

Teresa Strong-Wilson
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CURRENT POSITION

June 2009- Associate Professor, Department of Integrated Studies in Education, Faculty of Education, McGill University.

PREVIOUS POSITION

Aug 2003- Assistant Professor, Department of Integrated Studies in Education, Faculty of
May 2009 Education, McGill University.

FIELDS OF SPECIALIZATION

My research interests and areas of expertise span the fields of curriculum studies, early childhood, children's literature, teacher education, memory studies, literacy/es, Indigenous education, and social justice education. My research focuses on teachers' critical engagement with knowledge in the form of stories so as to productively inform teaching and learning in pre-service education and in schools. I am also deeply interested in childhood, children's literacy learning and children's literature. My interests in childhood and memory have led me to explore relationships among childhood, trauma, autobiography/culture and social justice education.

EDUCATION

2004 **Ph.D.**, Faculty of Education, University of Victoria
Bringing Memory Forward: Teacher Engagements with their Constructions of "Difference" in Teacher Literature Circles

2000 **M.A.**, Faculty of Education, University of Victoria
Conversations with First Nations Educators: Weaving Identity into Pedagogical Practice

1990 **Diploma in Elementary Education**, Faculty of Education, McGill University

1987-90 Masters of Arts (English Literature) program of study, Department of English Literature, McGill University. Comparative study of Medieval and Renaissance genres of romance in the works of Thomas Malory and Edmund Spenser (ABT)

1987 **BA Honours**, English Literature, McGill University

1983 **BA**, University of Calgary, Major in Political Science, Minor in Law in the Liberal Arts

RESEARCH PROJECTS

Publications (total): 82

Curriculum & Pedagogy related to Social Justice, Memory, Story, Auto/biography

- 2021- SSHRC PDG, \$199,199
Storying Transnational Knowledges: Connection through Narrative
 PI: April Mandrona
 CoInv: Claudia Mitchell, Teresa Strong-Wilson (McGill); Prudence Caldaïrou-Bessette (UQAM); Pierre Elourdes
- 2014-2020 SSHRC Insight, \$405,954
Developing a Pedagogy of Social Justice through Postcolonial Literature
 PI: Ingrid Johnston (U Alberta); CoInv: Geraldine Balzer (USask); Anne Burke (Memorial); Teresa Dobson (UBC); Teresa Strong-Wilson (McGill); Angela Ward (University of Victoria); Lynn Wiltse (U Alberta)
- 2014- McGill Research Project
Multidirectional Digital Memory-work
 Teresa Strong-Wilson (McGill), Claudia Mitchell (McGill), Marcea Ingersoll (Post-doc)
- 2011-2014 SSHRC Standard Social Science Research Grant. \$177,655
Engaging Canadian Teachers with Canadian Literature for Social Justice
 PI: Ingrid Johnston (University of Alberta); CoInv: Mary Courtland (Lakehead U); Teresa Strong-Wilson (McGill); Angela Ward (U of Saskatchewan), Lynn Wiltse (U of Alberta); Teresa Dobson (UBC), Anne Burke (Memorial).
- 2006-2009 SSHRC Standard Grant (\$159,364)
Pre-service Teachers' Perspectives on Canadian Identity and their Understandings of Ideology in Multicultural Picture Books
 PI: Ingrid Johnston (University of Alberta); CoInv: Joyce Bainbridge (U of Alberta); Mary Courtland (Lakehead U); Roberta Hammett (Memorial U); Teresa Strong-Wilson (McGill); Angela Ward (U of Saskatchewan) & Lynn Wiltse (Kamloops).
- 2009-2012 Research Fellow, McGill Institute for the Public Life of Arts and Ideas
- 2008-2009 SSHRC Research Workshop (\$24,000)
Back to the Future: Productive Remembering in Changing Times
 Principal Investigator (PI): Claudia Mitchell; Co-organizers: Teresa Strong-Wilson & Kathleen Pithouse.
- 2003-2006 McGill University Start-up Funds \$5000
Bringing Memory Forward: A Longitudinal Perspective

Associated publications (36):

Books (6):

Balzer, Strong-Wilson, & Burke, 2023; Strong-Wilson, Castro, Crichlow, & Yoder, 2023; Strong-Wilson, 2021; Strong-Wilson, Mitchell, Allnutt & Pithouse, 2013; Mitchell et al, 2011; Strong-Wilson, 2008

Book chapters (17):

Balzer, Strong-Wilson & Burke, 2023; Balzer, Strong-Wilson & Burke, 2023; Strong-Wilson & Huang, 2023; Strong-Wilson, *in press*; Strong-Wilson, 2023; Strong-Wilson et al, 2023; Strong-Wilson et al., 2023; Strong-Wilson & Yoder, 2018; Yoder & Strong-Wilson, 2017; Strong-Wilson, Mitchell & Ingersoll, 2016; Yoder & Strong-Wilson, 2016; Strong-Wilson, 2013; Strong-Wilson, Mitchell, Allnutt & Pithouse, 2013; Strong-Wilson & Phipps, 2013; Strong-Wilson, 2008; Shariff & Strong-Wilson, 2005; Strong-Wilson, 2005

Articles (13):

Strong-Wilson, 2017; Strong-Wilson, 2015; Strong-Wilson, Morrison, Mitchell, Radford & Pithouse-Morgan, 2014; Strong-Wilson, Yoder & Phipps, 2014; Strong-Wilson, Johnston, Wiltse, Burke, Phipps & Gonzalez, 2014; Strong-Wilson, 2010; Courtland et al, 2009; Strong-Wilson, 2007; Strong-Wilson, 2006a; Strong-Wilson, 2006b; Strong-Wilson, 2006c; Wilson, 2003; Wilson, 2002

Curriculum Theory

2017-19 Provoking Curriculum Encounters, Provoking Curriculum biennial conference, Faculty of Education, McGill. \$25,000 [conference revenues]

Associated publications (4):

Book (1):

Strong-Wilson, Ehret, Lewkowich, & Chang-Kredl, 2019

Journal Special issue (1):

Aitken, Dobson, Ezcurra, Mitchell, & Strong-Wilson, 2018

Chapters (2):

Strong-Wilson et al., 2019

Strong-Wilson et al., 2019

Autobiography (Other curriculum theory research)

2005- Life writing: family-related research

Associated publications (4):

Journal Special Issue (1):

Craveiro & Strong-Wilson, 2019 (1)

Book chapters (2):

Strong-Wilson, 2016; Strong-Wilson, 2012a

Articles (1):

Wilson & Oberg, 2002

Indigenous Teaching and Learning

- 2019-2020 SSHRC Connections grant. Imagining the possibilities and potentials for pedagogies of reconciliation in Canada. PI: Mindy Carter (McGill); Co-App: Sandra deFinney, Claudia Mitchell, Teresa Strong-Wilson, Dawn Wiseman. \$20,108.
- 2014-2019 SSHRC Insight, \$500,000
Siawinu 'gina' masultinej: Mi'gmaq language learning and teaching across the lifespan in Listuguj
 PI: Mela Sarkar (McGill)
 CoInvestigators: Beverly Baker (McGill/U Ottawa); Constance Lavoie (Universite de Quebec a Chicoutimi); Teresa Strong-Wilson (McGill)
- 2007-2010 SSHRC Aboriginal Research Grant. (\$225,000)
Mi'gmaq in Listuguj: A community-based language revitalization initiative
 PI: Mela Sarkar; Co-Investigators (Co-Inv): Steven Jordan; Anthony Pare; Teresa Strong-Wilson
- 2001-2005 Canadian Institute for Health Research (CIHR) (\$1,500,000)
Canadian Alliance for Health Research
 PI: Bonnie Leadbeater (University of Victoria). Six projects, of which one was *Traditional Pathways to Health: Participatory Action Research with Aboriginal Students as Film-makers* PI: Ted Riecken (University of Victoria)
- 2004-2005 Co-investigator, *Traditional Pathways to Health*
- 2001-2003 Research Assistant, *Traditional Pathways to Health*

Associated publications (11):

Books (1):

Carter et al, in press

Book chapters (4):

Strong-Wilson & Yoder, accepted; Strong-Wilson & Yoder, 2018; Riecken et al, 2006; Slatkoff et al, 2006

Articles (6):

Strong-Wilson, 2008b; Riecken et al, 2006; Riecken et al, 2005; Raptis et al, 2003; Wilson & Fleming, 2002a; Wilson & Fleming, 2002b

Teachers and New Technologies

- 2010-2012 SSHRC Internal Grant, McGill (\$4500)
Balancing Literacies: Teachers Incorporating New Technologies into their Classroom Practices
- 2006-2009 SSHRC Standard Grant. (\$74,703)
Changing Literacies, Changing Formations: Teachers Incorporating New Technologies into their Literacy Practices
- 2004-2005 Research Consultant on SSHRC-INE Grant. (\$750,000)
 PI: Margaret Early; Co-Inv: Jim Cummins (UBC), Michael Hoechsmann (McGill).

Associated publications (14):*Books (1):*

Strong-Wilson et al, 2012

Book chapters (8):

Strong-Wilson & Rouse, 2013; Strong-Wilson, 2012c, Strong-Wilson & Cole, 2012a; Strong-Wilson & Cole, 2012b; Strong-Wilson & Rouse, 2012; Strong-Wilson & Thomas, 2012; Thomas, Mitchell, Pasinato, Ryan, Tetrault, Bonneville & Strong-Wilson, 2012; Strong-Wilson, 2011

Articles (5):

Strong-Wilson & Yoder, 2021; Strong-Wilson & Smith-Gilman, 2013; Strong-Wilson, Harju & Mongrain, 2008; Strong-Wilson, 2008; Strong-Wilson et al, 2007

Early Childhood Education

2016-present Strong-Wilson, T. & Carani, G. An Ecological Approach to Parental Involvement in the Process of Literacy Acquisition in School during Early Childhood [Research project]

Associated publications (6):*Special Issues of Journals (2):*

Strong-Wilson & Preece, 2009

Strong-Wilson, 2007

Book chapters (1):

Smith-Gilman, Strong-Wilson & Ellis, 2010

Articles (2):

Strong-Wilson, 2007; Strong-Wilson & Ellis, 2007

Non-referred publications (1):

Carani, Carani & Strong-Wilson, 2014

Pre-Service Teacher Education & Teacher Narrative

2006-2009 SSHRC Standard Grant. (\$145,562)

Partnerships for a Change

PI: David Dillon; CoInv: Claudia Mitchell; Teresa Strong-Wilson

2005-2007 SSHRC Internal Grant, McGill (\$2500)

Linking Theory to Practice: Investigating Whether Changes Occurred in Student Teacher Narratives within an Integrated Field-based Semester

Associated Publications (7):*Books (1):*

Sanford & Strong-Wilson, 2014

Book chapters (3):

Strong-Wilson, Cole & Noroozi, 2014; Strong-Wilson, 2012b; Strong-Wilson, 2009

Articles (3):

Mitchell, Dillon, Strong-Wilson, Pithouse, Islam, O'Connor, Rudd, Staniforth & Cole, 2010; Strong-Wilson, 2004a; Strong-Wilson, 2004b

Scholarly Journal Publishing: *McGill Journal of Education*

2014-present **Editor-in-Chief**

Teresa Strong-Wilson

McGill Journal of Education

The MJE, publishing for almost 50 years, is a peer-reviewed, open-access journal with 3 issues a year.

