

**Institute for Research on Digital Learning  
Annual Report  
2016-2017**

1. Contact Information:

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2. Charter Dates: 06/2014 of first Charter as IRDL (ORU has been operating since 06/2001 as IRLT – Institute for Research on Learning Technologies).

3. Mandate: From elementary school to university, digital learning is now an essential component of education. Digital technologies and media are reshaping teaching and learning as educators work in a productive collaboration with industry, government, and research organizations. IRDL is at the forefront of research in the digital age and has a broad interdisciplinary mandate to engage and facilitate discussion, information sharing, systematic inquiry, and pedagogic innovation related to the uses of technology in teaching and learning. Working closely with the York community, school boards, industry, and government, IRDL’s researchers and scholars are well positioned to respond to changing priorities and conditions, exploring the evolving nature of instructional tools and strategies in formal schooling, informal learning environments, and digital cultures more generally.

4. Membership and Governance:

<b>Core Members</b>	<b>Faculty</b>
Jennifer Jenson	Education
Heather Lotherington	Education
Mary Leigh Morbey	Education
Ron Owston	Education
Kurt Thumlert	Education
Sue Winton	Education
Natalie Coulter	Communication Studies, LA&PS

Melanie Baljko	Computer Science, Lassonde School of Engineering
Diane Beelen Woody	Department of French Studies, LA&PS
David Gelb	Design, School of Arts, Media, Performance & Design
Michael Longford	Design, School of Arts, Media, Performance & Design
Jean Adams	Schulich School of Business
Graeme Deans	Schulich School of Business

### Internal Affiliates – Faculty & Staff

Monique Adriaen	French Studies, LA&PS
Karen Anderson	Sociology, LA&PS
Chloe Brushwood Rose	Education
Radu Campeanu	Information Technology, LA&PS
Avi Cohen	Economics, LA&PS
Mary Louise Craven	Communication Studies, LA&PS
Warren Crichlow	Education
Caitlin Fisher	Film, School of Arts, Media, Performance & Design
Shelley Hornstein	Visual Arts, School of Arts, Media, Performance & Design
Tom Johnson	Osgoode Law School
Dalton Kehoe	Communication Studies, LA&PS
Sam Lanfranco	School of Information Technology, LA&PS
Anne MacLennen	Communication Studies, LA&PS
Lyndon Martin	Education
Gareth Morgan	Schulich School of Business
Celia Popovic	Education
Ron Sheese	Psychology, Faculty of Health
Roberta Sinyor	Languages, Literature & Linguistics, LA&PS
Carolyn Steele	Career Centre
Herb Wideman	Contract Senior Researcher
Laurie Wilcox	Psychology, Faculty of Health
Renate Wickens	Cinema and Media Studies, School of Arts, Media, Performance & Design
Ros Woodhouse	The Writing Department, LA&PS

**Internal Affiliates – Graduate Students & Post-Doctoral Fellows**

Stephanie Fischer	PhD Candidate, Education
Emily Flynn Jones	Post-Doctoral Fellow
Foad Hamidi	PhD Candidate, Computer Science & Engineering
Maren Hancock	PhD Candidate, Women's Studies
Cristyne Hébert	Post-Doctoral Fellow
Kisha McPherson	PhD Candidate, Education
Alia Miroshnichenko	PhD Candidate, Communication Studies
Karen Skardzius	PhD Candidate, Communication and Culture
Sarah Stang	PhD Candidate, Film, School of Arts, Media, Performance & Design
Brittany Tomin	Master's Candidate, Education
Tannaz Zargarian	PhD Candidate, Education

**Alumni**

Dr. Kelly Bergstrom	University of Hawaii, Manoa, HI
Dr. Negin Dahya	University of Washington, Seattle, WA
Dr. Milena Droumeva	Simon Fraser University, Burnaby, BC
Dr. Alison Harvey	University of Leicester, Leicester, UK
Dr. Felan Parker	Concordia University, Montreal, QC
Dr. Michelle Sengara	York University, Faculty of Education
Dr. Nicholas Taylor	NC State University, Raleigh, NC

**External Affiliates**

Richard Fouchaux	Ontario Human Rights Commission
Robert Martellacci	Mindshare Learning
Shann McGrail	Microsoft Canada, Education Manager
Patrick McQuade	Peel District School Board
Natalia Rhonda	Ministry of Education

