

CURRICULUM VITAE

Kaela Jubas,
PhD

Current Position: Associate Professor
Adult Learning, Werklund School of Education/University of Calgary
2500 University Drive NW, Calgary, Alberta Canada T2N 1N4
Tel: (01) 403-210-3921 / email: kjubas@ucalgary.ca

Scholarly Interests

Adult learning and education; public pedagogies; feminist critical theory; social justice and equity; work and learning; internationalization and globalization; social movement learning

Academic Credentials

Doctor of Philosophy **University of British Columbia** (UBC), Vancouver, BC, Canada
Department of Educational Studies, 2009
Dissertation: [*Promise and trouble, desire and critique: Shopping as a site of learning about globalization, identity and the potential for change*](#)
*Recipient, International Institute for Qualitative Methodology Dissertation Award
Supervisor: Dr. Shauna Butterwick
Committee members: Drs. Sunera Thobani, Jennifer Sandlin

Master of Education **UBC**, Vancouver, BC, Canada
Department of Educational Studies (Adult Education), 2004
Major Paper: [*Dyeing the pink collar mauve: Understanding technical communication as a gendered solution to learning, career and information technology demands*](#)
Supervisor: Dr. Shauna Butterwick/Second reader: Dr. Thomas J. Sork

Master in Environmental Studies **York University**, Toronto, ON, Canada
Faculty of Environmental Studies, 1990
Major Paper: *Beyond needs assessment: Eliciting support issues and preferences of elderly people*
Supervisors: Dr. William Found (Primary), Dr. dian marino (Secondary)

Bachelor of Arts (Honours) **York University**, Toronto, ON, Canada
Psychology/Faculty of Arts, 1984
Member, Dean's Honour Roll and Vanier Vingt-Deux

Full-Time Academic Positions

Associate Professor **University of Calgary**
Werklund School of Education/Adult Learning, 2014-Present
Tenured July 1, 2014

Assistant Professor **University of Calgary**
Werklund School of Education (previously Faculty of Education)/Adult Learning (previously Workplace and Adult Learning), 2008-2014

Visiting Scholar Appointments

School of Education and Professional Studies, University of Huddersfield, UK

February-April 2019

Host: Professor Christine Jarvis

- Delivered a public talk ("Kneeling with the People: Lessons from 'Take a Knee' about Social Justice Pedagogy, Learning, and Movement in a Celebrity Culture")
- Led on-site data collection for a collaborative research project on female students' learning about and from #MeToo

Selected Scholarly Work (student co-authors noted with *)

Books

Brigham, S., McGray, R., & Jubas, K. (Eds.). (2021). [*Adult education and lifelong learning in Canada: Advancing a critical legacy*](#). Thompson Educational Publishing. ISBN: 978-1-55077-275-3

Jubas, K. (2018). [*Equity and internationalization on campus: Intersecting or colliding discourses for LGBTQ people?*](#) Brill | Sense. ISBN: 978-90-04-38089-9

Jubas, K., Taber, N., & Brown, T. (Eds.). (2015). [*Popular culture as pedagogy: Research in the field of adult education*](#). Brill | Sense. (Original publisher: Sense Publishers) ISBN: 978-94-6300-273-8

Jubas, K. (2010). [*The politics of shopping: What consumers learn about identity, globalization, and social change*](#). Routledge. (Original publisher: Left Coast Press) ISBN: 978-1-59874-666-2

Peer Reviewed Journal Articles

Jubas, K. (2020). [*Feeling my way through gendered and racialized spaces: Lessons from a local football advertisement*](#). *Canadian Journal for the Study of Adult Education*, 32(1), 97-115.

Jubas, K., Johnston, D., & *Chiang, A. (2020). Public pedagogy as border-crossing: How Canadian fans learn about health care from American TV. *Journal of Borderlands Studies*, 35(1), 41-54. <https://doi.org/10.1080/08865655.2017.1367319> (published online August 28, 2017)

Jubas, K., & Lenters, K. (2019). [*Extemporaneous lessons on place, space, and identity: Graffiti as a pedagogical disruption*](#). *Engaged Scholar Journal*, 5(2), 79-94. <https://doi.org/10.15402/esj.v5i2.68336>

