

Annual Report Template for Organized Research Units

Office of the Vice-President Research & Innovation
York University

Please see the Annual Report Guide for additional instructions to complete the Template. Note that Annual Reports for 2014-15 are due by Friday **May 29, 2015**.

In addition to reviewing this Template and its associated Guide, all ORUs are encouraged to review the *Academic Program Information Form (PIF)* (available at <http://vpap.info.yorku.ca/aap/>).

INSTITUTE FOR RESEARCH ON DIGITAL LEARNING Annual Report May 1, 2014 – April 30, 2015

1. Contact Information

Director	Dr. Jennifer Jenson
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ORU Website	http://irdl.info.yorku.ca

2. List Faculties that supplied active members to the ORU, indicating the number of active members from each.

Education – 12
Health – 2
Fine Arts – 5
Liberal Arts and Professional Studies – 10
Osgoode – 1
Schulich – 2
Engineering/Science – 2
Career Centre & Centre for Support of Teaching - 3

3. Charter dates: 06/2014 of first Charter as IRDL (ORU has been operating since 06/2001 as IRLT – Institute for Research on Learning Technologies)
4. Mandate: Digital learning is, without question, the future of education, and consolidating interdisciplinary research efforts is imperative to respond to contemporary educational conditions. IRDL explores emerging opportunities for research and scholarship on learning in a digital age, expanding research attention beyond evaluating instructional tools and strategies in formal schooling, to exploring how and which digital tools are appropriated and used in the service of teaching and learning in an ever-widening range and variety of formal and informal new media and digital contexts. IRDL has a broad mandate to engage in systematic inquiry, discussion, and information sharing related to the uses of technology in teaching and learning.

5. Membership and Governance

Core Members – 12

Internal York Affiliates – 26

Graduate Students – 8

External Affiliates - 6

Core Members	Faculty
Jean Adams	Schulich School of Business
Melanie Baljko	Computer Science, Lassonde School of Engineering
Diane Beelen Woody	Associate Dean of Teaching and Learning, LA&PS
Graeme Deans	Schulich School of Business
David Gelb	Design, Faculty of Fine Arts
Jennifer Jenson	Education
Michael Longford	Design, Faculty of Fine Arts
Heather Lotherington	Education
Mary Leigh Morbey	Education
Ron Owston	Education
Sue Winton	Education
Natalie Coulter	Communication Studies, LA&PS
Kurt Thumlert	Education

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, Faculty of Fine Arts
Shelley Hornstein	Visual Arts, Faculty of Fine Arts
Ton Johnson	Osgoode Law School
Dalton Kehoe	Communication Studies, LA&PS
Sam Lanfranco	School of Information Technology, LA&PS
Anne MacLennan	Communication Studies, LA&PS
Lyndon Martin	Education
Gareth Morgan	Schulich School of Business
Celia Popovic	Education
Razika Sanaoui	Education
Stan Shapson	Education
Ron Sheese	Psychology, Faculty of Health
Roberta Sinyor	Department of Languages, Literatures & Linguistics, LA&PS
Carolyn Steele	Career Centre
Herb Wideman	Contract Senior Researcher
Laurie Wilcox	Psychology, Faculty of Health
Renate Wickens	Cinema and Media Studies, Faculty of Fine Arts
Ros Woodhouse	Centre for the Support of Teaching
Dennis York	IRLT part-time staff

Internal Affiliates Graduate Students & Post-Doctoral Fellows

Michelle Ali	MEd Student, Education
Ken Anderson	PhD Student, Education
Maren Hancock	PhD Candidate, Gender, Feminist & Women's Studies
Kelly Bergstrom	PhD Candidate, Education
Veronika Nevosolva	PhD Candidate, Women's Studies
Michelle Sengara	PhD Candidate, Education
Stephanie Fisher	PhD Student, Education
Foad Hamidi	PhD Student, Computer Science & Engineering
Emily Flynn Jones	Banting Scholar (Post-Doctoral Fellow)

