

Annual Report Template for Organized Research Units

Office of the Vice-President Research & Innovation
York University

Institute for Research on Digital Learning Annual Report May 1, 2015 – April 30, 2016

1. Contact Information

Director	Jennifer Jenson
Telephone	416-736-2100 ext 88787
Email	jjenson@edu.yorku.ca
Campus address	714 Kaneff
Admin contact	Stephanie Fisher & Erin McLaughlin-Jenkins (irdl@yorku.ca)
ORU Website	http://irdl.info.yorku.ca

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

13 Active/Core Faculty Members:

Education – 6

School of Arts, Media, Performance & Design – 2

Liberal Arts and Professional Studies – 2

Schulich – 2

Computer Science/Engineering – 1

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. 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.

4. Membership and Governance

Core Members – 13

Internal York Affiliates – 26

Graduate Students/Post Docs – 12

Alumni - 4

External Affiliates - 5

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, School of Arts, Media, Performance & Design
Jennifer Jenson	Education
Michael Longford	Design, School of Arts, Media, Performance & Design
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, 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
Razika Sanaoui	Education
Stan Shapson	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	Centre for the Support of Teaching
Dennis York	IRDL part-time staff
Internal Affiliates - Graduate Students & Post-Doctoral Fellows	
Ken Anderson	PhD Student, Education
Sarah Stang	PhD Student, Film/School of Arts, Media, Performance & Design
Maren Hancock	PhD Candidate, Gender, Feminist & Women's Studies
Kelly Bergstrom	Post-Doctoral Fellow
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	Post-Doctoral Fellow

Alia Miroshnichenko	PhD Candidate, Communication Studies
Kisha McPherson	PhD Candidate, Education
Brittany Tomin	Master's Candidate, Education

Alumni

Dr. Milena Droumeva	SFU, Vancouver, BC
Dr. Alison Harvey	University of Leicester, Leicester, UK
Dr. Felan Parker	Concordia University, Montreal, Quebec
Dr. Nicholas Taylor	NC State University, Raleigh, NC

External Affiliates

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

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
Natalie Coulter, Communications Studies, LA&PS
Sarah Stang, Graduate Student Rep, School of Arts, Media, Performance & Design

5. Annual Progress in Fulfilling Mandate

FUNDING

Jen Jenson (Director) successfully applied for and received funding from the Canada Foundation for Innovation's (CFI) Infrastructure Operating Grant to renew the "mobile classroom" sets of laptops and tablets, which are used to support IRDL researchers and projects on-campus and in schools (\$51,228, 2016-2020). Jenson was also successful in her application for *Re-Figuring Innovation in Games*, a SSHRC Partnership Grant (\$2,498,116, 2015-2020) that will be administered by IRDL. Jenson is also a co-Principal Investigator on *Improving our Schools*, a UOIT-based SSHRC Partnership Development Grant (Principal Investigator Suzanne de Castell, Dean, Faculty of Education, UOIT, \$198,000, 2015-2018). Jenson received

additional funding from AMD (\$12,500), Motorola Solutions (\$52,000), and the Council of Ontario Directors of Education (\$479,000).

Heather Lotherington submitted a SSHRC Insight Development Grant that is still under adjudication, and she received \$2,200 of internal funding (MRG, 2016) for *Coming to Grips with Digital Tools for English Language Learning: What is Out There?*

Ron Owston successfully submitted a SSHRC Insight Development Grant as a co-PI with Robert Bernard from Concordia for *Prospects and Problems of Implementing Blended Learning in Higher Education: A View Through the Lens of Systematic Review and Meta-Analysis* (\$103,926). Owston is also conducting an evaluation of the Hamilton-Wentworth DSB *Transforming Learning Everywhere Project* in collaboration with IRDL member Kurt Thumlert, (Council of Ontario Directors of Education, \$146,020, 2015-2016).

Mary Leigh Morbey submitted a SSHRC Insight Grant application that was unsuccessful.

Michael Longford received funding for *Looking to the Future: Building 2016 State-of-the-Art eLearning in the School of the Arts, Media, Performance & Design*. Longford is co-PI with David Gelb & Judith Schwarz (York University AIF, \$77,510).

