: Karen Wells, University of Birkbeck. Mapping the Landscapes of Childhood Conference, University of Lethbridge, AB, May 10, 2016. |
|  |  |  |
| 1. |  | “Migration and displacement in children’s fiction.” Child and the Book Conference, University of Cambridge, UK. March 30, 2013. |

**CAMPUS TALKS & POSTER PRESENTATIONS**

**\*\*** indicates that paper was presented with student

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| 16. |  | Invited guest lecture: “Self-positioning, teaching, and learning through Indigenous stories”. Video created (with Dr. Heather Phipps, University of Regina) for multimedia guest presentation delivered to Indigenous Education Students (EDUC 530), Dr. Aubrey Hanson, Werklund School of Education, University of Calgary, AB October 16, 2017. |
|  |  |  |
| 15. |  | **\*\*** “Reconciliation and Research”, University of Lethbridge’s one-day symposium highlighting responses to the Truth and Reconciliation Commission of Canada’s Final Report. Co-presentation with Dr. Jan Newberry and Kaitlynn Weaver. University of Lethbridge, AB. March 22, 2017. |
|  |  |  |
| 14. |  | **\*\*** “Raising Spirit: The Digital Storytelling Project.” Community University Research Exchange (CURE), Research Services annual reception, co-presented with Ashley Henrickson and Kaitlynn Weaver, University of Lethbridge, AB, March 15, 2017. |
|  |  |  |
| 13. |  | “Reader response theory and the importance of hearing the child’s voice.” Guest lecture for Dr. Elizabeth Galway’s ‘English 1900’ class, University of Lethbridge, AB, March 14, 2017. |
| 12. |  | “Postcolonial readings of Eden Robinson’s *Queen of the North*.” Guest lecture for Dr. Esther deBruijn’s Postcolonial Theory class, English Department, University of Lethbridge, AB. December 1, 2016. |
| 11. |  | “Beyond algorithms and metrics: telling the story of my research,” Scholarly Activity Impact Speakers’ Series, University of Lethbridge, AB. November 24, 2016. |
|  |  |  |
| 10. |  | “How can we evaluate well-being and resilience in community-based work?” Roundtable participant with Drs. Afra Foroud, Robin Gibb, Tanya Pace Crosschild, Jan Newberry, and Amy von Heyking. University of Lethbridge, AB, April 12, 2016. |
|  |  |  |
| 9. |  | **\*\*** “Institute for Child and Youth Studies.” Community University Research Exchange (CURE), Research Services annual reception, co-presentation with MA student Elaine Toth. University of Lethbridge, AB, March 12, 2016. |
|  |  |  |
| 8. |  | “Blackfoot readers and their texts.” Guest pecha kutcha lecture for Carol Williams’ ‘WGS 2800: women, girls, and gender history,’ Women and Gender Studies department. University of Lethbridge, AB, March 17, 2016. |
|  |  |  |
| 7. |  | ‘“I was a child there, but I am a young adult here”: child/adult, insider/outsider dichotomies.” Guest lecture for Dr. Carol Williams’ ‘WGS 2800: women, girls, and gender history,’ Women and Gender Studies department. University of Lethbridge, AB, February 3, 2016. |
|  |  |  |
| 6. |  | Presentation for the University of Lethbridge’s Graduate Professional Development Seminar Series’ on ‘life after graduate school’, University of Lethbridge, AB, February 12, 2016. |
|  |  |  |
| 5. |  | “Understanding visual theory.” Guest lecture on graphic novels and visual theory for Dr. Nick Morwood’s Contemporary Literature class, English Department, University of Lethbridge, AB, November 25, 2015. |
| 4. |  | Public Talk on my experience as a graduate student at the University of Cambridge, Cambridge/Homerton Teaching and Research Centre for Children’s Literature Open-Day (via Skype), Cambridge, UK, September 18, 2015. |
|  |  |  |
| 3. |  | “The construction of youth identity: four empirical perspectives.” Joint research presentation with three other doctoral students, Faculty of Education, University of Cambridge, UK. May 3, 2015. |
|  |  |  |
| 2. |  | “Shifting representations of childhood in Pamela Porter’s *The Crazy Man.*”Cambridge/Homerton Research and Teaching Centre for Children’s Literature Symposium, University of Cambridge, UK. June 8, 2014. |
|  |  |  |
| 1. |  | “‘Answering ‘who am I?’ by questioning ‘where am I from? : place, texts, and the construction of identity.” Cambridge University Graduate Research Symposium, Cambridge, UK. May 10, 2011. |

**Visiting Research Fellowships**

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| 1. |  | Visiting Research Fellow, Centre for Research in Young People’s Texts and Cultures, University of Winnipeg, Manitoba. February 8-19. \*\* *by invitation.* |

