

CURRICULUM VITAE

HUGHES, Janette (formerly GADANIDIS)

DEGREES

PhD, University of Western Ontario, Curriculum (Language & Literacy), 2006

MA(T), University of Toronto--OISE – Curriculum/English, 1995

BEd, Queen's University, Concurrent, IS English/History, 1988

BA(Hon.), Queen's University, English Literature, 1987

EMPLOYMENT HISTORY

2006 – present	Assistant Professor, Faculty of Education (PJ/IS English language arts) University of Ontario Institute of Technology
2000 – 2006	Adjunct Professor, Continuing Studies/Preservice Education (PJI), University of Western Ontario
2000 – 2006	Course Author/Reviewer, Continuing Teacher Education, Preservice Teacher Education, English and Drama courses University of Western Ontario
2004 – 2005	Consultant/Author, PJ Teacher Education Program Map; Intermediate Senior English Methods course University of Ontario Institute of Technology
2002 – 2003	Grade 6/7 Teacher, Division Leader Thames Valley District School Board
1999 – 2002	Digital Curriculum Developer, K-8 Language Arts Online Interactives Educational Structures, California
1994 – 1999	Assistant Head of English, Sinclair Secondary School Durham District School Board
1988 – 1994	Secondary English, Drama, History Teacher Durham District School Board

HONOURS & SCHOLARSHIPS

SSHRC Standard Research Grant, 2008 – 2011 (Co-Applicant)

SSHRC Standard Research Grant, 2007 – 2010 (Sole Applicant)

SSHRC ITST, 2007 (Collaborator)

CCL, 2007 (Collaborator)

SSHRC Graduate Fellowship, 2006 – 2007 (Declined)

Ontario Graduate Scholarship, 2006 – 2007 (Declined)

UWO Graduate Thesis Research Award, 2006

UWO University Students' Council Teaching Award, 2005 – 2006

Ontario Graduate Scholarship, 2005 – 2006

John Dearness Memorial Graduate Award, 2005 – 2006

PUBLICATIONS OVERVIEW

Books authored	2
Papers in refereed journals.....	8
Papers in refereed conference proceedings.....	4
Referred abstracts and/or papers read	18
Book reviews.....	1
Others (workshops presented).....	7

PUBLICATIONS DETAILS

Articles in Refereed Journals

Published/accepted/in press

- Hughes, J. & Parliament-John, A.** (forthcoming). From Page to Digital Stage: Creating Digital Performances of Poetry. *Voices From the Middle*. (March 2009)
- Greig, C. & **Hughes, J.** (forthcoming). Patriarchal Poetry, Boys, and Masculinity. *Discourse*. 30(2), March 2009.
- Hughes, J.** (forthcoming). Poetry and New Media: In Conversation with Four Poets. *Language and Literacy*, Winter 2008.
- Gadanidis, G., Hoogland, C. & **Hughes, J.** (forthcoming). Teaching and Learning in a Web 2.0 Environment: Three Case Studies. *International Journal of Technology in Teaching and Learning*.
- Hughes, J.** (2008). The Performative Pull of Research with New Media. *International Journal of Qualitative Methods*, 7(3), 16-34.
- Gadanidis, G., Gerofsky, S. & **Hughes, J.** (2008). A Public Celebration of Mathematics. *The Ontario Mathematics Gazette*, 47(1), 13-20.
- Gadanidis, G., **Hughes, J.**, & Borba, M. (2008). Students as Performance Mathematicians. *Mathematics Teaching in the Middle School*, 14(3), 168-175.
- Hughes, J.** (2008). The “Screen-Size” Art: Using Digital Media to Perform Poetry. *English in Education*, 42(2), 148-164.
- Hughes, J.** (2007). Poetry: A Powerful Medium for Literacy and Technology Development. *What Works? Research into Practice Series*. The Literacy and Numeracy Secretariat.
- Hughes, J.** (2007). Is That a Fact? The ‘Real’ World Through Canadian Children’s Non-Fiction. *Canadian Children’s Literature*, 32(1), 154-169.
- Gadanidis, G., **Gadanidis, J.**, & Huang, A. (2005). Using humor to gain mathematical insight. *Mathematics Teaching in the Middle School* 10(5), 244-250.
- Gadanidis, J.** (2004). Learning Objects, Hypermedia and the English Classroom. *International Journal of the Book*, (2) Common Ground Publications Ltd., Australia.
- Gadanidis, G., **Gadanidis, J.** & Schindler, K. (2003). Factors Mediating the Use of Online Applets in the Lesson Planning of Pre-Service Mathematics Teachers. *Journal of Computers in Mathematics and Science Teaching* 22(4), 323-344.

