

CURRICULUM VITAE

Kaela Jubas, PhD

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Scholarly Interests

Adult learning and education; public pedagogies; feminist critical theory and methodologies; social justice and equity; professional education; work and learning; social movement learning

Academic Credentials

Doctor of Philosophy	University of British Columbia (UBC), Vancouver, BC, Canada Department of Educational Studies, 2009 Dissertation: <i>Promise and trouble, desire and critique: Shopping as a site of learning about globalization, identity and the potential for change</i> 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: <i>Dyeing the pink collar mauve: Understanding technical communication as a gendered solution to learning, career and information technology demands</i> Supervisor: Dr. Shauna Butterwick/Second reader: Dr. Thomas J. Sork Co-Recipient, Coolie Verner Prize
Master in Environmental Studies	York University , Toronto, ON, Canada Faculty of Environmental Studies, 1990 Major Paper: <i>Beyond needs assessment: Eliciting support issues and preferences of elderly people</i> 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 & Vanier Vingt-Deux (top 22 graduates of Vanier College)

Full-Time Academic Positions

Professor	University of Calgary Werklund School of Education/Adult Learning, 2023-present
Associate Professor	University of Calgary Werklund School of Education (previously Faculty of Education)/Adult Learning, 2014-2023 (Tenure granted 2014)
Assistant Professor	University of Calgary Faculty of Education/Adult Learning, 2008-2014

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. ISBN: 978-94-6300-273-8 [Original publisher: Sense Publishers]

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

Edited Peer Reviewed Journal Issues

Jubas, K., & Kawalilak, C. (Eds.). (2012). [*In/stability, in/security and in/visibility: Tensions at work for tenured and tenure stream faculty in the neoliberal academy*](#) [Special issue]. *Workplace: A Journal for Academic Labor*, 21.

Butterwick, S., Jubas, K., & Livingstone, D. W. (Eds.). (2007). [*Work and lifelong learning*](#) [Special issue]. *Canadian Journal for the Study of Adult Education*, 20(2).

Peer Reviewed Journal Articles

Jubas, K., Rooney, D., & Patten, F.* (2024). Entertaining tensions: Teaching with and learning from popular culture in professional education. *Pedagogy, Culture & Society*, 33(1), 123-140. <https://doi.org/10.1080/14681366.2023.2205415>

Jubas, K. (2023). [*Using popular culture in professional education to foster critical curiosity and learning*](#). *Studies in the Education of Adults*, 55(1), 240-258. <https://doi.org/10.1080/02660830.2022.2114690>

Jubas, K. (2023). [*More than a confessional mo\(ve\)ment? #MeToo's pedagogical tensions*](#). *Adult Education Quarterly*, 73(2), 133-149. <https://doi.org/10.1177/07417136221134782>

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>

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 (selected)

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.), *Handbook of adult and continuing education* (2020 ed.; pp. 168-176). 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. C. Vieira, A. Galimberti, & A. Nizinska (Eds.), [Adult education as a resource for resistance and transformation: Voices, learning experiences, identities of student and adult educators](#) (pp. 25-34). 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. (Eds.), [Adult education as a resource for resistance and transformation: Voices, learning experiences, identities of student and adult educators](#) (pp. 109-118). 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.

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 (open access availability)

Jubas, K. (2024, June 17-19). [\(Un\)masked learning: Life lessons from a pandemic practice](#). In E. Dobritch (Ed.), *CASAE 2024 Annual conference: Conference proceedings* (pp. 183-190). Concordia University.

Patten, F., & Jubas, K. (2024, June 17-19). [Learning stories, storied learning: Pedagogical implications of popular culture in critical professional education](#). In E. Dobritch (Ed.), *CASAE 2024 Annual conference: Conference proceedings* (pp. 317-324). Concordia University.

Jubas, K., Rooney, D., & Patten, F.* (2023, June 1-3). [Imaging a pathway into critical education: using popular culture to enhance the professional education classroom as a learning community](#) [Paper]. In J. Sumner & E. Dobrich (Eds.), *CASAE 2023 Annual conference: Conference proceedings* (pp. 145-152). University of Toronto/Ontario Institute for Studies in Education (UToronto/OISE).

