

David Scott, PhD

Associate Professor
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Education

University of Calgary 2011-2016

Ph.D., Curriculum and Learning

Thesis Title: *Engaging Aboriginal Perspectives in the Alberta Social Studies Classroom: A Sociocultural Investigation into Conceptual Possibilities and Teacher Beliefs*

Advisor: Dr. Darren Lund

University of Alberta 2007-2009

M.Ed., Secondary Education

Advisor: Dr. Kent den Heyer

Simon Fraser University 2001

Teacher Certification, Post Degree Program Concentration: Social Studies

University of Victoria 1992-1997

B.A., Majors: Political Science and History

Language Competencies and Cultural Immersion

B1 level in French (DELF) — lived and worked in France and Québec

Honours, Awards, and Funding (National and International)

Mourou/Strickland Mobility Program 2025

Funding for a one-week visiting scholar stay at Paris Cité, Paris, France
\$5,000

Social Sciences and Humanities Research Council of Canada

Partnership Grant 2019-2026

Thinking Historically for Canada's Future

Carla Peck (PI), Co-applicant and Co-lead of the Teacher Education Cluster
\$2,500,000 Federal with \$60,000 from University of Calgary

Social Sciences and Humanities Research Council of Canada

Connection Grant 2024-2025

Envisioning Practices to Renew Foundational Treaty and Agreements Education

David Scott (PI), Co-applicants Jennifer MacDonald and Tiffany Prete
\$24,935

**Social Sciences and Humanities Research Council of Canada
Insight Grant** 2021-2023
Reframing Design in Education for Equity, Diversity, and Inclusion
Douglas Clark (PI), Co-applicants David Scott, Jennifer Adams
\$99,655

Spencer Foundation Grant 2020-2022
Canadian and American Youth Perspectives on Media Related to COVID-19
Catherine Burwell (PI), Co-applicant with Maren Aukerman
\$66,000 US

Government of Canada Global Affairs Faculty Mobility Program 2018
Funding to present and conduct research at the Universidade Federal de Alagoas, Brazil
\$7,000

**Canada-Alberta Agreement on Minority-Language Education and
Second-Official Language Instruction Grant** 2016-2017
Provincial award to work with Alberta's Francophone community to support the
curriculum directive to teach Francophone perspectives
\$3,000

**Social Sciences and Humanities Research Council of Canada Joseph-Armand
Bombardier Canada Graduate Scholarship–Doctoral Award** 2012-2015
National award for my doctoral study examining how educators are negotiating
recent curricular directives to engage Indigenous experiences and perspectives
\$105,000

**Social Sciences and Humanities Research Council of Canada Michael Smith
Foreign Study Supplement** 2014
Funding for visiting scholar stay at the Universidade Federal de São Carlos, Brazil
\$6,000

THEN/HiER Visiting Doctoral Scholar Travel Grant 2013
Funding to support a visiting scholar stay at the Université de Laval, Québec
\$2,100

Honours, Awards, and Funding (Provincial and University Level)

Werklund School Teaching and Learning Grant 2024
Funding to support Treaty Education Project at the Confluence Historical Site and
Parkland
\$2,500

University of Calgary Indigenous Curriculum Grant 2024
Envisioning Practices to Renew Foundational Treaty and Agreements Education
\$10,000

University of Calgary Scholarship of Teaching and Learning Grant	2020
Funding to develop and evaluate the use of podcasts to engage students in rural, remote, and Indigenous contexts	
\$19,900	
Werklund Teaching Excellence Award	2018
Awarded for faculty member who is widely recognized for their teaching, supports the educational excellence of colleagues, and embodies a spirit of instructional innovation	
\$2,000	
Werklund French Facilitation Grant	2018
Awarded to support French language research in the faculty \$2,500	
Alberta Education Research Partnership Grant	2017
Partnership with Peace Wapiti School division in northern Alberta to work with Indigenous communities to improve the educational experiences of Indigenous students	
\$50,000	
University of Calgary Scholarship of Teaching and Learning (SoTL) Grant	2016
Funding to create and evaluate academic writing supports for students in on-line environments	
\$20,000	
Werklund International Research Seed Grant	2016
Funding to support an international research partnership with scholars at the Pontifical Catholic University of Goiás, Brazil	
\$10,000	
Werklund Research Collaboration Grant	2016
Funding to support an investigation into the nature and efficacy of inquiry-based approaches to education	
\$5,000	
University of Alberta Graduate Student Scholarship Award	2009
Awarded for academic excellence in a graduate program	
\$3,000	
Government of Alberta Award for the Study of Canadian Human Rights & Multiculturalism	2008
Provincial award for research promoting informed thinking about human rights, cultural diversity, and multiculturalism.	
\$10,000	
University of Alberta Queen Elizabeth II Graduate Scholarship Award	2008
Awarded to recognize the outstanding achievement of students pursuing graduate studies	
\$10,800	