Several IRDL members received Shared Online Course Fund (ShOCF) Grants from the Ontario Online Initiative to develop eLearning modules, including David Gelb, Michael Longford, and Kurt Thumlert (reported in Section 10 - Appendix 1).

EVENTS

Event Type	Total Attendance	Internal (York)	External Guests
Workshops – 4	150	133	17
Guest Speakers - 2	35	29	6
Roundtables - 2	60	55	5

Roundtables (2)

IRDL typically hosts one workshop a year; however, this year we had the opportunity to host two. The first roundtable, *Learning with ICT*, was 90 minutes long with 10-minute presentations followed by Q&A moderated by IRDL Director, Jen Jenson. This roundtable was recorded by ABEL and is available to view online via the IRDL website. The second roundtable, *Digital Game Development and Learning in the Classroom, from K to PhD*, was a panel and showcase event hosted in collaboration with the Faculty of Education but IRDL was the lead organizer. This event included a

one-hour panel of experts followed by a one-hour showcase that displayed seven digital games created either within IRDL-supported research projects or by York students who developed games as part of a course. York students were on hand to demonstrate their games during the showcase.

Workshops (4) – Two workshops were held for undergraduate and graduate students to learn how to make their own digital games using Twine, free DIY game-making software. IRDL provided one workshop for each semester, with a total of 90 students participating.

Playing to Learn – Funded by the Ministry of Education, this project is meant to increase understanding of the tools teachers require to utilize games effectively in the classroom.

On February 10-11, 2016, IRDL hosted 29 teachers and one Board technology specialist for a two-day workshop as part of the *Playing to Learn* project. At the workshop, teachers were introduced to the geography game *Sprite's Quest* and its accompanying teacher and student resources. Teachers were provided time to play the game and to create unit lesson plans with colleagues from their own school board and across the province. Teachers were also trained as action researchers and provided the opportunity to document game play and game-based learning in the classroom.

Community Researcher Workshop: IRDL also hosted a community-based research workshop on Monday April 4th, 2016 (detailed below under KMB).

Guest Lectures (2) – IRDL typically hosts four guest lectures a year, but this year we hosted more roundtables and workshops in response to community interest.

This year's Speakers Series included:

On the Internet, Everyone Knows You're a Girl: Gender, Myth, and Design in Digital Environments, November 5, 2015. Presented by Dr. Alison Harvey, University of Leicester.

Bye, Bye, Birdo: Heroic Androgyny and Villainous Gender Variance in Video Games, March 31, 2016. Presented by Meghan Blythe-Adams, University of Western Ontario.

KMB ACTIVITIES

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

- 5 new clear language summaries posted on the website
- creation of a Vimeo account (public video streaming service similar to YouTube) to upload recordings of IRDL talks
- 3 new featured researcher profiles of IRDL members on the website homepage

IRDL hosted a Community Researcher Workshop on Monday April 4th, 2016, for the community-based researchers and project leads in Jenson's *Re-FiG* SSHRC partnership network. The workshop included a panel of experts, group discussions, and breakout work groups. The panel was comprised of two community-based researchers with 20+ years' experience (Francisco Ibanez from Ontario HIV Network and Deblekah Guin from Access to Media Education Society), as well as VPRI Dean, Dr. Celia Haig-Brown and York's Knowledge Mobilization Manager, Michael Johnny. Twenty-five participants attended the workshop. The purpose of the workshop was to advance researcher/student training goals and to work with several new and developing research tools and methods.

6. Financial Accountability
Attached.

7. Changes in Space Utilization

In January 2016, IRDL moved from the TEL building to the 7th floor in the Kaneff Tower. IRDL shares this space with four other ORUs (Centre for Asian Research, Robarts Centre for Canadian Studies, CITY Institute, and Israel and Golda Koschitzky Centre for Jewish Studies). IRDL gained more common area space; however, we no longer have a dedicated lab space to conduct research. We anticipate needing a dedicated lab space for upcoming research work and are currently seeking space within Kaneff or York Lanes that will serve this purpose.

