
Jennifer Markides, PhD

Phone: (403) 771-0580

Email: jmmarkid@ucalgary.ca

Education

- 2015 – 2020 Doctoral Degree in Educational Research
University of Calgary – Calgary, Alberta
- Doctor of Philosophy (Curriculum and Learning)
 - Thesis title: Wisdom and Well-Being Post-Disaster: Stories Told by Youth
 - Thesis Defended Successfully on September 17, 2020
 - Degree Completion September 25, 2020
 - Convocation November 26, 2020
- Doctoral Supervisor: Dr. Shirley R. Steinberg
- 2011 – 2013 Mathematics-for-Teaching Master's Program (2013)
University of Calgary – Calgary, Alberta
- Master of Education (Curriculum and Learning)
 - Focus: Complexity Theory in Education
- Academic Coordinator: Dr. Brent Davis
- 2005 – 2006 Montessori Training Program (2006)
North American Montessori Center
- Lower Elementary Diploma Program (ages 6-9)
- 2002 – 2005 Bachelor of Education with Distinction (2005)
University of Victoria – Victoria, British Columbia
- Elementary Generalist (Community, Culture and Environment strand)
- 1999 – 2002 Undergraduate Coursework
Camosun College – Victoria, British Columbia
- Prerequisite classes for education program
- 1998 – 1999 Undergraduate Coursework
Douglas College – Coquitlam, British Columbia
- Prerequisite classes for education program
- 1997 – 1998 Undergraduate Coursework
Simon Fraser University – Burnaby, British Columbia
- Prerequisite classes for education program

Employment

Research

- 2021 - present Assistant Professor, Werklund School of Education and Faculty of Social Work,
University of Calgary (as of July 1st, 2021)
SSHRC Tier II Canada Research Chair in Indigenous Youth Wellbeing and
Education (beginning July 1st, 2022, to 2027, announced November 2022)

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

- 2020 - 2021 *Eyes High* Postdoctoral Fellow, University of Calgary
Werklund School of Education (January to June, 2021)
- 2020 - 2021 Research Associate, Werklund School of Education
Project Lead: Peace Wapiti Public School Division Research Partnership Project
- 2018 – 2020 Graduate Assistant Researcher, Werklund School of Education
Research Project: Leading for Indigenous Learning: Leading First Nations, Métis, and Inuit Foundational Knowledge Learning in the Calgary Board of Education
PI: M. McDermott
- 2017 – 2019 Graduate Assistant Researcher, Werklund School of Education
Research Project: Parental and Community Engagement in Education in Fort McKay First Nation
Co-PIs: J. Ottmann & D. W. Louie
- 2017 – 2019 Graduate Assistant Researcher, Werklund School of Education
Research Project: Niitsitapi Learning Centre Research: “A Beautiful Place”
Co-PIs: J. Ottmann & D. W. Louie
- 2017 – 2018 Graduate Assistant Researcher, Werklund School of Education
Research Project: “Building stronger connections between Indigenous and non-Indigenous peoples, schools, and communities through praxis-based learning opportunities”
PI: Y. Poitras Pratt
- 2016 – 2017 Graduate Assistant Researcher, Werklund School of Education
Research Project: “A critical ethnography of teaching practice in mathematics: How does practice make sense given the circumstances of teaching and the emotional-intellectual biographies of teachers as learners?”
PI: L. D’Amour

Teaching

- 2021 – present Assistant Professor, Werklund School of Education & Faculty of Social Work
Undergraduate and Graduate Programs in Education
F2023 EDUC 530 – Indigenous Education
F2023 SOWK 551 – Intergenerational Trauma & Indigenous Pathways to Healing
F2022 EDUC 530 – Indigenous Education
S2022 SOWK 551 – Intergenerational Trauma & Indigenous Pathways to Healing
F2021 EDUC 530 – Indigenous Education
- 2015 – 2021 Sessional Instructor, Werklund School of Education
Undergraduate and Graduate Programs in Education
W2021 EDUC 556 – Professional Development and Lifelong Learning
F2020 EDUC 530 – Indigenous Education
F2020 EDUC 430 – Pragmatics of Learning and Teaching
F2020 EDUC 440 – Field Experience I
W2020 EDUC 465 – Field Experience II
F2019 EDUC 530 – Indigenous Education

- W2019 EDER 655.18 – Capstone Project in Indigenous Education
W2019 EDUC 465 – Field Experience II
F2018 EDUC 530 – Indigenous Education for Community-based
F2018 EDUC 420 – Issues in Learning and Teaching for Community-based (L03)
F2018 EDUC 420 – Issues in Learning and Teaching for Community-based (L04)
W2018 EDUC 546.04 – Design-Based Thinking
W2018 EDUC 465 – Field Experience II
F2017 EDUC 530 – Indigenous Education
W2017 EDUC 456 – Assessment (S52)
W2017 EDUC 456 – Assessment (S53)
W2017 EDUC 465 – Field Experience II
W2016 EDUC 465 – Field Experience II
F2015 EDUC 430 – Pragmatics of Teaching
F2015 EDUC 440 – Field Experience I
- 2016 – 2020 Graduate Assistant Teacher, Werklund School of Education
Undergraduate and Graduate Programs in Education
S2020 EDER 693.19 – Curriculum as Possibility for S. R. Steinberg
W2019 EDUC 420 – Issues in Learning and Teaching for B. Davis
F2018 EDUC 420 – Issues in Learning and Teaching for S. R. Steinberg
S2018 EDER 655.15 – Making the Case for Decolonization for Y. Poitras Pratt
S2018 EDER 655.16 – Decolonizing Through Indigenous Arts and Media as above
F2017 EDUC 420 – Issues in Teaching and Learning for M. McDermott
F2016 EDUC 420 – Issues in Teaching and Learning for B. Davis
- 2014 – 2015 Elementary Montessori Teacher (Grades 1-3)
Foothills School Division, Okotoks, Alberta
- 2013 – 2014 Teacher (Grade 3) and ELL Program Instructor (Senior Kindergarten)
The International School of Macao (TIS of Macao), Macao, SAR China
- 2005 – 2013 Elementary Montessori Teacher (Grades K-5)
Calgary Board of Education, Calgary, Alberta

Student Supervision

Supervisor

Sarah Green (EdD student)
Ashley Wright (EdD student)
Julie Morin (EdD student)

Supervisory Committee Member

Jacqueline Gibbs (EdD student)
Jana Fox (EdD student)
Alexandria Poppendorf (PhD student, education)
Meagan Ody (MSc student, medicine)
Vanessa Munroe (EdD student)
Leah Verburg (MN candidate, nursing)
Bella Eagletail (EdD student)