**Executive Committee Members**

Jennifer Jenson	Chair, Education
Jean Adams	Associate Co-Chair, Schulich School of Business
Mary Leigh Morbey	Associate Co-Chair, Education
Natalie Coulter	Communication Studies, LA&PS
Graeme Deans	Schulich School of Business
Heather Lotherington	Education
Karen Skardzius	Graduate Student Rep, Communication and Culture
Kurt Thumlert	Education

## 5. Annual Activities in Fulfilling Mandate

### FUNDING

Jennifer Jenson held 7 grants for the 2016-2017 fiscal year in support of multidisciplinary, multisector research in collaboration with the York community, educators from Ontario's French and English public schools, industry, government, and scholars from around the world.

\$490,532	<i>ReFiguring Innovation in Games</i> (PI)	\$2,498,116, 2015-2020, SSHRC Partnership Grant
\$472,696	<i>Playing to Learn</i> (PI)	\$479,000, 2015-2017, Council of Ontario Directors of Education
\$ 65,205	<i>Think, Design, Play</i> (PI)	SSHRC Insight Grant 2014-19
\$ 38,400	AMD/Motorola Solutions	2015-2018
\$ 51,228	Infrastructure Operating Fund	CFI, 2003-2020
\$ 12,500	YUF/Friends of York	2011-2018
\$ 10,000	<i>Prove it to Me</i> (Co-PI)	2014-2018
\$ 15,000	MiTACS (Co-PI with K. Bergstrom)	2016-2017

Our core members were active and successful this year, earning a number of grants promoting research into digital learning and effective pedagogy.

\$ 69,500	Natalie Coulter (PI)	SSHRC Insight Development Grant
\$100,000	Diane Beelen Woody (Co-PI)	AIF, 2015-2017 (2-year)
\$103,296	Ron Owston (Co-PI)	SSHRC Partnership Grant 2016-2018
\$ 65,000	Kurt Thumlert (PI)	ShOCF Grant
\$100,000	D. Gelb, M. Longford (Co-PIs)	AIF, 2015-2017 (3-year)
\$ 60,000	D. Gelb, M. Longford (Co-PIs)	ShOCF Grant
\$ 24,967	Michael Longford (PI)	SSHRC Connection Grant
\$316,228	Sue Winton	SSHRC Insight Grant 2015-17 (3-year)
\$100,00	Diane Beelen Woody	AIF, 2015-17 (3-year)

### EVENTS

Event Type	Total Attendance	Internal (York)	External Guests
Open House - 1	25	21	3
Guest Speakers - 4	93	86	7
Workshops - 10	356	171	185
Round Table - 1	24	20	4

## **Community Event – Open House (1)**

IRDL held an Open House to celebrate the institute's move to the Kaneff Tower in January 2016. The event, billed as the "Winter Chiller," was held on March 7, 2017. It was a lively event that brought together faculty and students from York, OCAD University, and UOIT to discuss digital learning, hybrid pedagogy, and gaming and gender.

## **Guest Speakers (4)**

The theme for this year's annual Speaker Series was "Playing and Making." The events were well attended by faculty and students from the Faculty of Education, Communication Studies, Graduate Studies, and LA&PS, as well as visiting students and faculty from Concordia University, OCAD University, and the University of Waterloo.

November 7, 2016. "Everything I know about this game suggests I should avoid it at all costs': Barriers and gateways to participation in digital game cultures." Presented by Dr. Kelly Bergstrom, University of Hawaii.

November 25, 2016. "Playing to learn: Creating meaningful, structured, and supported game-based pedagogy in K-12 classrooms." Presented by Dr. Cristyne Hébert, York University.

March 15, 2017. "Indie interfaces: Intermediary labour in independent game development." Present by Dr. Felan Parker, University of Toronto.

April 12, 2017. "Make better games" Presented by Dr. Cindy Poremba, OCAD University.

## **Workshops (10)**

*ReFiguring Innovations in Games* – Our research team worked in collaboration with Concordia University and OCAD University to conduct four workshops.

October 2016. "Troubling prime directives from the 'Safe Space' meme: Towards an ethics of discomfort and a queer pedagogy of safer space practices." Organized by ReFig. Presented by Janice Stewart. Concordia University.