Assistant Editors:

Maggie McDonnell (Concordia), 2021-22; on medical leave 2022-23; 2024-

Evan Saperstein (U de Montréal), 2021-

Patrice Cyrille Ahehehinnou (Laval), 2021-

Thierry Desjardins (U de Montréal), 2021-

Associate Editors:

Kevin Péloquin (U de Montréal), 2021-23 (Assistant Editor); 2023- (Associate Editor)

Vander Tavares, Postdoctoral Researcher (Education), Høgskolen i Innlandet, Norway

(Inland Norway University of Applied Sciences), 2021-

Carl Beaudoin (UQTR), 2023-

Chantal Tremblay (UQAM), 2023-

Past Associate Editors:

Alexandre Lanoix (U de Montréal), 2020-2023

Emilie Tremblay-Wragg (UQAM), 2020-2023

Anila Asghar (Faculty of Education, McGill), 2011-2023

Paul Zanazanian (Faculty of Education, McGill), 2019-2021

Jerome St-Amand (Université du Québec en Outaouais), 2017-2021

Vincent Boutonnier (Université du Québec en Outaouais), 2017-2020

Lisa Starr (Faculty of Education, McGill), 2016-2019

Mindy Carter (Faculty of Education, McGill), 2016-2020

Marc-André Éthier (Faculty of Education, Université de Montreal), 2014-2017

David LeFrancois (Faculty of Education, UQAO), 2016-2017

Aziz Choudry (Faculty of Education, McGill), 2011-2014

2022-2025 SSHRC Aid to Scholarly Journals, \$90,000; grant extended for an additional year due to Tri-Council review of open access policies: 2022-2026, \$120,000
McGill Journal of Education

2019-2022 SSHRC Aid to Scholarly Journals, \$90,000

McGill Journal of Education

- 2014-2020 SSHRC Aid to Scholarly Journals, \$129,850
McGill Journal of Education
- 2011-2014 SSHRC Aid to Scholarly Journals, \$70,000
McGill Journal of Education
Senior Co-Editor: Teresa Strong-Wilson; Co-Editors: Anila Asghar, Annie Savard & Aziz Choudry (Faculty of Education, McGill)

Associated Peer-reviewed Publications (1):

Strong-Wilson, St-Amand, Carter, & Wald (2019)

FELLOWSHIPS, AWARDS, NOMINATIONS

- 2023 Ted T. Aoki Award for Distinguished Service (CACCS; Canadian Association for Curriculum Studies)
- 2023 Nomination by Professor William Pinar for the Ted T. Aoki Award for Distinguished Service (CACCS)
- 2009-2012 Research Fellow (Memory & Echo), IPLAI (McGill Institute for the Public Life of Arts and Ideas)
- 2005-2015 Travel Grants (3), McGill University (\$1000-1500 each)
- 2004 Dissertation nominated for British Columbia's Lieutenant Governor's Gold Medal and was among those considered in the final round of the competition
- 2001-2002 Faculty nomination SSHRC Doctoral Fellowship, University of Victoria
- 2002 Faculty nomination Strong Award, University of Victoria
- 2000-2003 University of Victoria Doctoral Fellowship, Department of Curriculum & Instruction, Faculty of Education, University of Victoria; 9.0 GPA
- 2000-2003 Travel Grants, University of Victoria (\$2400)
- 2000 Masters' thesis nominated for WAGS/UMI Distinguished Masters' thesis Award
- 1987-1989 FCAR & J.W. McConnell Fellowships, Department of English Literature, McGill University
- 1986-1987 Kay McIver Essay Prize, Susan Vaughan Scholarship, Dow-Hickson Scholarship, & Mary Keenan Scholarship

REFEREED PUBLICATIONS**Books/Journal Special Issues**

- Forthcoming* Carter, M., Mitchell, C., Strong-Wilson, T., Y. Huang, D. Ranjan, T. Starlight, & M. Sorensen (Eds.), *Seasons of Change: Interdisciplinary Pedagogies for Reconciliation and Redress*. UBC Press.

- 2023 Balzer, G., Strong-Wilson, T., & Burke, A. (Eds.). *Encountering Pedagogies of Discomfort in Practice: Teaching to Social Justice using Post-Colonial Texts*. Springer.
- 2023 Strong-Wilson, T., Yoder, A., Crichlow, W., & Castro, R. (Eds.), *Curricular and Architectural Encounters with W.G. Sebald: Unsettling complacency, Reconstructing subjectivity*. Routledge; Studies in Curriculum Theory (Series Editor: William Pinar).
- 2021 Strong-Wilson, T. *Teachers' Ethical Self-encounters with Counter-Stories in the Classroom: From implicated to concerned subjects*. New York: Routledge. Series: Studies in Curriculum Theory (Series Editor: William Pinar). Routledge
- 2020 Strong-Wilson, T., Ehret, C., Lewkowich, D., & Chang-Kredl, S. (Eds.). *Provoking Curriculum Encounters*. New York: Routledge. Series: Studies in Curriculum Theory (Series Editor: William Pinar).
- 2019 Craveiro, C., & Strong-Wilson, T. (Eds.). We are not Alone the Subject of Teachers and the Auto/biographical in Curriculum Studies. Special Issue, *Transnational Curriculum Inquiry* 16 (2).
- 2018 Aitken, A., Dobson, M., Ezcurra, M., Mitchell, C., & Strong-Wilson, T. (Co-editors). "The arts in curriculum: Aesthetics, embodiment and well-being." Provoking Curriculum Conference special issue. *Journal of the Canadian Association for Curriculum Studies*. Fall 2018.
- 2014 Sanford, K., & Strong-Wilson, T. (Eds.). *The Emperor's New Clothes?: Issues and Alternatives in Uses of the Portfolio in Teacher Education Programs*. New York: Peter Lang.
- 2013 Strong-Wilson, T., Mitchell, C., Allnutt, S., & Pithouse, K. (Eds.). *Productive remembering and social agency*. Rotterdam: Sense Publishers.
- 2012 Strong-Wilson, T., Thomas, B., Cole, A. L, Rouse, D., Tsoulos, D. & with teacher authors (Bonnie Mitchell, Kelly Ryan, Manuela Pasinato, Marie-Claude Tétrault, & Penny Bonneville). *Envisioning New Technologies in Teacher Practice: Moving Forward, Circling Back Using a Teacher Action Research Approach*. New York: Peter Lang.
- 2011 Mitchell, C., Strong-Wilson, T., Pithouse, K., & Allnutt, S. (Eds.). *Memory and pedagogy*. Routledge.
- 2009 Strong-Wilson, T. (McGill) & Preece, A. (University of Victoria), Co-editors of special issue on Children and Social Stories. *English Quarterly*.
- 2008 Strong-Wilson, T. *Bringing Memory Forward: Storied Remembrance in Social Justice Education with Teachers*. (#23 in *Complicated Conversation: A Book Series of Curriculum Studies*. Series Editor: William F. Pinar). New York: Peter Lang.
- 2007 Strong-Wilson, T. Editor of special issue on the Reggio Emilia approach to education. *Theory into Practice*, 46 (1).

Book Chapters

- Accepted* Strong-Wilson, T., & Yoder, A. This land is (not) my land: Teachers' unsettling engagements with Indigenous counter-stories. In Carter, M., Mitchell, C., Strong-Wilson, T., Y. Huang, D. Ranjan, T. Starlight, & M. Sorensen (Eds.), *Seasons of Change: Interdisciplinary Pedagogies for Reconciliation and Redress*. Under contract with UBC Press.
- In press* Strong-Wilson, T. Disquieting returns. In A. Phelan & W. Pinar (Eds.), *Curriculum Studies in Canada*. University of Toronto Press. Will be published July 2024.
- 2023 Strong-Wilson, T., & Huang, Y. "I Don't Know What They Think Until They Talk": Exploring the Place of Talk in Engaging Students in Difficult Conversations. In Balzer, G., Strong-Wilson, T., & Burke, A. (Eds.). *Encountering Pedagogies of Discomfort in Practice: Teaching to Social Justice using Post-Colonial Texts*. Springer.
- 2023 Balzer, G., Strong-Wilson, T. & Burke, A. Introduction. In Balzer, G., Strong-Wilson, T., & Burke, A. (Eds.). *Encountering Pedagogies of Discomfort in Practice: Teaching to Social Justice using Post-Colonial Texts*. Springer.
- 2023 Balzer, G., Strong-Wilson, T. & Burke, A. Afterword. In Balzer, G., Strong-Wilson, T., & Burke, A. (Eds.). *Encountering Pedagogies of Discomfort in Practice: Teaching to Social Justice using Post-Colonial Texts*. Springer.
- 2023 Strong-Wilson, T. Unsettling belonging: Reflections on auto/biographical structures of ethical self-encounters. In Strong-Wilson, T., Yoder, A., Crichlow, W., & Castro, R. (Eds.), *Curricular and Architectural Encounters with W.G. Sebald: Unsettling complacency, Reconstructing subjectivity* (pp. 131-147). Routledge; Studies in Curriculum Theory (Series Editor: William Pinar).
- 2023 Strong-Wilson, T., Castro, R., Crichlow, W., & Yoder, A. Unsettling complacency. In Strong-Wilson, T., Yoder, A., Crichlow, W., & Castro, R. (Eds.), *Curricular and Architectural Encounters with W.G. Sebald: Unsettling complacency, Reconstructing subjectivity* (pp. 1-18). Routledge; Studies in Curriculum Theory (Series Editor: William Pinar).
- 2023 Strong-Wilson, T., Castro, R., Crichlow, W., & Yoder, A. Reconstructing subjectivity. In Strong-Wilson, T., Yoder, A., Crichlow, W., & Castro, R. (Eds.), *Curricular and Architectural Encounters with W.G. Sebald: Unsettling complacency, Reconstructing subjectivity* (pp. 19-26). Routledge; Studies in Curriculum Theory (Series Editor: William Pinar).
- 2021 Strong-Wilson, T. Serendipity. In C. Shields, A. Podolski, & J.J. Guiney Yallop (Eds.) *Influences and inspirations in curriculum studies research and teaching: Reflections on the origins and legacy of contemporary scholarship* (pp. 52-56). Routledge.
- 2020 Strong-Wilson, T. Using Methods of Juxtaposition to Jolt Understanding: Exploring Ethical Forms of Pedagogical Practice. In A. Phelan, W. Pinar, N. Ng-A-Fook, & Ruth Kane (Eds), *Reconceptualizing teacher education worldwide: A Canadian contribution to a global challenge*. University of Ottawa Press.

- 2020 Strong-Wilson, T., Yoder, A., Radford, L., Aitken, A., & Chang-Kredl, S. Currere Tales: Returning as Pilgrims to the Archive. In Strong-Wilson, T., Ehret, C., Lewkowich, D., & Chang-Kredl, S. (Eds.). *Provoking Curriculum Encounters*.
- 2020 Strong-Wilson, T., Ehret, C., Lewkowich, D., & Chang-Kredl, S. Introduction. In Strong-Wilson, T., Ehret, C., Lewkowich, D., & Chang-Kredl, S. (Eds.). *Provoking Curriculum Encounters*.]
- 2020 Strong-Wilson, T., & Malenfant, J., Erika Hasebe-Ludt, Rita Irwin, Ingrid Johnston, Carl Leggo, Nicholas Ng-A-Fook, Antoinette Oberg, and Hans Smits. Provoking Curriculum (Studies): Intellectual Interpolations. In Strong-Wilson, T., Ehret, C., Lewkowich, D., & Chang-Kredl, S. *Provoking Curriculum Encounters*.
- 2018 Strong-Wilson, T., & Yoder, A. Teaching Larry Loyie's As Long as the River Flows: Real and Imagined Childhood Memories and the Intransigence of the Cattle Truck. In C. Mitchell & A. Mandrona (Eds.), *Our rural selves*. McGill-Queen's University Press.
- 2017 Yoder, A., & Strong-Wilson, T. The Limits of "Understanding": Teaching Residential School Stories in the Classroom. In I. Johnston, & A. Ward A., (Eds), *Challenging Stories: Canadian Literature for Social Justice in the Classroom* (pp. 88-103). Canadian Scholars/Women's Press.
- 2016 Strong-Wilson, T., Mitchell, C., & Ingersoll, M. Exploring Multidirectional Memory-Work and the Digital as a Phase Space for Teacher Professional Development. In Michele Knobel and Judy Kalman (Eds.), *Literacies, Digital Technologies and Teachers' Professional Development*. New York: Peter Lang. [This book has also been published in Spanish, 2017].
- 2016 Strong-Wilson, T. Returns and departures through girlhood: Memory-Work as an approach to the politics of place in mother-daughter narratives. In C. Mitchell et al., *Girlhood Studies and the politics of place*. Berghan.
- 2016 Yoder, A., & Strong-Wilson, T. "And yet": Storying complexity in teacher narratives. In N. Ng-a-Fook, G. Reis & A. Ibrahim (Eds.), *Provoking Curriculum Studies: Strong Poetry and the Arts of the Possible in Education*. New York: Routledge.
- 2014 Strong-Wilson, T., Cole, A., & Noroozi, N. More than Window Dressing: The Place of Photographs in Teacher Identity Construction In K. Sanford & Strong-Wilson, T. (Eds.). *The Emperor's New Clothes?: Issues and Alternatives in Uses of the Portfolio in Teacher Education Programs*.
- 2013 Strong-Wilson, T. Remembering Childhood in W.G. Sebald's *Austerlitz*. Productive Remembering and Social Agency. In Strong-Wilson, T., Allnutt, S., Mitchell, C., & Pithouse, K. (Eds.), *Productive remembering and social agency*. Sense Publishers.