Selected Peer Reviewed Publications

- Scott, D.** (in-press). À la recherche de la légitimité des programmes scolaires : L'odyssée de la réforme des sciences sociales en Alberta. In R. Gani & J. Gosselin-Tapp. *Nos programmes scolaires sont-ils légitimes ?* (pp.). Les Presses de l'Université de Montréal.
- Scott, D.,** Gani, R., & Gobran, J. (in press). Relational encounters with contested minoritized commemorations: The case of the vandalized bilingual stop signs in the Mission District of Calgary. *McGill Journal of Education*. <https://mje.mcgill.ca>
- Gani, R., & **Scott, D.** (2024). Defending Francophone and Indigenous perspectives in Alberta's social studies curriculum: The views of 13 Francophone education stakeholders. *Alberta Journal of Educational Research*, 70(2), 288–309. <https://doi.org/10.55016/ojs/ajer.v70i2.78178>
- Clark, D. B., **Scott, D.**, DiPasquale, J. P., & Becker, S. (2024). Reframing design in education: Proposing a framework to support pre-service teachers in adopting designerly stances. *Journal of the Learning Sciences*, 1–54. <https://doi.org/10.1080/10508406.2024.2397762>
- Clark, D., **Scott, D.**, & DiPasquale, J. P. (2024). Perspectives on the process of design from education and design fields. In P.P. Trifonas & S. Jagger (Eds.), *Handbook of Curriculum Theory, Research, and Practice* (pp. 763-782). Springer. <https://link.springer.com/referencework/10.1007/978-3-031-21155-3>
- Scott, D.**, Tupper, J., & Gobran, J. (2022). Framing citizenship and citizenship formation for pre-service teachers: A critical review of prominent trends in the research literature. *Democracy & Education*, 30(2), 1-12. <https://democracyeducationjournal.org/home/vol30/iss2/2>
- Scott, D.** (2021). A meditation on current and future trajectories for elementary social studies in Alberta. *One World in Dialogue*, 6(1), 1-15. <https://bit.ly/3waYEq5>
- Scott, D.** & Lock, J. (Eds.). (2021). *Teacher as designer: Design thinking for educational change*. Springer. <https://www.springer.com/gp/book/9789811597886>
- Scott, D.** & Bailey, D. (2021). Reframing inquiry in education: Designing for a living curriculum. In D. Scott & J. Lock (Eds.), *Teacher as Designer: Design Thinking for Educational Change* (pp. 23-39). Springer.
- Shergill, S., & **Scott, D.** (2020). Ethical relationality as a pathway for non-Indigenous educators to decolonize curriculum and instruction. In S. Steinberg (Eds.), *SAGE Handbook of Critical Pedagogies* (pp. 587-603). Sage Publications. <https://sk.sagepub.com/reference/the-sage-handbook-of-critical-pedagogies/i3825.xml>
- Scott, D.**, & Louie, D. (2020). Reconsidering rural education in light of Canada's Indigenous reality. In M. Corbett & D. Gereluk (Eds.), *Rural Education in*