**FUNDED RESEARCH:**

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| **Summary of Funded Research****Total:** $2,868,662.81As **Principal Investigator**/Sole Investigator: $199,200As **Co-Applicant**/Co-Investigator: $2,599,462.81As **Collaborator**: $70,000 |
| **Date** | **Role** | **Granting Agency** | **Award/Grant** | **Amount** |
| 2021 | Co-Applicant. With Dr. Aubrey Hanson. | University of Calgary | ii’ taa’poh’to’p Grant Competition: “Books to Build On: Indigenous Literatures for Learning” | $10,000 |
| 2021 | Co-Applicant. With Dr. Aubrey Hanson and Angela Houle (Calgary Catholic School Division).  | Werklund School of Education, University of Calgary  | Advancing Intercultural Capacity Grant. | $2500 |
| 2021 | Co-ApplicantPI: Dr.Yan Guo | Alberta Education | Alberta Education Partnership Grant: The impact of COVID-19 on the wellness of international students in Alberta high schools | $50,000 |
| 2020  | Co-ApplicantAubrey Hanson (Werklund), Angela Houle, Patricia McCallum (Indigenous Strategy Leaders, Calgary Catholic School Division)  | Werklund School of Education, University of Calgary | “Oo’mahn’istay Iikakimaaks: You’ve Got a Story- Next Steps to a New Beginning”. Welcoming Indigenous Students to Campus Grant Opportunity | $10,000 |
| 2019 | Principal Applicant | University of Calgary University Research Grants Committee | Seed Grant: “Culturally responsive literacy: Student and teacher engagement with text in Rocky Cree Nation”. | $15,000 |
| 2019 | Collaborator(PI: Dr. Mavis Reimer, University of Winnipeg) | Social Sciences and Humanities Research Council of Canada | Indigenous Research Capacity and Reconciliation Connections Grant: “Nanatawi Kiskihtamowin: Remembering the knowledge that nurtures us.” | $50,000 |
| 2019 | Co-Applicant | Social Sciences and Humanities Research Council of Canada | Connections Grant. “Youngsters 2: On the Cultures of Children and Youth” conference, Ryerson University. | $24,647 |
| 2019 | Principal Applicant | Alberta Education | Partnership Grant. “Understanding Indigenous students’ perceptions of well-being: A case study in equitable urban education” | $50,000 |
| 2018 | Principal Applicant | University of Calgary, Office of the Vice President | Faculty Conference Travel Grant | $1500 |
| 2017 | Co-Applicant(PI: Dr. Mavis Reimer, University of Winnipeg) | Social Sciences and Humanities Research Council of Canada | Partnership Grant. “Six Seasons of the Asiniskaw Ithiniwak: Reclamation, Regeneration, Reconciliation”. | $2,500,000 |
| 2017 | Principal Applicant | Werklund School of Education | Start-Up Grant | $10,000 |
| 2017 | Co-Applicant | The Being Human Research Centre, University of Gloucestershire (UK) | Being human: deconstructing semantic and iconic representations of evolution in children’s literature | $12,815.81 |
| 2017 | Principal Applicant | International Research Society for Children’s Literature | Travel Grant | $1000 |
| 2017 | Principal Applicant | Children’s Literature Association | Diversity Research Grant | $700 |
| 2017 | Collaborator | University of Lethbridge  | The Office of Research and Innovation Services Standard Research Grant | $20,000 |
| 2017 | Co-Applicant | Community Foundations of Lethbridge/ Government of Canada | Canada 150 Grant | $10,000 |
| 2016 | Co-Applicant | Government of Alberta | Community Future’s Treaty 7 Grant. Funds were used to hire a Blackfoot undergraduate student as a research trainee, May-September, for the Opokaa’sin Digital Blackfoot Storytelling Project. | $7000 |
| 2016 | Co-Applicant | Government of Alberta.  | Summer Temporary Employment Program. Funds were used to hire two Blackfoot high school students (Hudson Eagle Bear and Tesla Heavy Runner) as trainee ethnographers, June-September, for the Opokaa’sin Digital Blackfoot Storytelling Project. | $5000.00 |
| 2016 | Co-Applicant | Policy Wise For Children & Families | Standard Research Grant | $40,000 |
| 2015 | Principal Applicant | International Board of Books for Young People | Frances E. Russell Grant | $1000 |
| 2014 | Principal Applicant | Institute for Child and Youth Studies (I-CYS), University of Lethbridge | Postdoctoral Fellowship | $120,000($40,000 per annum)  |

**GRANTS *UNDER REVIEW*  (Total amount pending: $214, 109.00)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Role** | **Granting Agency** | **Award/Grant** | **Amount** |
| 2021 | Co-Applicant | Social Sciences and Humanities Research Council of Canada | “Connecting Resilience to Places and Spaces in Adopted Homelands”. Insight Grant. PI: Dr. Rahat Zaidi. Co-Applicants: Drs. Kim Lenters, Sylvie Roy, Subrata Bhowmik. | $214,109. |

**GRADUATE SCHOLARSHIPS & GRANTS (SELECTED)**

*\*Please note, total amounts not included in numerical summary above*

|  |  |  |
| --- | --- | --- |
| **Dates** | **Granting Agency** | **Award/Grant** |
| 2013 | Homerton College, University of Cambridge | Jean Ruddick Award |
| 2010-2013 | University of Cambridge | Cambridge Commonwealth Trusts Doctoral Award |
| 2013 | University of Cambridge | Homerton College Research Grant |
| 2012 | University of Cambridge | Smuts Memorial Fund Research Grant |
| 2011 | University of Cambridge | Faculty of Education Doctoral Research Grant |
| 2007 | Trent University | Undergraduate Entrance Scholarship |

**CURRENT RESEARCH PROJECT INVOLVEMENT:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Dates** | **Project Title** | **Role** | **Scope** | **Research Team** | **Funding** |
| Ongoing | Connecting Resilience to Places and Spaces in Adopted Homelands | Co-Applicant | Canada | P.I: Dr. Rahat Zaidi. Co-Applicants: Drs. Kim Lenters, Erin Spring, Sylvie Roy, and Subrata Bhowmik | Social Sciences and Humanities Research Council of Canada (Insight Grant): $214,109. *Under review.* |
| Ongoing | Learning with the River: Imagining and Practicing Relational Education | Principal Investigator | Local (Calgary) | Dr. Erin Spring and Jennifer MacDonald (Werklund Doctoral Student | Unfunded |
| Ongoing | Culturally responsive literacy: Student and teacher engagement with text in Rocky Cree Nation | Principal Investigator | National(North-central Manitoba focus) | Dr. Erin Spring | University of Calgary University Research Grants Committee Seed Grant ($15,000) |
| Ongoing | Six Seasons of the Asiniskow Ithiniwak: Reclamation, Regeneration, Reconciliation | Co-Applicant | National(North-central Manitoba focus) | P.I: Dr. Mavis Reimer, University of Winnipeg and multiple collaborators and co-applicants from across Canada | Social Sciences and Humanities Research Council of Canada (Partnership Grant: $2,500,000) |
| Ongoing | Indigenous Literatures in Undergraduate Programs of Education | Co-Principal Investigator | Institutional (Werklund) | Drs. Aubrey Hanson andErin Spring | ii’ taa’poh’to’p Grant (U of C), Advancing Intercultural Capacity Grant (Werklund). |
| Ongoing | Exploring the aesthetics of non-fiction picturebooks through a study of young people’s engagement with the threshold concept of evolution | Co-Principal Investigator | International (UK and Canada) | Drs. Erin Spring andEve Tandoi (University of Gloucestershire) | Unfunded |
| Ongoing | Understanding Indigenous students’ perceptions of well-being: A case study in equitable urban education | Principal Investigator | Local (Calgary) | Dr. Erin Spring. Co-Applicants: Drs. Umit Boz, Gregory Tweedie, Frank McClernon. | Alberta Education Partnership Grant ($50,000) |