- 2013 Strong-Wilson, T., Mitchell, C., Allnutt, S., & Pithouse, K. Productive Remembering and Social Agency. In Strong-Wilson, T., Allnutt, S., Mitchell, C., & Pithouse, K. (Eds.), *Productive remembering and social agency*. Sense Publishers.
- 2013 Strong-Wilson, T., & Rouse, D. New Wine in Old Bottles?: Remediation, Teacher as Bricoleur, and the Story of Antaeus. In M. Knobel & C. Lankshear (Eds.), *A New Literacies Reader*. New York: Peter Lang. [Invited chapter to be reprinted from Strong-Wilson et al., *Envisioning New Technologies in Teacher Practice*]
- 2013 Strong-Wilson, T., & Phipps, H. Very far away: Traversing the distance between imagination and actualization. In I. Johnston, & J. Bainbridge (Eds.), *Reading Diversity: Preservice Teachers Explore Identity, Ideology and Pedagogy through Canadian Picture books*. University of Toronto Press.
- 2012a Strong-Wilson, T. Old narratives break apart. In C. Chambers, E. Hasebe-Ludt, A. Sinner, and C. Leggo (Eds.), *A Heart of Wisdom: Life Writing as Empathetic Inquiry*. New York: Peter Lang.
- 2012b Strong-Wilson, T. Slumbering narratives: Exploring the links between children's literature and pre-service teacher identity formation. In McKinney, S., & McCluskey, R. (Eds.), *Teacher: Image, Identity, Icon*. Edwin Mellen Press.
- 2012c Strong-Wilson, T. Teachers, Change and New Technologies. In Strong-Wilson, T., et al., *Envisioning New Technologies in Teacher Practice: Moving Forward, Circling Back Using a Teacher Action Research Approach* (pp. 13-26). New York: Peter Lang.
- 2012a Strong-Wilson, T., & Cole, A. A Room of One's Own: Exploring the Relationship of Teacher Research to Integration of New Technologies. In Strong-Wilson, T., et al., *Envisioning New Technologies in Teacher Practice: Moving Forward, Circling Back Using a Teacher Action Research Approach* (pp. 61-80). New York: Peter Lang.
- 2012b Strong-Wilson, T., & Cole, A. Conversation, Blogging and Teacher as Researcher: Building Collegiality and the Project's Social Memory. In Strong-Wilson, T., et al., *Envisioning New Technologies in Teacher Practice: Moving Forward, Circling Back Using a Teacher Action Research Approach* (pp. 81-102). New York: Peter Lang.
- 2012 Strong-Wilson, T., & Cole, A. The Teachers' Case Studies. In Strong-Wilson, T., et al., *Envisioning New Technologies in Teacher Practice: Moving Forward, Circling Back Using a Teacher Action Research Approach* (pp. 103-116). New York: Peter Lang.
- 2012 Strong-Wilson, T., & Rouse, D. New Wine in Old Bottles?: Remediation, Teacher as Bricoleur, and the Story of Antaeus. In Strong-Wilson, T., et al., *Envisioning New Technologies in Teacher Practice: Moving Forward, Circling Back Using a Teacher Action Research Approach* (pp. 41-60). New York: Peter Lang.
- 2012 Strong-Wilson, T., & Thomas, B. Turning Points in the Professional Development Model and Methodology. In Strong-Wilson, T., et al., *Envisioning New Technologies in Teacher Practice: Moving Forward, Circling Back Using a Teacher Action Research Approach* (pp. 27-40). New York: Peter Lang.

- 2012 Thomas, B., Mitchell, B., Pasinato, M., Ryan, K., Tetrault, M-C., Bonneville, P., & Strong-Wilson, T. *Postscript: Keeping the Lights On*. In Strong-Wilson, T., et al., *Envisioning New Technologies in Teacher Practice: Moving Forward, Circling Back Using a Teacher Action Research Approach* (pp. 139-162). New York: Peter Lang.
- 2011 Strong-Wilson, T. Threading Voices: Telling Intergenerational Digital Stories. In *Memory and Pedagogy*. Routledge.
- 2010 Smith-Gilman, S., Strong-Wilson, T., & Ellis, J. Envisioning the Environment as Third Teacher: Moving Theory into Practice. In G. Goodman (Ed.), *Educational Psychology: Critical Pedagogical Perspectives*. New York: Peter Lang.
- 2009 Strong-Wilson, T. Seeing What I Mean: The Professional Portfolio as Object of Study. In K. Pithouse, C. Mitchell., & L. Moletsane (Eds.), *Making Connections: Self-Study and Social Action*. New York: Peter Lang.
- 2008 Strong-Wilson, T. Moving horizons: Exploring the role of stories in decolonizing the literacy education of white teachers. In D. Kapoor (Ed.). *Education, decolonization and development: Perspectives from Asia, Africa and the Americas*. Sense Publications. [reprint of special issue of International Education, vol. 37, no. 1, 2007]
- 2006 Riecken, T., & Strong-Wilson, T. At the Edge of Consent: Participatory Research with First Nations Student Filmmakers. In Bonnie Leadbeater, E. Banister, C. Benoit, M. Jansson, A. Marshall, & T. Riecken (Eds.), *Ethical Issues in Community-Based Research with Children and Youth* (pp. 42-56). Toronto: University of Toronto Press.
- 2006 Slatkoff, J., Phillips, R., Corrin, S., Rozeck-Allen, T., & Strong-Wilson, T. Unique Roles, Unique Challenges: Graduate Students' Involvement in Community-Academic Research. In Bonnie Leadbeater, et al. (Eds.), *Ethical Issues in Community-Based Research with Children and Youth* (pp. 221-231). Toronto: University of Toronto Press.
- 2005 Shariff, S., & Strong-Wilson, T. Bullying and New technologies: What Can Teachers Do to Foster Socially Responsible Discourse in Physical and Virtual School Environments. In J. L. Kincheloe (Ed.), *Classroom Teaching: An Introduction* (pp. 219-240). New York: Peter Lang.
- 2005 Strong-Wilson, T. White Female Teacher Arrives in Native Community with Trunk and Cat: Using Self-study to Investigate Exile in Tales of Traveling White Teachers. In C. Mitchell., S. Weber, & K. O-Reilly-Scanlon (Eds.), *Just Who Do We Think We Are? Methodologies for Autobiography and Self-study in Teacher Education* (pp. 218-30). London: Routledge Falmer.

Articles

- Under review* Strong-Wilson, T. & Al-Madhoun, D. Who are we when not ruled by others?: Engaging teachers in Northern contexts in teaching using diverse children's literature. *McGill Journal of Education*; Special issue, Preparing Teachers for Diversity in the Neoliberal

and Neoconservative “North”: Undoing and Redoing Teacher Education. *Decision (Feb 2024): Revisions Required.*

- Under review* Strong-Wilson, T. Exploring the art of teaching subversively with picturebooks through an open poetics. *Children’s Literature in Education.*
- In preparation* Strong-Wilson, T., & Carani, G. Home-School Partnership and Escola Familia: An Ecological Perspective.
- 2021 Strong-Wilson, T., & Yoder, A. Locked In and Locked Out: Covid-19 and Teaching “Remotely.” *Prospects*, 51 (1-3), 161-174. [Special issue on COVID & curriculum; Guest editor: William Pinar] 10.1007/s11125-021-09556-8
- 2019 Strong-Wilson, T. The question of curriculum in dark times: Hannah Arendt, W. G. Sebald and teachers as autobiographical subjects. *Transnational Curriculum Inquiry*, 16 (2), 37-49. [2020: article has been translated into Portuguese and is being re-published in Veronica Borges (Ed.), “The (new) curricular policies for teacher education: possible paradoxes and problematizations” *Revista Eletronica Série-Estudos*].
- 2019 Strong-Wilson, T., St-Amand, J., Carter, M., & Wald, S. Can We Interest You?: *The McGill Journal of Education. Scholarly and Research Communication.* Invited to submit to special issue on Canadian education journals.
- 2017 Strong-Wilson, T. Following One’s Nose in Reading W.B. Sebald Allegorically: Currere and Invisible Subjects. *Educational Theory*, 67 (2), 153-71.
- 2015 Strong-Wilson, T. Phantom traces: Exploring a Hermeneutical Approach to Autobiography in Curriculum Studies. *Journal of Curriculum Studies* 47 (5), 613-32.
- 2014 Strong-Wilson, T. Morrison, C., Mitchell, C., Radford, L., & Pithouse-Morgan, K. Using digital memory-work to “reflect forward” on digital scholarship for social justice. *McGill Journal of Education.*
- 2014 Strong-Wilson, T., Yoder, A., & Phipps, H. Going down the rabbit-hole: Teachers’ engagements with ‘dialectical images’ in Canadian children’s literature on social justice. *Changing English*, 21 (1), 71-93.

- 2014 Strong-Wilson, T., Johnston, I., Wiltse, Burke, Phipps, H., Gonzalez, I. Reverberating Chords: Implications of Storied Nostalgia for Borderland Discourses in Pre-Service Teacher Identity. *Teachers and Teaching*, 20 (4), 394-409.
- 2013 Strong-Wilson, T., Smith-Gilman, S., & Bonneville, P. (2013). Re-forming Networks Through “Looping”: An Ecological Approach to a Teacher’s Incorporation of New Technologies in Early Childhood. *Learning Landscapes* 6 (2), 369-84.
- 2010 Strong-Wilson, T. Live through the Experience: Incorporating Indigenous Literature in the Classroom. Themed issue on Louise Rosenblatt. *Insight* (Publication of the John Dewey Society). [Published in 2011]
- 2010 Mitchell, C., Dillon, D., Strong-Wilson, T., Pithouse, K., Islam, F., O’Connor, K., Rudd, C., Staniforth, P. and Cole, A. Things fall apart and come together: Using the visual for reflection in alternative teacher education programmes. *Changing English*. 17, 1 (45-55).
- 2009 Courtland, M.C. Hammett, R. Strong-Wilson, T., Bainbridge, J., Johnston, I., Burke, A., Ward, A., Wiltse, L., Gonzales, I., Shariff, F. Curricular landscapes: Preservice teachers’ Perceptions of Place and Identity. *Journal of the Canadian Association for Curriculum Studies*, 7 (1), 135-159.
- 2008 Strong-Wilson, T., Harju, M., & Mongrain, N. Changing Literacies, Changing Formations: The Role of Elicitation in a Teacher Action Research Project Involving New Technologies. *Teachers and Teaching*, 14 (6), 447-464.
- 2008a Strong-Wilson, T. Gathering in the Dusk: Circling Back to Literacy Formations as Teachers “Learn with Laptops.” *Changing English*, 15 (2), 211-22.
- 2008b Strong-Wilson, T. Turtles All the Way: Simulacra and Resistance to Simulacra in Indigenous Teachers’ Discussions of Children’s Literature. *Children’s Literature in Education*, 39 (1), 53-74.
- 2007 Strong-Wilson, T. Moving Horizons: Exploring the Role of Stories in Decolonizing the Literacy Education of White Teachers. *International Education*, 37 (1), 114-31.
- 2007 Strong-Wilson, T. This Issue. *Theory into Practice*, 46 (1), 1-4. (Reggio Emilia Special Issue; Guest Editor: T. Strong-Wilson)
- 2007 Strong-Wilson, T., & Ellis, J. Children and Place: Reggio Emilia’s Environment as Third Teacher. *Theory into Practice*, 46 (1), 40-47.
- 2007 Strong-Wilson, T., Pasinato, M., Ryan, K., Thomas, B., Mongrain, N., Harju, M., & Doucet, R. Lining Up the Ducks: Transforming Teacher and Student Learning through Engagement with New Technologies. *LEARNing Landscapes*, 1 (1), 199-220. (Special Issue: Student Engagement).