Submitted

- Hughes, J. & Eldridge, J.** (submitted). Reimagining the Teaching of Language & Literacy in a Digital Age. *English Quarterly*.

Hughes, J. (submitted). New Media, New Literacies & the Adolescent Learner. New Scholar's Fellowship, CSSE.

Gadanidis, G., **Hughes, J.** & Cordy, M. (submitted). Mathematics for gifted students (and other students too): Integrating mathematics with the arts and technology. *Journal for the Education of the Gifted*.

Papers in Refereed Conference Proceedings

Hughes, J. & Eldridge, J. (2009). Reimagining the Teaching of Literacy in a Digital Age. *The International Conference on Education*, Honolulu, Hawaii, pp. 3465-3470.

Gadanidis, G. & **Hughes, J.** (2009). Performing Mathematics: Students as Performance Mathematicians in Grades 2, 5 and 8. *The International Conference on Education*, Honolulu, Hawaii, pp. 3545-3553.

Gadanidis, J. (2004). Storied, project-based learning objects and the design of learning environments in the English classroom. ED-MEDIA, Lugano, Switzerland, 2381-2386.

Gadanidis, J. (2004). Designing learning objects for language arts pre-service teacher education in support of project-based learning environments. *The Society for Information Technology and Teacher Education 15th International Conference*, Atlanta, Georgia, 3892 – 3899.

Gadanidis, J. (2003). Mathematical Learning Objects and e-stories. *E-Learn – World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education*, Phoenix, AZ, 970-973.

Gadanidis, G., **Gadanidis, J.** & Schindler, K. (2003). Pre-service Mathematics Teacher Lesson Planning with Online Applets. *The Society for Information Technology and Teacher Education 14th International Conference*, Albuquerque, NM, 2892 – 2895.

Other Refereed Contributions (Conferences)

Presented/accepted

Hughes, J. & Eldridge, J. (2009). Reimagining the Teaching of Literacy in a Digital Age. *The International Conference on Education*, Honolulu, Hawaii.

Gadanidis, G. & **Hughes, J.** (2009). Performing Mathematics: Students as Performance Mathematicians in Grades 2, 5 and 8. *The International Conference on Education*, Honolulu, Hawaii.

Hughes, J. & Dymoke, S. (2008). The Road Seldom Taken: Preservice Teachers' Anxieties Around Teaching Poetry. *The European Conference on Educational Research*, Goteborg, Sweden, September, 2008.

Dymoke, S. & **Hughes, J.** (2008). Poets in Discussion, Poets in Practice. *The European Conference on Educational Research*, Goteborg, Sweden, September, 2008.

Hughes, J. (2008). Performing Poetry on the Digital Stage. *International Conference on Multimodality and Learning: New Perspectives on Knowledge, Representation and Communication*. Institute of Education, University of London, June 2008.

Greig, C. & **Hughes, J.** (2008). Baiting Boys: Patriarchal Poetry, Gender, and Schooling. *Canadian Association for the Study of Women and Education (CASWE)*, Vancouver, BC., June 2008.

Hughes, J. & Parliament, A. (2008). Critical Literacy through Digital Storytelling. *Language and Literacy Researchers of Canada*, Vancouver, BC., May 2008.

Hughes, J. (2008). Students, Poetry and New Media. *Canadian Society for the Study of Education (CSSE)*, Vancouver, BC., May 2008.