**COMPLETED PROJECTS:**

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| --- | --- | --- | --- | --- |
| **Dates** | **Project Title** | **My Role** | **Research Team** | **Funding** |
| 2017-2019 | Pita'Sinaki: Art Share for Reconciliation | Principal Investigator | Calgary Board of Education, Bob Edwards Middle School, cSpace Calgary, The Alberta Civil Liberties Research Centre, Elder Randy Bottle. | The Alberta Civil Liberties Research Centre, Alberta Association for Multicultural Education, Werklund Start Up Grant |
| 2017-2019 | The Intersections of Literacy and Wellness: A rural Alberta case study | Principal Investigator | Dr. Erin Spring  | University of Calgary, Werklund School of Education Start Up Funds |
| 2014-2017 | Raising Spirit: The Opokaa’sin Digital Storytelling Project | Co-Applicant | Jan Newberry, Kristine Alexander, Erin Spring, Amy Mack, Tanya Pace Crosschild, Taylor Little Mustache, Hudson Eagle Bear; Tesla Heavy Runner, Francis First Charger, Michelle Hogue | Canada 150 Grant, Government of Alberta; Policy Wise for Children and Families; University of Lethbridge Standard Research Grant;  |
| 2014-2017 | The Blackfoot Adolescent Reading Project | Principal Investigator | Dr. Erin Spring, Andrea True Joy Fox | International Board of Books for Young People (Frances E. Russell Grant); Postdoctoral Fellowship, University of Lethbridge; Children’s Literature Association’s Diversity Research Grant |
| 2011-2014 | “Our Torontos are different places”: a qualitative, multiple case study, designed to investigate the interconnections between young adult fiction and young adult readers’ constructions of place, within and beyond the text. | Principal Investigator | Dr. Erin Spring | Cambridge Commonwealth Trusts; Smuts Memorial Fund; Faculty of Education, University of Cambridge; Homerton College |
| 2010-2013 | The Writing, Reading, and Place Project | Graduate Research Assistant | Drs. Maria Nikolajeva, Emma Charlton, Gabrielle Cliff Hodges, Pam Pointon, Liz Taylor, Dominic Wyse, Erin Spring | Faculty of Education, University of Cambridge |
| 2010-2013 | The Caribbean Poetry Project | Graduate Research Assistant | Drs. Morag Styles, David Whitley, Georgie Horrell & Erin Spring | Faculty of Education, University of Cambridge; The Centre for Commonwealth Education, and The University of the West Indies at Mona (Jamaica), St Augustine (Trinidad) and Cave Hill (Barbados) |

**TEACHING**

**Courses Taught: University of Calgary, Werklund School of Education**

***Graduate***

* EDER 619.99 Establishing Inclusive Environments, Summer 2021 (Online).
* EDER 768.08 New Literacies and Digital Media, Summer 2019 (Blended).
* EDER 768.07 Multiliteracies, Summer 2018 (Blended).
* EDER 669.22 Literacy and Globalization, Winter 2017 (Online)
* EDER 692.13 Collaboratory of Practice: Literacy, Winter 2017 (Online).

***Undergraduate***

* EDUC 460 Specialization 1: K-12 English Language Arts, Summer 2021 (Online)
* EDUC 435 Issues in Teaching and Learning, Fall 2020 (Online)
* EDUC 530 Indigenous Education, Fall 2017 & 2018 (x3 sections in total). (In person).
* EDUC 520 Interdisciplinary Learning, Fall 2018. (In person).
* EDUC 435 Literacy, Language, and Culture, Fall 2017, 2018, 2020. (In person; 2020 online).

***Independent Study***

* EDER 701 Indigenous Methodologies, Spring 2019. For PhD student Louise Baptiste.

***Course Design***

* EDER 669.22 Literacy and Globalization, Winter 2018.
* EDUC 580 Indigenous Literary Arts as a Doorway to Decolonizing Pedagogy and Practice: Starting with Story. Co-designed with Dr. Aubrey Hanson, Summer 2021.
* EDUC 313 Indigenous Literary Arts as a Doorway to Decolonizing Pedagogy and Practice: Starting with Story. Co-designed with Dr. Aubrey Hanson, Summer 2021.

**Courses Taught: University of Lethbridge**

***Undergraduate***

* LBED 1500: The First-year Experience: Mapping our Communities. Liberal Education Department, Sole Instructor, Spring 2017. (In person).
* Introduction to Academic Writing (1000 level), three sections, Academic Writing Department, Sole Instructor, Fall 2016. (In person).
* Survey of Children’s Literature (2000 level), co-taught with Dr. Elizabeth Galway. English Faculty/Education Faculty (cross-listed), Winter 2016. (In person).
* Canadian Literature, 1867-1914 (3000 level), English Faculty, Sole Instructor, Fall 2015. (In person).
* Contemporary Canadian Young Adult Fiction (3000 level) English Faculty/Education Faculty (cross-listed), Sole Instructor, Winter 2015. (In person).

***Undergraduate Independent Study Course Supervision***

*
* Ana Ferzacca, The First-Year Experience: Mapping Our Communities, LBED 1500, Spring 2017.
* Zainab Al-Rikabi, Identity and Education, LBED 2000, Summer 2017.

***Graduate Independent Study Course Supervision***

* “Dystopia and utopia in contemporary young adult fiction.” Second reader for MA-level directed reading course. Ryan Smith, English Department. First reader: Dr. Elizabeth Galway, 2017-2018.
* “Animals in children’s literature.” Second reader for MA-level directed reading course. Kelly Kraus, English Department. First readers: Drs. Elizabeth Galway & Sergio Pellis, 2016-2017.
* “A postcolonial survey of Canadian graphic novels.” Second reader for MA-level directed reading course. Kelsey Hughes. English Department. First reader: Dr. Esther de Bruijn.
* “Perceptual experience and expertise: observational methodologies in a Montessori classroom setting.” Second reader for MA-level directed reading course. Anne Jones, Psychology Department. First reader: Dr. Louise Barrett, 2015-2016.
* “Why place matters: a case for renewed interest in ecological psychology.” Second reader for MA- level directed reading course. Sarah Dada, Psychology Department. First reader: Dr. Louise Barrett, 2014-2015.