- 2006a Strong-Wilson, T. Bringing Memory Forward: A Method for Engaging Teachers in Reflective Practice on Narrative and Memory. *Reflective Practice*, 7 (1), 101-13.
- 2006b Strong-Wilson, T. Re-visioning One's Narratives: Exploring the Relationship between Researcher Self-Study and Teacher Research. *Studying Teacher Education: A Journal of Self-Study of Teacher Education Practices*, 2 (1), 59-76.
- 2006c Strong-Wilson, T. Touchstones as Sprezzatura: The Significance of Attachment to Teacher Literary Formation. *Changing English*, 13 (1), 69-81.
- 2006 Riecken, T., Conibear, F., Lyall, J., Michel, C., Scott, T., Tanaka, M., Batten, S., Riecken, J., & Strong-Wilson, T. Resistance through Re-presenting Culture: Aboriginal Student Filmmakers and a Participatory Action Research Project on Health and Wellness. *Canadian Journal of Education*, 29 (1), 265-86.
- 2005 Riecken, T., Strong-Wilson, T., Conibear, F., Michel, C., & Riecken, J. Connecting, Speaking, Listening: Towards an Ethics of Voice with/in Participatory Action Research. *Forum: Qualitative Social Research: Qualitative Sozialforschung*, 6 (1), <http://www.qualitative-research.net/fqs-texte/1-05/05-1-26-e.htm>
- 2004a Strong-Wilson, T. "The Map is not the Territory": Stories from the Classroom. *Journal of the Scholarship of Teaching and Learning*, 4 (2). <http://www.iupui.edu/~josotl/2004vol4no2/vol4no2TOC.html>
- 2004b Strong-Wilson, T. Storying experience: What is the role of reflective practice in pre-service education? *English Quarterly*, 36(1), 16-22.
- 2003 Wilson, T. Maxine's Table: Connecting Action with Imagination in the Thought of Maxine Greene and Hannah Arendt. *Educational Theory*, 52 (2), 203-20.
- 2003 Raptis, H., Wilson, T., & Fleming, T. Selected Bibliographies on Alternative Education, Youth At-Risk, Aboriginal Education, & "Best Practices" in Teaching Aboriginal Children. *The Journal of Secondary Alternate Education*, 2 (2), <http://journalsecondaryalternateeducation.20m.com>
- 2002 Wilson, T. Excavation and Relocation: Landscapes of Learning in a Teacher's Autobiography. *Journal of Curriculum Theorizing*, 18 (3), 75-88.
- 2002 Wilson, T., & Oberg, A. Side by Side: Being in Research Autobiographically. *Educational Insights*, 7 (2). http://www.ccfi.educ.ubc.ca/publication/insights/v07n02/contextualexplorations/wilson_oberg/index.html
- 2002 Wilson, T., & Fleming, T. "Best Practices" in Teaching Aboriginal Children. *The Journal of Secondary Alternate Education*, 2 (1), 3-11. <http://journalsecondaryalternateeducation.20m.com>

- 2002 Wilson, T., & Fleming, T. Teaching Aboriginal Youth: Literature Review. *Journal of Secondary Alternate Education*, 1 (4), <http://journalsecondaryalternateeducation.20m.com>

NON-REFEREED PUBLICATIONS

- 2023 Editorial, *McGill Journal of Education*, 57: 2
- 2022 Editorial, *McGill Journal of Education*, 56:1; 56:2/3
- 2021 Editorials, *McGill Journal of Education*, 55:1, 55:2
- 2020 Editorial, *McGill Journal of Education*
- 2019 Editorial, *McGill Journal of Education*
- 2018 Editorial, *McGill Journal of Education*
- 2017 Strong-Wilson, T. Invited review of Michele Tanaka's (2016) *Learning and teaching together: Weaving Indigenous ways of knowing into education*, Journal of Canadian Association for Curriculum Studies.
- 2017 Strong-Wilson, T. Keeping her Feet on the Ground: A Reader, her Texts, and the World. Invited review of Margaret Mackey's (2016) *One Child Reading*, for *Girlhood Studies*, 10 (3) [special issue "The Girl in the Text"]
- 2018 Strong-Wilson, Boutonnet, & St-Amand, Editorial, *McGill Journal of Education*, 53 (1) [lead author]
- 2017 Strong-Wilson, Boutonnet & Carter, Editorial, *McGill Journal of Education*, 52 (3) [lead author]
- 2017 Ethier, LeFrancois, & Strong-Wilson, Editorial, *McGill Journal of Education*, 52 (2)
- 2017 Ethier & Strong-Wilson, Editorial, *McGill Journal of Education*, 52 (1)
- 2016 Ethier, Strong-Wilson, Asghar & Carter, Editorial, *McGill Journal of Education*, 51 (2)
- 2016 Strong-Wilson, Editorial "GETTING IT RIGHT: TAKE 2", *McGill Journal of Education*, 51(1) 2016 [sole author]
- 2015 Strong-Wilson, Editorial, *McGill Journal of Education*, 50 (1)[sole author]
- 2014 Strong-Wilson, Asghar & Yoder, Editorial. Special Issue: Multimedia in/as Scholarship, *McGill Journal of Education*, 49 (3). [lead author]
- 2014 Carani, Carani & Strong-Wilson. *Escola Familia: A Proposal*. *McGill Journal of Education*, 49 (2) [Notes from the Field]
- 2014 *McGill Journal of Education* Editorials, 49:1 [lead author]; 49:2 [co-author]; 48:3 [lead author]
- 2013 *McGill Journal of Education* Editorials, 48:1, 48:2 [lead author]
- 2012 *McGill Journal of Education* Editorial, 47:3 [lead author]
- 2011 *McGill Journal of Education* Editorial, 46:2 & 46:3 [lead author]
- 2012 *McGill Journal of Education* Editorial, 47:1 [contributing author]; 47:2 [lead author]

INVITED LECTURES & SYMPOSIA, NATIONAL & INTERNATIONAL

- 2023 Strong-Wilson, T. (May 29). Panel on Publishing in Teacher Education. Organized by CATE Graduate Students. York University.
- 2022 Strong-Wilson, T. (August 16). Touching Interiority, given Time and Space: A Journal

Editor's Perspective. Talk as part of Invited plenary panel of journal editors in *Engaging with Meditative Inquiry in Teaching, Learning, and Research: A Free International Online Conference*, organized by Ashwani Kumar.

- 2022 Strong-Wilson, T. (2022, June 21-22). Invited chair for presentation by Janet Miller plenary. Triennial Conference of the International Association for the Advancement of Curriculum Studies (IAACS), University of Minho, Braga, Portugal.
- 2022 Strong-Wilson, T. (June 21-22). As Good a Time as Any: Coming Back to the Future and What Knowledge Is of Most Worth, Post-COVID. Triennial Conference of the International Association for the Advancement of Curriculum Studies (IAACS), University of Minho, Braga, Portugal. Invited Plenary.
- 2022 Strong-Wilson, T. (June 21-22). From implicated to concerned subjects. Triennial Conference of the International Association for the Advancement of Curriculum Studies (IAACS), University of Minho, Braga, Portugal. Invited Plenary.
- 2022 Strong-Wilson, T. (2022, March 9). Invited discussant for Book panel, Peter Grimmett's *Restoring Soul, Passion, and Purpose in Teacher Education: Contesting the Instrumentalization of Curriculum and Pedagogy*. Panel organized by William Pinar.
- 2021 Strong-Wilson, T. (Dec. 10). What a global approach to social justice in children's literature looks like. In Series on Global Approaches to Social Justice in Children's Literature. Co-hosted by Newcastle University & University of Pittsburgh with University of Antwerp and Ocean University in Qingdao, China. [First invitee in series]
- 2021 Strong-Wilson, T. (Feb. 8). Disquieting Returns. In Symposia/Series, Curriculum Studies in Canada: Intellectual Histories, Present Circumstances, Future Prospects, hosted by William Pinar and Anne Phelan.
- 2020 Strong-Wilson, T. A Pedagogy of Reconciling (*decolonizing*) through Ethical Self-Encounters with Counter-Stories. Plenary. *IMAGINING: Imagining the possibilities and potentials for pedagogies of reconciliation in Canada* [SSHRC Connection Grant; Carter, PI; De Finney, Mitchell, Strong-Wilson, Wiseman, Co-applicants]. McGill, June 22.
- 2018 Strong-Wilson, T. Threading a Needle with the Aid of a Periscope: Exploring Ethical Forms of Practice through Methods of Juxtaposition, in Panel, Reconceptualizing teacher education worldwide: A Canadian contribution to a global challenge, organized by Anne Phelan (UBC). University of Melbourne, Melbourne, Australia, December 11.
- 2018 Strong-Wilson, T. with Yuhui Huang (McGill), Yoder, A. (West Linn-Wilsonville School District, Oregon) & Porco, S. (Heritage School, Riverside School Board, Quebec). SSHRC Postcolonial Seminar, Presentation. Edmonton, AB October 26.

- 2018 Porco, S., Strong-Wilson, T., & Huang, Y. (McGill). SSHRC Postcolonial Seminar, Poster: Teaching with Post-colonial Texts: Talk, Seriousness & Representation with. Edmonton, AB October 26.
- 2017 Strong-Wilson, T. Using Methods of Juxtaposition to Jolt Understanding: Exploring Ethical Forms of Pedagogical Practice. Symposium: Reconceptualizing teacher education worldwide: A Canadian contribution to a global challenge. SSHRC Connections Event, UBC, October 27-28, 2017.
- 2017 Claudia Mitchell (McGill) with Mitchell McLarnon (McGill), Carl Leggo (UBC), David Lewkowich (UAlberta), Pauline Sameshima (Lakehead), **Teresa Strong-Wilson (McGill)**, & Sandra Deer (McGill), Lyn Daniels (Surrey School District No. 36), Mario Di-Paolantonio (York), John J. Guiney Yallop (Acadia) and Paula Salvio (U New Hampshire). Close Encounters of the Visual Kind: Transforming Conversations. Plenary session. Provoking Curriculum, Faculty of Education, McGill University.
- 2016 Strong-Wilson, T. The Question of Curriculum as Subject in Dark Times: Hannah Arendt and W. G. Sebald. Invited paper as part of Thinking with Hannah Arendt on the Culture of Instrumentality in Education [Symposium organized by Hannah Spector, U Penn], AERA, Washington, DC.
- 2015 Strong-Wilson, T. Writing Unreliable Knowledge at a Slant: Theorizing Learning through Literature. Invited in panel organized by D. Lewkowich, Unreliable knowledge: Theorizing Education through Literature, *Canadian Association for Curriculum Studies (CACCS), Congress of the Social Sciences and Humanities*, Ottawa, ON.
- 2015 Strong-Wilson, T. Invited in Panel A Métissage Made of Stories: Life Writing and the Topos of Curriculum, A. McKerracher, E. Hasebe-Ludt., C. Leggo, D. Donald, T. Strong-Wilson, N. Jordan & C. Chambers. *IAACS (International Association for the Advancement of Curriculum Studies) Conference*, 2015, Ottawa, ON, May.
- 2015 Strong-Wilson, T., Ng-A-Fook, N., & Hasebe-Ludt, E. Memory Work, Denkbild, and Métissage: The Worldliness of Canadian Curriculum in Between Indigenous and Trans/National Wisdom Traditions. In Nellis, R., & Hasebe-Ludt, E. (Co-chairs). Panel: Mobilizing Canadian Curriculum Research as Counterpointed Breakthroughs. Discussant: William Pinar, CRC I, Curriculum Studies, UBC. CSSE/CACCS Invited Symposium Proposal for *American Educational Research Association Annual Meeting (AERA) 2015*, Chicago, IL.
- 2012 Strong-Wilson, T. Phantom Traces: The Implications of W.G. Sebald's 'Coincidences' for Memory, Autobiography and Currere in Canadian Curriculum Studies. Invited Presentation in Pinar Series, *Curricula in their Historical Context: Curriculum Studies in Canada*, UBC, January 27.
- 2009 Johnston, I., Bainbridge, J., Burke, A., Courtland, M-C., Hammett, R., Strong-Wilson, T., Ward, A., Wiltse, L., Gonzalez, I., Phipps, H. Teaching and learning with

multicultural picture books. Faculty of Education Doctoral Series, Memorial University of Newfoundland, St. John's.

- 2008 Strong-Wilson, T., Mitchell, C., & Reid-Walsh, J. Re-Configuring the Archive. Roundtable of the *Association for Research in Young Peoples' Cultures & Texts, Congress of the Social Sciences and Humanities*, Vancouver, British Columbia, June 3.
- 2008 Sassi, K., Tanaka, M., Strong-Wilson, T. & Hermes, M; Sandy Grande (Chair) & Celia Haig-Brown (Discussant). Prompting Teacher Education Change: Transformation through Listening Deeply to Indigenous Ways of Knowing. *Indigenous Peoples of the Americas Special Interest Group, American Educational Research Association Annual Conference*, New York, March 27. [Refereed]
- 2007 Strong-Wilson, T. From Sonare to Videre? Exploring the Implications of Changing Literacies for Changing Formations and Methodologies. *Centre for Visual Methodologies & Social Change*, University of KwaZulu-Natal, Durban, South Africa, July 5.
- 2007 Strong-Wilson, T. Gathering in the Dusk: Reflections on Changing Literacies and Changing Formations in a Teacher Action Research Project. *School of Language, Literacies, Media & Drama Education*, University of KwaZulu-Natal, Durban, South Africa, July 2.