October 2016. "Feminist pedagogies workshop." Organized by ReFig. Presented by Emily Flynn-Jones. Concordia University.

November 2016. "Feminist mix tape game jam. A game making workshop using feminist music as a source of inspiration." Organized by Emily Flynn-Jones and supported by ReFig. OCAD University.

March 2017. “Feminist war games game jam: A game making workshop addressing serious questions about the relationship between feminism and war.” Organized by Emily Flynn-Jones and Jon Sakofski. Supported by ReFig. OCAD University.

*Think, Design, Play* – As part of this ongoing project, IRDL ran a gameplay club and the wearables pilot, both optional out of classroom clubs for Grades 4 and 5 at Forest Manor in April and May 2016.

IRDL also hosted several workshops for undergraduates, including two Twine workshops, led by Eliot Grover, OCAD University, and two Make Me Card deck workshops, led by Dr. Emily Flynn Jones, York University. The purpose of these workshops was to support multimodal forms of learning through ludic-focused activities. The Twine workshops helped students to create interactive online narratives, and the Make Me Card deck workshops inspired students to create their own interactive card and board games.

### **Roundtable (1)**

This year’s round table, “Designing for now: Creative designs for online course development,” was co-sponsored with the Office of the AVP Teaching and Learning. The event was 90 minutes long, with 10-minute presentations given by the leads from three projects that were funded by ShOCF—Kurt Thumlert from the Faculty of Education, Alena Barysevich from Glendon, and David Gelb from AMPD. Their diverse projects and approaches provided an excellent overview of what could be accomplished with ShOCF support. The presentations were followed by a Q&A moderated by Jen Jenson, during which those in attendance participated in a productive hour-long discussion of the challenges and opportunities for online learning.

### **KMB ACTIVITIES**

IRDL research was highlighted and made accessible to non-scholarly audiences in a variety of ways, including:

- 4 clear language summaries of the *Playing to Learn* project
- 4 videos of the *Playing to Learn* project’s in-school activities
- Live tweeting of IRDL talks
- Live streaming of 2 IRDL talks (Bergstrom and Parker)

## 6. Challenges and Areas for Improvement

There are three primary challenges that IRDL faces for 2017–2018: 1) ongoing, interdisciplinary outreach and conversations with the York community; 2) seeking out new membership in the face of significant retirements; and 3) locating a space where lab-based research is possible. On the first point, IRDL has and continues to reach out to the York community and to communities beyond the university to engage faculty, staff, and students in activities. That said, participation by those outside York and those within our own community remains a challenge, one that we will continue to work on. On the second point, this year both Mary Leigh Morbey and Jean Adams will retire from the university, and likely the following year Ron Owston will also retire. These retirements mean that a core component of IRDL that has been mobilized for literally decades around these individuals will need to be recast. The result is both a challenge and an opportunity for IRDL in the coming years. To the third point, Jenson currently has CFI funds that are not able to be spent because there is simply no space that can accommodate the equipment. This is a challenge that is much wider than IRDL, and we will seek out a temporary solution in the coming academic year.

In terms of areas that need improvement, there are four broad categories: 1) funding; 2) participation; 3) outreach; 4) membership. Frankly, funding is a perennial issue, especially funding that resides outside the Tri-Council. Related to funding is assisting IRDL members to seek out Tri-Council funding and other funding that is related to their research. Participation in IRDL's activities could also be improved through a more direct connection to Y-File, as well as having a method by which to communicate activities to other ORUs and ADRs who can send announcements to their faculty lists or targeted faculty members. Outreach beyond IRDL's known community can also be improved, including inviting others outside of York to events. And finally, IRDL's mandate is broad enough that it should have more core members. Adding to the core membership is an explicit goal of the coming year, especially with so many of our core members preparing to retire.