Jubas, K., Rooney, D., & Patten, F.* (2022, July 13-15). [Entertaining tensions: Pop culture in professional education](#) [Paper]. In P. H. Sawchuk & K. Mirchandani, K. (Eds.), *Work, Learning & Social Change. Collected papers of the Researching Work and Learning (RWL) 12 Toronto conference* (Vol. 1, pp. 518-529). UToronto/OISE. [online conference]

Jubas, K., Patten, F.*, & Rooney, D. (2022, May 14-17). [Entertaining pedagogy in professional education: Why and how instructors insert popular culture texts into curriculum](#) [Paper]. In R. Hawa (Ed.), *Proceedings of the 40th Canadian Association for the Study of Adult Education (CASAE) Annual Conference* (pp. 210-217). Canadian Association for the Study of Adult Education. [online conference]

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](#) [Paper]. In J. Egan (Ed.), *Proceedings of Adult Education in Global Times 2020: An International Research Conference* (pp. 339-346). University of British Columbia (UBC) Vancouver. [conference cancelled because of COVID-19, proceedings published online]

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](#) [Paper]. In J. Egan (Ed.), *Proceedings of Adult Education in Global Times 2020: An International Research Conference* (pp. 777-780). UBC/Vancouver. [conference cancelled because of COVID-19, proceedings published online]

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

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](#) [Paper]. 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](#) [Paper]. 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](#) [Paper]. 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 \(a dialogue in progress\)](#) [Paper]. 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. (2013, June 25-27). [Boundaries blurred and reconceived: How popular culture functions pedagogically across borders](#) [Paper]. In P. Anderson, J. Brown, J. Field, A.-M. Houghton, C. Jarvis, A. Jones, L. Morrice, & D. Smith (Eds.), *Proceedings of Mobilities and Transitions: Learning, Institutions, Global and Social Movements. 43rd Annual Standing Conference on University Teaching and Research on the Education of Adults (SCUTREA) in partnership with Centre for Research in Lifelong Learning* (pp. 138-145). Glasgow Caledonian University, UK.
- Jubas, K., & Seidel, J. (2013, June 19-21). [Seeing patterns, taking shape: The knitting circle as metaphor and practice of negotiating in/visibility in academic work](#) [Paper]. In *Proceedings of The Visible and Invisible in Work and Learning. Researching Work and Learning 8* (Vol. 2). University of Stirling, UK.
- 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](#) [Paper]. 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](#) [Paper]. In S. M. Brigham (Ed.), *Proceedings of the 31st CASAE Annual Conference* (pp. 180-186). Wilfred Laurier University, Waterloo, ON.
- Jubas, K. (2011, December 4-7). [The phantom worker: How female nursing students see themselves in/and cultural portrayals of health care work](#) [Paper]. In H. Jian, L. Deen, M. Songge, & P. Simin (Eds.), *Proceedings of Researching Work and Learning 7* (pp. 734-745). East China Normal University, Shanghai.
- Jubas, K., Knutson, P.*, & McArthur, K.* (2011, June 9-12). [Watch, learn and become: How undergraduate nursing and medical students make sense of cultural representations of their professions](#) [Paper]. In S. Carpenter, S. Dhosa, & B. J. Osborne (Eds.), *Proceedings of the Joint 52nd Adult Education Research Conference (AERC) and the 30th CASAE Annual Conference* (pp. 334-340). UToronto OISE.
- McArthur, K.*, & Jubas, K. (2011, June 9-12). [Audiences as learners, producers as teachers: DVD](#)

[commentaries as pedagogy](#) [Roundtable]. In S. Carpenter, S. Dhosa, & B. J. Osborne (Eds.), *Proceedings of the Joint 52nd AERC and the 30th CASAE Annual Conference* (pp. 820-822). UToronto/OISE.

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](#) [Roundtable]. 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.

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](#) [Paper]. 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, June 28-July 1). [Anatomy of Meredith Grey and Seattle Grace: Lessons from a hit TV show about professional identity, ethics and pedagogy](#) [Paper]. In *Proceedings of Researching Work and Learning 6* (Vol. 1). Roskilde University, Denmark.

Jubas, K. (2009, May 25-27). [Everyday formalities: Framing informal learning in terms of academic disciplines and skills](#) [Paper]. 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](#) [Paper]. In J. Groen & S. Guo (Eds.), *Thinking Beyond Borders: Global Ideas, Global Values. 27th CASAE Annual Conference* (pp. 190-196). UBC/Vancouver,.