- Canada: Connecting Land and People* (pp. 113-133). Springer.
https://doi.org/10.1007/978-981-15-2560-5_5
- Scott, D.**, Kawalilak, C., Dressler, R., & de Paiva, W. (2019). Investigating educational responses to diversity in Brazil during a time of curriculum change. *Comparative Education Review*, 63(3), 377-397.
<https://www.journals.uchicago.edu/doi/full/10.1086/703982>
- Scott, D. & Gani, R. (2018). Examining social studies teachers' resistances to teaching Indigenous Perspectives: A Case Study of Alberta. *Diaspora, Indigenous, and Minority Education*. 13(1), 167-181.
<https://doi.org/10.1080/15595692.2018.1497969>
- Scott, D.**, Smith, C., Chu, M., & Friesen, S. (2018). Examining the efficacy of inquiry-based approaches to education. *Alberta Journal of Educational Research*, 64(1), 35-54. <https://ajer.journalhosting.ucalgary.ca/index.php/ajer/article/view/2006>
- Scott, D.**, de Paiva, W., & Gereluk, D. (2018). O multiculturalismo liberal de Kymlicka no contexto canadense e brasileiro. *Educação & Realidade*, 42(5), 1-15.
<http://seer.ufrgs.br/index.php/educacaoerealidade/article/view/74993>
- Lund, D., Holmes, K., Hanson, A., Sitter, K., **Scott, D.**, & Grain, K. (2017). Teaching through duoethnography in teacher education and graduate curriculum theory courses. In J. Norris & R. D. Sawyer (Eds.), *Theorizing Curriculum Studies, Teacher Education and Research through Duoethnographic Pedagogy* (pp. 111-129). Palgrave Macmillan.
- Gani, R., & **Scott, D.** (2017). Social studies teachers' resistance to teaching Francophone perspectives in Alberta. *International Journal of Historical Learning, Teaching and Research*, 15(1), 34-48.
<https://www.history.org.uk/publications/categories/304/resource/9280/the-international-journal-volume-15-number-1>
- Louie, D. W., & **Scott, D.** (2016). Examining differing notions of a "real" education within Aboriginal communities. *Critical Education*, 7(3), 1-18.
<https://ices.library.ubc.ca/index.php/criticaled/article/view/186095>
- Scott, D.** & Gereluk, D. (2016). Educational accommodations for national minority groups. In L. Bosetti & D. Gereluk (Eds.), *Understanding school choice in Canada* (pp. 32-49). University of Toronto Press.
- Scott, D.** (2013). A place for a more critical form of historical inquiry in social studies classrooms. *Antistasis*, 3(1), 15-18.
<https://journals.lib.unb.ca/index.php/antistasis/article/view/20150>
- Scott, D.** (2013). Teaching Aboriginal perspectives: An investigation into teacher practice amidst curriculum change. *Canadian Social Studies*, 46(1), 31-43.
<https://files.eric.ed.gov/fulltext/EJ1016094.pdf>

Scott, D., & Abbott, L. (2012). Trying to make the mission statements of social studies curriculum inhabit my social studies pedagogy and vice versa. *One World in Dialogue Journal*, 2(1), 8–18.
<https://ssc.teachers.ab.ca/SiteCollectionDocuments/OneWorldInDialogue/OneWorld%20inDialogue%202012%20v2n1.pdf>

Additional Publications

Starlight, B., Starlight, D., Starlight, T., **Scott, D.,** Darkwa, J., Jahan, I., Kim, T., Hoq, T., Thraya, S., & Wright, A. (2025). *Call to action on education: The exclusion and lack of consultation with Elders and First Nations in the Alberta curriculum*. Final Report.

Kendrick, A.H., **Scott, D.,** & Gobran, J. (2023). Using podcasting to engage online and distance learning students: A pilot study. *Technology, Knowledge and Learning*, 29(2), 879-896. <https://eric.ed.gov/?q=pilots&pg=3&id=EJ1425815>

Scott, D., Ulmer-Krol, S., & Ribeiro, J. (2020). Enhancing the academic writing abilities of first year Bachelor of Education students in a blended learning environment. *International Journal of Teaching and Learning in Higher Education*, 31(3), 87-98.
<http://www.isetl.org/ijtlhe/pdf/IJTLHE3690.pdf>

Danyluk, P.J., Burns, A., & **Scott, D.** (2020). Becoming a teacher in a rural or remote community: The experiences of educational assistants. In M. Corbett & D. Gereluk (Eds.), *Rural Education in Canada: Connecting Land and People* (pp. 183-202). Springer.

Scott, D., Burns, A., Danyluk, P., & Ulmer-Krol, S. (2018). Evaluating the effectiveness of academic writing interventions in a community-Based B.Ed. program. *International Journal of E-Learning & Distance Education*, 33(2), 1-20.
<http://www.ijede.ca/index.php/jde/article/view/1060/1715>

Scott, D. (2017). Message from the editor: Social studies in a season of great untruth. *Focus Newsletter*, Fall 2017.
<https://ssc.teachers.ab.ca/SiteCollectionDocuments/Focus%20Newsletter/Focus%20November-2017.pdf>

Scott, D. & Van Kessel, C. (2017). Introduction to special issue. *Canadian Social Studies*, 49(1), 1-3. Retrieved from <https://canadian-social-studies-journal.educ.ualberta.ca/content/articles#chapter1>

Gereluk, D., & **Scott, D.** (2014). Citizenship education and the construction of identity in Canada. In J. E. Petrovic & A. M. Kuntz (Eds.), *Citizenship education around the world: Local contexts and global possibilities* (pp. 128–149). Routledge University Press.