**Courses Taught: Trent University**

* Literature and the Environment (2000 level), English Faculty, Sole Instructor, Winter 2014. (In person).

**Courses Taught: University of Cambridge**

* Children and Literature (2000 level), Education Faculty, Supervisor. (In person) 2010-2011; 2011-2012; 2012-2013.
* Research Methods (3000 level), Education Faculty, Supervisor. (In person). 2012-2013.
* Language, Communication, and Literacy (1000 level), Education Faculty. (In person). 2011; 2011-2012; 2012-2013.
* Undergraduate Thesis Supervisor for two Education students, 2012-2013.

**Other related teaching experience:**

* Grade 4 Classroom Teacher, September 2008-July 2009, Dilkes Primary School, London Havering School Board, London, UK.
* Grade 11 English Teacher, May-July 2008, Gaynes Language College, London Havering School Board, London, UK.

**GRADUATE STUDENT SUPERVISION/COMMITTEES:**

**Graduate Student Supervision**

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| --- | --- | --- | --- | --- |
|  | **Start Date** | **Name** | **Degree** | **Thesis Title** |
| 5. | 2020 | Helen Connolly | PhD | TBD |
| 4. | 2019 | Shelly Eli | PhD | How do beginner Blackfoot Language learners experience learning Blackfoot through traditional stories in place? |
| 3. | 2019 | Tyler Perry | MA | A hermeneutic inquiry into Canadian secondary school students’ experiences with poetry recitation |
| 2. | 2018 | Pam Farrell | EdD | Students’ cultural self-awareness and the impact on intercultural communication in the classroom |
| 1. | 2018 | Louise Baptiste | EdD | TBD |

**Supervisory Committees**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Start Date** | **Name** | **Degree** | **Supervisor** | **Thesis** |
| 10. |  | Makita Mikuliak  | MA | Jan Newberry (University of Lethbridge).  | Building the space between: translating the TRC into teacher practice in southern Alberta |
| 9. |  | Teresa Miles | EdD | Mairi McDermott | Emotional Experiences of Non-Indigenous Educators Teaching Indigenous Curricula: Reconciliation Through Narrative Inquiry |
| 8. | 2019 | Zohra Hasnani-Samnani | EdD | Kim Koh | TBD |
| 7. | 2019 | Jana Boshee  | PhD | Kim Lenters | Openings and blockages: case study research with posthumanist theory |
| 6. | 2018 | Nigla Salih | EdD | Rahat Zaidi | TBD |
| 5. | 2018 | Laura Morrison | EdD | Michele Jacobsen | Re-storying the dominant narrative through non-traditional literacies for identity, agency, and literacy skills’ development |
| 4. | 2018 | Oscar Vergara | EdD | Yan Guo | Riding the waves of flux: A Linc (Language instruction for newcomers to Canada) case study on newcomer stories and their social outcomes |
| 3. | 2018 | Janelle Cambridge | EdD | Rahat Zaidi | Integrating elements of hip hop and digital literacy to enhance student performance in English language |
| 2. | 2018- | Crystal MacArthur | EdD | Aubrey Hanson | TBD |
| 1. | 2017 | Anne Jones (University of Lethbridge) | PhD | Louise Barrett | TBD |

**Student Examination Committees**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Date** | **Exam Type** | **Name** | **Role** | **Degree** | **Specialization / Department / Program** | **Supervisor** |
| 16. | 2021 | Defence | Laura Morrison | Examiner | EdD | Language and Literacy | Michele Jacobsen |
| 15. | 2021 | Candidacy | Yue Ma | Examiner | PhD | Language and Literacy | Roswita Dressler |
| 14. | 2020 | Candidacy | Kathy Salmon | Examiner | EdD | Language and Literacy | Yan Guo |
| 13. | 2020 | Candidacy | Shannon Tabor | Examiner | PhD | Counselling Psychology | Jose Domene |
| 12. | 2020 | Candidacy | Kristy Grovet | Examiner | PhD | Curriculum | Maren Aukerman |
| 11. | 2020 | Defence | Kirsten Neprily | Examiner | MSc | Counselling Psychology | Emma Clime |
| 10. | 2019 | Defence | Joan Garbutt | Examiner | PhD | Adult Learning | Kaela Jubas |
| 9. | 2019 | Candidacy | Christina White-Prosser | Examiner | PhD | Adult Learning | Roswita Dressler |
| 8. | 2019 | Defence | Alyssa West | Examiner | MSc | Counselling Psychology | Kaori Wada |
| 7. | 2019 | Defence | Janet Wong | Examiner | MSc | Kinesiology | Meghan McDonough |
| 6. | 2019 | Defence | Tessa Ritchie | Examiner | MSc | Counselling Psychology | Emma Clime |
| 5. | 2019 | Defence | Laura Devitt | Examiner | EdD | Educational Leadership | Jim Brandon |
| 4. | 2018 | Chair | Lena Barrantes | Neutral Chair | PhD | Adult Learning | Sylvie Roy |
| 3. | 2018 | Defence | Marnie Rogers deJong | Examiner | PhD | Educational Psychology | Tom Strong |
| 2. | 2018 | Candidacy | Christina Jung | Examiner | PhD | Ed Research | Umit Boz |
| 1. | 2018 | Candidacy | Johnson Kunnel | Neutral Chair | EdD | Ed Research | Hetty Roessingh |

**Research Assistant Supervision**

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| --- | --- | --- | --- |
| **Year** | **Project Title** | **My Role** | **GAR Name(s)** |
| 2021 | PURE student Madelyn Shuffler, *Exploring the Potential of Nonfiction Picturebooks on Climate Change for the Science Classroom.* $3000. | Supervisor | Madelyn Shuffler |
| 2021 | PURE student Kristen Beechey, *Getting Students Outside: Engaging Citizen Science to Experience Plant Ecology in Calgary*, $4500.  | Co-supervisor (with Jennifer MacDonald) | Kristen Beechey |
| 2021 | “Oo’mahn’istay Iikakimaaks: You’ve Got a Story- Next Steps to a New Beginning” | Co-Supervisor (with Dr. Aubrey Hanson) | Maureen PlanteTeresa Miles |
| 2020 | Understanding Indigenous students’ perceptions of well-being: A case study in equitable urban education | Supervisor | Kari DresslerTeresa MilesStephanie Tipple |
| 2019 | Youngsters 2: On the Cultures of Children and Youth, Conference, Ryerson University | Supervisor | Jennifer MacDonald |
| 2018-ongoing | Books to Build On: Indigenous Literatures in Undergraduate Programs of Education | Co-Supervisor (with Dr. Aubrey Hanson) | Anja DresslerKari DresslerDorothea NelsonDustin WalterShelly EliKaysha Eli |
| 2018-2019 | Exploring the aesthetics of non-fiction picturebooks through a study of young people’s engagement with the threshold concept of evolution | Supervisor | Annemie Trier |
| 2018-2019 | The Intersections of Literacy and Wellness: A rural Alberta case study | Supervisor | Alecia NachtigalNadia Delanoy |
| 2015-2017 | Raising Spirit: The Opokaa’sin Digital Storytelling Project | Supervisor | Amy MackTesla Heavy RunnerHudson Eagle BearTaylor Little Mustache |