Jubas, K., & White, M. (2017). Marketing equity: "Diversity" as keyword for internationally engaged post-secondary institutions. *Review of Education, Pedagogy and Cultural Studies*, 39(4), 349-366. <https://doi.org/10.1080/10714413.2017.1344507>

Jubas, K., & Seidel, J. (2016). Knitting as metaphor for work: An institutional autoethnography to surface tensions of visibility and invisibility in the neoliberal academy. *Journal of Contemporary Ethnography*, 45(1) 60-84. <https://doi.org/10.1177/0891241614550200>

Jubas, K. (2015). [*Discursive inconvenience: The dis/appearing rhetoric of LGBT rights in post-secondary internationalization texts*](#). *Canadian Journal of Educational Administration and Policy*, 173, 50-72.

Jubas, K., Johnston, D. E. B., & *Chiang, A. (2014). [*Living and learning across stages and places*](#):

[How transitions inform audience members' understandings pop culture and health care.](#)
Canadian Journal for the Study of Adult Education, 26(1), 57-75.

Jubas, K. (2013). Grey('s) identity: Complications of learning and identity in a popular television show. *Review of Education, Pedagogy and Cultural Studies*, 35(2), 127-143.
<http://dx.doi.org/10.1080/10714413.2013.778653>

Jubas, K., & *Knutson, P. (2013). Fictions of work-related learning: How a hit television show portrays internship, and how medical students relate to those portrayals. *Studies in Continuing Education*, 35(2), 224-240. <http://dx.doi.org/10.1080/0158037X.2012.738659>

Jubas, K. (2012). [On being a new academic in the new academy: Impacts of neoliberalism on work and life of a junior faculty member.](#) *Workplace: A Journal for Academic Labor*, 21, 25-35.

Jubas, K. (2012). Critically minded shopping as a process of adult learning and civic engagement. *New Directions for Adult and Continuing Education*, 135, 61-69).
<https://doi.org/10.1002/ace.20027>

Jubas, K., & *Knutson, P. (2012). Seeing and be(liev)ing: How nursing and medical students understand representations of their professions. *Studies in the Education of Adults*, 44(1), 85-100.
<https://doi.org/10.1080/02660830.2012.11661625>

Jubas, K. (2011). Shopping for identity: Articulations of gender, race and class by critical consumers. *Social Identities*, 17(3), 319-333. <http://dx.doi.org/10.1080/13504630.2011.570972>

Jubas, K. (2011). Everyday scholars: Exploring shopping as a site of adult learning. *Adult Education Quarterly*, 61(3), 225-243. <https://doi.org/10.1177/0741713610380444>

Jubas, K. (2010). [Reading Antonio Gramsci as a methodologist.](#) *International Journal of Qualitative Methods*, 9(2), 224-239. <https://doi.org/10.1177/160940691000900207>

Jubas, K. (2008). [Adding human rights to the shopping list: British women's abolitionist boycotts as radical learning and practice.](#) *Convergence*, 41(1), 77-94.

Jubas, K., & Butterwick, S. (2008). Hard/soft, formal/informal, work/learning: Tenuous/persistent binaries in the knowledge-based society. *Journal of Workplace Learning*, 20(8), 514-525.
<https://doi.org/10.1108/13665620810900337> [Reprinted in Walters, S., & Cooper, L. (Eds.). (2009). *Learning/work: Turning work and lifelong learning inside out*. Human Sciences Research Council Publishers.]

Jubas, K. (2007). Conceptual con/fusion in democratic societies: Understandings and limitations of consumer-citizenship. *Journal of Consumer Culture*, 7(2), 231-254.
<https://doi.org/10.1177/1469540507077683>

Jubas, K. (2006). [Theorizing gender in contemporary Canadian citizenship: Lessons learned from the CBC's "Greatest Canadian" contest.](#) *Canadian Journal of Education*, 29(2), 563-583.

Jubas, K., Butterwick, S., Zhu, H., & Liptrot, J. (2006). L/earning a living: Practices and recognition of women's on-the-job and informal learning in the information technology field. *Journal of Vocational Education and Training*, 58(4), 483-496. <https://doi.org/10.1080/13636820601005867>

Jubas, K. (2005). [Seeking realness in a virtual world: Dis/illusion and community in online education.](#) *Workplace: A Journal for Academic Labor*, 7(1), 80-94.