Friesen, S., & **Scott, D.** (2014). *Inquiry-based education: A review of the literature*. Edmonton, AB: Government of Alberta. <https://galileo.org/focus-on-inquiry-lit-review.pdf>

Scott, D. (2014). *Enhancing historical thinking through discipline-based inquiry* [iBook]. Retrieved from <http://goo.gl/RvTTUE>

Scott, D., Falk, C., & Kierstead, J. (2002). *Legacies of ancient Egypt (critical challenges across the curriculum)*. Vancouver, BC: The Critical Thinking Consortium.

Selected Peer-Reviewed Presentations

Scott, D., Wright, A., Jahan, I., & Thraya, S. (2025, October 5). *Making Treaty at the Confluence: Towards ethically relational historical encounters*. Presented at the Confluence Symposium, Calgary, AB. <https://www.theconfluence.ca/symposium-contributors>

Apooyak'ii/Prete, T., **Scott, D.,** MacDonald, J., & Bouvier, V. (2025, June). *Renewing foundational treaty and agreements education: A collective métissage*. Paper presented at the Canadian Society for the Study of Education Annual Conference, George Brown College, Toronto, Ontario.

Evans, B. & **Scott, D.** (2025, June). *How Teaching the Past Contributes to Citizenship Formation: The Views of Teacher Educators in Ontario and Alberta*. Paper presented at the Canadian Society for the Study of Education Annual Conference, George Brown College, Toronto, Ontario.

Scott, D., Darkwa, J., Ferguson, W., Hoq, T., Jahan, I., Kim, T., Mirzaee, S., Spady, D., & Thraya, S. (2025, February 21-23). *Phenomenological and hermeneutic encounters with Calgary's commemorative landscapes*. Paper presented at the 11th Biennial Provoking Curriculum Conference 2025, Calgary, AB.

Scott, D. & Sultana, S. (2024, October). *Post secondary teacher educator's conceptions of teaching Indigenous knowledges*. Paper presented at the bi-annual conference of The Canadian History of Education Association, Ottawa, Ontario.

Scott, D. & Gani, R. (2024, October). *Ethically relational engagements with contested minoritized commemorations: The case of vandalized bilingual stop signs in Calgary Alberta*. Paper presented at the bi-annual conference of The Canadian History of Education Association, Ottawa, Ontario.

Scott, D. (2024, June). *The power and limits of curriculum activism: A case study of three curriculum reform efforts in Alberta*. Paper presented at the The Governance of Curriculum in Canada: 'Legitimate Futures' in Times of Global Crises CIESC-SCÉCI Preconference, *McGill University, Montreal.

Gani, R., Pattison-Meek, & **Scott, D.** (2024, June). *Assessing curriculum legitimacy: Views from Alberta, Ontario, Quebec, and Nova Scotia*. Paper presented at the Canadian Society for the Study of Education Annual Conference, *McGill University, Montreal.

- Kendrick, A. H., & **Scott, D.** (2024, June). *Using podcasting to engage online distance learning students: A pilot study*. Paper presented at the Canadian Society for the Study of Education Annual Conference, McGill University, Montreal.
- Clark, D. B., **Scott, D.**, DiPasquale, J., & Becker, S. (2023, June). *Supporting pre-service teachers in designerly thinking*. Paper presented at International Conference of the Learning Sciences (ICLS), Montreal, Quebec.
- Scott, D.** & Gani, R. (2023, May). *Contested minoritized commemorations as sites of historical encounters: Exploring new possibilities for history education*. Paper presented at the Canadian Society for the Study of Education Annual Conference, York University, Toronto.
- Burwell, C., **Scott, D.**, & Aukerman, M., & Mathezer, M. (2023, May). *Making sense of COVID-19: How youth navigate pandemic-related information*. Paper presented at the Canadian Society for the Study of Education Annual Conference, York University, Toronto.
- Burwell, C., Aukerman, M., **Scott, D.**, & Mathezer, M. (2023, April). *Sociability and sense-making circles: How Canadian and American youth navigate COVID-19-related media*. Paper presented at the Annual Meeting of the American Educational Association, Chicago, IL.
- Scott, D.** & Gani, R. (2023, May). *Enseigner des perspectives francophones à des Albertains anglophones : par où commencer ?* Paper presented at the Colloque international en éducation annual conference, Montréal, QC.
- Gani, R., **Scott, D.**, & Gobran, J. (2023, April). *La photo d'un arrêt-stop vandalisé à Calgary : une ressource éducative à partager?* Paper presented at the Colloque du Colet, Montréal, QC.
- Aukerman, M., Burwell, C., **Scott, D.**, Bence Mathezer, M., Blackman, G., and Paredes, J. (2022, November). *The Sensemaking Ecosystems of Youth Navigating the COVID-19 Information Landscape*. Paper presented at the Literacy Research Association Annual Meeting, Phoenix, AZ.
- Scott, D.** & Tupper, J. (2022, April). *A critical examination of contemporary trends and developments in research on citizenship and civics formation for preservice teachers*. Paper presented at the Annual Meeting of the American Educational Association, San Diego, CA.
- Clark, D. & **Scott, D.** (2022, April). *Reframing design in education: Supporting preservice teachers in adopting designerly stances toward inquiry*. Paper presented at the Annual Meeting of the American Educational Association, San Diego, CA.
- Kendrick, A. H., & **Scott, D.** (2022, March 28). *Using podcasting to engage rural, remote, and Indigenous students: From knowledge consumers to knowledge creators*. National Congress on Rural Education in Canada, University of Saskatchewan (on-line).