Butterwick, S., & Jubas, K. (2007, December 2-5). [Hard/soft, formal/informal, work/learning: Tenuous/persistent binaries in the knowledge-based society](#) [Paper]. In *Proceedings of Researching Work and Learning 5* (Vol. 1, pp. 124-129). Stellenbosch, South Africa.

Jubas, K. (2007, July 2-5). [Novel consumption: Narratives of contemporary ideology and practice](#) [Paper]. 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](#) [Paper]. 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](#) [Paper]. 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](#) [Paper]. 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](#) [Paper]. 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](#) [Paper]. In M. Hagen & E. Goff (Eds.), *Proceedings of the 47th AERC* (pp. 77-81). University of Minnesota, Minneapolis.

Butterwick, S., Jubas, K., Zhu, H., & Liptrot, J. (2005, December 11-14). [The constant learner: Women's alternative and informal learning pathways to jobs in the IT field](#). In D. W. Livingstone (Chair), *Work and Lifelong Learning Network research and partnerships across multiple sectors in Canada* [Symposium]. In *Proceedings of Researching Work and Learning 4*, University of Technology Sydney, Australia.

Knowledge Mobilization (open access availability)

Jubas, K., & McLaren, L. (2023, July 20). [Wisdom or recklessness: What lies ahead for the University of Calgary?](#) [Opinion]. *Calgary Herald*. <https://calgaryherald.com>

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, December). [Knitting as metaphor for work: An institutional autoethnography to surface tensions of visibility and invisibility in the neoliberal academy](#) [Podcast]. Invited podcast for *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*.

Scholarly Projects

Principal Investigator , <i>Learning Contagion: Masking as Critical Public Pedagogy</i> Gathers narratives of people who masked in response to COVID-19 through spring 2023	2023-present
Principal Investigator , <i>Bringing Popular Culture into the Classroom to Build a Pedagogy of Critical Curiosity</i> Funding: SSHRC Insight Grant; SSHRC Enhancement Grant Collaborator: 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 theory and "difficult" issues	2017-present
Principal Investigator , <i>Exploring How Social Movements Move: Understandings and Uptake of #MeToo among Female Students and Faculty in Professional Education</i> Funding: Werklund School of Education Outbound Grant Co-investigators: Drs. Christine Jarvis & Grainne McMahon, University of Huddersfield, UK 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	2018-21

<p>Principal Investigator, <i>The Academy as Safe Space? Experiences of LGBT Scholars and Students at the Intersection of Equity and Internationalization Agendas</i></p> <p>Funding: University Research Grants Committee Seed Grant, UCalgary Studied encounters of LGBTQ faculty, staff, and students with coinciding discourses of equity and internationalization</p>	2014-17
<p>Principal Investigator, <i>Cultural Constructions of Health and Citizenship: How American Pop Culture Inserts Itself into Learning, Debates and Policies about Canadian Healthcare</i></p> <p>Funding: SSHRC Standard Research Grant Co-investigator: Dr. Dawn Johnston, Communication and Culture, UCalgary Studied <i>Grey's Anatomy's</i> impacts on young Canadians' stances on healthcare policy</p>	2011-15
<p>Co-Investigator, <i>Examining the Social Organization of Undergraduate Nurse Employees: An Institutional Ethnography</i></p> <p>Funding: Endowment Fund, Faculty of Nursing, UCalgary; School of Nursing & Midwifery, Mount Royal University Principal Investigators: Drs. Janet Rankin, Faculty of Nursing, UCalgary and Margaret Quance, School of Nursing and Midwifery, Mount Royal University Investigated implications of Alberta's Undergraduate Nurse Employees program</p>	2012-14
<p>Principal Investigator, <i>Be(com)ing a Scholar in the Neoliberal Academy</i></p> <p>Co-investigator: Dr. Jackie Seidel, UCalgary Explored and connected personal experiences, organizational rhetoric and practice, and broad social trends and relations</p>	2011-14
<p>Principal Investigator, <i>Drama and Comedy of Professional Learning: Culture as a Source of Learning for Healthcare Workers</i></p> <p>Funding: University Research Starter Grant; SSHRC Standard Research Grant (1-year) Analyzed messages about identity, ethics, and pedagogy in <i>Grey's Anatomy</i> and <i>Scrubs</i>, and how medical and nursing students relate the shows to their education</p>	2009-12
<p>Principal Investigator, <i>The Politics of Shopping</i></p> <p>Funding: Special UBC Graduate Scholarship; SSHRC Doctoral Fellowship; Dean of Education Scholarship Doctoral project exploring critical shopping as a source of informal and incidental adult learning about globalization, identity and social change</p>	2004-08
<p>Research Assistant, <i>Women's Alternate and Informal Learning Pathways to IT Jobs</i></p> <p>Principal Investigator: Dr. Shauna Butterwick, UBC SSHRC-funded case study exploring women's informal learning pathways to work in the IT field; part of the national SSRHC-funded Work and Lifelong Learning (WALL) network (WALL Director: Dr. David Livingstone, UToronto/OISE)</p>	2003-07
<p>Co-investigator, <i>Images of "The Good Citizen" as Responsible Consumer in Corporate Marketing Materials</i></p>	2006