Melanie Grier (MSc candidate, psychology) – successful defence September 14, 2023
Andrea Sarson (EdD) – successful defence February 6, 2023
Heather Bensler (EdD) – successful defence & dissertation award nomination June 16, 2022

Internal and External Examiner

Alvan Yuan (MSc), Psychology, U of C – defence forthcoming September 19, 2023
Jason Alexander Young (PhD), Music, U of C - successful defence and dissertation award nomination August 29, 2023
Teena Starlight (EdD candidate), WSE – successfully defended candidacy January 24, 2023
Keeta Gladue (MSW) – successfully defended Master of Social Work thesis June 29, 2022
Sarah Meade (EdD candidate), WSE – successfully defended candidacy April 25, 2022
Lucy Fowler (PhD) - successful defence and dissertation award nomination April 8, 2022
Tracy Keats (EdD candidate), WSE – successfully defended candidacy December 8, 2021
Elizabeth Maree Jackson-Barrett (PhD), Murdoch University – successful examination and thesis award nomination October 21, 2021

Neutral Chair

Bonnie Caldwell (EdD) – successfully defended candidacy November 17, 2022
Shawna Cunningham (EdD) – successfully defended Graduate Dissertation October 25, 2022
Vicki Bouvier (PhD) – successfully defended Graduate Dissertation June 28, 2022
Kristi-Mari Fedorko-Bartos (MA) – successfully defended Master of Arts in Educational Research (Learning Sciences) thesis November 23, 2021

Publications

Peer reviewed journal articles

- Forsythe, L., **Markides, J.**, and Fowler, L. (forthcoming). No more umbrella scholarship! Centering Métis specific work in the academy (working title). *Canadian Journal of Education* (target journal).
- Cross, B. & **Markides, J.** (submitted August 2, 2023). Way markers in the practice of shambling: A method for communal discernment. *Qualitative Inquiry*.
- Friesen, S., Brown, B., Delanoy, N., Dressler, R., Francis, K., Hernández-Zavaleta, Jacobsen, M., **Markides, J.**, Mosher, R., Roy, S., & Thomas, C. (2023). Staying on track: Writing our way through a global pandemic. *Journal of Educational Thought*, 56(4), 125-144.
- Markides, J.** (2023). Learning to walk relationally and live Métis. In Wahinkpe Topa (Four Arrows aka D. T. Jacobs (Ed.) Kinship worldview: Indigenous authors going deeper with holistic education. *Holistic Education Review*, 3(1), 1-5.
- Varner, K. J., **Markides, J.**, Schrader, P. G., Gerlach, D., Bagnall, N., & Mass, A. M., (2021). Glocal challenges to teacher education & a glocally sustaining pedagogical framework. In K. J. Varner, E. Mikulec, D. Gerlach, P. G. Schrader, N. Bagnall, A. M. Mass, C. E. Muñoz, & **J. Markides** (Eds.) Teaching, learning, leading, and living in a glocal world: Policy, practice, and praxis. [Special Issue]. *Global Education Review*, 8(2).

- Markides, J.,** Cross, B., & Chowdhury, S., (2021). Wayfinding conversations: Rethinking education to disrupt marginality [Editorial as House Ceilidh]. *Education in the North*, 28(1), 1-7.
- McDermott, M., MacDonald, J., **Markides, J.**, & Holden, M. (2021). Uncovering the experiences of engaging Indigenous knowledges in colonial structures of schooling and research. In M. Battiste & J. Y. Henderson (Eds.) Indigenous and trans-systemic knowledge systems [Special Issue]. *Engaged Scholar Journal: Community Engaged Research, Teaching, and Learning*, 7(1), 25-44.
- MacDonald, J., & **Markides, J.** (2019). Duoethnography for reconciliation: Learning through conversations. *Alberta Journal of Educational Research*, 65(2), 1-16.
- MacDonald, J., & **Markides, J.** (2018). Called to action: Dialogue around praxis for reconciliation. In L. Daniels, S. Deer, D. Donald, B. Low & D. Wiseman (Eds.) Taking up the Calls to Action of the TRC in Teacher Education [Special Issue]. *McGill Journal of Education*, 53(2), 213-232.
- Markides, J.** (2018). Making peace with the Highwood River: One year in contemplative photographs and flows. In P. Richardson, S. Walsh, & B. Bickel (Eds.) An Arts-Based Contemplative Pause, Part 1 [Special Issue]. *Artizein: Arts & Teaching Journal*, 3(1), 61-73.

Journal special issues

- Markides, J.** (Ed.) (under contract – Spring 2024). Honouring 25 years of Linda Tuhiwai Smith's *Decolonizing Methodologies: Research and Indigenous Peoples* [Special issue]. *Qualitative Research Journal*, 4(1).
- Varner, K. J., Mikulec, E., Gerlach, D., Schrader, P. G., Bagnall, N., Mass, A. M., Muñoz, C. E., **Markides, J.**, (Eds.) (2021). Teaching, learning, leading, and living in a glocal world: Policy, practice, and praxis [Special issue]. *Global Education Review*, 8(2).
- Cross, B., **Markides, J.**, & Chowdhury, S. (Eds.) (2021). Wayfinding conversations: Rethinking education to disrupt marginality [Special issue]. *Education in the North*, 28(1).

Peer reviewed book and film reviews

- Markides, J.** (2021). An unassuming film on the privileging of English language learning in Zambian schools: An insidious and imperceptible global crisis being shouldered by generations of innocent youth. [Film Review]. In Cross, B., **Markides, J.**, & Chowdhury, S. (Eds.) Wayfinding conversations: Rethinking education to disrupt marginality. *Education in the North*, 28(1), 188-190.
- Markides, J.** (2020). A decolonizing essay on decolonizing dissertations. [Book Review]. In S. Steinberg (Eds.) Special Issue: On Critical Pedagogy. *Taboo: The Journal of Culture and Education*, 19(2), 163-165.
- Markides, J.** (2019). Towards a new ethnohistory: Community-engaged scholarship among the people of the river. [Book Review]. *Qualitative Research in Education*, 8(1), 122-124.