- Scott, D.,** Tupper, J. & Gobran, J. (2021, June). *A critical examination of contemporary trends and developments in the research on citizenship Formation for pre-service teachers*. The Canadian Society for the Study of Education Annual Conference, University of Alberta (on-line).
- Scott, D.,** Gibson, L., den Heyer, K. & Gobran, J. (2021, June). *Confronting difficult pasts: Reframing debates around contested Commemorations*. The Canadian Society for the Study of Education Annual Conference, University of Alberta (on-line).
- Kendrick, A., **Scott, D.,** & Hurley, S. (2020, September). *Engaging on-line students through podcasting*. Digital Education Summit, Sam Houston State University (Delivered on-line).
- Scott, D.,** & Louie, D. (2020, June). *Reconsidering rural education in light of Canada's Indigenous reality*. The Canadian Society for the Study of Education Annual Conference, Western University, ON. (Conference cancelled)
- Scott, D.,** Gibson, L., Abdou, E., den Heyer, K., & Cutrara, S. (2020, May). *Monumental mistakes? Rethinking public debates on contentious commemorations and monuments (Panel)*. The Canadian Society for the Study of Education Annual Conference, Western University, ON. (Conference cancelled)
- Gani, R., **Scott, D.,** & Brunet, M.H. (2019, June). *Conversations à travers la dualité linguistique : Reconnaître les perspectives francophones à l'école en milieu majoritaire anglophone*. Paper presented at The Canadian Society for the Study of Education Annual Conference, Vancouver, BC.
- Burns, A., & **Scott, D.** (2019, June). *Transitioning from the role of educational assistant to classroom teacher: Experiences of pre-service teachers in a community-based Bachelor of Education program*. Paper presented at The Canadian Society for the Study of Education Annual Conference, Vancouver, BC.
- Scott, D.,** Kawalilak, C., & Dressler, R. (2018, June). *Examining educational responses to ethno-cultural diversity: A comparative study of Brazil and Canada*. Paper presented at The Canadian Society for the Study of Education Annual Conference, Regina, SK.
- Scott, D.,** Ulmer-Krol, S., & Ribeiro, J. (2018, May). *Evaluating the effectiveness of the flipped classroom model for the acquisition of academic writing skills of first year b.ed students*. Paper presented at The Canadian Society for the Study of Education Annual Conference, Regina, SK.
- Scott, D.,** (2018, May). *Engaging Indigenous perspectives in the Alberta social studies classroom: An investigation into teacher beliefs*. Paper presented at The Canadian Society for the Study of Education Annual Conference, Regina, SK.