Funding: Faculty of Education Student Mentorship Grant Program, UBC Co-investigator: Dr. Shauna Butterwick	
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Teaching

Professor , Werklund School of Education (Adult Learning)	2023-Present
Associate Professor	2014-23
Assistant Professor	2008-14
Adult Learning Chair: chaired monthly specialization meetings; represented the specialization on Werklund committees; coordinated and submitted specialization reports; led 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
Selected Courses Taught: EDER 715.01 Contributions of Adult Education to Educational Studies; EDER 733.01 Discourses of Adult Education; EDER 735.04 Conversations in Adult Education Scholarship; EDER 603.16 Qualitative Research Methods; EDER 606/EDER 603.23 Writing Educational Research; EDER 617 Organizational Theory & Analysis in Education; EDER 619 Leading in Adult & Higher Education; EDER 631.05 Workplace, Learning, & Society; EDER 631.12 Perspectives on Community: Theory & Practice in Adult Education; EDER 631.22 Policy and Adult Learning; EDER 659.15 History & Philosophy of Adult Education	
Instructor , Department of Educational Studies, UBC	2007-08
Course: <i>ADHE 330 Community Practice of Adult Education</i> (elective in the Diploma in Adult Education; online)	
Teaching Assistant/Tutor , Intercontinental Master's in Adult Learning and Global Change, UBC	2005-08
Course: <i>EDST 575 Work and Education</i> (online)	

Graduate Student Supervision (completed)

Lukas Skulmoski, EdD (2022). *Learning through engaging women in trades introductory programs*

Joan Garbutt, EdD (2019). *Walking alongside: Poetic inquiry into allies of Indigenous peoples in Canada*
*Sole nominee from Graduate Programs in Educational Research, Werklund School of Education for the Canadian Association for Graduate Studies—ProQuest Distinguished Dissertation Award, 2020

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

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

Jim Masaya Urasaki, EdD (2018). *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*

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

Lisa Stowe, PhD (2016). *The effects of time and space on developing lifelong learners in one short-term travel study program* (Co-Supervisor with Dr. Shibao Guo)

*Recipient: Alan Thomas Best Graduate Student Paper Award, 31st Annual CASAE Conference, 2012

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

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

Service & Leadership (selected)

University

Departmental Representative	The University of Calgary Faculty Association (TUCFA)	2024-25, 2020-23, 2014-19
Member	Conjoint Faculty Research Ethics Board	2016-23

Faculty

Chair	Educational Studies in Adult Learning	2020-21
Member	Research Advisory Committee	2016-18
Member	SSHRC Fellowship Adjudication Committee	2015, 2014, 2013, 2012
Academic Coordinator	Adult, Community, & Higher Education MEd; Workplace and Adult Learning MEd	2011-15
Coordinator	United Way Campaign	2010, 2009
Student Representative	PhD Program Committee, UBC Department of Educational Studies	2004-06

Professional Association

Chair	Call for Proposals & Adjudication Committee, CASAE	2018-19
Co-President	CASAE	2013-16
Local Arrangements Coordinator	Annual Conference of CASAE	2015-16
Program Chair	Annual Conference of CASAE	2014-15
Chair	Alan Thomas Best Graduate Student Paper Award Committee, Annual Conference of CASAE	2011
Member	Alan Thomas Best Graduate Student Paper Award Committee, Annual Conference of CASAE	2010

Publication Review & Editorial Activities

Editorial Advisory Board	<i>International Journal of Lifelong Education</i>	2021-present
Consulting Editor	<i>Adult Education Quarterly</i>	2018-present
Managing Editor	<i>Canadian Journal for the Study of Adult Education</i>	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)