Peer reviewed chapters

- Markides, J.** (forthcoming). Learning to walk relationally and live Métis. In Wahinkpe Topa (Four Arrows aka D. T. Jacobs (Ed.) *Going deeper with holistic education*. (pp. #-#). Information Age Publishing Inc.
- Markides, J.** & Forsythe, L. (forthcoming – Spring 2024). The work of Métis: An introduction. In L. Forsythe & **J. Markides** (Eds.) *Around the kitchen table: Métis aunties' scholarship*. (pp. #-#). UMP.
- Poitras Pratt, Y. & **Markides, J.** (forthcoming – Spring 2024). Métis women educating in the academy. In L. Forsythe & **J. Markides** (Eds.) *Around the kitchen table: Métis aunties' scholarship*. (pp. #-#). UMP.
- Markides, J.** & St. Georges, D. (2023). Introduction. In **J. Markides** & D. St. Georges (Eds.) *Arts creation: A curriculum of relationality, resurgence, and renewal*. (pp. xiii-xviii). DIO Press.
- Pearce, A., Darlington, M., Anholt, M., **Markides, J.**, Brown, B., & Roy, S. (2022). Breaking down silos: Leaders collaborating to advance One Health in schools. In S. R. Steinberg, S. Scott, & D. Scott (Eds.) *Leadership across the lifespan*. Springer.
- Markides, J.** (2022). Conceptualizing an Indigenous holistic well-being curriculum in teacher education towards living well in the world. In R. Collister (Ed.) *Holistic teacher education: In search of a curriculum for troubled times* (pp. 194-207). Cambridge Scholars Publishing.
- Lacerda-Vandenborn, E., **Markides, J.**, Fowler, T. A., Hanson, A., MacDonald, J., Poitras Pratt, Y., & Danyluk, P. (2022). Tensions in adapting a mandatory Indigenous education course to an online environment. In X. Woodley & M. Rice (Eds.) *Designing intersectional online education: Critical teaching and learning practices* (pp. 177-196). Routledge.
- Markides, J.** (2022). Examining the ethical implications and emotional entailments of teaching Indigenous Education: An Indigenous educator's self-study. In J. Kitchen, D. Tidwell, & L. Fitzgerald (Eds.) *Self-study and diversity, Volume 3* (pp. 103-121). Brill | Sense.
- Markides, J.** (2020). Driving: The unseen responsibilities of a doctoral student, mother, and more. In A. Burns, & S. E. Eaton (Eds.) *Having it all: Women negotiating life in the academy* (pp. 131-145). Springer.
- Markides, J.** (2020). Overcoming (in)difference: Emancipatory pedagogy and Indigenous worldviews toward respectful relationships with the more-than-human world. In J. Kirylo (Ed.) *Reinventing pedagogy of the oppressed: Contemporary critical perspectives* (pp. 157-168). Bloomsbury.
- Markides, J.**, & Markides, D. (2020). The conversation we never had: Shared autobiography in relation to place and each other. In E. Lyle (Ed.) *Identity landscapes: Contemplating place and the construction of self* (pp. 114-123). Brill | Sense.
- Markides, J.** (2020). Flooded: Between two worlds, holding the memory of what used to be against the reality of what exists now. In S. Steinberg, & B. Down (Eds.) *The SAGE handbook of critical pedagogies* (pp. 604-629). SAGE.
- Markides, J.** (2019). Introduction: A decolonizing approach to publication. In **J. Markides**, & L. Forsythe (Eds.) *Research journeys in/to multiple ways of knowing* (pp. 19-32). DIO Press.
- Markides, J.** (2018). *Being Indigenous in the Indigenous education classroom: A critical self-study of teaching in an impossible and imperative assignment*. In E. Lyle (Ed.) *Fostering a relational pedagogy: Self-study as transformative praxis* (pp. 35-44). Brill | Sense.

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

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

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

Doctoral thesis

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

Non-peer-reviewed publications

Markides, J. (2022, September 26). Opinion: Why I'm hopeful for truth and reconciliation in Canada *Calgary Herald*. <https://calgaryherald.com/opinion/columnists/opinion-why-im-hopeful-for-truth-and-reconciliation-in-canada>

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

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

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

Books

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

Co-edited books

Fowler, L., Forsythe, L., & **Markides, J.**, (forthcoming). *Bringing Métis content into the K-12 classroom*. Canadian Scholars Press.

Forsythe, L. & **Markides, J.** (forthcoming Fall 2024). *Mawachihitotaak (let's get together): cultivating Metis educational spaces through relational practices*. Peter Lang.

Forsythe, L. & **Markides, J.** (forthcoming Spring 2024). *Around the kitchen table: Métis aunties' scholarship*. UMP.

Markides, J. & St. Georges, D. (in press). *Arts creation: A curriculum of relationality, resurgence, and renewal*. DIO Press.

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

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

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

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

Book series editor

Community Wisdom, DIO Press

Series editor: **J. Markides**

Titles within the series:

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

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

Markides, J. & St. Georges, D. (in press) *Arts creation: A curriculum of relationality, resurgence, and renewal*. DIO Press.

Finbog, L. R. (2023). *It speaks to you: Making kin of people, duodji, and stories in Sámi museums*. DIO Press.

McCooeye, K. (2022) *We are we: Indigenizing the Truth and Reconciliation process climate crisis resolution through Indigenous law*. DIO Press.

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

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

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

Conferences

Markides, J., Benning, B., & Morris, N. (2024, January – accepted for presentation). Walking alongside you(th): How community-based research partnerships support the interests, needs, goals, and dreams of Indigenous youth. *The Hawaii International Conference on Education 2024*, Waikoloa, Hawaii

Markides, J. & Tucker, A. (2023, October – accepted for presentation). Shared power in research relationships towards collective action. *Thirteenth Annual Congress for Critical Pedagogy and Transformative Leadership Conference*, Medellín, Columbia

Markides, J., Cross, B., Langdon, M., Jeffery, G., & Steinberg, S. (2023, August). Uneven landscapes: Educational decolonization and the making of multimodal connections. The European Educational Research Association's (EERA) annual *European Conference on Educational Research (ECER) 2023*, Glasgow, Scotland

Markides, J., & Markides, D. (2023, July). A decolonial journey: Narrative reflection on Elder-guided learning towards wellbeing in education. *World Federation of Associations of Teacher Education (WFATE) Conference 2023*, Victoria, Canada

Markides, J., (2023, May). Learning and responding to the educational interests of Indigenous youth in Northern Alberta. *The Canadian Society for the Study of Education Conference 2023*, Toronto, Ontario