External Affiliates/Advisory Board

Kathryn Cook	Georgian College
Marty Keast	President K-12, Pearson Canada
Shann McGrail	Microsoft Canada, Education Manager
Robert Martellacci	Mindshare Learning
Natalia Rhonda	Ministry of Education
Richard Fouchaux	Ontario Human Rights Commission

Executive Committee Members

Jennifer Jenson, Chair, Education
Jean Adams, Assoc. Co-Chair, Schulich
Mary Leigh Morbey, Assoc. Co-Chair, Education
Heather Lotherington, Education
Graeme Deans, Schulich
Roberta Sinyor, LA&PS
Kelly Bergstrom, Graduate Student Rep, Education

6. Annual Progress in Fulfilling Mandate
(750 words max, see Guide)

Research and Project Development

IRDL's undergraduate and graduate researchers are supported by a cutting edge research infrastructure that nurtures their creativity, scholarship, and critical thinking. Students from all backgrounds and situations are provided with the tools and encouragement it takes to become the next generation of innovators.

For example, IRDL began the new year with Dr. Heather Lotherington's "Is a Picture Worth a Thousand Words? What can Lifelogging Tell Us About Media Communication?" This workshop, held on January 20, 2015, invited participants to think collaboratively and critically about how researchers might analyze lifelogging data to document complex and interacting communication interfaces. Workshops that invite exploration and critical questioning of theoretical and methodological practices align with IRDL's mandate to nurture a research environment in which multidisciplinary collaboration and critical enquiry are fostered both materially and intellectually toward the goal of developing "a capacity for rigorous self-criticism" (UAP, 2010, 7). Dr. Lotherington opened her research data to just this process in collaboration with the twenty faculty and students who attended the workshop.

Some key projects that are aligned with our research trajectories include:

Online and Blended Learning

Core members Professors Michael Longford and David Gelb are project co-leads on developing state of the art, online curricula modules for learning interactive art and design in partnership with Ryerson University and Brock University. They were awarded a total of \$171,900 in research funding.

Digital Cultures and Learning: Games, New Media, and Virtual Worlds

Prove It To Me (PiTME), led by principal investigator Dr. Jenson (Education), seeks to contribute to knowledge about the ways in which, and the processes by which, digital games do (and can further) support educationally worthwhile forms of learning, identifying, and explaining the epistemic affordances of a range of ludic forms—for of course these are not all the same. There are three parts of the study: playing with educational games, playing with popular digital games, and creating digital games. IRDL hosted 6 game jams for kids from local elementary schools as a part of a project funded by Motorola.

Knowledge mobilization and academic knowledge dissemination

IRDL core members presented their research far and wide this year in international locations such as San Francisco, Riyadh (Saudi Arabia), Oslo (Norway), and Shenzhen (China). Doctoral candidate Kelly Bergstrom (Education) was also invited to present her dissertation research at the 2014 Oxford Internet Institute Summer Doctoral Programme in the UK.

To fulfill our mandate of mobilization and dissemination of research knowledge, IRDL sponsors a Speaker Series each year. All events are open to the York community. The Speaker Series serves to connect IRDL researchers and students with internationally-recognized scholars and up-and-coming junior researchers from abroad to help cultivate a global perspective for their research.

The events held in 2014-15 are below:

Date	Speaker	Title/Institution	Presentation
May 16, 2014	Dr. Mia Consalvo	Canada Research Chair in Games and Culture, Concordia University (Montreal)	Players and their Pets: An Online Game from Beta to Sunset
Sept 29, 2014	Renee Powers	NSF Fellow in Privacy and Security in Dept of Communication, University of Illinois at Chicago (USA)	Beyond Distributive and Communicative: Sharing is Context Specific
Nov 6, 2014	Dr. Michael Forsman	Associate Professor in Media and Communication Studies, Sodertorn Univeristy (Sweden)	Duckface/Stoneface: The Social Semiotics and Gendering of Selfies Among 10- to 13-Year-Old Pupils in Four Swedish Schools
Feb 5, 2015	Alicia Contestible and Elliott Pines	Dames Making Games (Toronto)	Powerful Storytelling: Creating Interactive Narratives with Twine In Under an Hour!