Jubas, K. (2005). *A Fine Balance* in truth and fiction: Exploring globalization's impacts on community and implications for adult learning in Rohinton Mistry's novel and related literature. *International Journal of Lifelong Education*, 24(1), 53-69. <https://doi.org/10.1080/026037042000317347> [Reprinted in Roy, A.G., & Pillai, M.T. (Eds.). (2007). *Rohinton Mistry: An anthology of recent criticism* (pp. 178-200). Pencraft]

Book Chapters

Brigham, S., McGray, R., & Jubas, K. (2021). Introduction: Adult education and lifelong learning in Canada. In S. Brigham, R. McGray, & K. Jubas (Eds.), *Adult education and learning in Canada: Advancing a critical legacy* (pp. x-xvii). Thompson Educational Publishing.

Jubas, K., & *Liang, S. (2021). Popular culture, pedagogy, and learning: Links made in the field of adult education. In S. Brigham, R. McGray, & K. Jubas (Eds.), *Adult education and learning in Canada: Advancing a critical legacy* (pp. 104-113). Thompson Educational Publishing.

Jubas, K., Sandlin, J. A., Wright, R. R., & Burdick, J. (2021). Adult learning through everyday engagement with popular culture. In T. S. Rocco, M. C. Smith, R. C. Mizzi, L. R. Merriweather, & J. D. Hawley (Eds.), *2020 Handbook of adult and continuing education*. Stylus Publishing.

Jubas, K., Jarvis, C., & McMahon, G. (2020). Hopefulness, solidarity and determination for me too: Impacts of a globalized social movement on female post-secondary students' emerging professional identities and aspirations. In B. Merrill, C. Vieira, A. Galimberti, A. & Nizinska, A. (Eds.), [*Adult education as a resource for resistance and transformation: Voices, learning experiences, identities of student and adult educators*](#). Faculty of Psychology and Education Sciences, University of Coimbra.

Jubas, K., *Ofori-Atta, E., & *Ross, S. (2020). Building a pedagogy of critical curiosity in professional education: The power of popular culture in the classroom. In B. Merrill, C. Vieira, A. Galimberti, A. & Nizinska, A. (Eds.), [*Adult education as a resource for resistance and transformation: Voices, learning experiences, identities of student and adult educators*](#). Faculty of Psychology and Education Sciences, University of Coimbra.

Jubas, K., Johnston, D., & *Chiang, A. (2017). Healthy democracy: What *Grey's Anatomy* teaches audience members about deserving patients and good citizens. In L. M. Nicosia & R. A. Goldstein (Eds.), *Through a distorted lens: Media as curricula and pedagogy in the 21st century* (pp. 55-69). Sense Publishers.

Jubas, K. (2015). If I am what I eat, what am I? How critical shopping teaches adults about food, identity and social change. In R. Flowers & E. Swan (Eds.), *Food pedagogies* (pp. 131-146). Ashgate.

Jubas, K. (2015). Giving substance to ghostly figures: How female nursing students respond to a cultural portrayal of "women's work" in healthcare. In K. Jubas, N. Taber, & T. Brown (Eds.), *Popular culture as pedagogy: Research in the field of adult education* (pp. 83-101). Sense Publishers.

Jubas, K., Taber, N., & Brown, T. (2015). Introduction: Approaching popular culture as pedagogy. In K. Jubas, N. Taber, & T. Brown (Eds.), *Popular culture as pedagogy: Research in the field of adult education* (pp. 1-10). Sense Publishers.

Jubas, K. (2013). Learning (through) consumption: Shopping as a site of adult education. In P. Mayo (Ed.), *Learning with adults: A reader* (pp. 285-292). Sense Publishers.

Butterwick, S., & Jubas, K. (2010). Women's experiences of the good, the bad and the ugly of work in the "knowledge-based" society: Learning the gender politics of IT jobs. In D. W. Livingstone (Ed.), *Lifelong learning in paid and unpaid work: Survey and case study findings* (pp. 119-136). Routledge.

Butterwick, S., Jubas, K., & Liptrot, J. (2008). Lessons of gender politics from the centre and the fringes of the knowledge-based society. In D. W. Livingstone, K. Mirchandani, & P. Sawchuk (Eds.), *The future of lifelong learning and work: Critical perspectives* (pp. 107-118). Sense Publishers.