8. Objectives for 2016-2017

FUNDING

Heather Lotherington applied for a 2016 internal York Research grant, *Coming to Grips with Digital Tools for English Language Learning: What is Out There?* (\$2,203.70). Lotherington also applied for a SSHRC Insight Development Grant *English on wheels: A Critical Investigation of Mobile Assisted Language Learning Apps for English Language Learning*, which is currently under adjudication (2016-

2018, with co-researcher Jia Li, UOIT, Canada, and collaborator Kay O'Halloran, Curtin University, Australia).

Natalie Coulter applied for a SSHRC Insight Development Grant, *The Embodied Tween: Living Girlhood in Global And Digital Spaces*. Coulter is also applying for a MITACS scholarship with the Shaw Rocket Fund that deals with the Canadian Children's Media Industry – including digital media companies. For this project, IRDL will assist in developing the grant and obtaining industry support.

David Gelb, with Michael Longford and Judith Schwarz, will be submitting a continuing project proposal to the AIF for updating *Looking to the Future: Building State-of-the-Art eLearning in the School of the Media, Performance & Design*. The anticipated budget is approximately \$99, 000.

Jen Jenson applied again for Motorola Solutions funding (\$53,000, April 2016), and she will be applying to the prestigious Rockefeller Foundation Bellagio Residency for 2017 (Fall 2016).

In addition, IRDL members whose grant applications were not successful this year will receive IRDL support to resubmit their Insight Grants in the fall.

EVENTS

In the upcoming year, IRDL will organize the following research and KMB events. Each event is open to all interested members of the York community (students, staff, faculty).

- 4 guest lectures as part of IRDL Speaker Series (tentatively scheduled for September 2016, October 2016, November 2016, January 2017, February 2017).
- An Open House in October 2016 to showcase IRDL research, recruit new members, and invite the York community to view the new space in Kaneff.
- A celebration in April 2017 to recognize and celebrate the 30 years of the ORU. The ORU was originally established in 1987 within the Faculty of Education as the Centre for the Study of Computers in Education. Subsequently, the institute became a university-based research unit in June 2001 and was re-named the Institute for Research on Learning Technologies (IRLT), and then re-named the Institute for Research on Digital Learning (IRDL) as part of re-chartering in 2014. This event will recognize the long-serving director, Ron Owston.
- 1 workshop in collaboration with local community partner OR 1 roundtable discussion in collaboration with another institution. It is likely that IRDL will host another roundtable, due to the overwhelmingly positive feedback we

received for the *Learning with ICT* roundtable, and because we are already scheduled to run a workshop in collaboration with York's KMb unit in 2016-2017.

KMB

As in previous years, we will produce two more clear language summary "research snapshots" for the IRDL website. According to our internal evaluation metrics, we are scheduled to run a KMb training workshop for IRDL members this year geared toward graduate students in their first year of study and run in collaboration with the KMb unit. IRDL will continue to work with ABEL in recording guest lectures and roundtables, which will be uploaded to Vimeo and available to watch on our website

VISITING SCHOLAR

Starting September 2016, IRDL will begin to advertise for visiting scholars and post-docs to start in September 2017/January 2018.

9. Other Relevant Items the Director Wishes to Report

I would like to highlight the service, outreach, and mentorship work that IRDL members are engaged in that can be sometimes overlooked.

Heather Lotherington reviewed external grants for SSHRC Insight Grants, Nazarbayev University Research Council, Kazakhstan, and the Ontario Education Research Panel. Lotherington was also a visiting professor at Curtin University from Feb-March 2017, and she is currently in the process of interviewing for a York Massey Fellowship 2016-2017.

Jean Adams regularly mentors at the Steacie Library Dungeon Hackfest at York University (February 18-19, 2015 and February 17-18, 2016), and she participates in the Conference Board of Canada Skills and Post-Secondary Education initiative as a member of reference groups for *Education and Training in the Digital Age and Workplace Learning* committees (March 2014 to present).

Ron Owston filed a patent this year for *System and Method for Facilitating Emergent Learning in Relation to Knowledge Content* (with G. Mitchell), March 18, 2016-United States Patent Application No. 14/889,934.

Kurt Thumlert served as one of four faculty who adjudicated AMPD Digital Media student projects for the year.