INVITED COMMUNITY PRESENTATIONS (LOCAL, NATIONAL, INTERNATIONAL)

- 2021 Strong-Wilson, T. (Nov. 4). "How do I make time for what matters?": Social justice teaching using counter-stories: Approaches and strategies. Three-hour Zoom presentation and workshop given to Shelley Beleznyay's Language Arts class for post-baccalaureate program teachers, Vancouver Island University, Nanaimo, BC.
- 2021 Strong-Wilson, T. (Sept. 20). Autobiography. Presentation for Juliet Perumal's Educational Leadership class, University of Johannesburg, South Africa.
- 2021 Strong-Wilson, T. (Nov. 15). Teachers' ethical self-encounters with counter-stories. Presentation and discussion with Warren Crichlow's graduate class, Cultural Studies in Education and Society (Biography and Education).

INVITED LECTURES & SYMPOSIA, MCGILL

- 2022 Strong-Wilson, T. (Feb. 22). Autobiography in Research. In Lynn Butler-Kisber's Doctoral Proseminar.
- 2021 Strong-Wilson, T. (April 13). McGill Journal of Education: Q & A on Scholarly Publishing. In Stephen Peters' Scholarly Communication and Writing graduate class.

- 2020 Strong-Wilson, T. (Nov. 26). McGill Journal of Education: Q & A on Scholarly Publishing. In Stephen Peters' Scholarly Communication and Writing graduate class.
- 2010 Strong-Wilson, T. Sebald's *The Emigrants*: Paul Bereyter. IPLAI Reading Group meeting. McGill University.
- 2010 Strong-Wilson, T. *Memory's Afterglow*. IPLAI Research Seminar Presentation, McGill University.
- 2009 Strong-Wilson, T. Sebald. In IPLAI Round Table, McGill University.
- 2007 Lankshear, C., Bracewell, R., & Strong-Wilson, T. *Catching the Wave: Incorporating Technology into Teaching and Learning in the Classroom*. *Research Exchange Forum*, Faculty of Education, May 1.
- 2007 Pare, A., Kincheloe, J., Sarkar, M., & Strong-Wilson, T. Will It Count for Tenure? Threats to Academic Collegiality and Collaboration. *Education Graduate Students' Society Conference*, Faculty of Education, March 9.
- 2006 Strong-Wilson, T., & Dillon, D. "Who's Going to Be our Teacher?": Student Teacher Reflections on Integrating Theory with Practice. *Department of Integrated Studies in Education*, Department Meeting, February 16.

REFEREED PAPERS

- Under review Chang-Kredl, S., & Strong-Wilson, T. CAREC pre-conference proposal. Congress of the Humanities and Social Sciences, McGill University, Montreal, June 2024.
- Accepted Strong-Wilson, T., Farouk Mitha; Karen Krasny; Robert Nellis; Claudia Eppert. Symposium panel: A praxis of unsettling complacencies: Responding to educational crises through learning to "live by" W.G. Sebald. Discussant: Aparna Mishra Tarc. Congress of the Humanities and Social Sciences, McGill University, Montreal, June 2024.
- Accepted Crichlow, C. & Teresa Strong-Wilson, Ricardo Castro, Rachel Horst, David Lewkowich, & Robert Mellin. *The Labyrinth and the Edge: Destablizing *currere* through Sebaldian curricular and architectural encounters*. Discussant: Mario Di Paolantonio. Congress of the Humanities and Social Sciences, McGill University, Montreal, June 2024.
- Accepted Strong-Wilson, T., & Carani, G. *Awakening a Desire to Read among Preschoolers: Educators and Parents Working Together*. Congress of the Humanities and Social Sciences, McGill University, Montreal, June 2024.
- Accepted Strong-Wilson, T. *Becoming Ethically Preoccupied: Reading Franz Kafka Autobiographically through W.G. Sebald*. In Panel, Hannah Spector, Curriculum Theory and Franz Kafka at the Centenary of his Death. Congress of the Humanities and Social

Sciences, McGill University, Montreal, June 2024.

- Accepted Strong-Wilson, T., & Castro, R. Walking labyrinthine pathways: The labyrinth's educational and architectural significance in W.G. Sebald's literary prose. German Studies in Canada, Congress of the Humanities and Social Sciences, McGill University, June 2024.
- 2018 Strong-Wilson, T. Provoking Curriculum (Studies): Intellectual Interpolations. IAACS (International Association for the Advancement of Curriculum Studies), University of Melbourne, Melbourne, Australia.
- 2018 Strong-Wilson, T. (Organizer). Complacency Unsettled: Sebaldian Approaches to Injustice. AERA (Symposium) Critical Issues in Curriculum and Cultural Studies (SIG #28). Participants: T. Strong-Wilson (McGill), D. Hansen (Teachers College, Columbia University), Warren Crichlow (York), & Lyn Daniels (Surrey School District, Vancouver, BC) with discussant Hannah Spector (Penn State).
- 2018 Strong-Wilson, T., & Carani, G. Home-School Partnership and Escola Familia: An Ecological Perspective. AERA. Family, School, Community Partnerships (SIG #43).
- 2017 Strong-Wilson, T., Yoder, A., & Rak, S. Smudges on a mirror? Engaging the recurring question of the subject in trauma and autobiography in secondary classrooms. CSSE (CACS), Toronto, ON.
- 2017 Strong-Wilson, T., & Yoder, A. in Ingrid Johnston (U of Alberta), Bill Howe (Edmonton Public Schools), Anne Burke (Memorial), Teresa Strong-Wilson, Amarou Yoder, Sebastian Porco, Norma Hubbard (McGill), Magdalena Vergara (UBC), Luke Heidebrecht (USask), Susan Tilley & Nicole Redmond (Brock), Spaces of Difference: Re-imagining Bakhtin's Chronotype in the Classroom through Postcolonial Texts for Social Justice. *Provoking Curriculum*, Faculty of Education, McGill.
- 2017 Strong-Wilson, T. Following One's Nose: Provoking Curren's Double-Consciousness. *Provoking Curriculum*, Faculty of Education, McGill.
- 2016 Strong-Wilson, T., Yoder, A., & Rak, S. At memory's 'jagged borders': Multidirectionality and pedagogical responsibility in classroom teachers' explorations of post-colonial children's literature. CSSE (CACS), Calgary, AB.
- 2015 Strong-Wilson, T. Seeing Postcolonial Children's Literature through Multidirectional Memory: Canada and Brazil. *International Research Association for the Study of Children's Literature*, Worcester, UK.
- 2015 Strong-Wilson, T., Carani, G., & Carani, J. Teachers as Literacy Partners in Escola Familia/Community School: Entering into Global Dialogue through a Brazil-Canada Study. *Canadian Society for the Study of Education (CATE: Canadian Association for Teacher Education)*, Congress of the Social Sciences and Humanities, Ottawa, ON.

- 2015 Wiltse, L., Johnston, I., Burke, A., Strong-Wilson, T., Balzer, G., Dobson, T., Ward, A., Menon, J., & Yoder, A. Reading the postcolonial world: Teachers developing a pedagogy of social justice. *Canadian Society for the Study of Education (LLRC), Congress of the Social Sciences and Humanities*, Ottawa, ON.
- 2015 Strong-Wilson, T., & Yoder, A. Provoking Teachers' Thinking with Postcolonial Texts: Exploring Curriculum Studies as Allegory. *Provoking Curriculum Conference*, UBC, Vancouver, BC, February.
- 2015 Strong-Wilson, T., Yoder, A., Chang-Kredl, S., Aitken, A., & Radford, L. Currere, Ghosts and Double Consciousness: Our Unresolved Subjects. *Provoking Curriculum Conference*, UBC, Vancouver, BC, February.
- 2014 Phipps, H., Yoder, A., & Strong-Wilson, T. Impacting the social imaginary of teachers through Canadian children's literature. *Canadian Society for the Study of Education (CSSE) Annual Conference, Congress of the Humanities and Social Sciences*, May.
- 2014 Strong-Wilson, T., Yoder, A., Aitken, A., Radford, L., & Chang-Kredl, S. Currere Tales: Returning to the Archive. *Canadian Society for the Study of Education (CSSE) Annual Conference, Congress of the Humanities and Social Sciences*, May.
- 2014 Strong-Wilson, T., & Yoder, A. Uncertain constellations: Social justice literature in a Canadian curriculum context. *Association for the Advancement of Curriculum Studies (AAACS) Conference*, Philadelphia, April.
- 2014 Yoder, A. & Strong-Wilson. Writing the half-tints: Teacher narratives and historical memory. *Association for the Advancement of Curriculum Studies (AAACS) Conference*, Philadelphia, April.
- 2014 Strong-Wilson, T., Yoder, A (McGill), Aitken, A. (Bishop's), Chang-Kredl, S. (Concordia), & Radford, L. (U Ottawa). Curriculum matters: On our elaborate detour. *Association for the Advancement of Curriculum Studies (AAACS) Conference*, Philadelphia, April.
- 2014 Strong-Wilson, T., Phipps, H., & Yoder, A. Learning from remembrance: Teaching 'difficult knowledge' through social justice literature. *35th Annual Ethnography in Education Research Forum*, Philadelphia, February.
- 2014 Morrison, C., Strong-Wilson, T., Mitchell, C., Radford, L. Canadian and South African Teachers Explore the "Present Past": Ethnography and Critical Pedagogies through Digital Memory Work. *35th Annual Ethnography in Education Research Forum*, Philadelphia, February.
- 2013 Sarkar, M., Metallic, J., Baker, B., Lavoie, C. & Strong-Wilson, T. (2013, October). Siawinnu'gina'masultinej: A Language Revitalization Initiative for Mi'gmaq in

- Listuguj, Canada. Federation for Endangered Languages Conference, Carleton University, Ottawa.
- 2013 Johnston, I., et al. (2013, June) The Transformative Power of Collaborative Inquiry in Promoting Literacy Teachers' and Students' Understandings of Social Justice through Canadian Literature (LLRC). CSSE, University of Victoria, June.
- 2013 Tanaka, M., et al. (2013, June). Educators transforming: Self-study through digital disruptions. CSSE, University of Victoria.
- 2013 Taylor, L., Strong-Wilson, T., & Daniels, L. (2013, June). The Task of Inheritance: Reading Residential School Survivor Testimony with Preservice and Inservice Teachers (CATE), CSSE, University of Victoria.
- 2013 Johnston, I., Burke, A., Strong-Wilson, T., Phipps, H., & Ward, A. 'Speaking Differently' through Imaginative Explorations with Canadian literature: A pan-Canadian Study of Teaching for Social Justice. *Provoking Curriculum*, University of Ottawa, February.
- 2013 Strong-Wilson, T., Mitchell, C. (McGill), Radford, C. (Bishop's), Morrison, C. (Memorial), & Pithouse-Morgan, K. (UKZN, South Africa). Digital Memory Work: Finding the Future by Reactivating the Past. *Provoking Curriculum*, University of Ottawa, February.
- 2013 Yoder, A., & Strong-Wilson, T. "And yet": Nested narratives in storying self and storying difficulty." *Provoking Curriculum*, University of Ottawa, February.
- 2012 Strong-Wilson, T., Mitchell, C. (McGill), Radford, C. (Bishop's), Morrison, C. (Memorial), & Pithouse-Morgan, K. (UKZN, South Africa), Teachers' Digital Memory-Work for Social Action: Teachers as Agents of Change, *CATE Working Conference*, McGill, November 1-3.
- 2012 Burke, A., Johnston, I., Wiltse, L., Courtland, M., Gonzalez, I., Dobson, T., Strong-Wilson, T., & Phipps, H. CSSE, University of Kitchener/Waterloo, June.
- 2012 Strong-Wilson, T. "Nocturnal excursions": Exploring nostalgia, trauma and *currere* in Sebald's *Austerlitz*, Canadian children's literature and teachers' engagements with social justice. In Panel, Running the Course with W.G. Sebald: Social justice, memory, history, and curriculum, Warren Crichlow (York), Lyn Daniels (UBC) & Teresa Strong-Wilson (McGill); chaired by William Pinar (UBC). AAACS, April, Vancouver, BC.
- 2012 Strong-Wilson, T., Johnston, I., Burke, A., Wiltse, L., Phipps, H., & Gonzalez, I. Reverberating Chords: Implications of Pre-service Teachers' Touchstones in Contemporary Multicultural Literature for Change in Schools. *AERA*, April, Vancouver, BC.
- 2011 Strong-Wilson, T. Waiting in the Grey Light: The Echo of the Child amid the Weight of Memory. "a past that has never been present": *Art, Philosophy and History*. Centre for

Interdisciplinary Research, University of King's College, Halifax. Nova Scotia.