Butterwick, S., Jubas, K., & Zhu, H. (2007). Gender matters in IT: Skill hierarchies and women's on-the-job learning. In L. Farrell & T. Fenwick (Eds.), *Educating the global workforce: Knowledge, knowledge work, and knowledge workers* (pp. 278-288). Routledge.

Peer Reviewed Conference Proceedings

Jubas, K., *Ofori-Atta, E., & *Ross, S. (2020, June). [Recognizing and overcoming the real risks of fiction: Lessons about incorporating popular culture into professional education curriculum](#). In J. Egan (Ed.), *Proceedings of Adult Education in Global Times: An International Research Conference* (pp. 339-346). University of British Columbia (UBC)/Vancouver, BC. (Conference cancelled)

Sandlin, J., Jubas, K., Jarvis, C., McMahon, G., & *Kolomyjek, W. (2020, June). [Beyond #metoo as a mo\(ve\)ment of confession: Contributions to feminist learning and action](#). In J. Egan (Ed.), *Proceedings of Adult Education in Global Times: An International Research Conference* (pp. 777-780). UBC/Vancouver, BC. (Conference cancelled)

Jubas, K. (2019, June 1-4). [Developing a pedagogy of critical curiosity in professional education](#). In J. Egan (Ed.), *Proceedings of the 38th Canadian Association for the Study of Adult Education (CASAE) Annual Conference* (pp. 178-185). UBC/Vancouver, BC.

Jubas, K. (2018, May 27-29). [Courting change on the field: Lessons from the "Take a Knee" movement about pop culture's potential for critical public pedagogy](#). In R. McGray & V. Woloshyn (Eds.), *Proceedings of the 37th CASAE Annual Conference* (pp. 127-130). University of Regina, SK.

Jubas, K. (2017, May 28-31). [Encountering racialized, gendered bodies in time and place: Lessons from local football advertisements in summer, 2016](#). In L. Lane (Ed.), *Proceedings of the 36th CASAE Annual Conference* (pp. 191-196). Ryerson University, Toronto, ON.

Jubas, K., *Garbutt, J., & Mizzi, R. (2016, May 29-31). [Troubling alliance: Thinking through complications of ally identity \[Symposium\]](#). In L. Lane & R. McGray (Eds.), *Proceedings of the 35th CASAE Annual Conference* (pp. 393-399). University of Calgary, AB.

Jubas, K. (2016, May 29-31). [Bringing up the rear or being ahead of the curve? Considering a moment in pop culture's pedagogy](#). In L. Lane & R. McGray (Eds.), *Proceedings of the 35th CASAE Annual Conference* (pp. 158-164). University of Calgary, AB.

Jubas, K., & Mizzi, R. (2015, June 9-11). [Convergences and divergences in the contemporary Western academy: How discourses of LGBTQ rights, alliance, and internationalization work together and pull apart \(a dialogue in progress\)](#). In R. McGray (Ed.), *Proceedings of the 34th CASAE Annual Conference* (pp. 165-170). University of Montreal, QC.

Jubas, K. (2014, May 25-27). [Reflecting \(on\) health: Female characters in and viewers of Grey's Anatomy](#). In K. Jubas (Chair), Coming of age lessons in the cultural imaginary: Portrayals of the transition into adulthood as a gendered process (symposium). In D. Plumb (Ed.), *Proceedings of the 33rd CASAE Annual Conference* (pp. 323-328). Brock University, St. Catharines, ON.

Jubas, K., Johnston, D. E. B., & *Chiang, A. (2013, June 3-5). [Black + white = lots of Grey: How pop culture and place complicate understandings of Canadian healthcare and identity](#). In C. Kawalilak & J. Groen (Eds.), *Proceedings of the 32nd CASAE Annual Conference* (pp. 257-264). University of Victoria, BC.

Jubas, K., Johnston, D., *Chiang, A., & *Reznick, R. (2012, May 27-80). [Health care, culture and politics: How American TV figures in young Canadian adults' learning about Medicare](#). In S. M. Brigham (Ed.), *Proceedings of the 31st CASAE Annual Conference* (pp. 180-186). Wilfred Laurier University, Waterloo, ON.