- Scott, D.** (2018, April). *Examining educational responses to diversity in Brazil*. Paper presented at the Annual Meeting of the American Educational Association, New York, NY.
- Moore, K., **Scott, D.**, & Saar, C. (2017, May). *Engaging foundational Indigenous philosophies in ethically relational ways*. Paper presented at Ideas Conference, Calgary, AB.
- Scott, D.**, & Gani, R. (2017, May). *Towards a new approach for preparing educators to teach “other” perspectives*. Paper presented at The Canadian Society for the Study of Education Annual Conference, Toronto, ON.
- Scott, D.**, Burns, A., Danyluk, P., Ribeiro, J. (2017, May). *Evaluating the effectiveness of academic writing modules and small group tutorials in blended learning contexts*. Paper presented at The Canadian Society for the Study of Education Annual Conference, Toronto, ON.
- Scott, D.**, & Gani, R. (2016, May). *Towards a new approach for teaching “other” perspectives*. Paper presented at The Canadian Society for the Study of Education Annual Conference, Calgary, AB.
- Louie, D., & **Scott, D.** (2015, April). *Examining differing notions of a real education within Aboriginal communities*. Paper presented at the Annual Meeting of the American Educational Association, Chicago, IL.
- Scott, D.** (2015, March). *Responses to diversity within educational contexts in Canada*. Paper accepted for presentation at the National Metropolis Conference, Vancouver, BC.
- Scott, D.**, & Friesen, S. (2014, May). *An exploration on the nature of inquiry-based learning*. Paper presented at The Canadian Society for the Study of Education Annual Conference, St. Catherines, ON.
- Scott, D.**, & Gereluk, D. (2014, May). *Constructing a Canadian identity in Canada*. Paper presented at The Canadian Society for the Study of Education Annual Conference, St. Catherines, ON.
- Donald, D., & **Scott, D.** (2014, May). *Engaging Aboriginal perspective in the curriculum: Apertures as pathways into new imaginative possibilities*. Paper presented at The Canadian Society for the Study of Education Annual Conference, St. Catherines, ON.
- Scott, D.** (2014, March). *Restoring Aboriginal and Francophone historical perspectives in the classroom*. Paper presented at the National Metropolis Conference, Gatineau, QC.
- Scott, D.**, & den Heyer, K. (2013, May). *Hopeful destinations for (social studies) education and the work of Alan Badiou*. Paper presented at The Canadian Society for the Study of Education Annual Conference, Victoria, BC.

- Scott, D.** (2013, May). *Teaching Aboriginal perspectives: An investigation into teaching practice amidst curriculum change*. Paper presented at The Canadian Society for the Study of Education Annual Conference, Victoria, BC.
- den Heyer, K., & **Scott, D.** (2012, November). *Curricular points of departure and hopeful destinations for (social studies) education*. Paper presented at the Curriculum and Pedagogy Conference, New Orleans, LA.
- Scott, D.** (2011, April). *Teaching multiple perspectives: New possibilities for history education*. Paper accepted for presentation at the Annual Meeting of the American Educational Association, New Orleans, LA.
- Scott, D.** & Abbott, L. (2010, May). *Can we bring about a Renaissance in our own times? Connecting students and their life world with history curricula*. Paper presented at The Canadian Society for the Study of Education Annual Conference, Fredericton, NB.
- Abbott, L., & **Scott, D.** (2010, April). *From drawing out to drawing in: Throughline questions and the personal subjectivities of teacher candidates*. Paper presented at the Annual Meeting of the American Educational Association, Denver, CO.
- Abbott, L., & **Scott, D.** (2009, May). *Drawing on what we know: Examining illustrated responses to throughline questions in a social studies methods course*. Paper presented at The Canadian Society for the Study of Education Annual Conference, Ottawa, ON.
- den Heyer, K., & **Scott, D.** (2009, May). *What points of departure and hoped-for destinations can we articulate for social studies and history education?* Paper presented at The Canadian Society for the Study of Education Annual Conference, Ottawa, ON.
- den Heyer, K., & **Scott, D.** (2009, April). *Expanding the circle of knowledge: What points and hoped-for destinations can we articulate for curriculum beyond disciplined inquiry?* Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Invited Presentations

- Scott, D.** & Gani, R. (2025, October 12). *Commémorations minoritaires contestées comme lieux de rencontres historiques*. Paper presented at the Université Paris Cité, Paris, France.
- Scott, D.** (2024, October 11). *Experiences working on Alberta Education's Social Studies K-6 curriculum renewal specialist group*. Alberta Teachers' Association Curriculum Committee (Zoom).
- Scott, D.** & Sultana, S. (2023, June). *Cluster 3 Panel: Education formation for pre-service teachers: Prominent trends, developments, and points of divergence in relation to the teaching of Indigenous Knowledges across Canada*. Paper

presented at the annual general meeting of the Thinking Historically for Canada's Future SSHRC Partnership Grant, Montreal, Quebec.