- 2010 Strong-Wilson, T., & Phipps, H. "Difficult inheritances": Linking emotion with criticality in developing pedagogical knowledge. CSSE, Congress of the Social Sciences and Humanities, Montreal, Quebec.
- 2010 Tsoulos, D., Rouse, D., Cole, A., Ryan, K., & Strong-Wilson, T. Marching with the penguins: Turning points and professional development with new technologies. CSSE, Congress of the Social Sciences and Humanities, Montreal, Quebec.
- 2010 Strong-Wilson, T., Carani, G., & Ahsan, S. Panel: Remembering teachers: Teachers, technology, community. CSSE, Congress of the Social Sciences and Humanities, Montreal, Quebec.
- 2010 Strong-Wilson, T. Memory's Afterglow: Reclamation and Illumination in Residential School Stories in Children's Literature in Canada. IPLAI's Imagining the Child Symposium, McGill University, Montreal, QC.
- 2009 Strong-Wilson, T. Qualitative Research Methodologies: Prompting a Storied Awareness of Place. Presentation in Symposium Session, Methodological challenges and innovations in a multi-site Canadian research study across six provinces, with Ingrid Johnston and Lynne Wiltse. *Advances in Qualitative Methods 10th International Interdisciplinary Conference*, Vancouver, BC.
- 2009 Strong-Wilson, T., & Phipps, H. Very far away: Traversing the distance between imagination and actualization. CSSE, Carleton University, Ottawa, May.
- 2009 Rouse, D., Thomas, B., Cole, A., Tsoulos, D., & Strong-Wilson, T. Blogging bricoleurs. CSSE, Carleton University, Ottawa, May.
- 2009 Strong-Wilson, T. What do life histories have to do with it? Capturing the past as it "hovers over the present" and future of technology, teachers and the curriculum. Provoking Curriculum Conference, University of Ottawa, May.
- 2009 Strong-Wilson, T. Avoiding the Emperor's Situation: Using Photographs to Provoke Discussion of Teacher Identity Construction in Professional Portfolios. In Panel, The Emperor's New Clothes: Changing the Story through Alternative Framings for Portfolio Construction in Teacher Education Programs. AERA, San Diego, CA, March.
- 2008 Strong-Wilson, T. Teaching as "Inside My Head": The Contribution of the Reading of Literature to Pre-service Teachers' Conceptualizations of Themselves as Teachers. *Teacher: Image, Icon, Identity*. University of Glasgow, Scotland, July 3.
- 2008 Johnston, I., Wiltse, L., Bainbridge, J., Shariff, F., Ward, A., Courtland, M-C., Hammett, R., Strong-Wilson, T., & Burke, A. Interrogating Issues of Place and Identity in Canadian Multicultural Picture Books with Preservice Teachers across Canada. *Language & Literacy Researchers of Canada, Canadian Society for the Study of*

Education [CSSE], Congress of the Social Sciences & Humanities, Vancouver, Canada, June 2.

- 2008 Strong-Wilson, Harju, M., Ryan, K., Pasinato, M., Bonneville, P., Tetrault, M-C., & Mitchell, B. Turning to One Another: Changing Literacies One World at a Time. *Language & Literacy Researchers of Canada Pre-Conference, CSSE, Congress of the Social Sciences & Humanities, Vancouver, Canada, May 30.*
- 2008 Strong-Wilson, T., & Rudd, C. Ethnographic Stories of “Being There”: The Role of the Visual in Preservice Teachers’ Construction of Professional Portfolios. *Canadian Association for Teacher Education, CSSE, Congress of the Social Sciences & Humanities, Vancouver, Canada, June 3.*
- 2008 Strong-Wilson, Harju, M., & Mongrain, N. Moving Forward, Circling Back: Using Teacher Action Research to Reflectively Engage with New Technologies. *Division K (Teacher Education), American Educational Research Association Conference, New York, March 27.*
- 2008 Islam, F., Mitchell, C., Moletsane, R., Balfour, R., Strong-Wilson, T., Mongrain, N., Rudd, C., & Pithouse, K. Provoking Curricular Formation and Re-formation: “Curriculum-as-lived” by Teachers in Challenging Contexts. *American Association for the Advancement of Curriculum Studies, New York, March 23.*
- 2007 Strong-Wilson, T. Seeing What I Mean: Using Visual Narratives in Self-study Methodologies in Teacher Development. *Self-Study Conference, Centre for Visual Methodologies & Social Change, University of Kwa-Zulu-Natal, Durban, South Africa, July 4.*
- 2007 Strong-Wilson, T. Changing Literacies, Changing Formations: Teachers Incorporating Laptops into their Pedagogical Practices. *International Learning Conference, Johannesburg, South Africa, June 28.*
- 2007 Strong-Wilson, T., Rudd, C., Mongrain, N., Dillon, D., & O’Connor, K. Breaking the Fru-Fru Image: Exploring the Role of School-University Partnerships in Constructing Teacher Identity in Preservice Education. *Canadian Association for Teacher Education, CSSE, Congress of the Social Sciences & Humanities, Saskatoon, Canada, May 29.*
- 2007 Strong-Wilson, T., & Mongrain, N. Changing Literacies, Changing Formations: Teachers Engaged in Action Research with New Technologies. *Language and Literacy Researchers of Canada, CSSE, Congress of the Social Sciences & Humanities, Saskatoon, Canada, May 26.*
- 2006 Strong-Wilson, T. Rubbing Stones: Teachers Critically Reflecting on their Touchstone Stories. *National Council for the Teaching of English Annual Convention, Nashville, US, November 17.*

- 2006 Strong-Wilson, T. The Place of Touchstones in Culture and Literacy Development. *International Conference on Speech, Writing and Context*, Edmonton, Canada, August 16.
- 2005 Strong-Wilson, T. The Significance of Pattern Books as Touchstones within Elementary Teachers' Literacy Formations. *International Research Society for Children's Literature*, Dublin, Ireland, August 17.
- 2005 Strong-Wilson, T. Monsters and Teacher Literary Formation: A Pedagogical Problem. *Canadian Association for Curriculum Studies Pre-Conference, Congress of the Social Sciences & Humanities*, London, Canada, May 27.
- 2005 Strong-Wilson, T. Teachers as Learners, Teachers as Storied Intellectuals: Memory and Counter-Memory in Teacher Literature Circles. *Division K (Teacher Education), American Educational Research Association Conference*, Montreal, Canada, April 14.
- 2005 Strong-Wilson, T., & Daniels, L. Romancing the Indigenous Shadow in Canadian Classrooms: Teachers, Stories and Curricular Change. *American Association for the Advancement of Curriculum Studies*, Montreal, Canada, April 10.
- 2005 Strong-Wilson, T., & Riecken, T. Indigenizing Health Research: Participatory Action Research with Aboriginal Film-Makers. *Action Research SIG, American Educational Research Association Conference*, Montreal, Canada, April 15.
- 2004 Strong-Wilson, T. Turtles All the Way: Simulacra and Resistance to Simulacra in Aboriginal Teachers' Discussion of Aboriginal Children's Literature. *Canadian Society for the Study of Education, CSSE, Congress of the Social Sciences & Humanities*, Winnipeg, Canada, May 31.

OTHER SCHOLARLY PRESENTATIONS

- 2021 Strong-Wilson, T. (Aug. 19). Panel and Book Launch for *Teachers' Ethical Self-Encounters with Counter-stories in the Classroom: From Implicated to Concerned Subjects*. Panelists: William Pinar, Tetsuo Aoki Professor, UBC; Claudia Eppert, Ass. Prof, University of Alberta; Warren Crichlow, Ass. Prof., York University; Amarou Yoder, Teacher-scholar, West Linn High School, Oregon; Sebastien Porco, Teacher, Heritage Regional High, Quebec; Amber Coones, Centennial Regional High, Quebec. Introduced by Claudia Mitchell, McGill. Co-hosted by Institute for Human Development and Well-being & the Participatory Cultures Lab, McGill University.

UNDERGRADUATE & GRADUATE TEACHING

Graduate

Curriculum courses

2020, 2023 Curriculum Development and Implementation

2016, 2017, 2020, 2022 Autobiographical Approaches in Education
 [formerly: Seminar in Curriculum Inquiry]
 2012-2015 Seminar in Curriculum Inquiry
 2006-2014, 2019, 2021 Foundations in Curriculum

Critical theory courses

2017, 2018 Critical Perspectives in Educational Theory and Research
 2004-2006 Issues in Educational Studies

Doctoral Pro-Seminar

2007-2010, 2023, 2024 Pro-Seminar in Education I

Research methods courses

2023 Self-study, Auto-ethnographic and Autobiographical Research Methodologies
 [formerly: Autobiographical Approaches in Education]

Special Topics courses

2008 Methodologies for Productive Remembering & Social Action (with Claudia Mitchell & Kathleen Pithouse)

Undergraduate

2007-2009; 2015-2017 & 2019-2023 Children's Literature
 2011-2018; 2020-2024 Reading Methods [**Course Coordinator**]
 2010 Imagining the Child (IPLAI; interdisciplinary course)
 2008 Children's Literature (Chisasibi, Quebec)
 2004-2006 The Kindergarten Classroom
 2004-2005 Language and Learning Across the Curriculum
 2003 Professional Seminar I

INVITED GRADUATE TEACHING

2005 Emerging Trends & Topics in Curriculum Studies; Faculty of Education, University of Victoria, Summer course.
 2005 Program Development for Early Childhood Education; Faculty of Education, UVIC.

PHD GRADUATE STUDENT SUPERVISION

Graduated Students:

2003-2008 Michelann Parr, *More than Words: Text-to-speech Technology as a Matter of Self-Efficacy, Self-advocacy, and Choice*. Dr. Parr holds a tenure-track position at the Nipissing University.
 2008-2010 Sandra Chang-Kredl, Fictions of childhood (co-supervision with Anthony Pare). Graduated 2010. Dr Chang-Kredl holds a tenure-track position at Concordia University.
 2006-2011 Christina Rudd, *Amazed by details and the really big bustle: The mirror of identity and practice. A university teacher educator's narrative inquiry into Education students'*

- construction of beginning teacher identity*. Dr. Rudd is an instructor for McGill's Continuing Education program.
- 2006-2012 Dawn Rouse, *Let me show you what I'm thinking: The social function of private speech for young children*. Dr. Rouse is a tenure-track professor at University of Wisconsin, La Crosse.
- 2006-2012 Elma Moses, *Dancing with Chikapesh: An Examination of Eeyou Stories through Three Generations of Storytellers*. Dr. Moses teaches courses at both McGill and Concordia in the area of First Nations education.
- 2006-2012 Maija Harju (SSHRC-funded), *Being Not Alone in the World': Exploring Readers' Experiences with Crossover Books*. Dr. Harju teaches courses at McGill on young adult literature.
- 2009-2014 Qian Wang, *Life Histories of Laid-off Chinese Workers* (co-supervision with Boyd White)
- 2006-2015 Diane Nystizor, *Children Learning: Observing Everyday Practices in a Preschool Setting*; co-supervision Lynn Butler-Kisber
- 2009-2015 Sheryl Smith-Gilman (FQRSC-funded), *Constructing Living Bridges: Learning to Listen to Culture in an Indigenous Pre-school Program*
- 2009-2015 Margaret Dobson, *Educating for Meaning: Who am I really? Identity and Creativity: Putting Two and Two Together: A Critical Analysis in-formed by Poetic and Narrative Perspectives*
- 2010-2016 Heather Phipps (FQRSC-funded) [co-supervision with Claudia Mitchell]. *Children speaking with children: Visualizing Engagement through Contemporary Canadian Picture Books in French Classrooms*.
- 2014-2018 Jessica Saada, *Recounting the what and disclosing the who: A heuristic inquiry into the connection between identity and literacy*
- 2013-2018 Yosra Dali, *The Emotional Dimensions of Part-Time Teaching: A Study of Part-Time Instructors in a University Context* [co-supervision with Ron Morris; I was Yosra's committee member and became the sole supervisor when Dr. Morris retired]
- 2010-2018 Katie Bryant [co-supervision with Claudia Mitchell], *Storying the Rhetorical and Institutional: Academics' Experiences with Research and Writing at the University of Botswana*
- 2014-2019 Kimberley Sanchez-Soares, *Neither here nor there: Exploring the implications of reconciliation for post-Nunavik teachers' nostalgic memories. A collaborative self-study*
- 2013-2021 Mona Makramalla, *Women teaching women: Perspectives of Caritas Egypt adult literacy educators on their work and literacy*
- 2012-2021 Amarou Yoder (FQRSC & SSHRC-funded), *A necessary ambivalence: Narratives of violence in life and language arts*
- 2016-2023 Sarah Jane Kerr-Lapsley (SSHRC Vanier scholar) [co-supervision with Eric Caplan] *Pedagogical communities of practice in social studies: A case study in Canadian Holocaust education*