Jubas, K. (2010, June 3-6). [Black and white, or grey all over? Lessons for characters in and viewers of a hit TV show about work-related identity, ethics and pedagogy](#). In P. Gandy, S. Tieszen, C. Taylor-Hunt, D. Flowers, & V. Sheared (Eds.), *Adult Education, the Next 50 Years: Our Future Continues Through an Investment in Research. 51st AERC and 3rd Western Region Research Conference on the Education of Adults Joint Conference* (pp. 570-572). California State University, Sacramento, CA.

Jubas, K. (2010, May 30-June 1). [From the living room to the workplace: How watching TV helps adults learn about gender, identity and ethics at work](#). In S. M. Brigham & D. Plumb (Eds.), *Connected Understanding: Linkages Between Theory and Practice in Adult Education. 29th CASAE Annual Conference* (pp. 171-175). Concordia University, Montreal, QC.

Jubas, K. (2009, May 25-27). [Everyday formalities: Framing informal learning in terms of academic disciplines and skills](#). In S. Carpenter, M. Laiken & S. Mojab (Eds.), *Spaces/Places: Exploring the Boundaries of Adult Education. 28th CASAE Annual Conference* (pp. 135-141). Carleton University, Ottawa, ON.

Jubas, K. (2008, May 31-June 3). [The social side of shopping: How critical shoppers talk about gender, race and class](#). In J. Groen & S. Guo (Eds.), *Thinking Beyond Borders: Global Ideas, Global Values. 27th CASAE Annual Conference* (pp. 190-196). UBC/Vancouver, BC.

Jubas, K. (2007, July 2-5). [Novel consumption: Narratives of contemporary ideology and practice](#). In R. Mark, R. Jay, B. McCabe & R. Moreland (Eds.), *37th Annual SCUTREA* (pp. 246-254). Queen's University, Belfast, UK.

Jubas, K. (2007, June 6-9). [Consuming fiction: Stories about consumerism, shopping and consumption](#). In L. Servage & T. Fenwick (Eds.), *Learning in Community. Joint International 48th Annual AERC and the 26th CASAE Annual Conference* (pp. 325-330). Mount Saint Vincent University, Halifax, NS. *Co-recipient, Best Graduate Student Paper prize

Jubas, K. (2006, May 28-30). [Sinful shopping: What marketers want to teach us about citizenship](#). In L. English & J. Groen (Eds.), *Proceedings of the 25th CASAE Annual Conference* (pp. 126-131). York University, Toronto, ON.

Butterwick, S., & Jubas, K. (2006, May 28-30). [The organic and accidental IT worker: Women's on-the-job teaching and learning experiences](#). In L. English & J. Groen (Eds.), *Proceedings of the 25th CASAE Annual Conference* (pp. 19-24). York University, Toronto, ON.

Jubas, K. (2006, May 19-21). [The trouble with shopping: Discourses, practices and pedagogies of](#)

[the consumer-citizen](#). In M. Hagen & E. Goff (Eds.), *Proceedings of the 47th AERC* (pp. 196-202). University of Minnesota, Minneapolis, MN.

Butterwick, S., Jubas, K., Zhu, H., & Liptrot, J. (2006, May 19-21). [Intuiting, socializing and playing around: Women's stories of informal learning in the information technology field](#). In M. Hagen & E. Goff (Eds.), *Proceedings of the 47th AERC* (pp. 77-81). University of Minnesota, Minneapolis, MN.

Knowledge Mobilization: Community Talks/Reports, Media Coverage

Jubas, K., Seidel, J., Beck, J., & Wada, K. (2020, May 11). [Under the guise of coronavirus response, Alberta justifies education cuts](#). *The Conversation*.

Jubas, K. (2018, March 28). [Alberta's shameful pipeline politics ignores First Nations](#). *The Conversation*.

Jubas, K. (2018, February 26). [Ensuring equity for LGBTQ Canadians on the road](#). *The Conversation*.

Jubas, K., & Seidel, J. (2014, Dec). [Knitting as metaphor for work: An institutional autoethnography to surface tensions of visibility and invisibility in the neoliberal academy](#) [Podcast]. Invited podcast for *International Journal of Contemporary Ethnography*.

Boesveld, S. (2013, June 5). [How watching American drama Grey's Anatomy makes Canadians more grateful for the public health system](#). *National Post*.