In addition to the speaker series presentation, Alicia Contestible and Elliott Pines from the community group *Dames Making Games Toronto* also ran two in-class workshops on creating a digital games using Twine for Professor Kurt Thumlert's graduate courses, "Educational Theory of Technology for Learning" & "Digital Games for Learning." Faculty of Education New Media Communications specialist Anderson Coward wrote about the first event here:

<http://edu.yorku.ca/2015/03/workshop-explores-the-educational-opportunities-of-new-media-for-21st-century-learning/>.

Collaboration and Partnerships

IRDL Director Jennifer Jenson (and other IRDL members Lotherington, Brushwood Rose, and Thumlert) was successful in her full application to SSHRC for a Partnership Grant, awarded approximately \$2.5 million over a 5-year period. The partnership, “Re-Figuring Innovation in Games,” leverages cash and in-kind support from 20 partners in multiple sectors including academic partners (e.g., Concordia University, University of Brighton, OCAD), non-profit groups (e.g., Feminist Frequency, Pixelles) and the videogame industry (e.g., Association for UK Interactive Entertainment, Zeros to Heroes, Rocketful Productions). This grant will be administered by IRDL.

Professors Gelb and Longford’s online design curriculum development research received \$97,460 in institutional and provincial funding, and is in partnership with two other Ontario universities: Brock and Ryerson. IRDL will be conducting the evaluation and publishing the report on this work.

IRDL continues to provide research support and undertake collaborative project development with the Inclusive Design Institute (IDI), Canada’s first applied research hub focused on digital inclusion which uses tools developed by IRDL researchers (see more here: <http://inclusivedesign.ca/research/york/>).

In addition, IRDL members have participated in collaborations on projects that are a part of the York Institute for Health Research, including supporting the collaborative development of the DRPI online training website and a project to support mental health in Northern Canada led by LaMarsh Centre for Child and Youth Research.

7. Financial Accountability
(see Guide and Excel Workbook for details of statements to be submitted)
8. Objectives for Upcoming Year

As outlined in our current charter, IRDL’s objectives for 2015-16 are as follows:

FUNDING: Review, edit and resubmit SSHRC funding applications that were not successful in 2014-15. Professors Longford and Gelb are anticipating a second year of Academic Innovation Fund support for their project *Looking to the Future: Building State-of-the-Art eLearning in the School of the Arts, Media, Performance & Design* (\$97,460). Dr. Lotherington plans to expand her current work on “mobile-assisted language learning” (MALL) and posthuman connections with an international team. She will be submitting grant applications in the upcoming year. Dr. Morbey will re-

apply per a 4A SSHRC Insight Grant decision in March 2015 combining her Uganda Heritage Site's ongoing research with her Facebook higher education research (approximately \$400,000 over four years). New member Dr. Natalie Coulter will be applying for a SSHRC grant in February for approximately \$50,000 and is seeking a senior scholar to assist with the process. IRDL Director, Dr. Jenson, will hold a grant writing workshop to assist core members in preparing their funding applications. The IRDL administrative assistant and graduate student will be available to provide assistance as well.

KNOWLEDGE MOBILIZATION: Write 2 Clear Language Summaries. Analyze data of social media followers and website traffic and make changes to increase numbers and reach. Create new accounts as needed. IRDL currently has 90 Twitter followers that include a mix of accounts for education and community networks (e.g., Toronto District School Board, eLearn), which exposes IRDL research to individual educators (e.g., teachers, professors). We will continue to work with the Research Officer from York's KMB unit to prepare and post at least two more clear language summaries to our website.