**Teaching Assistant Supervision**

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| 2021 |  | *Alison van Rosendaal* (PhD Student). Co-supervised with Dr. Hanson. Supported us with course development for EDUC 313 and EDUC 580. |
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| 2020-2021 |  | *Jennifer MacDonald* (PhD Student) worked with me on my Early Career Researcher Award through a Werklund Awards grant. |
|  |  |  |
| 2020-2021 |  | *Pamela Farrell* (EdD Student) was my TA for summer 2021 courses. I worked with her in Spring 2021 to prepare. |

**Teaching-Related Professional Development:**

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| --- | --- | --- |
| 2019 |  | Participant. “Kindling Conversations: Decolonizing Education”. I attended a series of workshops organized by Indigenous colleagues at the University of Calgary to learn about decolonization and education. University of Calgary, AB, November 28. |
|  |  |  |
| 2018 |  | Cree Education Cultural Training. Nehetho Language & Culture Centre, Nelson House, MB. August 20-25th. |
|  |  |  |
| 2018 |  | Desire to Learn (D2L) Workshop, Taylor Institute for Teaching and Learning, University of Calgary, AB, January 3. |
|  |  |  |
| 2018 |  | Creating an Effective Course Outline, Taylor Institute for Teaching and Learning, University of Calgary, AB. |
|  |  |  |
| 2018 |  | Attended ‘Indigenous Public Lecture Series’: Shawn Wilson (October 15), Margaret Kovach (October 25), & Suzanne Stewart (December 13). University of Calgary, AB. |
|  |  |  |
| 2017 |  | New Supervisor Workshop, University of Calgary, AB, December 12. |
|  |  |  |
| 2017 |  | Participant: “Teacher Education and Indigenous Pedagogies Symposium.” Werklund School of Education, University of Calgary, AB. October 19. |
|  |  |  |
| 2017 |  | New Academic Orientation, University of Calgary, AB, September 6. |
|  |  |  |
| 2017 |  | Participant: “Aboriginal Canada: Looking Forwards/Looking Back.” Twelve-week online MOOC course led by Paul Gareau and Tracy Bear, Faculty of Native Studies, University of Alberta, AB. Fall. |
|  |  |  |
| 2017 |  | Attendee. Symposium: “The Children’s Book as Material Object”. Homerton College, University of Cambridge, UK, May 10. |
|  |  |  |
| 2016 |  | Participant: “Reconciliation Through Indigenous Education”. Six-week online edX course led by Jan Hare, Indigenous Education, Faculty of Education, University of British Columbia, BC. Fall term. |
|  |  |  |
| 2016 |  | Attendee. United Kingdom Literacy Association’s Research Symposium. “Reading for Pleasure: What Next?” Open University, UK, March 22. |
|  |  |  |
| 2015 |  | Participant: “How to meaningfully work with and engage Aboriginal youth”. Workshop organized by University of Calgary’s Native Ambassador Post-Secondary Initiative (NAPI), April 12. (Held at the University of Lethbridge, AB). |
|  |  |  |
| 2014 |  | Attendee: University of Lethbridge’s Teaching Centre’s Teaching Day, March 30. Lethbridge, AB. |
|  |  |  |
| 2013 |  | Attendee: United Kingdom Literacy Association/British Educational Research Association (BERA)/British Library’s ‘Ways of Reading: International Research Symposium.’ British Library, London, UK. |
|  |  |  |
| 2012 |  | Participant: “Giving effective feedback,” personal and professional development course. University of Cambridge, Cambridge, UK, March 4-5. |
|  |  |  |
| 2011 |  | Participant: “Supervising undergraduates,” personal and professional development course. University of Cambridge, Cambridge, UK, October 4. |
|  |  |  |
| 2009 |  | Learning Brain Europe Conference, University of Manchester, UK, May 20-22. |
|  |  |  |
| 2009 |  | ‘Reading Education’, Additional Qualification course for teachers, University of Toronto, Ontario Institute of Studies in Education, ON (Online). |
|  |  |  |
| 2009 |  | ‘Special Education’, Additional Qualification course for teachers, University of Toronto, Ontario Institute of Studies in Education, ON (Online). |
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| 2008 |  | ‘Junior Additional Basic Qualification’ course for teachers, University of Toronto, Ontario Institute of Studies in Education (Online), ON. Qualification to teach Junior division in Ontario primary schools. |
|  |  |  |
| 2008 |  | ‘Primary Additional Basic Qualification’ course for teachers, University of Toronto, Ontario Institute of Studies in Education (Online), ON. Qualification to teach Primary division in Ontario primary schools. |
|  |  |  |
| 2008 |  | Conference attendee: ‘Reading for the Love of It,’ Toronto Convention Centre, Toronto, ON, February 8-10. |

**RELATED TEACHING EMPLOYMENT**

|  |  |  |
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| 2015 |  | Academic Writing Centre Instructor, University of Lethbridge, AB. July-August. |
|  |  |  |
| 2013 |  | English Tutor (Grades 10-12), Lakefield College School, Peterborough, ON. |
|  |  |  |
| 2013-2014 |  | Classroom tutor, Buckhorn Primary School, Tutors in the Classroom Program, Kawartha Pine Ridge District School Board, Peterborough, ON. |
|  |  |  |
| 2010-2013 |  | Teaching Centre Instructor, Disability Resource Centre, University of Cambridge, Cambridge, UK. |
|  |  |  |
| 2010-2013 |  | Disability Mentor, Disability Resource Centre, University of Cambridge, Cambridge, UK. |
|  |  |  |
| 2007-2008 |  | Secondary English Teacher, 19-week Bachelor of Education Teaching Placement, Kenner Collegiate, Peterborough, ON. |