["Grey's Anatomy" gives young Canadians a favourable impression of Canadian healthcare](#). (2012, June 1). *Exchange Morning Post*.

Selected Scholarly Projects (calendar years) & Major Funding (fiscal years)

Principal Investigator, Bringing Popular Culture into the Classroom to Build a Pedagogy of Critical Curiosity 2017-present

Funding: SSHRC Insight Grant (2017-22); University of Calgary SSHRC Enhancement Grant (2016)

Research Collaborator (as of February 2020): Dr. Donna Rooney, University of Technology, Sydney, Australia

Studies how the incorporation of popular culture texts in professional education curriculum aids in teaching and learning about core concepts and controversial or "difficult" issues and fosters a quality of critical curiosity among students

Principal Investigator, Exploring How Social Movements Move: Understandings and Uptake of #MeToo among Female Students and Faculty in Professional Education 2018-21

Funding: Werklund School of Education Outbound Grant (2018-19)

Co-investigators: Drs. Christine Jarvis and Grainne McMahon, University of Huddersfield, England

Explored how female students and instructors in professional studies programs learn about the #MeToo social movement and integrate learning into their projections of their own professional possibilities and obligations

- Principal Investigator**, The Academy as Safe Space? Experiences of LGBT Scholars and Students at the Intersection of Equity and Internationalization Agendas 2014-17
 Funding: University Research Grants Committee Seed Grant, U of C (2014-15)
 Studied interpretations and experiences of faculty members and students who self-identify as lesbian, gay, bisexual and/or transgender as they encounter discourses of both equity and internationalization
- Principal Investigator**, Cultural Constructions of Health and Citizenship: How American Pop Culture Inserts Itself into Learning, Debates and Policies about Canadian Healthcare 2011-15
 Funding: SSHRC Standard Research Grant (2010-14)
 Co-investigator: Dr. Dawn Johnston, Communication and Culture, U of C
 Studied the influence of the television show *Grey's Anatomy* on young Canadian adults' stances on health care policy
- Co-Investigator**, Examining the Social Organization of Undergraduate Nurse Employees: An Institutional Ethnography 2012-14
 Funding: Endowment Fund, Faculty of Nursing, U of C (2012-13)
 Principal Investigators Dr. Janet Rankin, Faculty of Nursing, U of C
 Investigated the pedagogical, learning and practice implications of the Undergraduate Nurse Employees program in Alberta
- Principal Investigator**, Be(com)ing a Scholar in the Neoliberal Academy 2011-14
 Funding: Werklund Research Conference Travel Funding (2013-14); U of C Conference Travel Grant (2011-12)
 Co-investigator (as of September 2012): Dr. Jackie Seidel, U of C
 Explored and connected personal experiences, organizational rhetoric and practice, and broad social trends and relations
- Principal Investigator**, Drama and Comedy of Professional Learning: Culture as a Source of Learning for Healthcare Workers 2009-12
 Funding: University Research Grants Committee Starter Grant (2009-10); SSHRC Standard Research Grant (2010-11)
 Analyzed messages about identity, ethics and pedagogy in the shows *Grey's Anatomy* and *Scrubs*, and how Canadian medical and nursing students relate the shows to their education
- Principal Investigator**, The Politics of Shopping 2004-08
 Funding: Special UBC Graduate Scholarship (2004-05); SSHRC Doctoral Fellowship (2006-08); Dean of Education Scholarship (2007-08)
 Doctoral project exploring critical shopping as a source of informal and incidental adult learning about globalization, identity and social change
- Research Assistant**, Women's Alternate and Informal Learning Pathways to IT Jobs 2003-07
 Case study in the national SSRHC-funded Work and Lifelong Learning (WALL) network (Principal investigator: Dr. Shauna Butterwick, UBC; WALL Director: Dr.