Current PhD students

- 2023- Ezgi Çiftçi, Kindergarten teachers' memories of play
- 2023- Dina Al-Madhoun, Memories of early childhood & teaching

- 2023- Elizabeth LaRocque, Teacher performativity
 2023- Alessandro Valiante, Teaching and stand-up comedy
 2023- Bonnie Mitchell, Vocational teacher education
 2021- Jennifer Sweer, Autoethnography
 2014- Sandra Deer, Indigenous (Mohawk) educators
- 2008-2012 Dina Tsoulos (PhD candidate), Second Language Teachers' Incorporation of ICT in the Classroom
Originally co-supervision with Lise Winer (retired), Dina has completed her research and was completing the writing of her dissertation, this while teaching full-time. ABD
- 2015-2017 Shauna Rak, Holocaust intergenerational learning and arts-based practices [Withdrawal for personal reasons]

MA GRADUATE STUDENT SUPERVISION

Thesis

- 2023- Karaline Vlahopoulos, Teacher Retention Issues Due to Demoralization in the Workplace
- 2022-2023 Stuart Chappell, *As if speed matters: Finding a place for slowness in education*
- 2022-2023 Tianqi Zhou, *(Re) Encountering Design Thinking in Education - Journeying as an observer, a volunteer, and a teacher*
- 2022-2023 Andrew Laplante, *We are not alone: Queer Teachers' Navigating Personal and Professional Identity. A Qualitative Study*
- 2022- Monic Farrell, Professional Development and Collaboration to Improve Practices for Reading Instruction
- 2021- Bara'a Al-Shawargi, Muslim Teachers Professional Development Opportunities in Canadian Islamic Schools
- 2021-2023 Yujie Liao, *Teacher Collaboration in China and Curriculum improvement: A narrative inquiry into teachers' real and cover stories*
- 2017- Andrew Henry, Afro-Caribbean and Indigenous education [on leave from thesis studies]
- 2017-2020 Gary Holzgang, *Trauma-sensitivity as a practical classroom metaphor*
- 2017-2019 Shanshan Hua, *A Narrative Exploration into Being a Rural Teacher in China*
- 2016-2017 Annemarie Cuculiza Brunke, *"For a Seed to be Born": Exploring the Links Between Emotions and Everyday Creativity in Elementary Teachers' Practice in Peru*
- 2016-2017 Dina Farouk Al-Madoun, **Use of stories in teaching and learning**
- 2015- Kirsten Diachodis, Arts-based approaches to teaching and learning
- 2015-2019 Stephanie Katz, *Where have I been all my life? A hermeneutic conversation for wellness and change in education*
- 2015- Hoda Ghadirian, Transformation & curriculum
- 2013-2016 Stephanie Tanya Smith, *"We are the Kings of the World, With This Little Thing in the Middle of Nowhere:" Exploring the place of childhood places in adulthood*
- 2014-2015 Matthew Nardoza, *Remembering the teacher: An Autobiographical Reflective Journey through the Memories of a Teacher with his Former Students*
- 2013-2015 Christopher Nixon [co-supervision with Mindy Carter], *Remembering Why Forest Schools are Important: Nurturing Environmental Consciousness in the Early Years*
- 2012- Ann Beamish, Critical approaches to literature selection in secondary Language Arts teaching

- 2012-2013 Sandra Deer, *An investigation of the role of legends and storytelling in a Kanien'kehá:ka (Mohawk) early childhood facility*
- 2012-2013 Kimberley Sanchez-Soares, «Ukiurtatuq»: *A 'novel' exploration of a white teacher's and an Inuit student's journeys to graduation*
- 2010-2011 Pamela Rogers, *Problematizing social studies curricula in Nova Scotia*
- 2009-2009 Leo Perez, *Dominant Racial Ideologies in Dominican Elementary Education*
- 2008-2011 Misook Jung, *Exploring academic and social adjustment of "Korean goose adolescents" in Canada*
- 2007-2008 Qian Wang (co-supervision with Boyd White), *A Narrative Inquiry into the Evolution of Values Experienced by a Laid-off Worker in China: A view of Contemporary China through the Eyes of One Family*
- 2005-2008 Anie Desautels (co-supervision with Mela Sarkar), *Arrested in Teaching: A Narrative Inquiry Using Stories of Non-Inuit Women Living in the Far North*
- 2005-2007 Riel Dupuis-Rossi, *Modernizing Colonialism: An Examination of the Political Agenda of the First Nations Governance Act (2002)*
- 2005-2007 Richard Doucet, *Student Engagement: Understanding the Science and the Stories of Motivation*
- 2005-2006 Kevin O'Connor, *Investigations into Indigenous Research and Education through an Experiential and Place-based Lens*
- 2004-2005 Jenna Robertson, *A Centre and an Edge: An Educator's Genealogy of Community Living in North America*

Non-thesis (Project)

- 2017 Mary Ellen Mason, *Autobiography/Found Poetry project*; Graduated
- 2016 Guy Walker, *Autobiography and leadership*; Graduated
- 2016 Tara Wong, *Autobiography and teaching*; Graduated
- 2011-12 Jennifer LeMesurier, *Co-teaching*; Graduated
- 2011-12 Anik Bernard, *Co-teaching*; Graduated
- 2007-08 Tina Spiridigliozzi, *Evaluation of community-based school program*, Graduated 2008
- 2006-07 Melissa Hunter, "The Application of Leadership Strategies within a Teacher-driven Initiative: The 2006-2007 Cycle I Retreat"; Graduated 2007
- 2006-07 Dean Graddon, *Induction programs for new teachers*; Graduated 2007
- 2005-06 Debbie Heuff, *Balanced literacy intervention*; Graduated 2006
- 2005-06 Sheilagh Pace, *Balanced literacy intervention*; Graduated 2006
- 2004-05 Dana Safran, *Writing in Kindergarten*. Graduated 2005
- 2004 Min Zhou, *Reggio Emilia in China*; Graduated 2004

PHD AND MA STUDENT COMMITTEE MEMBER

I regularly serve on the committees of Masters and PhD students. I have also served as a member of the Defence Committee on many doctoral defenses, on average 1-3 per year.

INTERNAL/EXTERNAL EXAMINER

I have served as internal examiner on 5 Masters theses between 2006 and 2011, and ten PhD

dissertations between 2012 and 2018, and many since.

I have served as external examiner on five doctoral dissertations, two from UBC (in 2014 & 2015), one from University of Calgary (in 2017), two from universities in Australia (in 2014 & 2016), as well as external examiner on one Masters thesis from University of New Brunswick (in 2015)... and many since ...

TRAINING OF RESEARCH ASSISTANTS through RESEARCH GRANTS AND SCHOLARLY AWARDS

Graduate Students (MA & PhD) & Other Assistants

2023-	Isabel Meadowcroft, MJE Managing Editor
2023-	Charles Dagenais (French)
2023	Rianna Pain-Adrejin (French)
2022-23	Melissa McGuire, MJE Copyeditor (French)
2022-23	Vanessa Zamora, MJE Copyeditor (French)
2022-23	Isabel Meadowcroft, MJE Copyeditor (English)
2022-	Zachary Kay, MJE Copyeditor (English)
2022-23	Rahema Imtiaz, MJE Managing Editor
2022-	Emma Dollery, MJE Managing Editor
2021-21	Catherine Bienvenu, MJE Managing Editor
2020-21	Marianne Filion, MJE Managing Editor
2021	Isabel Meadowcroft, MJE Editorial Assistant
2021	Hector Alvarez, MJE Editorial Assistant
2021-22	Emilie St-Arnaud, MJE Copyeditor (French)
2021-	Kayla Fanning, MJE Translator (English to French)
2021	Alexandra Pope, MJE Copyeditor (English)
2021	Alexa Ahooja, MJE Copyeditor (English/French)
2019	Marianne Filion, Assistant MJE Managing Editor
2019-21	Philippe Paquin-Goulet, MJE Managing Editor
2018-20	Yuhui Huang (MA), <i>Engaging teachers with social justice through post-colonial literature</i>
2018	Zameer Karim, <i>McGill Journal of Education</i> , Communications Assistant; copyediting
2017-2018	Ashley DeMartini (PhD), <i>Engaging teachers with social justice through post-colonial literature</i>
2017	Sandra Deer (PhD), <i>Engaging teachers with social justice through post-colonial literature</i>
2015-2017	Shauna Rak (PhD), <i>Engaging teachers with social justice through post-colonial literature</i>
2018-	Amarou Yoder (PhD), Collaborator on post-colonial SSHRC research project
2015-2017	Amarou Yoder (PhD), <i>Engaging teachers with social justice through post-colonial literature</i> .
2017-2019	Eva Vico Varela, Knowledge Mobilization Intern (Social Media), <i>McGill Journal of Education</i> [supervised by Dr. Mindy Carter, Assistant Editor, MJE]
2017-2018	Emmanuela Tedone, Knowledge Mobilization Intern (Social Snapshots), <i>McGill Journal of Education</i> [supervised by Dr. Lisa Starr, Assistant Editor, MJE]

- 2015-2019 Sylvie Ward (PhD: DISE), Managing Editor, *McGill Journal of Education*
- 2011-15 Steve Peters (PhD; DISE), Managing Editor, *McGill Journal of Education*
- 2014-2015 Sylvie Ward (PhD: DISE), Managing Editor-in-training, *McGill Journal of Education*
- 2013-14 Mariam Najih (MA, ECP), French language manuscripts, Assistant to French Editor, *McGill Journal of Education*
- 2012-14 Alison Crump, Amarou Yoder (DISE), Alex Lent (SIS) (PhD), *McGill Journal of Education*.
- 2012-14 Amarou Yoder (PhD), *Engaging Teachers with Canadian Literature for Social Justice*
- 2011-14 Heather Phipps (PhD), *Engaging Teachers with Canadian Literature for Social Justice*
- 2011- Lysanne Rivard (PhD), MJE translator (French to English)
- 2010-11 Sheryl Smith-Gilman (PhD); Margaret Dobson (PhD), *Balancing Literacies*
- 2009-10 Amy Cole (PhD); Nassim Noroosi (MA) *Teacher Formation through Re-location (TFR) project*
- 2008-09 Dawn Rouse (PhD); Amy Cole (PhD); Dina Tsoulos (PhD) *Changing Literacies, Changing Formations (CLCF)*; Arielle Aaronson (MA) *CLCF*
- 2008 Heather Phipps (MA); Diane Emerson (MA); Maija Harju (PhD) *Preservice Teachers & Multicultural Literature (PTM)*
- 2006-08 Christina Rudd (PhD) *TFR project*; Maija Harju (PhD) *CLCF project*; Nicole Mongrain (MA) *CLCF & TFR projects*
- 2006 Photi Sotiropoulos (MA) *CLCF*
- 2005-06 Christina Rudd *Linking Theory to Practice (LTP) project*; Kevin O'Connor (MA) *LTP project*
- 2005 Lisa Dias (MA) *LTP project*
- 2004-06 Jenna Robertson (MA) *Bringing Memory Forward (BMF) project*

Undergraduate Students

- 2021-22 Eunju Choe
- 2021-22 Elena Hameury
- 2021-22 Alexis Mora Andrade
- 2004 Betty Anne Forward BMF project
- 2018 Salina Berhane, *McGill Journal of Education*, Communications Assistant (translation: English to French)

GRADUATE DIRECTED READING COURSE SUPERVISOR

- 2005- For instance, I have supervised directed reading courses in Foundations of Curriculum (7 students), Indigenous Research and Methodology (6 students) as well as 3-5 students per year in special topic directed reading courses, most related to curriculum studies or early childhood, ... and many more since that time up until the present, on various topics tied to curriculum and/or literacy.