**EDUCATIONAL LEADERSHIP**

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| ***“Oo’mahn’istay Iikakimaaks: You’ve got a story” Indigenous Youth Forum event*.** * Member of organizing committee for the *“Oo’mahn’istay Iikakimaaks: You’ve got a story” Indigenous Youth Forum event*.
* Collaboration with my colleague Dr. Aubrey Hanson, and Angela Linthuis-Houle and Patricia McCallum, Indigenous Strategists for the Calgary Catholic School Division.
* On February 3, 2021, we hosted 150 Grade 10-12 students from 13 Calgary high schools via zoom. Local Elders, successful Indigenous U of C graduates, and Indigenous faculty members shared their experiences of the U of C and reflected on the importance of education.
* The aim of our 2021 event was for students to gain familiarity with the university and to feel that attending is within their reach.
 |
| **“Innovative Initiatives in First Nations, Métis and Inuit Education within Undergraduate Teacher Education”*** Alberta Education Funded. I am co-leading with colleague Dr. Aubrey Hanson
* Assembled team to carry out project designed to assess and strengthen Werklund’s undergraduate courses in programming around Indigenous education
* Carried out curriculum mapping of B.Ed. courses, identifying space for inclusion of Indigenous literatures / resources
* Consulted with faculty members (instructional leads) about courses and Indigenous content
* Managed grant funds of approximately $14,000
* Identified and gathered texts and resources relevant to undergraduate courses
* built a database of available resources to support the Indigenization of undergraduate courses.
* <https://werklund.ucalgary.ca/teaching-learning/indigenous-education-resources/indigenous-literatures-learning>.
* Interview on CBC Radio about our ‘Books to Build On’ resource: <https://ici.radio-canada.ca/nouvelle/1787662/autochtones-litterature-livres-metis-enfants-eleves-profs-classe>
* Academica Top 10 in Higher Education: <https://www.academica.ca/topten/20210428>
 |
|  |
| **“The Pita'Sinaki Project: ArtShare for Reconciliation”*** Collaboration between the Calgary Board of Education (CBE), The Alberta Civil Liberties Research Centre, and the Alberta Association for Multicultural Education.
* In 2017-2018, our project team collaborated with Gilbert Patterson School in Lethbridge and Bob Edwards School in Calgary.
* Under the leadership of Blackfoot Elder Randy Bottle, Indigenous and non-Indigenous students created art in response to their explorations of Truth and Reconciliation.
* Their art was displayed in a culminating show at the CBE in January 2018 and at the Southern Alberta Art Gallery in May 2018.
* For the 2018-2019 school year, I continued this work through a sustained relationship with Bob Edwards School. Weekly, I worked with teacher and Werklund MEd student Kirsten Riebot in a grade eight Indigenous Education classroom.
* The students’ culminating art pieces were displayed at Calgary’s cSpace.
 |

**SERVICE**

**To University**

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| 2020-2021 |  | Scholarship Committee, Undergraduate Programs in Education, Werklund School of Education, University of Calgary, AB. Elected position. |
|  |  |  |
| 2020 |  | Member of Werklund School of Education’s Academic Writing Group. Part of my role in this group includes participating in ongoing peer review for my colleagues’ writing submissions. University of Calgary, AB. |
|  |  |  |
| 2020 |  | SSHRC Grant Peer Review process, Werklund School of Education. I provided peer review to my colleagues Insight Development Grant applications. Process organized by Dr. Sylvie Roy. University of Calgary, AB. |
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| 2020 |  | Participant. Celebrating Sessionals Symposium Day, Werklund School of Education’s Office of Teaching and Learning. University of Calgary, AB. |
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| 2019 |  | Search Committee for Limited Term Appointment, Instructor of Field Experience Position, Werklund School of Education. Search Chair: Amy Burns. Invited by Dean Dennis Sumara. University of Calgary, AB.  |
|  |  |  |
| 2019 |  | Graduate Student Admission Reviewer (MEd Teal Specialization). One of two reviewers from my Educational Specialization Area (Language and Literacy). Werklund School of Education, University of Calgary, AB. |
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| 2019 |  | Teaching Across Boarders Workshop. One-hour long presentation for students from SNNU University, China. Werklund School of Education, University of Calgary, AB, February 11. |
|  |  |  |
| 2019 |  | College of Reviewers Committee, Werklund School of Education, University of Calgary, AB. |
|  |  |  |
| 2018 |  | Graduate Student Admission Reviewer (PhD/EdD). One of two reviewers from my Educational Specialization Area (Language and Literacy). Werklund School of Education, University of Calgary, AB. |
|  |  |  |
| 2017- 2019 |  | Werklund School of Education, Indigenous Youth Forum Committee (with Paulino Babb, Shirley Pepper, Anthony Hampshire). Indigenous Youth Forums: May 15-17, 2018; May 12-15, 2019. 2020 forum cancelled due to COVID-19 pandemic. University of Calgary, AB. In May 2018, 18 Indigenous grade nine students from four school districts came together on campus for a two-day forum. Building upon the success of the inaugural forum, we welcomed 34 Indigenous grade 9 and 10 students from 5 school districts in 2019. university students. Our committee was nominated for a 2019 U of C “Diversity and Inclusion Award” for our work on this initiative. |
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| 2017-18 |  | Academic Staff Engagement Taskforce. Werklund School of Education. Chair: Sharon Friesen. University of Calgary, AB.  |
|  |  |  |
| 2017 |  | Teaching Across Boarders Application Appraiser, Werklund School of Education. Chair: Roswita Dressler. University of Calgary, AB. |
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| 2017 |  | Space Allocation Committee, Werklund School of Education, University of Calgary, AB.  |
|  |  |  |
| 2017 |  | Member, New Faculty Network, Werklund School of Education, University of Calgary, AB. |
|  |  |  |
| 2014-2016 |  | Organizer of monthly ‘Brown Bag Lecture Series’ for graduate students. These conversations successfully built academic community, fostered networks between disciplines, and provided direct research training for students. Institute for Child and Youth Studies, University of Lethbridge, AB. |
|  |  |  |
| 2015 |  | Led daytrip to Blackfoot Crossing Historical Park, Siksika, AB, for MA and PhD students in the Institute for Child and Youth Studies, University of Lethbridge, AB.  |
|  |  |  |
| 2015 |  | Conference committee. Controlling Sexuality and Reproduction Conference, Past and Present. Conference co-chairs: Drs. Claudia Malacrida and Suzanne Lenon, Department of Sociology, University of Lethbridge, AB, August 12-14, 2015. |
|  |  |  |
| 2015 |  | Poster and paper presentation judge, Lethbridge Graduate Student Association’s 9th Annual Meeting of the Minds Conference, University of Lethbridge, AB, March 20-21. |
|  |  |  |
| 2014-2017 |  | Mentor to undergraduate and graduate students from multiple disciplines.I offered assistance with grant and graduate school applications, and training in writing conference abstracts, papers, and presentations. Institute for Child and Youth Studies, University of Lethbridge, AB. \*\* many of these relationships are ongoing.  |
|  |  |  |
| 2013 |  | Abstract reviewing committee, Kaleidoscope Conference, Faculty of Education, University of Cambridge, UK. Ongoing fall term. |
|  |  |  |
| 2012 |  | As part of my work as an RA for Dr. Morag Styles, I was on the organizing committee of “The Power of Caribbean Poetry: Word and Sound” conference. Homerton College, University of Cambridge, UK, September 20-22.  |
|  |  |  |
| 2012 |  | On the organizing committee of the Homerton College/Cambridge Research and Teaching Centre in Children’s Literature open day. Responsible for the organization of graduate student poster presentations. Cambridge, UK. |
|  |  |  |
| 2011-2013 |  | Organizer (one of two) of ‘Writing Children’s Fiction’ group, held bi-monthly at Homerton College, University of Cambridge, UK. Attended by undergraduate and graduate students. |
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| 2009 |  | Assisted Professor Morag Styles with the organization of ‘Family Poetry Day,’ Festival of Ideas, University of Cambridge, UK, October 28. |