## 7. Financial Position

### a. Attached

## 8. Space Utilization

Room #	Name of Occupant	Occupant Affiliation <sup>1</sup>	Type of Workspace <sup>2</sup>	Length and frequency of Occupancy <sup>3</sup>	Notes <sup>4</sup>
709	Heather Lotherington	Faculty	Closed Office	2 days/week	She is on sabbatical & her grad student is using the office.
710	MaryLeigh Morbey	Faculty	Closed Office	2 days/week	Retiring; repurposed as lab for Jenson's CFI project
714	Jennifer Jenson	Faculty	Closed Office	3-4 days/week	
715	Erin McLaughlin-Jenkins	Staff	Closed Office	3 days/week	
717	Cristyne Hebert Kelly Bergstrom Colleen Thumlert	Post-docs and Research Associate	Closed Office	4 days/week	
719	Kurt Thumlert	Faculty	Closed Office	4 days/week	
720	Karen Skardzius; Alia Miroshnichenko	Graduate Students + storage for considerable amount of electronic and game equipment	Closed Office	5 days/week for storage. 2-3 days/week grad students	
Cubicle 719	Maren Hancock	Graduate Student	Workspace	3 days/week	
Cubicle 720	Emily Flynn-Jones	Post-doc	Workspace	2 days/week	

## 9. PIER Responses

**Recommendation 1** – Create opportunities and spaces to promote interactive research engagement that fosters collaboration and interdisciplinarity.

### Current Activities:

- IRDL hosts an annual Speaker Series that brings together IRDL members, graduate and undergraduate students, international scholars, and the wider York community to discuss leading edge ideas related to learning, technologies, and digital cultures.



- IRDL also typically hosts 1-2 workshops that are generated by the interests and needs of core members. Recent past workshop topics include: 1) methodologies for community-based research; 2) storytelling with Twine; and 3) how to make online learning more engaging.

**Actions:**

- Increase visibility and attendance at Speaker Series.
- Support IRDL core members' research applications to SSHRC and other funding programs.
- Continue to host workshops that are driven by the interests and needs of the IRDL community more generally.

**Measures:**

- Number of attendees at events (Speaker Series and workshops).
- Number of applications for external funding supported directly by IRDL.

**Recommendation 2** – Work together to build research engagement.

**Current activities:**

- Many IRDL core members hold external research funding, and those activities are reported on annually in the ORU Report.
- We offer mentorship to both students and faculty to help them produce successful grant applications.

**Actions:**

- Increase awareness among IRDL members of research funding that is outside of the Tri-Council.
- Continue to mentor faculty and students applying for external funding.

**Measures:**

- Number of core faculty who have applied for funding as reported on in annual report.
- Number of core faculty and students who have been awarded funding and the amount awarded.

**Recommendation 4** – Promote and capture a multiplicity of research outputs with an emphasis on impact.

**Current activities:**

- IRDL uses social media (Twitter & Facebook) to promote events and to ‘live tweet’ those events in real time.
- IRDL has committed annually to producing at least 2 ‘plain language summaries’ of Faculty research papers which it promotes on its website and through social media.
- When requested, IRDL live streams the Speaker Series talks.

**Actions:**

- IRDL has taken steps to make more use of Y-File and other York media to promote faculty research and events.
- We will update our website to make members’ research publications and other research outputs more publicly accessible.

**Measures:**

- Research outputs that are more ‘non-traditional’ will be highlighted in the annual report.
- We will continue to find ways to increase our social media presence.

## 10. Objectives for Upcoming Year

This year IRDL will be under the direction of Dr. Natalie Coulter (Communication) while Professor Jenson is on sabbatical. Dr. Coulter is a current member of IRDL’s executive committee. She brings creativity and enthusiasm to the Institute and to this year’s annual Speaker Series. Planning is already underway for a monthly *Women of Colour Graduate Caucus*. IRDL will also continue to hold successful events such as the Winter Chiller and IRDL workshops that include faculty, undergraduates, and graduate students from the Faculty of Education, LAPS, and AMPD.

Also underway are initiatives to increase membership and build a diverse and active executive as two members of the current executive—Mary Leigh Morbey and Jean Adams—are retiring after serving for over a decade as part of IRDL’s leadership team. IRDL will continue to reach out to York members and to communities beyond the university to engage faculty, staff, students, and members of communities who will benefit from the work being done at IRDL and will make vital contributions to IRDL and, by extension, to the innovative research activities at York University. Steps taken to expand and diversify membership and participation include greater dissemination of

IRDL news and event invitations through Y-File and York listservs. Improvements to ORU access to Y-File and to ORU promotion in general are underway in consultation with VPRI. In addition, we are also boosting our social media presence and our outreach to non-York individuals and groups who are broadly concerned with learning in a digital age and with digital games and education. We view this year as an opportunity to build on what has been to date a successful intensification of IRDL's research and outreach mandate. Further, we will continue to work to advise and support those who are seeking opportunities to teach online and in blended formats.