- Hughes, J.** & Eldridge, J. (2008). The Affordances of Blogs & Wikis in an Online Mentoring Project. *American Educational Research Association*, New York.
- Gadanidis, G. & **Hughes, J.** (2008). Title. *Fifth International Conference on Creativity in Mathematics Education and the Education of Gifted Students*, Haifa, Israel.
- Hughes, J.** & Eldridge, J. (2007). Digital Literacy in an Online Mentoring Project. *United Kingdom Literacy Association (UKLA)*, Swansea, Wales.
- Hughes, J.** (2007). Focus on Digital Literacy: New Media in a Preservice Language Arts Program. *Language and Literacy Researchers of Canada (LLRC)*, Saskatoon.
- Hughes, J.** (2007). Blogs and Wikis in Literacy Learning. *Canadian Society for the Study of Education (CSSE)*, Saskatoon.
- Hughes, J.** (2007). Qualitative Research & New Media: Conducting Research in a Multimodal Digital Environment. *American Educational Research Association*, Chicago.
- Hughes, J.** (2006). The Convergence of Poetry and New Media. *Language and Literacy Researchers of Canada*. York University.
- Gadanidis, J.** (2005). Poets, Poetry & New Media: A Digital Exploration. *Children's Learning in a Digital World Conference*. Brock University.
- Gadanidis, J.** & Greig, C. (2005). Emo Boys, Poetry & Digital Space: Policing the Boundaries of Appropriateness. *Children's Learning in a Digital World Conference*. Brock University.
- Gadanidis, J.** (2005). Poets, Poetry & New Media. *Canadian Society for the Study of Education (CSSE)*, London, Ontario.
- Gadanidis, J.** & Hoogland, C. (2005). Fractal Verse: A Home in New Media? *Canadian Society for the Study of Education (CSSE)*, London, Ontario.
- Gadanidis, J.** (2004). Learning Objects in Language Arts Education: Where Have We Been, Where Are We Now & Where Are We Going? *Canadian Society for the Study of Education (CSSE)*, Winnipeg, Manitoba.

Submitted

- King, A. & **Hughes, J.** (submitted). Hating Everything: A coming-of-age tale. *National Communication Association 95th Annual Convention*, Chicago, November 2009.
- Gadanidis, G., **Hughes, J.**, Scucuglia, R. (submitted). Mathematics learning as community service. *Psychology of Mathematics Education: North America Conference*, Atlanta, Georgia.
- Gadanidis, G., **Hughes, J.**, Scucuglia, R., Tolley, S. (submitted). Low floor, high ceiling: performing mathematics across grades 2-8. *Psychology of Mathematics Education: North America Conference*, Atlanta, Georgia.
- Hughes, J.**, King, A. & Fuke, V. Adolescents & "Autographics": Reading and Writing Coming-of-Age Graphic Novels, Ottawa University, CSSE 2009.
- Hughes, J.** & Fuke, V. But How Do I Mark It?: Analyzing and Evaluating Multimodal Texts, Ottawa University, LLRC, 2009.

Books

Refereed Contributions

Gadanidis, G., Hughes, J. & Hoogland, C. (forthcoming). *Teaching and Learning in Web 2.0 Environments*. Sense Publications.

Non-refereed contributions

Gadanidis, G. & **Hughes, J.** (2008). *Where Parallel Lines Meet*. Brainy Day Adventures, Whitby, ON.

Hughes, J. & Gadanidis, J. (2008). *The Sleeping Giant*. Brainy Day Adventures, Whitby, ON.

Gadanidis, G. & **Hughes, J.** (2008). *The Pleasure of Making Ten*. Brainy Day Adventures, Whitby, ON.

Gadanidis, G. & **Hughes, J.** (2008). *Performing Mathematics: A Guide for Teachers and Students*.
Published online at: <http://www.mathfest.ca>

Hughes, J. (2007). *Teaching Language & Literacy, K-6*. Published online at:
<http://faculty.uoit.ca/hughes/eBook.html>

Proceedings

Hughes, J. (2008). Multimodality and the New Materiality of Text: Digital Poetry. *DigiLit@York Symposium*.

Dissertation

Hughes, J. (2006). *Poets, Poetry and New Media: Attending to the Teaching and Learning of Poetry*.
Unpublished doctoral dissertation.

Presentations

Hughes, J. & John, A. (Feb. 2009). Performing Poetry on the Digital Stage. Durham District School Board Gifted Conference.