- Fowler, L., Forsythe, L., & **Markides, J.**, (2023, May). Including Métis in post-secondary education: Three Métis women's perspectives on striving for educational sovereignty. *The Canadian Society for the Study of Education Conference 2023*, Toronto, Ontario
- Kelly, V., Rosehart, P., **Markides, J.**, MacDonald, J., & Bartlett, S. (2023, May). The art of inquiry as praxis for creating a radical re-imagining of our collective futures: A métissage. *The Canadian Society for the Study of Education Conference 2023*, Toronto, Ontario
- Forsythe, L., Hourie, S., Stevenson, A., **Markides, J.**, Mattes, C., & Parent, D. (2023, May). Mawachihitotaak (let's get together): Cultivating Métis educational spaces through relational practices. *North American Indigenous Studies Association Conference, NAISA 2023*, Tkaronto, Ontario
- Markides, J.**, Forsythe, L., & Fowler, L. (2023, April). Métis communities of practice in virtual spaces. *Taylor Institute Conference on Postsecondary Learning and Teaching 2023*, Online Meeting, Calgary, Alberta
- Steinberg, S. R., Mikulec, E., Kress, T., Dunkerly, J., Fowler, T., **Markides, J.**, & Adams, A. (2023, April). Division B Pre-conference seminar: Embodying social justice through curriculum: A world café. *American Educational Research Association (AERA) 2023*, Chicago, Illinois
- Markides, J.**, & Cross, B. (2023, March). Shambling: As an ethical inquiry and relational practice. *Provoking Curriculum Tenth Biennial Conference 2023*, London, Ontario
- Markides, J.** (2023, January). Listening to and enacting the educational priorities of Indigenous youth in rural and remote communities in northern Alberta, Canada. *The Hawaii International Conference on Education 2023*, Honolulu, Hawaii
- Markides, J.**, Crawford, C., & Markides, D. (2023, January). Becoming as the tentative nature of teacher identity: A critical poly-ethnographic dialogical engagement. *The Hawaii International Conference on Education 2023*, Honolulu, Hawaii
- Cross, B. & **Markides, J.** (2022, October). Shambling: A shared walk with art creation and dialogue. *Twelfth Annual Congress for Critical Pedagogy and Transformative Leadership Conference*, A Coruña, Spain
- Forsythe, L., Fowler, L., & **Markides, J.** (2022, September). Ka-akimaahk lii Michif: Including Métis in post-secondary education - three women's perspectives on striving for educational sovereignty. *The World Indigenous Peoples' Conference on Education (WIPCE) Panpapanpalya 2022*, Adelaide, Australia
- Markides, J.**, Kitchen, J., Masson, M., & Patel, S. (2022, May). CATE graduate student panel: Paradigm shifts in equity, diversity, inclusion, and indigeneity (EDII) and teacher education research [panel presentation]. *The Canadian Society for the Study of Education Conference 2022*, Virtual CSSE Annual Meeting
- Markides, J.** (2022, May). Applying relational praxis during pandemic times towards present and future research: Initiating and advancing research relationships with Indigenous community partners. *The Canadian Society for the Study of Education Conference 2022*, Virtual Meeting
- Markides, J.** (2022, May). Claiming Métis: An exploration of the multifaceted challenges of positioning in academic writing and life. *Mawachihitotaak (Let's Get Together): Métis Symposium 2022*, Virtual Meeting

- Markides, J., Murry, A., & Van Patten, K.** (2022, May). Building relationships with Indigenous youth through personal stories. *University of Calgary Conference on Postsecondary Learning and Teaching 2022*, Hybrid Meeting, Calgary, Alberta
- Varner, K., Schrader, P. G., Gerlach, D., **Markides, J.**, & Wiens, P. (2022, January). Poster presentation. Thinking and acting across the ponds: Glocalized intersections of trepidation, neoliberalism, and possibilities for 21st century teacher education. *The Hawaii International Conference on Education 2022*, Waikoloa, Hawaii
- Cross, B, & **Markides, J.** (2021, November). Looking back living forward: Academic shambles and embodied academic practice. *The International Professional Development Association (IPDA) International Conference 2021*, Virtual IPDA Annual Meeting
- Collister, R., Cajete, G., Cockerill, A., King, J., Larrick, P., **Markides, J.**, & Miller, J. P. (2021, June). Book talk holistic teacher education: In search of a curriculum for troubled times [panel presentation]. *Curriculum Studies Summer Collaborative 2021*, Virtual Conference
- Markides, J.** (2021, June). Taking up Indigenous research methodologies with non-Indigenous participants: Examining the holistic well-being of youth post-disaster. *The Canadian Society for the Study of Education Conference 2021*, Virtual CSSE Annual Meeting
- MacDonald, J., **Markides, J.**, Davidson, S., Downey, A., Kelly, V., & Lindstrom, G. (2021, June). Brave work in Indigenous education [panel presentation]. *The Canadian Society for the Study of Education Conference 2021*, Virtual CSSE Annual Meeting
- Poitras-Pratt, Y., Danyluk, P., Vandeborn, E., Hanson, A., **Markides, J.**, MacDonald, J., & Van Rosendaal, A. (2021, May). The mentoring of course instructors in a mandatory Indigenous education course. *Mentorship in Higher Education. Conference on Postsecondary Learning and Teaching 2021*, Calgary, Alberta
- Markides, J.** (2021, April). Holistic well-being of youth post-disaster. *American Educational Research Association (AERA) 2021*, Virtual AERA Annual Meeting
- Markides, J.** (2020, August). Multiple exposures in Indigenous education: Preparing pre-service teachers to engage as learners in Indigenous spaces. *S'TENISTOLW Indigenous Adult and Post-Secondary Education Conference 2020: Where the Waters Meet*, Victoria, British Columbia (Conference cancelled)
- Markides, J.** (2020, June). Listening and learning from stories: What were the experiences of the youth who graduated the year of the 2013 High River Flood? *The Canadian Society for the Study of Education Conference 2020*, London, Ontario (Conference cancelled)
- Hanson, A., Louie, D. W., Ottmann, J., MacDonald, J., **Markides, J.** & Markides, D. (2020, June). A Cree and Dene framework for parental and community engagement in education. *The Canadian Society for the Study of Education Conference 2020*, London, Ontario (Conference cancelled)
- McGregor, H., MacDonald, J., & **Markides, J.** (2020, June). Education in the Anthropocene. *The Canadian Society for the Study of Education Conference 2020*, London, Ontario (Conference cancelled)
- Poitras-Pratt, Y., Danyluk, P., Hanson, A., Vandeborn, E., Fowler, T., MacDonald, J., & **Markides, J.** (2020, May). The mentoring of course instructors in a mandatory Indigenous education course. *Mentorship in Higher Education. Conference on Postsecondary Learning and Teaching 2020*, Calgary, Alberta (Conference cancelled)