10. Appendix 1 – Additional Information about Progress in Fulfilling Mandate

REFIG COMMUNITY RESEARCHER WORKSHOP (APRIL 4TH) – Description and Outcomes

The purpose of the workshop was to advance researcher/student training goals and to work with several new and developing research tools and methods, including a compilation of foundational principles for community/informal learning research, a brief on “embedded researcher” methodologies, a set of open-access safer spaces guidelines adapted from a partner organization (the Mont-Royal Game Society in Montreal, Quebec), and training materials for community-based researchers to be used in next year’s workshop on data analysis and reporting. Knowledge mobilization training, such as best practices when doing KMb with grassroots communities and vulnerable populations, was also a major focus of this workshop. Participants assisted in developing a set of templates and models for all *Re-FIG* projects including clear language summaries, consent forms, media releases, fieldwork templates, and KMb planning and reporting forms.

ROUNDTABLES – Description and Outcomes

IRDL typically hosts one workshop a year; however, this year we had the opportunity to host two. The first roundtable, *Learning with ICT*, took place on Thursday October 1st, 2015, in TEL 1009. This roundtable brought together IRDL members from the Faculty of Education (Drs. Mary Leigh Morbey and Heather Lotherington), LA&PS (Carolyn Steele), Learning Technology Services (Kelly Parke), and the Teaching and Learning Commons (Dr. Celia Popovic) to discuss current trends and address ongoing key challenges in integrating information and communication technology (ICT) in post-secondary teaching. The roundtable was 90 minutes long with 10-minute presentations followed by Q&A moderated by IRDL Director, Jen Jenson. It was attended by 30 participants, all internal York community members, including students and faculty from Education, Health, LA&PS, and Osgoode, IT directors from Schulich and Information Technology Services, Librarians from Scott, Schulich, and Steacie libraries, and staff from other units such as the Career Centre, ABEL, and the Teaching Commons. This roundtable was recorded by ABEL and is available to view online via the IRDL website. The roundtable was well received, and our feedback from participants included requests to host a similar event on an annual basis. In this way, IRDL continues to provide professional development training for York staff, who have an opportunity to engage with experts (faculty and staff) on a topic that affects everyone involved in teaching. IRDL will consider hosting an all-day event in the coming year.

The second roundtable, *Digital Game Development and Learning in the Classroom, From K to PhD*, was a panel and showcase event held on Wednesday February 24th, 2016, in 519 Kaneff. This roundtable was hosted in collaboration with the Faculty of Education but IRDL was the lead organizer. The format for this event was a one-hour panel of experts working on projects related to learning and game development in K-12 and post-secondary. The six members of the panel presented in two teams, providing both academic and non-academic perspectives on the subject. One team was comprised of a professor presenting with two community members and the other team included a post-doc researcher, an elementary school teacher, and a college student. Dr. Kurt Thumlert (Education) and Alicia Contestible and Elliott Pines (Twine instructors; independent game development) spoke about incorporating digital narrative/storytelling via Twine Workshops in undergraduate and graduate classrooms from the perspective of a post-secondary instructor and independent game developer/maker/community experts. Michelle Ali (B.Ed, M.Ed, York U), Dr. Kelly Bergstrom (IRDL Post-Doc), and Thadchayani Kupendiran (George Brown College student) presented on the “impact factor” of their work incorporating game development into K-12 classrooms, extra-curricular clubs, and summer camps from the perspectives of a research assistant, elementary school teacher, and a former participant/current college student in game development. This roundtable also included a games showcase that displayed seven digital games created either within IRDL-supported research projects (e.g., Kids’ Game Development Summer Camp, in-classroom new media curriculum development) or by York students who developed games as part of a course taught by an IRDL member (e.g., Heather Lotherington and Kurt Thumlert). York students whose games were on display were on hand to demonstrate their games during the showcase.