**To Profession**

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| 2020 |  | Juror for the Saskatchewan Book Awards, Regina, SK, Fall 2020. By invitation. |
|  |  |  |
| 2020 |  | Treasurer and Secretary, Association for Research in the Cultures of Young People (ARCYP). Elected position. |
| 2020 |  | External Review Board, *Interchanges.*  |
|  |  |  |
| 2019 |  | Conference co-chair: (with Dr. Naomi Hamer): “Youngsters 2: On the Cultures of Children and Youth”. One of two co-chairs with Dr. Naomi Hamer, Ryerson University, Toronto, ON, May 9-12. |
|  |  |  |
| 2018 |  | Symposium organization team. “Remix, Reconcile, Remediate, Represent: Association for Research in the Cultures of Young People”. Ryerson University, ON, January 29th |
|  |  |  |
| 2018— |  | External Review Board, *Language and Literacy.* |
|  |  |  |
| 2018— |  | Affiliate member (one of five, elected). Centre for Research in Young People's Texts and Cultures, University of Winnipeg, MB.http://crytc.ca/people/affiliates/erin-spring/ |
|  |  |  |
| 2017— |  | Member of core-directorate, Institute for Child and Youth Studies, University of Lethbridge, AB. Elected position.  |
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| 2017— |  | Member-at-large, Association for Research in the Cultures of Young People (ARCYP). Elected position. |
| 2017— |  | External Review Board, *Journal of Children’s Geographies.*  |
|  |  |  |
| 2017— |  | External Review Board, *Journal of Adolescent and Adult Literacy.*  |
|  |  |  |
| 2017— |  | Frances E. Russell Grant Awards Committee, International Board of Books for Young People (annual award). Fellow chair members: Dr. Deirdre Baker, University of Toronto & Dr. Joanne Findon, Trent University. I review and rank award applications and liase with fellow board members to determine winner. |
|  |  |  |
| 2017 |  | Hosted Dr. Heather Phipps (Assistant Professor, University of Regina) at Werklund School of Education, University of Calgary, AB, October 16-21. |
|  |  |  |
| 2016 |  | Co-organizer (with Dr. Kristine Alexander) of a workshop for graduate students and faculty on “Ethical issues encountered when working with the young”. Institute for Child and Youth Studies, University of Lethbridge, AB, October 8. |
|  |  |  |
| 2015 |  | Conference organizing committee. “Mapping the Landscapes of Childhood 2.” Conference co-chairs: Drs. Kristine Alexander and Jan Newberry, Institute for Child and Youth Studies, University of Lethbridge, AB, May 7-10. |
|  |  |  |
| 2014-2017 |  | Organizer of Young Adult book group (monthly) for faculty and graduate students, Institute for Child and Youth Studies, University of Lethbridge, AB. |
|  |  |  |
| 2013 |  | Conference organizing committee. “The Child and the Book Conference: Philosophical Approaches to Children’s Literature”. Homerton College, University of Cambridge, UK. March 30-April 1.  |
|  |  |  |
| 2011-2012 |  | Student representative (one of four) for the Astrid Lindgren Memorial Award Nomination Committee, Homerton College, University of Cambridge, UK. We were tasked to select nominees and write nominations in support of 2 British and 2 International children’s authors, illustrators, or institutions of reading promotion for the biggest children’s literary prize in the world.  |
|  |  |  |
| 2010-2013 |  | Regular contributor to Cambridge Children’s Literature Blog: <https://cambridgechildrenslit.wordpress.com> |
|  |  |  |