Hughes, J. (2008). New Media, New Literacies & the Adolescent Learner. University of Western Ontario.

Gadanidis, G. & **Hughes, J.** (2008). Helping Children with Math and Literacy. Whitby Central Library.

Hughes, J. & Knaack, L. (2007). Ubiquitous Laptop Technology as Catalyst for Knowledge Creation. *OADE/OTF Conference*, Toronto.

Hughes, J. (2007). Infusing New Media into a Language Arts Program: Blogs, Wikis and Digital Stories. *TechnoEdge Education and Technology Summit*. Teacher Education Advisory Committee (TEAC).

Hughes, J. & Scucuglia, R. (2007). Blogs, Wikis and Digital Stories: Infusing new media into your program. Courtice Secondary School, Bowmanville, Ontario.

Hughes, J. & Borba, M. (2007). Qualitative Methodology: Using New Media in Research. *UOIT Seminar Series*.

Hughes, J. (2006). Poets and the New Media. *In Good Company: A Celebration of Women in the Arts*, London, ON.

Book Reviews

Kids in Cyberspace: Teaching Anti-Racism Using the Internet in Britain, Spain and Sweden by C. Gaine and G. Weiner, Symposium Books, 2005. In *Canadian Journal of Education* (December 2006).

RESEARCH OVERVIEW

External Research Funding

<i>Year(s)</i>	<i>Source</i>	<i>Amount</i>	<i>Purpose</i>
2008-11	SSHRC (Co-Applicant)	\$95,000	research
2007-10	SSHRC (PI)	\$56,915	research
2007	SSHRC ITST (PI)	Ranked 4A	
2007-08	CCL (collaborator)	\$69,494	research
2007-09	SSHRC ITST (collaborator)	\$48,456	research
2006	SSHRC (PI) – declined	\$20,000	research
2006	OGS (PI) – declined	\$15,000	research
2005	OGS (PI)	\$15,000	research

Internal Research Funding

<i>Year(s)</i>	<i>Source</i>	<i>Amount</i>	<i>Purpose</i>
2007/08	UOIT Teacher Innovation Fund	5,000.00	Digital Content Dev.
2007	UOIT Student Research Assistantship	6,500.00	Research Assistant
2006	UWO Graduate Thesis Research Award	750.00	Research
2005/06	John Dearnness Memorial Graduate Award	500.00	Research

RESEARCH DETAILS

Students, Poetry and New Media (Standard SSHRC Grant -- \$56,915, 2007-2010, PI)

The objective of the research is to develop a conceptualization of the relationship between new media and adolescents' writing of poetry while immersed in using new media. The research focuses on the question, "In what ways do new media tools and student poetic thinking interact in what Levy (1997) refers to as a "cognitive ecology" of humans and media?" and explores how the performative affordances of new media interact with the students' creative processes, specifically how students' poetic thinking gets restructured and reorganized as they use new media.

Students as Performance Mathematicians (Standard SSHRC Grant – \$95,000, 2008-2011, Co-Applicant)

In this research we consider parallels between the arts and mathematics: between what makes for "a favourite book or movie" and what makes for "a favourite math idea or activity". It also leads us to look to the performing arts to understand students' repertoires for organising and expressing the mathematical ideas they seek to communicate to one another and to their worlds outside of the classroom. The idea of "students as performance mathematicians" is new in mathematics education. It offers a fresh perspective on what school mathematics might be and how students might experience the subject. We have created a variety of mathematical performances: see www.edu.uwo.ca/mathscene. We have also worked on developing a Canada-wide Math Performance Festival: see www.mathfest.ca. For the most part, however, it is fair to say that the idea of students creating mathematical performances as a way of communicating their ideas within the classroom and to the world beyond is new. In today's mathematics classrooms "mathematical performance" is associated with testing and standards, and not with students' artistic experiences and expressions of mathematics.