Other objectives for the coming year include supporting an IRDL intern, applying once again for a Banting Post-Doctoral scholar, hiring a RAY student to support our social media campaign, securing lab space for upcoming projects, and increasing the funding opportunities of IRDL's members by 1) helping them to seek out Tri-Council funding and other funding that is related to their research and 2) supporting their applications through grant-writing assistance. We will also work with IRDL members David Gelb and Michael Longford to support *Digitally Engaged Learning*, a 2018 international conference at York. This conference provides a fabulous opportunity for IRDL members, students, and staff as well as the broader York community to participate in a conference that specifically relates to York's own intensification efforts.

#### 11. Other relevant items the Director wishes to include in the annual report

IRDL had a very busy 2016-2017, and it is important to highlight three significant KMB innovations that took place. The first two were the creation of four 2-page research summaries and four research-based videos for the Council of Ontario Directors of Education (CODE) *Playing to Learn* project. These will soon be highlighted on the Ontario Ministry of Education website and the CODE website. Feedback from the Ministry of Education was overwhelmingly positive, and we hope that this will facilitate future funding. The third KMB innovation was the hosting of the "Winter Chiller," which was an incredibly productive event and, as far as we know, the first of its kind at York. What distinguished it from other events was the fact that there was no overarching agenda—no speakers, no workshops, just an opportunity to meet with folks across campus with good food and some wine. Given its initial success, we will be repeating this event in 2017-2018.

12. Appendix 1 – Additional Information about Progress in Fulfilling Mandate (that does not appear elsewhere in the Report)

- Applying for two SSHRC Engage grants in fall 2017—one with Peel District School Board and one with Women in Games, UK.
- Applying for eCampus Ontario grant:  
[https://www.ecampusontario.ca/content/digital-inclusion-research-funding?utm\\_source=Newsletter+Recipients+2017&utm\\_campaign=ca6013c195EMAIL\\_CAMPAIGN\\_2017\\_05\\_15&utm\\_medium=email&utm\\_term=0\\_3918c8e3df-ca6013c195-118599709](https://www.ecampusontario.ca/content/digital-inclusion-research-funding?utm_source=Newsletter+Recipients+2017&utm_campaign=ca6013c195EMAIL_CAMPAIGN_2017_05_15&utm_medium=email&utm_term=0_3918c8e3df-ca6013c195-118599709)
- Running summer camp with Motorola funding at a Peel District high-needs high school during month of July.
- Completed TDSB studies in two schools with over 250 kids.
- Four people are leaving IRDL to take up new posts: Dr. Kelly Bergstrom will join the Communication Faculty at University of Hawaii at Manoa, Dr. Emily Flynn-Jones moves to the University of Waterloo as an Assistant Lecturer, Stephanie Fisher has accepted a post as the Research Grants Officer, University of Toronto iSchool, and Dr. Felan Parker takes up a CLA at St. Michael's College at the University of Toronto.
- Incoming doctoral student Tatyana Tertzopolous has been awarded a 4-year SSHRC grant to work with Dr. Jenson.

### 13. Appendix 2 – Individual Member Contributions

#### **CORE MEMBERS – TOP 5**

*Natalie Coulter, Communication Studies, LA&PS*

1. SSHRC Insight Development Grant. *The embodied tween: Living girlhood in global and digital spaces*. 2016–2018. Principal Investigator. (\$69,500).
2. Coulter N., & Moruzi, K. (in press). Suitable for us girls: Subjectivity and community in the Victorian periodical press. In M. C. Kearney & M. Blue (Eds.), *In mediated girlhoods* (2<sup>nd</sup> edition). New York: Peter Lang.
3. Williams, C. & Coulter, N. (in press). From babies to teens: Children are a marketer's dream. In X. Chen, R. Raby, and P. Albanese (Eds.), *The sociology of childhood and youth studies in Canada: Categories, inequalities, engagements*. Toronto, ON: Canadian Scholars' Press.
4. Poyntz, S., Coulter, N., & Brisson, G. (2016). Past tensions and future possibilities: ARCYP and children's media studies. *Journal of Children and Media*, 10:1, 47–53.
5. Coulter, N. (2016). More 'missed opportunities': The oversight of Canadian children's media. *Canadian Journal of Communication*. 41(1), 95–113.