- Kendrick, A. H., **Scott, D.**, & Hurley, S. (2022, April 6). *Podcasting for teaching purposes*. Taylor Institute of Teaching and Learning.
- Scott, D.**, & Mosher, R. (2022, Jan. 26). *Conversations on Alberta's draft programs of study*. Celebrating Sessionals Network, Werklund School of Education.
- Scott, D.** (2019, November). *Conversations à travers la dualité linguistique: Examining Alberta Teachers' Resistances to the Introduction of Francophone Perspectives in the Curriculum*. Paper presented at the annual meeting of the Association for Canadian Studies. Gatineau, QC.
- Scott, D.**, & Scott, P. (2019, August). *Reunião de pesquisadores: Multiculturalismo e educação*. Lecture presented at the University of Alagoas, Brazil.
- Scott, D.**, & Scott, P. (2019, August). *Pesquisa científica, metodologia e internacionalização*. Lecture presented at the University of Alagoas, Brazil.
- Scott, D.**, & Scott, P. (2019, July). *Culture and diversity in education: Brazil and Canada approaches*. Lecture presented at the University of Alagoas, Brazil.
- Scott, D.** (2016, November). *Analyzing the tension between unity and diversity: Multicultural perspectives on educational policy in Canada*. Lecture presented at the International Symposium Brazil-Canada: Examining Educational responses to Diversity. Pontifical Catholic University of Goiás, Brazil.
- Scott, D.** (2016, June). *Challenges and opportunities in social studies education in Canada today*. Speech presented at the Re-examining Foundations in Social Studies Education: An Invitation to Dialogue. University of Calgary, Calgary, AB.
- Scott, D.** (2014, November). *Challenges and opportunities to engaging Aboriginal perspectives in the curriculum*. Paper presented at Núcleo de Estudos de Fenomenologia em Educação Física, Universidade Federal de São Carlos, Brazil.
- Scott, D.** (2014, October). *Approaches to ethnographic research*. Lecture presented to the Centro de Educação e Ciências Humanas group, Universidade Federal de São Carlos, Brazil.
- Scott, D.** (2014, October). *Conceptions of multicultural education within Canadian educational contexts*. Invited speaking presentation for the Fulbright Graduate Scholarship Committee, Universidade Federal de São Carlos, Brazil.
- Scott, D.**, & Scott, P. (2014, September). *Responses to diversity within education contexts in Brazil and Canada*. Invited presentation at the Seminário de Pesquisas em Práticas Sociais e Processos Educativos Conference, Universidade Federal de São Carlos, Brazil.

- Scott, D.**, Belliveau K., & Pann, S. (2022, Feb. 22). *Bridging the gap between social studies program mission statements and classroom practice with Dr. David Scott*. Ed Students in Conversation (podcast).
- Bailey, D. & **Scott, D.** (2021, April 18). *Fact checking Jason Kenney's curriculum conversations*. <https://www.youtube.com/watch?v=snnCmwzmzFE>
- Aukerman, M., Burwell, C., Seidel, J., & **Scott, D.** (2021, April 7). Proposed K-6 curriculum ignores research, resulting in a model unlikely to achieve any of its goals. *CBC News*. <https://www.cbc.ca/news/canada/calgary/road-ahead-alberta-education-curriculum-criticism-1.5978023>
- Peck, C., Wright-Maley, C., **Scott, D.**, von Heyking, A. (2021, April 6). Opinion: Alberta's draft social studies curriculum will hinder students. *Edmonton Journal*. <https://edmontonjournal.com/opinion/columnists/opinion-albertas-draft-social-studies-curriculum-will-hinder-students>
- Kanygin, J. & Marks, S. (2021, March 30). 'Deeply disappointing' educators, parents voice concerns as Kenney defends new Alberta curriculum. *CTV News Calgary*. <https://calgary.ctvnews.ca/deeply-disappointing-educators-parents-voice-concerns-as-kenney-defends-new-alberta-curriculum-1.5368873>
- VoicEd Radio (2020, November 10). Alberta curriculum revision with David Scott and Maren Aukerman. *Hurley in the Morning*. <https://www.spreaker.com/episode/41922308>
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The History Education Network/Histoire et Éducation en Réseau. (2013, May 5). *Visiting doctoral program report*. <http://thenhier.ca/sites/default/files/Scott-report.pdf>

Students Supervised to Graduation (Werklund School of Education)

Vanessa Munroe, Ed.D. 2023

Thesis Title: *K-12 Art Educators Learning from Indigenous Insight and Voices: A Collaborative, Arts-Based Case Rooted in Moh̓k̓ins̓t̓sis/Calgary, Alberta*
<https://prism.ucalgary.ca/items/0cc87d05-4bef-4456-8ef2-e5c94cf596fb>