Wiki-ed Poetry: Poets in Discussion, Poets in Practice (2007-2008)

In this project, preservice teacher candidates at two faculties of education (in Ontario, Canada and Leicester, England) participate in a wiki discussion of poetry and poetry teaching. They also engage in the practice of writing poetry both collaboratively and by themselves, in order that they might better understand the reading, writing and performance of poetry and use poetry writing as a means of self-exploration and self-expression. Participants communicate using a wiki, which enables them to both collaborate and share ideas, write print and digital poems, as well as to edit each other's work.

Critical Literacy through Digital Storytelling (2007-2008)

In this classroom-based project, I am working with two classroom teachers to explore enduring fairy tales through a critical literacy lens. We examine what happens when young students are asked to engage with multiple versions of each story through the four dimensions of critical literacy: disruption of the commonplace, examination of multiple viewpoints, focus on social/political issues, and action steps for social justice (Lewison, Flint & Van Sluys, 2002). Students are immersed in the stories through drama and writing activities; they make predictions and connections, deconstruct and reconstruct the stories through various digital media as a way of taking action.

Video-Based Case Studies (SSHRC ITST Grant -- \$48,456, 2007-2009)

I am a collaborator on this research which examines the development of a series of interactive web-based modules and courses, designed and offered by a team of professional teacher educators serving as online facilitators. In-service teachers seeking credit for the courses would choose from a menu of offerings that would be content and/or process based. They might select courses that offer them information about teaching strategies and/or classroom management or courses that focus on theoretical aspects of subject-based teaching and learning. I am developing a video case around the use of digital media to teach critical literacy in English Language Arts.

Online Mentoring with Tanzania (2006-2008)

This qualitative study involves Grade 4-6 students in Tanzania, their teachers and teacher candidates from The University of Ontario Institute of Technology (UOIT). The study explores what happens in an online community where teachers, teacher candidates and students work collaboratively to participate in an array of literacy activities, including digital poetry, online literature circles, and writing tasks. The study will also examine the role of an online mentor in working with students in an online community and classroom context.

Language and Literacy ebook: Collaborative Knowledge Construction using a Wiki (2007-2008)

I am developing an ebook for PJ Language Arts preservice teacher candidates. It includes multimedia content and a wiki, where current students in the program work collaboratively to construct knowledge about teaching and learning language arts. The ebook can be viewed at:

<http://faculty.uoit.ca/hughes/Teaching/e-book.html>

The 2007-08 research revolves around the notion of collaborative knowledge construction in a preservice language arts class, using a wiki. Teacher candidates post content (i.e. lesson and unit plans, digital book talks, literature circle meetings), as well as responses to journal articles, and relevant video and audio clips.

“You’ve got to read this book!”: Mentoring Struggling Readers Online (2007-2008)

I am working with a team of teachers and administrators at St. Stephen's Secondary School in KPRDSB and with the IS English teacher candidates at UOIT to mentor a group of Grade 10 applied English students. These students have been identified as “at-risk” students and there is some concern that they will successfully complete the OSSLT in the spring of 2008. Initially this was going to be a literacy project connected to UOIT teacher candidates' coursework, but the St. Stephen's team has

indicated a desire to conduct research around this project. The IS English students have visited St. Stephen's three times in person and have been using a wiki to communicate a minimum of once a week. The St. Stephen's students are working on an array of literacy activities initiated by their UOIT mentors.

Graphic Novels: Reading, Writing and Representing Adolescence (2008-2009)

Working with Dr. Alyson King, I am examining several Canadian graphic novels to deconstruct how adolescence is depicted in each. This article will be submitted to *Canadian Children's Literature*. The work will be extended by using the graphic novels with grade 11 students in a classroom context and having them create their own graphic novels in response.

Children's Discourse Around Webkinz

Working with Dr. Anne Burke from Memorial University, we will examine children's discourse around Webkinz (stuffed animals that come with online access codes). Within the online Webkinz environment, there are many activities for young children to engage in and there is also a chat room where they can communicate with friends and other children around the world. The study will include observation of children engaged in online activity, semi-structured interviews with participants and analysis of digital artefacts from the Webkinz site.

Teaching with Facebook

Working with Dr. Jackie Eldridge, we will deliver part of the Junior ABQ course using Facebook. We will investigate the affordances of this social network for educational contexts. Data will consist of surveys of participants as well as transcripts of their online communications.