- McDermott, M., MacDonald, J., **Markides, J.**, & Holden, M. (2020, April). Weaving Indigenous knowledges into educational practices: Navigations within policies, politics, and relations. *American Educational Research Association (AERA) 2020*, San Francisco, California (Conference cancelled)
- Markides, J.** (2020, March). Engaging community and academic voices in publication spaces. *Collective Interventions: Intersectionalities of Being. 18th Annual Indigenous Graduate Student Symposium (IGSS)*, Vancouver, British Columbia (Conference cancelled)
- Ottmann, J., Louie, D. W., & **Markides, J.** (2019, June). Niitsitapi li tass ksiii nii mat tsoo kop (A place of learning for all Indigenous people): Early childhood education for Indigenous students. *The Canadian Society for the Study of Education Conference 2019*, Vancouver, British Columbia
- Lyle, E., Latremouille, J., **Markides, J.**, Martens, S., Sibbald, T., & McCabe, K. (2019, June). Fostering a relational pedagogy: Self-study as transformative praxis. *The Canadian Society for the Study of Education Conference 2019*, Vancouver, British Columbia
- Markides, J.** (2019, June). Reading poetry among giants: Too green to be afraid. *The Many Faces of Love: Celebrating the Lifework of Carl Leggo. The Canadian Association for Curriculum Studies (CACS) Pre-Conference 2019*, Vancouver, British Columbia
- Lyle, E., Pithouse-Morgan, K., **Markides, J.**, Latremouille, J., Mahani, S., & McCabe, K. (2019, April). Fostering a relational pedagogy: Self-study as transformative praxis. *American Educational Research Association (AERA) 2019 Annual Meeting*, Toronto, Ontario
- Markides, J.** (2019, March). Using Indigenous research methods with non-Indigenous research participants: Listening and learning from stories. *Rising Up: Graduate Students Conference on Indigenous Knowledge and Research in Indigenous Studies*, Winnipeg, Manitoba
- Latremouille, J. & **Markides, J.** (2018, October). Examining emancipatory and oppressive forces in community-based schools. *Tenth Annual Congress for Critical Pedagogy and Transformative Leadership Conference*, Bilbao, Spain
- Ottmann, J., Hanson, A., & **Markides, J.** (2018, May). Parental and community engagement in First Nations education. *The Canadian Society for the Study of Education Conference 2018*, Regina, Saskatchewan
- Markides, J.** (2018, May). Phantom limbs and other remembrances, living between two worlds: Pre- and post- flood. *The Canadian Society for the Study of Education Conference 2018*, Regina, Saskatchewan
- MacDonald, J., & **Markides, J.** (2018, May). Gathering moment(um)s: Reflections on the embodied experience of global warming. *The Canadian Association for Curriculum Studies Pre-Conference 2018*, Regina, Saskatchewan
- Markides, J.** (2018, May). Teaching Indigenous education to pre-service teachers: From heavy lifting and self-preservation, to humility and hope. *Bridging Two Worlds: 6th Annual Canadian Symposium on Indigenous Teacher Education*, North Bay, Ontario
- Markides, J.** (2018, March). Being Indigenous in the Indigenous education classroom. *InterLock 2018 – Third Annual Interdisciplinary Conference: New Frameworks for Creativity in Science, Social Science & Art*, Calgary, Alberta

- Markides, J.** (2018, March). Storytelling as an emancipatory act: Giving audience, raising consciousness, and exposing themes. *Rising Up: Graduate Students Conference on Indigenous Knowledge and Research in Indigenous Studies*, Winnipeg, Manitoba
- Markides, D., & **Markides, J.** (2018, February). Indigenizing our teaching practices. *Palliser District Teachers' Convention*, Calgary, Alberta
- MacDonald, J., & **Markides, J.** (2018, February). Introducing Indigenous into the classroom: Opening conversations in a good way. *Palliser District Teachers' Convention*, Calgary, Alberta
- Markides, J.**, & MacDonald, J. (2018, February). Exploring reconciliation through duoethnography, from research to praxis. *Peer Beyond Graduate Research Symposium*, Calgary, Alberta
- Markides, J.** (2018, January). Truth and reconciliation for the early years. *Early Years Conference 2018: Strengthening Resilience in Today's World – Leading with Kindness and Understanding*, Vancouver, British Columbia
- Markides, J.** (2018, January). Poster presentation. Trauma and vulnerable populations: Considerations for working with people affected by natural disasters. *Early Years Conference 2018: Strengthening Resilience in Today's World – Leading with Kindness and Understanding*, Vancouver, British Columbia
- Markides, D., & **Markides, J.** (2017, October) Decolonizing education: Critically redressing praxis towards wholistic change from within the system. *Ninth Annual Congress for Critical Pedagogy and Transformative Leadership Conference*, Turin, Italy
- Markides, J.** (2017, May). The multi-dimensional facades in the aftermath of the flood. *The Arts Researchers and Teachers Pre-Conference 2017*, Toronto, Ontario
- MacDonald, J., & **Markides, J.** (2017, May). Decolonizing and indigenizing our practice through duoethnography—A momentous journey and the road ahead. *The Canadian Society for the Study of Education Conference 2017*, Toronto, Ontario
- Markides, J.** (2017, March). Indigenous research methodologies and vulnerable populations. *Rising Up: Graduate Students Conference on Indigenous Knowledge and Research in Indigenous Studies*, Winnipeg, Manitoba
- Markides, J.** (2017, February). Storying the tensions of theory-practice relationships in learning spaces. *Provoking Curriculum Eighth Biennial Conference 2017*, Montreal, Quebec
- MacDonald, J., & **Markides, J.** (2017, February). TRC Calls to Action—Opening up conversations in safe learning spaces. *Palliser District Teachers' Convention*, Calgary, Alberta
- Markides, D., & **Markides, J.** (2016, October) Stories of the 2013 High River flood—Autoethnographic accounts and critical reckonings. *Eighth Annual Congress for Critical Pedagogy and Transformative Leadership Conference*, Barcelona, Spain
- D'Amour, L., Markides, D., **Markides, J.** Miller, S., Dunseith, N., & MacDonald, J. (2016, August) From critical capacity-building spaces, through shared engagement, to collaborative research: Partnering paths laid in walking. *Partner Research Schools Conference*, Calgary, Alberta
- MacDonald, J., & **Markides, J.** (2016, May). Negotiating the truths between us: A duoethnographic reading of the Truth and Reconciliation Commission's "Calls to Action." *The Canadian Society for the Study of Education Conference*, Calgary, Alberta
- Markides, J.** (2016, May). Emancipatory teachers: The strength between us. *The Canadian Association for Curriculum Studies Pre-Conference*, Calgary, Alberta

- MacDonald, J., & **Markides, J.** (2016, May). Reconciliation: Moving past recognition to re-imagining a reconciled future—Together. *Rouge Forum Conference*, Calgary, Alberta
- D'Amour, L., & **Markides, J.** (2016, April). Supporting and leading from the inside-out: Negotiating fit between teacher identity, best practices, and schooling circumstances. *uLead Conference*, Banff, Alberta