PUBLIC AND UNIVERSITY SERVICE

- 2024- Associate Editor, *Currere and Praxis*. <https://currerepraxis.com/index.php/pub>

Invited to be Associate Editor on a new curriculum journal; Editor-in-Chief, William Pinar; Managing Editors, SümerAktan (Balıkesir University, Turkey) & Wanying Wang (St. John's University, United States); Publication Editor, Ünal Deniz (The Scientific and Technological Research Council, Turkey)

- 2020/21- Editor-in-Chief, *McGill Journal of Education*, with Associate Editors Alexandre Lanoix (U de Montreal), Emilie Wragg-Tremblay (UQAM) and Jerome St-Amand (Université du Québec en Outaouais; term completed June 2021) who are primarily responsible for French manuscripts and with Anila Asghar (McGill) who assists with English manuscripts. In October 2021, we added six new editors: Patrice Cyrille Ahehehinnou (Laval), Kevin Peloquin (U de Montreal) and Thierry Desjardins (U de Montreal) (French editors) and Vander Tavares, Maggie McDonnell and Evan Saperstein (English editors); all of the new editors are emerging scholars and/or doctoral students and two are classroom teachers.
- 2017-20 Editor-in-Chief, *McGill Journal of Education*, with Associate Editors Vincent Boutonnet (Université du Québec en Outaouais) and Jerome St-Amand (Université du Québec en Outaouais) who are primarily responsible for French manuscripts and with Anila Asghar (McGill) and Mindy Carter (McGill) who assists with English manuscripts
- 2014-17 Editor-in-Chief, *McGill Journal of Education* with Associate Editors Marc-André Éthier (U de Montreal) and David LeFrançois (Université du Québec en Outaouais), Anila Asghar (McGill) and with Assistant Editors Lisa Starr and Mindy Carter (McGill)
- 2011-13 Co-Editor (Senior Editor), *McGill Journal of Education* (Co-editorial team: Teresa Strong-Wilson; Anila Asghar, Aziz Choudry; Annie Savard (French). From Sept 2012 to June 2013, I was replacing the French editor as Annie Savard resigned in 2012 in order to attend to other duties as a pre-tenured professor.

INVITED PROFESSIONAL AND CONSULTING POSITIONS

- 2023 Invited to review Curriculum graduate program, Mount Saint Vincent University. Review will likely take place in March or April 2024.
- 2023 Invited to Chair SSHRC Adjudication Committee 12A (Education & Social Work), IDG (Insight Development Grant). Chaired committee in 2023. Invited to chair again, however declined.
- 2021-22 Invited to serve as Reviewer on SSHRC Adjudication Committee 12A (Education & Social Work), IDG (Insight Development Grant)
- 2021-22 Invited to serve on CACS, Cynthia Chambers Masters Award
- 2018-19 Invited Consultant on grant/series of workshops on the use of children's literature in ESL teaching, COMMISSION SCOLAIRE DES PATRIOTES [French school board on the South Shore] working in collaboration with PHILIPPE PAQUIN GOULET, CONSEILLER PÉDAGOGIQUE, ANGLAIS ET FRANCISATION, SERVICE DES RESSOURCES ÉDUCATIVES
- 2017- Invited member of Ministry of Education Committee on the English Language Arts (PACTE)
- 2014 Invited to serve on CACS (Canadian Association for Curriculum Studies) committee for review of governance documents including those related to the association journal, JCACS, as member of CACS Executive and as a journal editor (McGill Journal of

- Education)
- 2012 Invited Member of MELS (Ministry of Education, Quebec) Expert Table on Reading
- 2008-11 University Representative, LEARN [Leading English Education and Resource Network] Quality Assurance Advisory Board
- 2008 Reggio Emilia Consultant, Mont-Royal Academic Pre-school, Montreal, Quebec
- 2007 Consultant, Design & Course Readings for two courses in Aboriginal Education
- 2006 Literacy Consultant, Workshop on the Quebec Reform, Campbelltown, 2-day workshop with 40 First Nations and non-First Nations teachers from Campbelltown & Listuguj, New Brunswick
- 2006 Literacy Consultant, Steering Committee Member, Presenter & Co-Animator, Ministère de l'Éducation du Québec, Summer Literacy Camp for Teachers
- 2005 Literacy Consultant, Cree School Board: 2-day workshop Chisasibi, Quebec & 2-day workshop Mistissini, Quebec with 20 Cree teachers in each session
- 2005 Literacy Consultant, First Nations and Inuit Education, Faculty of Education, McGill, Northern delivery of Language and Literacy Across the Curriculum course. 2-day workshop with two Cree educational consultants
- 2005 Conseil Supérieur de l'Éducation du Québec, Consultation process preceding the publication of: *Le dialogue entre la recherche et la pratique en éducation: Une cle pour la réussite*,
<http://www.cse.gouv.qc.ca/FR/Publications/index.html?lstPublication=RapportAnnuel&lstCommission=ALL>
- 2004-06 University representative, Springboards Organizing Committee [Teacher-led annual literacy conference held in Montreal, Quebec] ; Workshop given in 2005 conference
- 2004 Ministère de l'Éducation du Québec, Kindergarten Advisory Committee

INVITED PEER REVIEW

Books

- 2021-22 Invited to review Phelan and Janzen *Feeling Obligated: Stories Teachers Tell* (Book manuscript submitted to U of Toronto Press)
- 2014- Invited to write book endorsements:
 Hannah Spector (2023). *In Search of Responsibility as Education: Traversing Banal and Radical Terrains*. Routledge.
- Memory Mosaics: Researching Teacher Professional Learning through Artful Memory-work*, eds., Kathleen Pithouse-Morgan, Claudia Mitchell, and Daisy Pillay (2019). Springer.
- Storying the World: The Contributions of Carl Leggo on Language and Poetry*, edited by Rita L. Irwin, Erika Hasebe-Ludt and Anita Sinner (2019). Routledge
- Canadian Curriculum Studies: A Métissage of Inspiration/Imagination/Interconnection*, edited by Erika Hasebe-Ludt and Carl Leggo (2018). Canadian Scholars'/Women's Press
- Invited to write book endorsement for new edition of seminal classic in curriculum studies, Pinar & Grumet's *Toward a Poor Curriculum* (3d ed; 2015)
- 2011-14 Invited to review 3 book manuscripts for UBC Press

Book chapters

- 2007 *Curriculum Studies Reader*, Edited Erik L. Malewski, Purdue University, Routledge Studies in Curriculum Theory Series (William Pinar, Series Editor) (one chapter reviewed)

Journal Articles

- 2021- *Prospects (UNESCO)*
 2021- *Curriculum Journal (UK)*
 2020- *International Journal of Inclusive Education*
 2019- *British Journal of Sociology*
 2019- *Alberta Journal of Educational Research*
 2018- *In Education*
 2016- *Journal of Curriculum Studies*
 2016- *Curriculum Inquiry*
 2006- *Children's Literature in Education*
 2008- *LEARNing Landscapes*

Other journals for which I have reviewed:

Alberta Journal of Educational Research
Children, Youth and Environments
Contemporary Issues in Early Childhood
Journal of Education

*Language Policy**McGill Journal of Education* (before becoming MJE editor in 2011)*Paideusis**Research in the Teaching of English**Teacher Educator**Teachers' College Record***Advisory Board**

2020- Invented by William Pinar to be on advisory board of the curriculum studies in Canada project: <http://www.curriculumstudiesincanada.ca/>

Granting Agencies

2021-22 SSHRC Insight Development Committee (IDG)

2010- SSHRC Standard, Insight grants & CURA applications

2007 SSHRC Doctoral Student Fellowship Applications, Committee 4

Professional Organizations Conference Proposals

2007 American Educational Research Association: Division B (Curriculum Studies); Division K (Teacher Education); Narrative & Research Special Interest Group

2007 Canadian Association of Teacher Education

Academic Programs

2012 External reviewer (Canadian), Dept of Curriculum and Instruction, Graduate Program, School of Education, University of Saskatchewan

AERA

Discussant San Diego

Discussant Washington, DC

CACS

Discussant Eppert, C., et al. Panel: Complicating a Curriculum of Care & Care Writing in Classrooms, Congress of the Humanities and Social Sciences, McGill, Montreal (June 2024)

WIDER ACADEMIC COMMUNITY

2017-19 Past Co-President, Canadian Association for Curriculum Studies (CACS) with Avril Aitken (Bishop's)

2015-17 Co-President, Canadian Association for Curriculum Studies (CACS) with Avril Aitken (Bishop's)

2015-17 Co-Chair, Provoking Curriculum McGill 2017 Conference Committee, with Avril Aitken (Bishop's)

2013-15 1st Vice-President, CACS

2012-13 Assistant Vice-President, CACS

2010-15 Invited, responsible for CACS Awards: Dissertation Award (2014-15); Ted Aoki Lifetime Service Award (2010-15), CACS Publication Award (2010-13), Ray Ryan (with Statistics Canada) (2010-13)

2007-08 Member, Aims & Purposes Committee, Young Peoples' Texts and Cultures Association, Congress of the Social Sciences & Humanities

2004-05 Conference Organizer, American Association for the Advancement of Curriculum Studies [AAACS], April 8-11. Conference Chair: William Pinar

MCGILL UNIVERSITY-WIDE COMMITTEES

2019-	Member, University Library Committee (HSSLC)
2015-2018	Member, University Tenure Committee
2012-2018	Faculty representative, University Student Grievance Committee
2008-09	Member (Faculty of Education), Implementation Committee, McGill Institute for the Public Life of Arts and Ideas
2007-	Member, Senate Sub-Committee on Women

FACULTY COMMITTEES

2013-16	Multiliteracies Lab
2013-15	Space Committee (for re-envisioning of 1 st floor of Faculty of Education)
2013-16	Elected departmental representative, ELAC (Education Library Advisory Committee), Faculty Council
2012-15	Elected departmental representative, Nominating Committee, Faculty Council
2012-15	Elected departmental representative, Faculty Council
2004-09	Co-ordinator, Research Exchange Forum Sub-Committee [Ad Hoc]
2004	Member, Education Graduate Students Society Conference Organizing Committee [Ad Hoc]
2005-07	Member, Human Resources Management & Development Committee [Ad Hoc]
2004-05	Faculty representative, Doctoral Advisory Committee on Research [Ad Hoc]
2005-09	Faculty representative, Student Committee for Doctoral Studies in Education [Standing]

DEPARTMENTAL COMMITTEES

2020-23	Re-envisioning committee reviewing Teacher Education program
2014-2018	Elected member, Department Tenure Committee
2019-	Co-chair, DELC, with Sheryl Smith-Gilman. Smith-Gilman and Ehret co-chaired the committee while I was on sabbatic leave 2018-19.
2014-2018	Invited to Chair newly formed DELC (DISE Education Library Committee); I initiated the formation of this committee in the November DISE Department meeting
2012-	Coordinator, Reading Methods course (EDEE 260) as part of Departmental curriculum mapping exercise
2014-15	Invited to Chair Literacy Professional Learning Community (PLC) (successor to pods)
2013-14	Chair (with Claudia Mitchell) of Literacy Pod (literacy-related courses; this was the largest pod)
2014-15	Member, Assessment Committee (new composition)
2013-14	Member, Assessment Committee
2008	Member, Committee to Re-appoint the Chair [Ad Hoc]
2006, 2008	Member, Committee to Review Graduate Student Applications [Ad Hoc]
2007	Member, Committee to Review Undergraduate Awards: Jean M. Gwynne & Miriam (Khaner) Marcus [Ad Hoc]
2005-06	Co-ordinator, Professional Portfolio Undergraduate Curriculum Committee [Ad Hoc]
2005	Member, Field Experience Committee [Ad Hoc]
2004-07	Member, Undergraduate Curriculum Committee [Standing]

- 2004-05 Member, Future Search Committee (McGill Faculty of Education & Lester B Pearson School Board) [Ad Hoc]
- 2003-04 Member, Undergraduate Course Creation Committee for “Contemporary Issues in Education,” with Drs. Dip Kapoor & Doreen Starke-Meyerring [Ad Hoc]

PROFESSIONAL MEMBERSHIPS

American Association for the Advancement of Curriculum Studies (AAACS)
American Educational Research Association (AERA)
Auto/Biography Association (IABA)
Canadian Association for Learned Journals (CALJ)
Canadian Association for Curriculum Studies (CACS)
Canadian Association for Teacher Education (CATE)
Canadian Association for the Study of Education (CSSE)
International Research Society for Children’s Literature (IRSCL)
Language & Literacy Researchers of Canada (LLRC)
National Council for the Teachers of English (NCTE)