TEACHING

UOIT

PJ Language Arts Methods *

IS English Methods *

Junior ABQ*

Authored but not yet taught

IS Dramatic Arts

Digital Literacy: Theory, Practice and Research (for the M.Ed program)

UWO

JJ Language Arts

EN 24 English Language Arts *

Junior ABQ online

Senior English **

Hon. Spec. English **

Drama Part 1 *

Drama Part 2 **

Senior Drama *
 Hon. Spec. Drama **
 Spec. Drama **

- * Courses I taught and authored.
- ** Courses I taught and significantly revised.

Graduate Supervision

In progress: Diane Brown, UWO, M. Ed. Thesis Committee member

Graduate Teaching

Seminars

Hughes, J. (December 2006), *Analyzing Digital Stories*, State University of Sao Paulo, Brazil.
 Hughes, J. (December 2006), *Researching with New Media*, State University of Sao Paulo, Brazil.

Teaching Evaluations

UOIT

Course	Rating (out of 2.0)
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2007-2008

CURS 4111 – Curriculum Studies: IS English
 CURS 4211 – Curriculum Studies: PJ Language Arts

2006-2007

CURS 4111 – Curriculum Studies: IS English	2.0
CURS 4211-01 – Curriculum Studies: PJ Language Arts	1.80
CURS 4211-04 – Curriculum Studies: PJ Language Arts	1.82

UWO

2005-2006	
English E24 (PJI Language Arts Methods)	6.5 out of 7.0
(Received a Teaching Award for this year)	

SERVICE

UOIT/UWO

2009 – 2010	Member, Creative Cities Project Committee
2009 – 2010	Member, UOIT Arts and Technology Conference Committee
2009	Tribes Training for IS Teacher Candidates
2008	Appointments Committee

2007 – 2008	Chair, UOIT Faculty of Education Research Committee (July 07-Feb. 08)
2007 – 2009	Provost's Advisory Committee
2007 – 2009	Employment Equity Systems Review Committee
2007 – 2008	English/Art Camp, Developed and Implemented
2007 – 2008	Tribes TLC training of all PJ and IS Teacher Candidates
2006 – 2008	UOIT Seminar Series Co-Coordinator
2006 – 2008	UOIT Faculty Council Executive Committee, Faculty of Education
2006 – 2007	UOIT Awards Committee, Faculty of Education
2006 – 2007	UOIT Curriculum Committee, Faculty of Education
2005	Volunteer, Technical Support, Canadian Society for Studies in Education Congress, UWO
2004 – present	Ph. D. Representative, Graduate Studies Subcommittee (UWO) – elected
2003 – 2004	Graduate Teacher Assistants, Union Steward (UWO)

Scholarly Community

2009	Reviewer, <i>Language Arts: Content and Teaching Strategies</i> , 5 th Canadian Ed., by Thompkins, Bright, Pollard and Windsor. Pearson Education Canada.
2008	Reviewer, <i>Literacy and Language Arts in the Middle Grades</i> . Pearson Education Canada.
2007 – 2010	Invited Member, DigiLit Research Group for Senior Scholars
2006 – 2009	Reviewer, CSSE & LLRC Conferences

Community

2007 – 2009	Member, Board of Directors, Durham Youth Orchestra
2005 – 2006	Executive Member, Poetry London

Scholarly and Professional Membership

Canadian Society for the Study of Education (CSSE)
 Language and Literacy Researchers of Canada (LLRC)
 Canadian Association for Curriculum Studies (CACS)
 United Kingdom Literacy Association (UKLA)
 National Council of Teachers of English (NCTE)
 National Reading Council (NRC)
 American Educational Research Association (AERA)

References:

Dr. Cornelia Hoogland
 Associate Professor
 Faculty of Education
 University of Western Ontario
 London, Ontario
 Email: chooglan@uwo.ca

Dr. Jill McClay
 Associate Professor
 Department of Elementary Education
 University of Alberta
 Edmonton, Alberta
 Email: jill.mcclay@ualberta.ca

Dr. Susan Dymoke

Assistant Professor
School of Education
University of Leicester
Leicester, England
Email: sd100@leicester.ac.uk

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