This roundtable allowed IRDL to engage in knowledge dissemination and mobilization related to game development and learning research in practice. The presentations touched on STEM education, gender gap, representation of minorities in culture and industry, digital storytelling, teacher training, DIY, community-engaged scholarship, and academic-community partnership, knowledge mobilization, confidence and skills building, play-based learning, and also coding as literacy. Moreover, keeping with IRDL’s commitment to working with members of Toronto’s independent game development communities, the roundtable resulted in future collaborations between the ORU and the Twine community experts. Twine will now be a tool used with the *eLearning Module Development* project (spearheaded by IRDL member Dr. Kurt Thumlert, who received a Shared Online Course Fund (ShOCF) Grant from the Ontario Online Initiative.

CONTRIBUTIONS TO TEACHING

IRDL members Michael Longford and David Gelb from the Department of Design are collaborating with IRDL to evaluate faculty engagement with online learning and assess the impact of eLearning deployed across AMPD. The result of the evaluation will be a report that will act as a resource for faculty members considering how best to integrate eLearning into their courses. Longford and Gelb also organized the annual AMPD eLearning Celebration Day to highlight the achievements of Design and IRDL faculty members engaged in digital learning.

IRDL members' contributions to teaching for this year were mainly in developing eLearning models for the Council of Ontario Universities, funded by the Shared Ontario Course Fund (ShCOF). David Gelb and Michael Longford, for instance, successfully completed and launched *Interactive Art + Design Learning Modules* (iadlm.net; \$72,000), and they received additional ShCOF funding (\$60,000) for *Design for Mobile Development Linked to Data Visualization, Mobile Narratives, and Gaming*. Kurt Thumlert also received ShCOF funding (\$75,000) to develop and revise his eLearning project *New Media Modules*. The eLearning project is comprised of a series of modules oriented around the core theme of production pedagogies. The first set of eLearning modules include *Learning through Game Design, Critical Making, and Digital Storytelling*. Module content will be designed/developed by leading scholars and IRDL members. This project is in part supported by Plasq Software, makers of ComicLife, which has generously donated discounted software, including 500 free licenses for student applications. Additionally, in support of York University's eLearning initiative, Kurt Thumlert received AIF funding (\$5,000) to convert the course *New Media Literacies and Culture* to eLearning, and Jennifer Jenson was awarded AIF funding (\$5,000) to convert her graduate course *Cultural Studies of Technology for Education* to online status.

SOCIAL MEDIA MANAGEMENT

This year the ORU was tasked with analyzing its social media accounts to facilitate an increase in the number and reach of online followers and to create new accounts as needed. As a result of this internal audit, IRDL deleted its Facebook group profile. Our Facebook presence had limited reach and was not as helpful in engaging York community members as originally anticipated. In comparison, IRDL's Twitter account (@YorkIRDL) has proven more consistent in attracting new followers, thereby promoting and highlighting IRDL research and events and driving more traffic to the IRDL website (irdl.info.yorku.ca) We have also created a Vimeo account, which is a free live video streaming platform (similar to YouTube). Through Vimeo, we have shared recordings of our most popular IRDL events, such as our roundtable on *Learning with ICT*, with the

wider public. ABEL was contracted to record the roundtable, and IRDL will be asking ABEL to assist in recording similar events for 2016-2017 (e.g., guest lecture series).

EXECUTIVE COMMITTEE – NEW STUDENT REPRESENTATIVE

Kelly Bergstrom, the IRDL graduate student representative, graduated with a PhD from the Faculty of Education in September 2015. Kelly was replaced by Sarah Stang, a Master's student from Film/School of Arts, Media, Performance & Design who will be continuing her research as a PhD student at York in September 2016. Sarah's term as the IRDL student representative will continue until April 2018. In that time, Sarah will assist the ORU in planning and executing student-focused mentorship events, particularly around (1) scholarship/grant preparation support and (2) conference applications (e.g., abstract preparation)

FOCUS ON eLEARNING RESEARCH

We anticipate that 2016-17 will be a big year for IRDL researchers working in eLearning. Ron Owston (Dean, Education) will be starting a blended learning project, writing up and publishing the CODE study final report, and publishing an article in a peer-reviewed journal about a previous 3-year blended learning evaluation. He will also act as co-chair and organizer for an international conference on eLearning. Jean Adams's research (Schulich) will explore the use of various web-technologies tightly blended with face-to-face interaction and the challenge of digital distraction for both students and instructors. Adams is interested in learning more about the skills needed to minimize digital distraction in a large classroom, the strategies for developing these skills, and the role/responsibility of both students and instructors in maximizing personal learning and self-development. This area of research is particularly important as organizations struggle to develop the capacities to deal with twenty-first-century challenges where technology can have both a negative and positive impact. Moreover, Kurt Thumlert (Education), Michael Longford (Design), and David Gelb (Design) will continue their work developing online courses with funding from ShCOF. The institute as a whole will build on these research initiatives with one of the driving themes for IRDL in 2016-2017: "imagining digital futures."