*David Gelb, Design/AMPD*

1. Academic Innovation Fund. *Looking to the future: Building state-of-the-art eLearning in the School of the Arts, Media, Performance & Design*. Co-applicant with Michael Longford & Judith Schwarz. 2015–2018. (\$100,000).
2. Council of Ontario Universities, Shared Online Course Fund. *Interactive art and design: Theory and practice learning modules*. 2016. Co-applicant with Michael Longford. (\$60,000).
3. *Designing for now: Creative designs for online course development*. Guest speaker for a Round Table hosted by IRDL and the Office of the AVP Teaching and Learning. October 2016.
4. Gelb, D. (2016, October). *eLearning modules for interactive art and design. Access and diversity in blended and online higher education: Pedagogies and policies*. Paper presented at Collaboration for Online Higher Education Research (COHERE), Sydney, Nova Scotia.
5. Gelb, D., & Norwood, A. (forthcoming book chapter). The design process is a research process: Students and the ethics of inquiry. Bloomsbury Academic.

*Jennifer Jenson, Education*

1. Jenson, J., & de Castell, S. (2016). Gamer-hate and the 'problem' of women: Feminism in games. In Y. B. Kafai, G. Richard & B. Tynes (Eds.), *Diversifying Barbie and Mortal Kombat: Intersectional perspectives and inclusive designs in gaming* (pp. 186-199). Pittsburgh, PA: ETC Press.

2. Jenson, J., & de Castell, S. (2016). *Gamerhate and the problem of women: Finding feminism*. Refereed conference proceeding at the International Communication Association, Fukuoka, Japan.
3. Jenson, J., de Castell, S., Droumeva, M., & Muehrer, R. (2016). So you think you can play: An exploratory study of music videogames. *Journal of Music, Technology and Education*, 9(3), 273-288.
4. Invited Keynote. (2016. June). *10 years of the Canadian Game Studies Association*. Social Sciences and Humanities Research Congress, Calgary, Alberta.
5. Jenson, J. & Hebert, C. (2016). *Playing to learn*. Report submitted to Council of Directors of Education, Ontario.

*Michael Longford, Digital Media/AMPD*

1. Academic Innovation Fund. *Looking to the future: Building state-of-the-art eLearning in the School of the Arts, Media, Performance & Design*. Co-applicant with David Gelb & Judith Schwarz. 2015–2018. (\$100,000).
2. Council of Ontario Universities, Shared Online Course Fund. *Interactive art and design: Theory and practice learning modules*. 2016. Co-applicant with David Gelb. (\$60,000).
3. SSHRC Connection Grant. *Media Architecture Summit*. 2016. Principal Investigator. (\$24,967).
4. Visiting Scholar, National Institute of Design, Post-Graduate Program in New Media Design, Gandhinagar, India. October 15–December 5, 2016.
5. National Institute of Design (January 16–27, 2017). *Time Machine: International open electives. (FutureSense) Extending sensory perception*, Gandhinagar, India. Taught an open elective with undergraduate and graduate students.

*Heather Lotherington, Education*

1. Lotherington, H., & Paige, C. (Eds.) (2017). *Teaching young learners in a superdiverse world: Multimodal perspectives and approaches*. New York, N.Y: Routledge.
2. Lotherington, H. (in press). Learning to talk (dialogically) at school: Creating the discourse conditions for successful collaborative action research. In K. W. Clausen & G. Black (Eds.), *The future of action research in education: A Canadian perspective*. McGill-Queen's University Press.
3. Gordon and Jean Southam Fellow (ACU titular fellowship). Curtin University, Perth, Australia. February–April, 2017.
4. Massey York Visiting Scholar, Massey College, University of Toronto, September 1, 2016–April 30, 2017.
5. Lotherington, H. (2016, October). *From multiliteracies to posthumanism: Language, literacy, education and society at a digital crossroads*. Invited keynote presentation at the Digital Literacies Symposium, hosted by the Center for Educational Resources in Culture, Language and Literacy, University of Arizona, Tucson, AZ.