Invited Talks

- Markides, J.** (2023, September – forthcoming). Do the academic work that feeds your spirit [invited keynote]. *Postdoc Appreciation Week*, University of Calgary, Alberta
- Cross, B. & **Markides, J.** (2023, August). Shambling as a decolonizing method [invited workshops]. Scottish Graduate School for Arts and Humanities' *Millport Year 2 Residential*, Cumbrae, Scotland
- Markides, J.** (2023, August). Indigenous sovereignty and legacies of colonization, including intergenerational trauma [invited speaker]. Refugee and Immigrant Self Empowerment (RISE) for Health and Wellness Team's *Summer Health Sessions for Local Immigrant and Refugee High School Students*, Calgary, Alberta
- Vicars, M., & **Markides, J.** (2023, July). Indigeneity, community, and participatory practice: Methodologies, concepts, and perspective [seminar series]. *Department of Curriculum and Pedagogy*, University of British Columbia, Vancouver
- Bhutta, Z., Salami, B., Lai, J., **Markides, J.**, & Woodgate, R. (2023, July). Introduction for the state of science [Panel]. CIHR - Institute of Human Development, Child and Youth Health (IHDCYH)'s *Healthy Youth Summit 2023*, Toronto, Ontario
- Markides, J.** (2023, May). Arts-based approaches for Indigenous-centred engagement [invited speaker]. *Centre for Indigenous and Settler Colonial Studies (CISCS)*, University of Kent, England
- Markides, J.** (2023, May). Decolonising and diversifying research methods collection [video series recording]. *SAGE*, Toronto, Ontario
- Hart, M., Bennett, M., **Markides, J.**, Bruno, G., Hilsen, L., Moore, K. & Rhyno, T (2023, March). Indigenous conversations: Indigenous families' wellbeing [online panel]. *Faculty of Social Work Research Symposium*, University of Calgary
- Teegee, M., Hart, M., Bennett, M., **Markides, J.**, Bruno, G., Hilsen, L., & Rhyno, T. (2023, March). Indigenous conversations: Indigenous sovereignty in child and family research, jurisdiction, and Bill C-92 [online panel]. *Faculty of Social Work Research Symposium*, University of Calgary
- Markides, J.** (2023, February). Engaging ethically in Indigenous research topics [invited speaker]. *Narrowing the Pond*, University of Kent, England (Zoom)
- Markides, J.** (2023, February). Discussion on “A Decolonizing Essay on Decolonizing Dissertations” and other topics [guest speaker]. *EDER 700B – Educational Research*, University of Calgary
- Markides, J.** (2022, December). Critical Education-Indigenous Methodologies [guest speaker]. *EDER 608 – Research Methods in Education*, University of Calgary

- Markides, J.** (2022, November). Holistic approaches to Indigenous well-being and education: A conversation with Dr. Jennifer Markides [Podcast]. *Critical Issues in Education: The Outsider Within Podcast*. Darden College of Education & Professional Studies
- Markides, J.** (2022, November). Indigenous education and community-based research [guest lecture]. *EDEC 233 - Indigenous Education*, McGill University (Zoom)
- Markides, J., & Crosschild, R.** (2022, November). Speed networking presentation: Community-based Indigenous research. *CIHR Institute of Human Development, Child and Youth Health (IHDCYH)*, hosted by Alberta Children’s Hospital Research Institute, University of Calgary
- Markides, J.** (2022, July). Talking about “Academicky” stuff with Jennifer Markides [Podcast]. *FookNConversation* (Episode 39), University of Ottawa
- Markides, J.** (2022, March). Taking up bricolage in doctoral research [guest speaker]. *EDER 719 – Advanced Special Topics in Education Leadership: Critical Studies on Bricolage and Place-Based Research*, University of Calgary
- Steinberg, S. R. & **Markides, J.** (2022, February). A decolonizing supervision dialogue [invited speakers], hosted by Beth Cross, The University of the West of Scotland.
- Markides, J.** (2022, February). Keynote speakers: Dr. Cindy Blackstock & Alanis Obomsawin [moderator]; Panelists: Beatrice Little Moustache, Peggy Minde, & Grant Bruno [C. Wilkes, co-moderator]. *2022 Bridging the Inequity Gap Symposium*, University of Calgary
- Markides, J., Poitras Pratt, Y., Bouvier, R., Letendre, E., Benning, J., Rosenberger, A. & Bell, R.** (2021, December). Working together in decolonization and reconciliation. [Professional Learning Series – with Leadership (Pembina Pipeline Corporation funded)], Peace Wapiti Public School Division Partnership Project
- Markides, J., Poitras Pratt, Y., Bouvier, R., Letendre, E., Benning, J., Rosenberger, A. & Bell, R.** (2021, December). Working together in decolonization and reconciliation. [Professional Learning Series – with Educators (Pembina Pipeline Corporation funded)], Peace Wapiti Public School Division Partnership Project
- Hanson, A., & **Markides, J.** (2021, December). How do we position ourselves in our research? *Curriculum Scholars in Dialogue discussions series*, hosted by Educational Studies in Curriculum and Learning, Werklund School of Education
- Markides, J.** (2021, November). Guest speaker: Chantal Fiola, “Understanding Red River Métis Spirituality” [moderator]. *Métis Week*, hosted by UCalgary’s Office of Indigenous Engagement and the Werklund School of Education, University of Calgary (Zoom)
- Markides, J.** (2021, November). Indigenous education [guest lecture]. *EDEC 233 - Indigenous Education*, McGill University (Zoom)
- Markides, J., Poitras Pratt, Y., Bouvier, R., Letendre, E., Benning, J., Rosenberger, A. & Bell, R.** (2021, November). Working together in decolonization and reconciliation. [Professional Learning Series – with Educators (Pembina Pipeline Corporation funded)], Peace Wapiti Public School Division Partnership Project
- Markides, J., Poitras Pratt, Y., Bouvier, R., Letendre, E., Benning, J., Rosenberger, A. & Bell, R.** (2021, October). Working together in decolonization and reconciliation. [Professional Learning Series – with Leadership (Pembina Pipeline Corporation funded)], Peace Wapiti Public School Division Partnership Project

- Markides, J.** (2021, October). Indigenous education and research [guest lecture]. *INDG/PSY 492 – Indigenous Psychology*, University of Calgary
- Markides, J.** (2021, October). Indigenous education for transformative teaching [invited keynote speaker]. *Nevada Institute on Teaching and Educator Preparation (NITEP) Professional Development Day*, University of Nevada, Las Vegas
- Crowchild, N., Danyluk, P., & **Markides, J.** (2021, October). Indigenous education panel for EDUC 201 [panel discussion]. *EDUC 201 - Introduction to Educational Studies*, University of Calgary (Zoom)
- Markides, J.** (2021, July). Indigenous education in the 21st century: What does anti-oppressive education look like? [guest lecture]. *EDUC 201 - Introduction to Educational Studies*, University of Calgary (Zoom)
- Markides, J.** (2021, June). Rising voices: Mentoring and leadership for emerging scholars in Indigenous education [session host]. *Canadian Association for the Study of Indigenous Education (CASIE) Special Event*, University of Alberta (Zoom)
- Markides, J.** (2021, February). Education and the holistic well-being of youth [invited speaker]. *UMNATV Winter 2021 Colloquium*, University of Manitoba (Zoom)
- Markides, J.** (2021, February). Indigenous autoethnography [invited speaker]. *EDER 708 – Collaboratory of Practice II*, University of Calgary (Zoom)