11. Appendix 2 – Individual Member Contributions

CORE MEMBERS – TOP 5

Jean Adams, Schulich

1. Invited as a mentor to the Steacie Library Dungeon Hackfest at York University, Toronto, ON (February 17-18, 2016).
2. Participated in the Conference Board of Canada Skills and Post-Secondary Education (SPSE) initiative as member of reference groups for Education and Training in the Digital Age and Workplace Learning committees (March 2014 to present).
3. Provided feedback and advice for the York University Academic Innovation Fund (AIF) project “Business Research Foundations Modules” (2015-2016).
4. Contributed articles on eLearning, blended learning, innovation, and soft skills development to York University’s Knowledge Mobilization Unit.

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

Dr. Woody’s administrative position has not allowed her to undertake major research projects this year, but she continues to make important contributions in teaching, learning, and student-faculty research collaboration.

1. Served on pan-university committee to adjudicate Research at York program (RAY) to assign undergraduates to faculty-led research projects, 2012-2016.
2. Editor for *La correspondance de Madame de Graffigny*. (2016, Vol. 15) Oxford: Voltaire Foundation. Principal Eds. David Smith and English Showalter.

Natalie Coulter, Communication Studies, LA&PS

1. Applied for SSHRC Insight Development Grant. (February 2016). Project title: *The Embodied Tween: Living Girlhood in Global and Digital Spaces*.
2. Williams, C. and Coulter, N. (forthcoming). 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*. Canadian Scholars’ Press: Toronto, ON.
3. Coulter, N. (2016). More “missed opportunities”: The oversight of Canadian children’s media. *Canadian Journal of Communication*, Vol 41(1).
4. Poyntz, S., Coulter, N. and 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. (2015, October). *My Moshi Monster is “desolate”: Digital games and affect in neoliberal capitalism*. Paper presented at the American Studies Association Conference, Toronto, ON.

Graeme Deans, Schulich

Mr. Deans is an award-winning member of the Schulich School of Business faculty and a member of the IRDL Executive Committee. He is also a consultant for the Ontario Lottery and Gaming Commission.

David Gelb, Design/AMPD

1. *Design for Mobile Application Development Linked to Data Visualization, Mobile Narratives, and Gaming*. Co-applicant with Michael Longford. Council of Ontario Universities – Shared Online Course Fund, (\$60,000). Partnered with Brock University and OCAD.
2. *Interactive Art and Design: Theory and Practice Learning Modules*. Co-applicant with Michael Longford. Council of Ontario Universities - Shared Online Course Fund, (\$72,000).
3. *Looking to the Future: Building 2016 State-of-the-Art eLearning in the School of the Arts, Media, Performance & Design*. Co-applicant with Michael Longford & Judith Schwarz. Academic Initiative Fund, York University, (\$77,510). Application has been made for an additional \$99, 000 to update the project.
4. Gelb, D. (2016, forthcoming). Teaching interactivity within the context of graphic design. *Design and Culture*.
5. Gelb, D. (2015, September) *Integrating interactive online learning modules in art and design education*. Paper presented at Designs on e-Learning 2015: Technology, Culture, and Practice, University of the Arts, Central Saint Martin's, London, UK.