YORK AND COMMUNITY OUTREACH: 5 Guest Speakers; 2 workshops, 1 in collaboration with another institution; 1 roundtable discussion in collaboration with another institution. The "Learning with ICT" roundtable with invited speaker Dr. Roland van Oostveen (Education, UOIT) is already scheduled for October 2015. We are in the early stages of planning an all-day joint workshop in Winter 2015 at York on "designing educational/social justice games and interactive media." This workshop will be held in collaboration with the Centre for Feminist Research (York-based ORU), Digital Futures lab (OCAD U), Semaphore Games Lab (Faculty of Information, University of Toronto), EDGE Lab (Ryerson) and the Centre for Media and Culture in Education (OISE, University of Toronto). Community partners such as *Dames Making Games Toronto* and other groups that represent vulnerable and/or marginalized groups working in technology will also be invited to participate and share their knowledge. Guest speakers for the event will include core member Michael Longford and Una Lee, digital community activist and award-winning co-designer from *And Also Too*, a design studio/laboratory for social justice. Moreover, IRDL will host a "digital learning" showcase for undergraduate teacher candidates at the end of the fall and winter semesters for Faculty of Education core members, Dr. Lotherington, Dr. Thumlert, Dr. Morbey, and Dr. Winton.

SUPPORT: Seek funding to secure part-time staff; advertise for visiting scholars and post-docs for 2017. The executive committee will meet in early September 2015 to

discuss and begin the search criteria and process. A search committee, chaired by an executive member, may be formed.

9. Other relevant items the Director wishes to report

IRDL membership increased by two new core members, Natalie Coulter (LA&PS) and Kurt Thumlert (Education), as well as two new PhD students from the Faculty of Education.

Using funds secured from VPRI last year, IRDL hired a part-time coordinator and a graduate student from the Faculty of Education to help support researchers and ORU activity.

Due to the CUPE 3903 labour disruption, IRDL had to cancel a roundtable event scheduled for March 9, 2015, postponing the development of our first Special Interest Group (SIG), tentatively named "Learning with Information and Communication Technology," or "Learning with ICT." The roundtable will be scheduled as a kick-off event in the Fall 2015 semester. The purpose of this SIG is to bring together like-minded researchers interested in examining pedagogical practices when using ICT in both K-12 and post-secondary education classrooms. The SIG will serve as a shared intellectual and research community, one that demonstrates IRDL's strength as an ORU committed to maintaining a transdisciplinary focus on issues pertaining to digital learning.

10. Appendix 1

Following our successful re-charter and re-mandate, including a change of name in June 2014, we completely redesigned and launched the new IRDL website, set up social media profiles to reach out to members, and began to embark on a more robust social media outreach. Our efforts to date have been slower than expected, in part because while student members are active users of Twitter (and Instagram), few of our core membership or affiliates use Twitter. That said, and to increase access to IRDL related research, we added a “research summaries” section to our website. Here users can download clear language summaries of research as conducted by IRDL members. Clear language summaries were prepared by the York University Knowledge Mobilization unit and formatted using the Research Impact template. Currently, there are 11 summaries available to download.

IRDL participates on social media via Facebook (20 followers) and Twitter (90 followers). Twitter has been much more effective in terms of knowledge mobilization and the exchange of ideas, as well as creating an online network and community. The majority of action on Twitter is original live-tweets of our events and re-tweets of interesting, thought-provoking posts from our followers to others in our network. Facebook is more useful for connecting with other York-based groups (e.g., student groups, official departments, other organized research units); however, it does not lend itself to networking outside of the Greater Toronto Area. In 2016 we will experiment with setting up an ‘ask our director’ online question period to increase interactions beyond our foundational network.

In addition to profiling our core members, IRDL will also begin posting profiles of graduate students, alumni, and affiliates. For example, we will develop profiles for past PhD students and post-docs who worked on IRDL projects, including a follow-up on the impact of their research and, importantly, how being a part of IRDL contributed to their professional development.