Awards

2022 – 2027	SSHRC – Tier II CRC Award (funding to University of Calgary) Project title: Canada Research Chair in Indigenous Youth Wellbeing and Education	\$600,000
June 2021	Canadian Association of Curriculum Studies (CACS) Outstanding Dissertation Award 2021, Canadian Society for the Study of Education	
May 2021	Recommended to the Canadian Association of Graduate Studies National Selection Committee as the University of Calgary’s one Nominee for the 2021 CAGS/UMI Distinguished Dissertation Award Competition in the category of Fine Arts, Humanities and Social Sciences	
May 2021	Emerging Voices in Indigenous Scholarship/Researcher Award 2021 Indigenous Inquiries Circle (IIC), International Congress of Qualitative Inquiry, University of Illinois, Urbana Champagne	
2021-2022	<i>Eyes High</i> Postdoctoral Match-Funding Fellowship Award University of Calgary – Calgary, Alberta	\$50,000
2020 – 2021	ii'taa'poh'to'p Graduate Scholarship (awarded, not claimed) University of Calgary – Calgary, Alberta	\$18,000
2020 – 2021	Curriculum Inquiry Writing Fellowship and Writers’ Retreat June 15-20, 2020 (Writers’ Retreat replaced with online engagement) Ontario Institute for Studies in Education, University of Toronto	mentorship for top-tier publications
May 2020	2020 Canadian Association for the Study of Indigenous Education (CASIE) Graduate Student Award	\$250

2019 – 2020	Indigenous Graduate Award University of Calgary – Calgary, Alberta	\$15,000
2019 – 2020	ii'taa'poh'to'p Graduate Scholarship University of Calgary – Calgary, Alberta	\$5,000
2018 – 2020	SSHRC Graduate Fellowship	\$46,667
2018 – 2019	Nominated for an Excellence in Teaching Award 2019 Category: Graduate Assistant Teaching University of Calgary – Calgary, Alberta	
2018 – 2019	Indigenous Graduate Award University of Calgary – Calgary, Alberta	\$15,000
2018 – 2019	Graduate Student Conference Travel Award Werklund School of Education – Calgary, Alberta	\$300
2018 – 2019	Knowledge Mobilization Award Werklund School of Education – Calgary, Alberta	\$250
2017 – 2018	Graduate Programs in Education Scholarly Engagement Award (2nd) Werklund School of Education – University of Calgary, Alberta	\$500
2017 – 2018	Knowledge Mobilization Award Werklund School of Education – Calgary, Alberta	\$500
2017 – 2018	Indigenous Graduate Award University of Calgary – Calgary, Alberta	\$15,000
2017 – 2018	Graduate Programs in Education Scholarly Engagement Award (1st) Werklund School of Education – University of Calgary, Alberta	\$500
2017 – 2018	Graduate Programs in Education Scholarly Engagement Award Werklund School of Education – University of Calgary, Alberta	\$1,000
2017 – 2018	Graduate Student Conference Travel Award Werklund School of Education – Calgary, Alberta	\$400
2017 – 2018	Werklund School of Education Endowment Graduate Scholarship University of Calgary – Calgary, Alberta	\$4,000
2017 – 2018	Queen Elizabeth II Graduate Scholarship University of Calgary – Calgary, Alberta	\$15,000
2017 – 2018	Métis Scholar Award Rupertsland Institute – Métis Centre for Excellence - Alberta	\$10,000
2017 – 2018	Indspire's <i>Building Bright Futures Award</i> Indspire – Toronto, Ontario	\$5,000
2016 – 2017	Graduate Programs in Education Scholarly Engagement Award Werklund School of Education – University of Calgary, Alberta	\$1,000
2016 – 2017	Indigenous Graduate Award University of Calgary – Calgary, Alberta	\$15,000
2016 – 2017	Métis Scholar Award Rupertsland Institute – Métis Centre for Excellence - Alberta	\$10,000

2016 – 2017	Indspire’s <i>Building Bright Futures Award</i> Indspire – Toronto, Ontario	\$2,100
2016 – 2017	Graduate Student Conference Travel Award Werklund School of Education – University of Calgary, Alberta	\$1,200
2016 – 2017	Werklund School of Education Graduate Funding University of Calgary – Calgary, Alberta	\$15,000
2015 – 2016	Faculty of Graduate Studies Travel Award University of Calgary – Calgary, Alberta	\$500
2015 – 2016	Indigenous Graduate Award University of Calgary – Calgary, Alberta	\$15,000
2015 – 2016	Indspire’s <i>Building Bright Futures Award</i> Indspire – Toronto, Ontario	\$3,000
2015 – 2016	Werklund School of Education Graduate Funding University of Calgary – Calgary, Alberta	\$13,500
2012 – 2013	Métis Scholar Award Rupertsland Institute – Métis Centre for Excellence – Alberta	\$10,000

Grant Funding

2023 – 2030	Canada First Research Excellence Foundation Grant – Indigenous Pathway Project titles: Walking Alongside You(th) Program; Language Revitalization Priorities; and Community-Based Research Hub (confidential)	
2022 – 2027	SSHRC – Tier II CRC Research Stipend Project title: Canada Research Chair in Indigenous Youth Wellbeing and Education	\$100,000
2022 – 2027	Werklund Research Support to match the SSHRC – Tier II Research Stipend Project title: Canada Research Chair in Indigenous Youth Wellbeing and Education	\$100,000
2021 – 2026	Alberta Children’s Hospital Foundation – Start-up Funds for TII CRC nomination Project title: Improving Relationships and Educational Experiences with and for Indigenous Youth and Communities in Northern Alberta	\$25,000
2023 – 2025	International Research Partnership Workshop Grant Project title: Deepening Commitments to Decolonizing Higher Education PIs: J. Markides & B. Cross Co-PIs: S. Roy, S. Steinberg, M. Langdon, G. Jeffery, & S. Carnicelli	\$10,000
2022 – 2025	Werklund School of Education Teaching and Learning Support Grant Project title: Walking Together: A Faculty Book Club to Decolonize Equity PIs: J. Markides & P. Roach	\$1,500
2022 – 2023	Office of Indigenous Engagement’s Curriculum Grant Project Title: Transformative Learning: Moving Forward in a Good Way Indigenous Social Work Circle and Lodge with BSW Redesign Indigenous Subcommittee	