Brian Hull, Ed.D. 2023

Thesis Title: *Educating for Care: A Case Study on Care in the International Baccalaureate Diploma Programme Global Politics Course*
<https://prism.ucalgary.ca/items/616be40e-f216-442d-b6e0-3f54ce6417fd>

Sam Ulmer-Kroll, M.A. 2020

Thesis Title: *Tuning into General Education: Understanding Student Experience in Undergraduate Education* (SSHRC Funded)
<https://prism.ucalgary.ca/server/api/core/bitstreams/1192ada0-4ec2-4cff-a482-ac3bb3c13b3e/content>

Current Graduate Students (Werklund School of Education)

Shawna Williams, Ed.D. student (year 3)

Focus: *Responding to and Enacting Curriculum Priorities in a Canadian College Context*

Desiree Marshall-Peer, Ed.D. student (year 3)

Focus: *Identifying Ways of Being that Indigenize Curriculum and Assessment in a Teacher Education STEAM Setting*

Zohra Samir, Ed.D. Student (year 2)

Focus: *Exploring the Perceptions and Experiences of Indian Newcomer Educators in Westernized Childcare Environments in Canada*

Jeremy McQuigge, Ed.D. Student (year 4)

Focus: *Establishing a National Work-Based Learning Central Body: A Policy Advocacy Dissertation for Standardization and Accreditation in Canada*

Undergraduate Level Supervision (University of Calgary)

Jonah Secreti, PURE Undergraduate studentship (summer 2020)

Jessica Gobran, PURE Undergraduate studentship (summer 2019)

Caitlin Tighe, PURE Undergraduate studentship (summer 2019)

Parneet Kahlon, PURE Undergraduate studentship (summer 2018)

Scholarly and Professional Service

Social Sciences and Humanities Research Council of Canada National Insight Grant Evaluation Committee	2022-2024
Curriculum Consultation Alberta Education Designated Social Studies K-6 Curriculum Renewal Specialist Group	2023
Program Chair Canadian Association of Curriculum Studies	2017-2020
Associate Editor Canadian Social Studies	2012–2020
Scholarship Reviewer Social Sciences and Humanities Research Council of Canada graduate scholarships Mitacs research awards	2019-2020
Editor Alberta Teachers' Association Social Studies Council Newsletter	2015-2018
Journal Reviewer 2016-Present Canadian Journal of Education Canadian Social Studies Canadian Journal of Curriculum Studies	
Workshop facilitator Calgary Board of Education: 5 sessions on engaging Indigenous ways of knowing	2017/2018

University Leadership and Service

Chair, Curriculum and Learning	2023-present
University of Calgary Tri-Council Review Committee	2020-2023
Director of Student Experiences Community-based program	2015-2020
University of Calgary non-academic misconduct appeals committee	2018

Work Experience

Associate Professor, Curriculum and Learning University of Calgary, Werklund School of Education	2020
Assistant Professor, Curriculum and Learning University of Calgary, Werklund School of Education Director of Student Experiences for the Community-based pathway	2019

Instructor, Curriculum and Learning University of Calgary , Werklund School of Education Director of Student Experiences for the Community-based pathway	2015-2018
Sessional Instructor University of Calgary , Werklund School of Education Designed and taught a range of undergraduate courses including social studies methods	2013-2015
Humanities Teacher Connect Charter School , Calgary, Alberta Taught Humanities 8 and 9 at this publicly funded charter school designated by Alberta Education as a research site for innovation in education	2009–2013
Sessional Instructor University of Alberta , Secondary Education Designed and taught social studies methods courses for pre-service teachers	2007-2009
Teacher A l'École Chevigny , Trois Rivières, Québec Taught ESL 11 and English Concentrations 7 and 11	2007
Teacher Columnetza Secondary , Williams Lake, British Columbia Taught ELA 8, Social Studies 8, and Digital Yearbook 11/12	2005–2006
ELA and Social Studies Teacher Alexis Creek School , Alexis Creek, British Columbia Rural school comprised of students primarily from the Chilcotin First Nation	2004–2005
ELA and Environmental Studies Teacher Williams Lake Secondary , Williams Lake, British Columbia Taught modified ELA 11/12, ELA 9, and Environmental Studies 9–12	2003–2004
ESL Teacher Japanese Exchange Teaching Program , Kumamoto, Japan English as a Second Language teacher at Ozu-Machi Junior High School	2002–2003