It is also of note that nearly all of our core membership applied for funding in 2014-2015. While not everyone was successful, in this new funding cycle the director, graduate student, and the coordinator will work directly to support our members who request assistance to revise and resubmit their applications.

A few additional projects/outreach events are worth mentioning:

1. Motorola Solutions funded Professor Jenson for a second year (\$43,000) and over 80 students from partner schools visited the York University campus to take part in day long “game jams” in the IRDL space.

2. Professor Jenson and others from IRDL (Brushwood, Rose, Thumlert) received SSHRC funding for an Insight Grant (\$443,000) for 5 years to examine whether and how game design might support STEM related skills and competencies.
3. The July Pan Am Games at York make it impossible to continue IRDL's annual game design summer camps; however, Professor Jenson has secured funding from the AMD Foundation to work with under-resourced youth in the fall (\$12,500 USD) in after-school game design clubs in lieu of the summer programming.
4. IRDL was one of the sponsors of an extremely successful "game design showcase" where students showcased the games they had created for their parents, teachers, and community. Over a hundred people attended, and it is in the process of being written up for YorkU Magazine.
5. IRDL has successfully recruited a recent Post-Doctoral Fellow to apply for the 2015 Banting Fellowship.
6. IRDL is also in the very early planning stages of a collaborative new media education and literacy project spearheaded by external affiliate Richard Fouchaux, former York alumni and electronic education specialist at Ontario Human Rights Commission.

11. Appendix 2 – Individual Member Contributions

CORE MEMBERS – TOP 5

Melanie Balijko, Computer Science, School of Engineering

1. Balijko, M., & Hamidi, F. (2014). Knowledge Co-Creation and Assistive Technology. *Scholarly and Research Communication*, 5(3): Article ID 0301162.
2. Hamidi, F., & Balijko, M. (2014). [Subversion and Empowerment in Digital Interactive Design](#). In *Proceedings of the 9th International Conference on Design \& Emotion*. Bogota, Columbia, October 6--10 2014.
3. Hamidi, F., Comeau, N., Saenz, K., & Balijko, M. (2014). HugBug: A Wearable Interface for Facilitating Digital Design. In *Proceedings of the 9th International Conference on Design \& Emotion*. Bogota, Columbia, October 6--10 2014.
4. Hamidi, F., & Balijko, M. (2014). [Rafigh: A Living Media Interface for Speech Intervention](#). In *Proceedings of the 32nd Annual ACM Conference on Human Factors in Computing Systems, of CHI '14*, pages 1817--1820, New York, NY, USA, 2014. ACM.
5. Haworth, M. B., Kearney, E., Balijko, M., Faloutsos, P., & Yunusovaz, Y. (2014). [Electromagnetic articulography in the development of "serious games" for speech rehabilitation](#). In *Proceedings of PMHA 2014 — the 2nd International Workshop on Biomechanical and Parametric Modeling of Human Anatomy*. Vancouver, Canada, August 22--23 2014.

Graeme Deans, Schulich

1. Recipient of Seymour Schulich Teaching Excellence Award 2014-15; First place winner for undergraduate level teaching.

David Gelb, Design/Fine Arts

1. Academic Innovation Fund, *Looking to the Future: Building State-of-the-Art eLearning in the School of the Arts, Media, Performance & Design*, Project Co-lead with Professor Michael Longford and Professor Judith Schwarz, \$99,400.
2. Council of Ontario Universities Shared Online Course Fund, *Interactive Art and Design: Theory and Practice Learning Modules*, developed and shared with partners at York University, Ryerson University, and Brock University, \$72, 000.
3. Academic Innovation Fund, *History and Culture of Interaction Design*, Curricular Innovation Grant, \$5000.