Jennifer Jenson, Education

1. *Re-Figuring Innovation in Games*. Principal applicant. SSHRC Partnership Grant, 2015-2020, (\$2,498,116).
2. *Playing to Learn*. Sole applicant. Ministry of Education, Ontario, (\$479,000). Includes hosting workshops for teachers from across Ontario.
3. *Kids Get Game Development Camp*. Principal applicant. Motorola Foundation, (\$48,000, USD). Includes community outreach, workshops, game camps, showcase.
4. Jenson, J. & de Castell, S. (Accepted). Gamer-hate and the 'problem' of women: Finding feminism. In Y. B. Kafai, G. Richard, & B. Tynes (Eds.). *Diversifying Barbie and Mortal Kombat: New perspectives on gender and race in gaming cultures*. Boston: MIT Press.
5. Fisher, S. & Jenson, J. (2016). Producing alternative gender orders: A critical look at girls and gaming. *Learning, Media and Technology*. DOI: 10.1080/17439884.2016.1132729.

Michael Longford, Digital Media/AMPD

1. *Media Architecture Summit 2016*. Sole applicant. SSHRC Connection Grants. (\$24,967).
2. *Interactive Art and Design: Theory and Practice Learning Modules*. Co-applicant with David Gelb. Council of Ontario Universities - Shared Online Course Fund, (\$72,000).
3. *Looking to the Future: Building 2016 State-of-the-Art eLearning in the School of the Arts, Media, Performance & Design*. Co-applicant with David Gelb & Judith Schwarz. Academic Initiative Fund, York University, (\$77,510). Application has been made for \$99, 000 to update the project.
4. Longford, M. (2016, January) *Interactive art & design learning modules*. Project demonstration presented at eCampus Ontario Showcase. Ryerson University, Toronto, Ontario.
5. Longford, M. (2015, September) *Online learning modules in art & design curriculum*. Project demonstration presented at Designs on e-Learning 2015: Technology, Culture, Practice, Central Saint Martins, London, UK.

Heather Lotherington, Education

1. *English on Wheels: A Critical Investigation of Mobile-assisted Language Learning Apps for English Language Learning*. Principal researcher with Jia Li (UOIT, co-researcher) and Kay O'Halloran (Curtin University, collaborator). SSHRC Insight Development Grant, 2016-2018. Under adjudication.
2. *Coming to Grips with Digital Tools for English Language Learning: What is Out There?* Sole applicant. MRG, 2016. (\$2,203.70).
3. Lotherington, H., O'Meara, M.P., Jensen, K.E. (in press). *How to build your own world: Creating community on Twitter*. Rome, Italy: Aracne Editrice.
4. Lotherington, H. (in press). Elementary language education in digital multimodal and multiliteracy contexts. In S.L. Thorne & S. May (Eds.), *Language, Education and Technology. Encyclopedia of Language and Education* (Volume 9). Springer.
5. Lotherington, H., Fisher, S., Jenson, J., & Lindo, L.M. (in press). Professional development from the inside out: Redesigning learning through collaborative action research. In M. Knobel & J. Kalman (Eds.), *Literacies, Digital Technologies and Teachers' Professional Development*. NY, NY: Peter Lang.

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., 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.
3. Morbey, M. L., Sabeti, F. M., & Sengara, M. (in review). Social media as a social reality: Technology enhanced collaboration in higher education. *The Internet and Higher Education*.

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Ron Owston, Dean, Education

1. *Prospects and Problems of Implementing Blended Learning in Higher Education: A View through the Lens of Systematic Review and Meta-analysis*. Co-applicant with Robert Bernard (Concordia). SSHRC Insight Development Grant, 2016-2018, (\$103,926).
2. *Evaluation of the Hamilton-Wentworth DSB Transforming Learning Everywhere Project*. Principal applicant. Council of Ontario Directors of Education, (\$146,020).
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Kurt Thumlert, Education

1. *New Media Modules*. Sole applicant. Council of Ontario Universities - Shared Online Course Fund, 2016, (\$75,000).
2. Recipient of AIF funding (York University, \$5,000) as part of York's eLearning initiative to convert *New Media Literacies and Culture* to eLearning.
3. Co-investigator on *Evaluation of the Hamilton-Wentworth DSB Transforming Learning Everywhere Project* with Ron Owston, and collaborator on *Re-Figuring Innovation in Games* with Jennifer Jenson.
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5. Winton, S. & Jervis, L. (2016). *Challenging Special Education Assessment Policy in Public Schools in Ontario, Canada*. Paper presented at the focal meeting of the World Educational Research Association, Washington, DC, USA, April 9-12, 2016.