**To Community**

|  |  |  |
| --- | --- | --- |
| 2019 |  | Co-Organizer (with Elder Randy Bottle, Pamela DosRamos, Kirsten Riebot, Brenda Johnson) of Eagle Markings art show. Calgary Board of Education. Indigenous and non-Indigenous students from Bob Edwards Middle School were provided with opportunities to explore and experience Truth and Reconciliation through creative pathways using visual art. Their art was displayed in a culminating art show at cSpace Calgary, June 2019. |
|  |  |  |
| 2018 |  | Co-Organizer (with Pamela DosRamos, Kirsten Riebot, Brenda Johnson, Andrea True Joy Fox) of Eagle Markings art show. Calgary Board of Education. Indigenous and non-Indigenous students from Bob Edwards Middle School were provided opportunities to explore and experience Truth and Reconciliation through creative pathways using visual art. Their art was displayed in a culminating art show ("Koko'sinnooniksi Omaniiyaawa (“Our Children Speak the Truth") at the Calgary Board of Education in January 2018 and at the Southern Alberta Art Gallery (Lethbridge) in May 2018. |
|  |  |  |
| 2017 |  | Organizing committee *Elders of the Future Exhibit*. With Dr. Kristine Alexander, Dr. Jan Newberry, Ashley Henrickson, Kaitlynn Weaver, Amy Mack, Jamie Lewis, Taylor Little Mustache. The exhibit showcased the creative work of southern Alberta Blackfoot children and youth. A series of art workshops in the lead up to the event resulted in capacity building exercises through which Indigenous young people explored questions of history and resilience through the Blackfoot circle of courage. Held at Casa Community Arts Centre, Lethbridge, AB, September 9-October 21.[https://www.flickr.com/photos/149043920@N02/sets/72157686703060424/](https://www.flickr.com/photos/149043920%40N02/sets/72157686703060424/) |
| 2016 |  | Co-organizer with Amy Mack of Raising Spirit photo exhibit’s *official opening ceremony* and *community consultation event*. Opokaa’sin Early Intervention Society, Lethbridge (March 21); Lethbridge Park Place Mall (March 5-19), Lethbridge, AB. |
|  |  |  |
| 2016 |  | Co-organizer with Amy Mack of Raising Spirit photo exhibit. Taylor Little Mustache, a Blackfoot undergraduate student who was mentored by us throughout 2016, curated this installation of the exhibit. CASA Community Arts Centre, Lethbridge, AB, June 23-September 1. |
|  |  |  |
| 2016 |  | Co-facilitated weekly cultural fieldtrips for high school and undergraduate research assistants on the *Raising Spirit project*: Hudson Eagle Bear, Tesla Heavy Runner, and Taylor Little Mustache. Events included: attending Sundance, hiking Chief Mountain, sweet grass and chokecherry picking, visiting Writing on Stone Historical Site and the Glenbow Museum and Archives, and storytelling sessions with Elders living on and off reserve. Summer term. University of Lethbridge, AB. |
|  |  |  |

**PROFESSIONAL MEMBERSHIPS**

Canadian Society for the Study of Education (CSSE)

American Educational Research Association (AERA)

Indigenous Literary Studies Association (ILSA)

United Kingdom Literacy Association (UKLA)

International Literacy Association (ILA)

International Research Society for Children’s Literature (IRSCL)

Children’s Literature Association (ChLa)

Elected Member at Large, Association for Research in Cultures of Young People (ARCYP)

Ontario College of Teachers (OCT)

**SELECTED MEDIA COVERAGE**

2019 UKLA announces winner of the UKLA Academic Book Award 2019

 <https://ukla.org/news/ukla-announces-the-winner-of-the-ukla-academic-book-award-2019/>

2019 Winners of the Brenda Eastwood Award for Inclusion and Diversity, UKLA

<https://ukla.org/news/winners-of-the-brenda-eastwood-award-for-inclusion-and-diversity-2019/>

2019 Rural high school students try on design thinking, problem-solving and collaboration at Indigenous Youth Forum

<https://werklund.ucalgary.ca/news/rural-high-school-students-try-design-thinking-problem-solving-and-collaboration-indigenous-youth>

2018 First Indigenous Youth Forum creates sense of belonging for rural youth.

<https://www.ucalgary.ca/news/first-lndigenous-youth-forum-creates-sense-belonging-rural-youth>

2018 “Frances E Russell Grant Recipients: Where are they now?”

<https://www.ibby-canada.org/newsletters/frances-e-russell-grant-recipients-where-are-they-now/>

2017 “Elders of the Future: CASA Grand Opening”

<https://www.uleth.ca/research/centres-institutes/institute-child-and-youth-studies/elders-future-exhibit>

<https://www.ulethbridge.ca/casa-exhibit>

2017 “Raising Spirit receives Canada 150 Grant.” University of Lethbridge U News, February 22.

<https://www.uleth.ca/unews/article/raising-spirit-project-receives-canada-150-grant#.WMij_xgZPdc>

2016 “Building rapport key to the success of Raising Spirit Project.” University of Lethbridge U News, August 19.

[http://www.uleth.ca/unews/article/building-rapport-key-success-raising-spirit-project - .WEb6ozKZNR0](http://www.uleth.ca/unews/article/building-rapport-key-success-raising-spirit-project#.WEb6ozKZNR0)

2016 “Photo-exhibit at Park Place focuses on Blackfoot culture and identity”. *The Lethbridge Herald,* March 11.(<http://lethbridgeherald.com/news/local-news/2016/03/11/photo-exhibit-at-park-place-focuses-on-blackfoot-culture-identity/>).

2016 “Blackfoot digital photo exhibit on display at Lethbridge mall”. CJOC News.

<http://www.cjocfm.com/news-and-info/lethbridge-news/blackfoot-digital-photo-exhibit-on-display-at-lethbridge-mall/>

2016 “Blackfoot culture and identity explored in joint project between Opokaa’sin and U of L institute”. *U of L News,* March 11*.*

<http://www.uleth.ca/unews/article/blackfoot-culture-and-identity-explored-joint-project-between-opokaasin-and-u-l-institute#.VuNcucdlvGJ>

2016 “University of Winnipeg, Cultural Studies Events, Dr. Erin Spring: the Digital Blackfoot Storytelling Project”.

<http://uwinnipeg.ca/cultural-studies/events/2016/02/dr.-erin-spring-the-digital-blackfoot-storytelling-project.html>

2016 “Cade Community Lecture Series starts today at downtown library”

<http://lethbridgeherald.com/news/local-news/2016/01/11/cade-community-lecture-series-starts-today-at-downtown-library/>

2015 “Erin Spring receives IBBY Canada’s Russell Grant”

<http://www.uleth.ca/artsci/news/2015/03/erin-spring-receives-ibby-canadas-russell-grant>

 <http://www.ibby-canada.org/erin-spring-receives-ibby-canadas-russell-grant/>

<http://lethbridgeherald.com/news/local-news/2015/05/20/grant-allows-researcher-to-embark-on-project-with-first-nations-young-adults/>

2015 UKLA Student Research Awards

<http://www.ukla.org/research/student_research_awards/>