Mary Leigh Morbey, Education

1. Morbey, M. L., Sabeti, F. M., & Sengara, M. (in press). Like it: A Facebook e-learning architecture for higher education. *Handbook of research on applied e-learning in engineering and architecture education*. Hershey, PA: Information Science Reference.
2. Sengara, M., Morbey, M. L., Senoga, M., & O'Meara, M. P. (2015). Decolonizing architecture of participation for the Uganda National Museum: Social-media

expressions of Ugandan heritage sites. *Proceedings of the Museums and the Web 2015 International Conference*: online at

<http://mw2015.museumsandtheweb.com/paper/decolonizing-architecture-of-participation-for-the-uganda-national-museum-social-media-expressions-of-ugandan-heritage-sites/>

3. Sengara, M, & Morbey, M. L. (2015, April). Invited social media presentation and web critique: *Emergent Social Media Architecture of Participation for Uganda Heritage Sites*. Museums and the Web 2015 Conference, Chicago, Ill.
4. Morbey, M. L., Senoga, M., O'Meara, P. M., & Sengara, M. (2014, September). Invited scholarly presentation for the African Diaspora 2.0: Oral Sources and Digital Humanities Meeting: *Social Media Engages Oral Culture at Ugandan Heritage Sites*. York University, Toronto.
5. Morbey, M. L., O'Meara, M. P., & Neruba, L. (2014). Social Media Project Development of Uganda Heritage Sites and Stories, with the Uganda Commission of Monuments and Museums and the Uganda National Museum, Kampala, and York University, Toronto. YouTube Trailer of Uganda Heritage Sites + Stories at <https://www.youtube.com/watch?v=oePhs1XVLPM>

Sue Winton, Education

1. Winton, S. & Pollack, K. (2015, Forthcoming). [Meanings of success and successful leadership in Ontario, Canada, in neo-liberal times](#). *Journal of Educational Administration and History*.
2. Winton, S., & Tuters, S. (2015). Constructing bullying in Ontario, Canada: a critical policy analysis. *Educational Studies*. 41(1-2), 122-142.
3. Winton, S. (2014). People for Education: A Critical Policy History. *International Journal of Qualitative Studies in Education*. 27(9), 1091-1109.
4. Conference presentation: How Leaders Negotiate the Influence of Social Context on Organizational Structures and School Policies Constructing Policy Problems and Solutions: A Critical Policy Analysis of Bullying Policies in Ontario, Canada – with Stephanie Diane Tuters, OISE/University of Toronto
5. Conference presentation: Moving Beyond Tradition: Critical Approaches to Education Policy Analysis Ontario's Fourth R: A Critical Democratic Analysis of Ontario's Fund "R"aising Policy.\

Jennifer Jenson, Education

1. "Re-Figuring Games" SSHRC Partnership Grant. \$2.5 million. 2015-2020.
2. Jenson, J., Dayha, N., & Fisher, S. (2014). Scaffolds and structures: Reading student produced media in a DIY club. In Boler, M., & Ratto, M. (Eds.) *DIY citizenship: critical making and social media*. Boston, Mass: MIT Press.
3. Received research funding from Motorola funding (\$43,000)
4. Receiving research funding from AMD Changing the Game Foundation (\$12,500 USD)
5. de Castell, S., Jenson, J., Taylor, N., & Thumlert, K. (2014). Re-thinking foundations: Theoretical and methodological challenges (and opportunities) in virtual worlds research. *Journal of Gaming and Virtual Worlds*, 6(1), 3-20. DOI: 10.1386/jgvw.6.1.3_1

Jean Adams, Schulich

1. Adams, Jean. (2015). Practical advice for developing, designing, and delivering soft skills programs." *The IUP Journal of Soft Skills*.