*Mary Leigh Morbey, Education*

1. Morbey, M. L. (accepted). *Digital access: Knowledge without borders*. In *Innovative Idea Series*. Wilfrid Laurier Press, Waterloo, ON.
2. Morbey, M. L., Kortenaar, P., & Senoga, M. (in press). Problematics of museum 2.0 education in the Uganda National Museum. *Journal of Applied Computing*.
3. Morbey, M. L., Senoga, M., Sengara, M., & O'Meara, M. P. (2017, February). Invited scholarly seminar in the Tubman Talk Series 2016–2017: *Institutional and community partnerships: Representing Ugandan heritage ethnic and memorial sites through a social media project*. The Harriet Tubman Institute, York University, Toronto.
4. Morbey, M. L., Sabeti, F. M., & Sengara, M. (2016). Like it: A Facebook e-learning architecture for higher education. In D. Fonseca & E. Redondo (Eds.), *Handbook of research on applied e-learning in engineering and architecture education* (pp. 426-445). Hershey, PA: Engineering Science Reference.
5. Morbey, M.L., Sabeti, F.M., & Sengara, M. (2016, April). *Posting, pedagogy, and purpose: A multiyear study of Facebook in higher education*. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.

*Ron Owston, Education*

1. SSHRC Partnership Grant. *Prospects and problems of implementing blended learning in higher education as viewed through the lens of systematic review and meta-analysis*. Co-applicant with R. Bernard et al. Concordia University. 2016–2018. (\$103,926).
2. Owston, R., & York, D. (in press). The nagging question when designing blended courses: How much time should be devoted to online activities? *Internet & Higher Education*.
3. Owston, R., Wideman, H., Thumlert, K., Malhotra, T. (2016). *Transforming learning everywhere: A study of the second year of implementation*. Unpublished report submitted to the Council of Ontario Directors of Education, Faculty of Education, York University, Toronto, Canada.
4. Kumar, K., & Owston, R. (2016). Evaluating e-learning accessibility by automated and student-centered methods. *Educational Technology Research & Development*, 64(2), 263-283.
5. Owston, R. (2016, December). *Empowering the learner through blended learning in higher education*. Paper presented at Online Education Berlin, Berlin, Germany.

*Kurt Thumlert, Education*

1. Council of Ontario Universities, Shared Online Course Fund. *New media modules*. 2016. (\$65,000).
2. *Transforming learning everywhere: A study of the second year of implementation*. Co-investigator. (\$15,000). Ron Owston, Principal Investigator. York University. Funded by the Council of Ontario Directors of Education.
3. Thumlert, K., Jenson, J. & de Castell, S. (2016, November). *Production pedagogy, technology & 21st century literacies: Building a modular online learning environment*.

Paper presented at the 9th Annual International Conference of Education, Research and Innovation, Seville, Spain.

4. *Games & learning: Learning from games and learning through game design*. Invited talk at Trent University, April 2016.
5. *Designing for now: Creative designs for online course development*. Guest speaker for a Round Table hosted by IRDL and the Office of the AVP Teaching and Learning. October 2016.

*Sue Winton, Education*

1. SSHRC Insight Grant. *Policy layer enactment: New terrains of understanding*. Co-Investigator. 2015–2017. (\$316 228).
2. SSHRC Insight Development Grant. *Mobilizing rhetoric for policy change: How context influences an advocacy group's success*. Principal Investigator. 2014–2017. (\$68 493).
3. Co-director, WERA International Research Network on Families, Educators and Communities as Educational Advocates.
4. Winton, S. (2017). The normalization of school fundraising in Ontario: An argumentative discourse analysis. *Canadian Journal of Educational Administration and Policy*, 180.
5. Winton, S., & Johnson, L. (2016). Engaging families, educators, and communities as educational advocates. *Leadership and Policy in Schools*, 15(1) 1-3.

*Diane Beelen Woody, French Studies, LA&PS*

1. Academic Innovation Fund. Development of a toolkit resource for instructors. Co-investigator with Susan Murtha from the Faculty of Health. 2015–2017. (\$100,000).
2. Woody, D., May, N., & Miller, M. (2017, February). *Transition pedagogy: Guiding instructors to support students as they teach*. Joint paper presented at the Annual Conference on the First-Year Experience, Atlanta, Georgia.
3. Woody, D. (2016, October) « Écriture codée dans les lettres de Mme de Graffigny » presented at the annual conference of the Canadian Society for Eighteenth-Century Studies/Société canadienne d'étude du dix-huitième siècle, Queen's University, Kingston, Ontario.