	PIs: N. St-Denis, C. Gulbrandsen, K. Moore, J. Markides, J. Mann-Johnson, J. Warrell, L. Hilsen, I. Plain Eagle, D. Neufeld, & I. Roulson	\$10,000
2022 – 2023	Taylor Institute of Teaching and Learning – Teaching Academy’s Educational Leadership Grant Project Title: Walking Together: A Faculty Book Club to Decolonize Equity PIs: P. Roach & J. Markides	\$500
2022 – 2023	Indigenous Health Education Pathways to Healing (P2H) Grant Project title: Many Voices Youth and Emerging Adult for Mental Health Research PI: J. Markides Co-Investigators: W. Hindmarch, G. Dimitropoulos, M. Santana, & J. Zwicker	\$15,000
2021 – 2022	Alberta Education and WSE Grant for <i>Welcoming Indigenous Students to Campus</i> Project title: Lunch & Learn Panels 2.0 - Indigenous Youth “Seeing Ourselves on Campus”	\$10,000
2021 – 2023	SSHRC – Insight Development Grant 2021 Project title: Strengthening the Educational Experiences of Indigenous Students in Northern Alberta Schools. PI: J. Markides	\$69,638
2020 – 2021	Alberta Education and WSE Grant for <i>Welcoming Indigenous Students to Campus</i> Project title: Lunch and Learn Conversations with Indigenous Students Interested in Becoming Teachers and/or Attending the University of Calgary	\$10,000
2020-2021	Scholarship of Teaching and Learning – Development and Innovation Grant Project title: Relational Pedagogies for Engaging Students in Online Indigenous Education. Collaborators: E. Lacerda-Vandenborn, P. Danyluk, T. Fowler, A. Hanson, J. MacDonald, J. Markides, & Y. Poitras Pratt	\$7,280

Academic Community Engagement

The Canadian Association for Curriculum Studies (CACS)

- **Co-President** 2023-present

Faculty of Social Work Indigenous Strategy Task Force

- **Committee Member** 2023-present

Werklund School of Education’s College of Reviewers

- **Reviewer** 2023-present

The Conjoint Faculties Research Ethics Board for the Office of Research Services

- **Ad hoc Reviewer** Summer 2023

Provoking Curriculum Tenth Biennial Conference 2023

- **Program Chair** 2023

National Killam Program

- **Reviewer** July 2023

Werklund School of Education’s 2023 Admissions – PhD Student Applications

- **Reviewer** January 2023

Pawaatamihk: Journal of Métis Thinkers

- **Circle of Editors** 2022-present

Taylor Institute Indigenous Strategy Working Group

- **Indigenous Committee Member** 2022-present

Faculty of Graduate Studies ii' taa'poh'to'p Working Group

- **Committee Member** 2022-present

Master of Social Work – Leadership and Indigenous Engagement Certificate, Faculty of Social Work

- **Indigenous Program Development Team Faculty Lead** 2022-present

Bachelor of Social Work Re-design Indigenous Subcommittee, Faculty of Social Work

- **Indigenous Course(s) Development Team** 2022-present

Indigenous Employee Retention Committee

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

General Faculty Council – Teaching and Learning

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

The Canadian Association for Curriculum Studies (CACS)

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

Healthy Children, Families & Communities, Alberta Children Hospital Research Institute (ACHRI)

- **Committee Member** 2021-present

Werklund School of Education Strategic Planning Working Committee

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

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

- **Editorial Board Member** 2020-present

Studies in Social Justice Journal

- **Reviewer** October 2022

The Canadian Society for the Study of Education (CSSE) Annual Conference 2023

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

Mawachihitotaak (Let's Get Together): Métis Symposium 2022

- **Moderator** for “It's very different walking in two worlds as a Metis person”: Métis Identity, Community, Culture and Connections as determinants of health and wellbeing
- **Moderator** for Métis Arts, Culture and Storytelling as Education

Schulich School of Engineering Unit Review

- **Indigenous Engagement** providing feedback June 2022

School of Public Policy Unit Review

- **Indigenous Engagement** providing feedback March-April 2022

CACS Cynthia Chambers Master's Thesis Award

- **Reviewer** for The Canadian Association for Curriculum Studies (CACS) 2021

Proposal for *The Antonia Darder Reader*

- **Reviewer** for Bloomsbury 2022

Faculty of Law Unit Review

- **Indigenous Engagement** providing feedback January-February 2022

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

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

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

- **Mentorship Cohort Lead** 2021-2022

Mawachihitotaak (Let's Get Together): Métis Symposium 2022

- **Conference Committee Co-Chair** 2021-2022

Designing for Learning, Werklund School of Education

- **Course Development Team** 2021-2022

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

- **Course Development** 2021

Institutional Sustainability Strategy Unit Review

- **Indigenous Engagement** providing feedback November 2021

Master of Arts Application Review Committee

- **Reviewer** for Curriculum and Learning 2021

Indigenous Research Support Team Hiring Interview Committee

- **Interviewer (Indigenous faculty member)** 2021

Child Health and Wellness Grand Challenge Catalyst Awards

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

One Health, University of Calgary

- **Werklund School of Education Collaborative Planning Team** 2020-2021

The Canadian Association for Curriculum Studies (CACS)

- **Chair of Publications** 2020-2021

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

- **Reviewer** for submissions March, 2021

Education in the North, University of Aberdeen, Scotland

- **Reviewer** for submissions February, 2021

Global Education Review, Mercy College, New York

- **Reviewer** for submissions January, 2021

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

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

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

- **Discussant** for Division K – Teacher and Teacher Education
Panel on “GLOCALITY: Bridging the (always already) Global and Local in Education”

The Canadian Association for Curriculum Studies (CACS)

- **Graduate Student Representative** 2019-2020

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

- **Graduate Student Representative** 2019

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

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

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

- **Moderator** for Contemporary Indigenous Cultural Spaces

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

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

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

- **Reviewer** for submissions December, 2018

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

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

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

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

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

- **Graduate Student Representative** 2016-2017

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

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

Community Engagement

2018 – 2019	Walking With Our Sisters: Legacy Project for the Missing and Murdered Indigenous Women of Canada—Committee Member, Calgary, Alberta
2016 – 2018	Walking With Our Sisters: A Commemorative Art Installation for the Missing and Murdered Indigenous Women of Canada—Committee Member (Education Committee Co-chair), Calgary, Alberta
2014 – 2017	Elementary Literacy Programs—Volunteer Spitzee School, High River, Alberta