David Livingstone, U of T/OISE)
Explored women's informal learning pathways to work in the IT field

Teaching

Associate Professor , Werklund School of Education (Adult Learning)	2014-Present
Assistant Professor	2008-14
Adult Learning Chair : chaired monthly meetings of specialization faculty members; represented the specialization on key Werklund committees; coordinated and submitted reports from the specialization to Werklund; led ongoing discussions about Adult Learning graduate programs	2020-21
Academic Coordinator for blended MEd in Adult, Community, and Higher Education and Work and Learning: recruited, oriented, and supported sessional instructors; managed student issues; oversaw curriculum review (2014-15)	2011-15
Courses taught : EDER 603.16 Qualitative Research Methods, EDER 617 Organizational Theory & Analysis in Education; EDER 631.05 Workplace, Learning, & Society, EDER 631.12 Perspectives on Community: Theory & Practice in Adult Education, EDER 659.15 History & Philosophy of Adult Education, EDER 715.01 Contexts, Perspectives, & Legacies in Adult Education/EDER 615.01 Contributions of Adult Education to Educational Studies, EDER 733.01 Discourses of Adult Education, EDER 735.01 Conversations in Adult Education Scholarship	
Teaching Assistant/Instructor , Department of Educational Studies, UBC ADHE 330 Community Practice of Adult Education	2007-08
Teaching Assistant/Tutor , Inter-continental Master's in Adult Learning and Global Change, UBC EDST 575 Work and Education	2005-08

Graduate Student Supervision

Nurgül Rodriguez del Ojo, PhD student. Topic: Community art-making and education, migration, and equity (Co-Supervisor: Dr. Jennifer Eiserman, Department of Art)

Francesca Patten, PhD student. Topic: Museum-based educators' use of digital platforms in a time of change

Jason Kingsley, EdD student. Topic: Deliberative democracy as an adult education process

Lukas Skulmoski, EdD candidate. Topic: Learning by participants in a women-only pre-apprenticeship program related to masculinized trades

Joan Garbutt, EdD. (2019). Dissertation: *Walking alongside: Poetic inquiry into allies of Indigenous peoples in Canada*

Kara Sealock, EdD. (2019). Dissertation: *Understanding empathic engagement of a fourth-year nursing student through narrative inquiry*

Jim Urasaki, EdD. (2018). Dissertation: *The transition of the practitioner to the instructor: Exploring the possibility of transformative learning of former police officers who have become college justice studies instructors*

Douglas Ross, PhD. (2018). Dissertation: *Adult immigrants seeking entry into the trades in rural Alberta: Navigating the processes of credentialing and re-credentialing*

John Cooper, EdD. (2016). Dissertation: *Community college instructors and race: Learning about teaching a dimension of diversity*

Lisa Stowe, PhD. (2016). Dissertation: *The effects of time and space on developing lifelong learners in one short-term travel study program*

Lukas Skulmoski, MA. (2015). Thesis: *Factors that affect the retention of female apprentices*

Patricia Knutson, MA. (2012). Thesis: *What it means to be a woman at midlife: First-time marathoners and embodied learning*

Service (selected)

Member, Conjoint Faculty Research Ethics Board, University of Calgary, 2016-present
Departmental Representative, The University of Calgary Faculty Association, 2020-present, 2014-19

Member, Graduate Programs in Education Scholarships & Awards Committee, Werklund School of Education, 2019-21, 2017-18

Member, Research Advisory Committee, Werklund School of Education, 2016-18

Conference Planning Team Member, Annual Conference of CASAE, 2022 (Member, Opening Panel Committee), 2018-19 (Chair, Call for Proposals & Adjudication Committee), 2015-16 (Local Arrangements Coordinator, Program Committee Member), 2014-15 (Chair), 2012-13 (Banquet Coordinator)

Co-President, Canadian Association for the Study of Adult Education, 2013-16

Manuscript/Proposal Reviewer/Review Editor

Adult Education Quarterly (Consulting Editor 2018-present), *Canadian Journal for the Study of Adult Education*, *Canadian Journal of Environmental Education*, *Canadian Journal of Higher Education*, *Comparative and International Education*, *International Journal of Lifelong Education* (Editorial Advisory Board 2020-present), *Journal of Consumer Culture*, *Journal of Contemporary Ethnography*, *Journal of Workplace Learning*, *Research on the Education and Learning of Adults*, *Review of Education, Pedagogy, and Cultural Studies*, *Social Identities*, *Studies in Continuing Education*

I have reviewed submissions to the following publishers: Brill, Routledge, Sun Media Stellenbosch
Managing Editor, *Canadian Journal for the Study of Adult Education*, 2006-07

Professional Memberships and Affiliations

Canadian Association for the Study of Adult Education

European Society for Research on the Education of Adults

Standing Conference on University Teaching in the Education of Adults (UK)