Ron Owston, Dean, Education

1. Owston, R. (2015, march). *Student engagement in blended learning: A three year study*. Keynote Address at the 4th International Conference on e-Learning and Distance Education – Riyadh.
2. Owston, R. (2014, May). *Blending to learn, learning to blend*. Keynote Address at Mohawk College, Hamilton, Ontario.
3. Anderson, K. H., & Owston, R. D. (2015, April). Barriers to learning in online environments: A study of seniors using government web sites. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago.
4. Kumar, K. L., & Owston, R. D. (2015). E-Learning accessibility: Not just important for students with disabilities. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago.
5. Kumar, K., & Owston, R. D. (2014). Accessibility evaluation of iOS apps for education. In Miller, C., & Doering, A. (Eds.). *The new landscape of mobile learning: Redesigning education in an app-based world* (pp. 208-224). New York: Routledge.

Heather Lotherington, Education

1. Lotherington, H., & Sinitskaya Ronda, N. (2014). 2B or not 2B: From pencil to multimodal programming: New frontiers in communicative competencies. In Pettes Guikema, J., & Williams, L. (Eds.). *Digital literacies in foreign and second language education* (pp. 9-28). San Marcos, TX: Calico Monograph Series, 12.
2. Lotherington, H. (2015, April). *Teaching English in a Climate of Mobile Assisted Language Learning*. Invited lecture, Macao Institute for Tourism Studies, Macao.
3. Lotherington, H. (2015, April). *Conversations with Siri: English language learning opportunities in the post-human spectrum*. Invited presentation at BIT's 4th Annual World Congress of Emerging Info-Tech, Shenzhen, China.
4. Lotherington, H., & Ronda, N. (2014, May). *Updating communicative competence: A multimodal analysis of two elementary texts*. Presentation at the Canadian Association of Applied Linguistics conference, Brock University, St. Catharines, ON.
5. 2015: *Investigating the use of mobile apps for English language teaching* (MRG: \$2,000.)

Natalie Coulter, Communication Studies, LA&PS

1. Published: *Tweening the Girl: The Crystallization of the Tween Market*. Mediated Youth Series, edited by Sharon Mazzarella. New York: Peter Lang.

2. Wrote with Stuart Poyntz and Genvieve Brisson. Conceptual Tensions and the Future of Children's Media Studies. *Journal of Children and Media*. (under review: abstract accepted for special issue to be published Fall 2015).
3. Presented : The Giggling Girl and the Immaterial Labour of Fun (November 2014) at the Fun and the Fury Conference, American Studies Association , Los Angeles, USA (International Conference)
4. Currently working with the Youth Media Alliance, the industry lobby group for children's media in Canada to develop a MITACS scholarship.

Diane Beelen Woody, Associate Dean Teaching and Learning, LA&PS

Dr. Woody's administrative position has not allowed her to undertake major research projects during 2014-15.

Michael Longford, Fine Arts

1. Academic Innovation Fund, *Looking to the Future: Building State-of-the-Art eLearning in the School of the Arts, Media, Performance & Design*, Project Co-lead with Professor David Gelb and Professor Judith Schwarz, \$99,400
2. Council of Ontario Universities Shared Online Course Fund, *Interactive Art and Design: Theory and Practice Learning Modules*, developed and shared with partners at York University, Ryerson University and Brock University, \$72,000

Kurt Thumlert, Education

1. Thumlert, K. (2015). Affordances of equality: Ranciere, emerging media & the new 'Amateurs'. *Studies in Art Education*, 56(2), 114-126.
2. de Castell, S., Jenson, J., & Thumlert, K. (2014). From simulation to imitation: Controllers, corporeality, and mimetic play. *Simulation and Gaming*, 45(3), 322-355.
3. Thumlert, K., de Castell, S., & Jenson, J. (2014). Short cuts & extended techniques: Re-thinking relations between technology and educational theory. *Educational Philosophy & Theory*, April, 2014: DOI: 10.1080/00131857.2014.901163.
4. de Castell, S., Taylor, N., Jenson, J., & Thumlert, K. (2014). Re-thinking foundations: Theoretical and methodological challenges (and opportunities) in virtual worlds research. *Journal of Gaming and Virtual Worlds*, 6(1), 3-20.