

CAROL-ANN LANE, PhD, OCT, HBEd, M.Ed, HBA

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Web Profile:

<https://www.icrc.uwo.ca/about/centre-scholars/graduate-students.html>

SUMMARY OF QUALIFICATIONS:

- Dedicated educator, researcher in curriculum, philosophy, teaching strategies, education policy, literacy, and technology
- Innovative teaching strategies and building TRIBES learning community
- Graduate teaching, preparing syllabus and corresponding lecture resources for all levels from pre-service to masters, PhD and professional programs of study
- Teaching subjects and divisions: Intermediate/Senior (Grades 7-12: English, Business); Junior (grades 4-6); Primary (kindergarten-grade 3); Special Education
- Research interests in Literacy, specifically Cognitive development, Multiliteracies, Behavior and Video Gaming Technology
- Currently mobilizing research through book chapters, books, articles in peer-reviewed journals, and conferences

PROFESSIONAL EXPERIENCE:

Community Service

- Faculty program planning member
- Doctoral Seminar Series Committee member
- Guest speaker on panel for Associate Teacher development workshop for the Thames Valley District School board (TVDSB). September 26, 2012
- Guest Lecturer for UWO Summer Master's (July 30, 2014) for Dr. Patricia Briscoe
<https://ca-sas.bbcollab.com/p.jnlp?psid=2014-07-30.1634.M.C3AA1D734480559E323D23E387A923.vcr&sid=2011320>
- Project developer for Professional Programs (literature review, developed faculty presentations and promoted half-day workshop for Faculty; develop ongoing online instructor course material)

Dufferin Peel Catholic School Board (Dec, 2012-current)

- Teacher – Grade 6 St Stephen Elementary school
- Teacher for grades: 9, 11 and 12 – English – Our Lady of Mount Carmel. Int/Senior-(7-12) (English, Business)- Notre Dame, and elementary (grades 1-6)

Instructor Associate/Lecturer (Sept 2013- current)

- Special Topics: Inclusive elementary classrooms (Theory and Practice) – prepare and develop syllabus (University of Toronto: OISE Master of Teaching Program)
- Intermediate/Senior English EDUC 5208 (on-site – Bach. Of Ed Pre-service)- (Faculty of Ed. Western- Winter/Spring 2016, Fall 2015, Winter 2014). Instruction, monitor, facilitate and guide student in-class discussions, mark assignments.
- Leading for Learning Grad EdD 9722L (online) – Leadership (Faculty of Ed. Western - Summer 2015 – Doctor of Education Leadership). Instruction, prepare and deliver lectures, monitor and respond to forum discussions, mark assignments, guide EdD students on writing, proposal, ethics applications.
- Approaches to Professional Problems in Educational Leadership Grad EdD 9725B (online) (Faculty of Ed. Western- Winter 2015 – Doctor of Education Leadership).

Prepare and deliver lectures, monitor and respond to forum discussions, mark assignments, guide EdD students on writing, proposal, ethics applications.

- Safe Schools EDUC 5434S-(on-site – Bach. Of Ed Pre-service)– (Faculty of Ed. Western-Spring term 2015)
- Safe Schools EDUC 5434Q-(on-site – Bach. Of Ed Pre-service)– (Faculty of Ed. Western-Fall term 2014) – guide BEd students, mark papers.
- Guest Lecturer: Graduate Education 9691L (online) – (Faculty of Ed. Western Professional Education Leadership program) taught by Dr. Patricia Briscoe. Delivered guest lecture focusing on research philosophy, theoretical frameworks and writing methodology such as APA application and focus in thesis writing.
- Gender Theories in Education – Implications for Policy, Pedagogy, and Practice EDUC 9626- (online) (Faculty of Ed. Western – MA and Phd Research intensive program graduate level). Forum moderator (OWL system), mark assignments and discussion posts, prepare and deliver two lectures.
- Teaching in a Virtual World 9520- (online) (Faculty of Ed. Western – MA and Phd Research intensive program graduate level) – forum moderator, mark assignments and discussion posts)

Research Associate (Sept-July 2013)

- Researching Biotechnology literacy (liaised with Spanish research collaborators, conducted surveys, literature review, analyzed survey results (quantitatively and qualitatively, presentation of final results at Western Conference on Science Education-July 2013)
- Collaborating on article for biotechnology literacy (in progress)
- Managed video technology (part 11) for my doctoral supervisor, Dr. John Barnett, who conducted a video research project called 'Teachermaking.' It followed 12 teacher candidates as they took a typical B.Ed. programme at an Ontario university in the 2012-2013 academic year. (<https://www.youtube.com/watch?v=Wf2LSQrcadE>)

University of Toronto (Sept, 2019)

- Sessional Lecturer – Master of Teaching Program at OISE

University of Western Ontario (Sept, 2013-April 2016)

- Instructor associate (co-teaching with professors in: EdD – Doctor of Education programs; and Pre-Service Bachelor of Education program

University of Western Ontario (Sept, 2012-July 2013)

- Research associate on Biotechnology literacy global study

Teacher to professional practicum (May) with Dr. John Barnett as a Research Assistant

- Researching revised methods for curriculum delivery

Catholic Central Secondary School (Mar-April, 2012)

- Teaching English for grades 9 academic, 12 university, 12 college
- Embraced extra-curricular school community (member of chaplaincy team, school musical production “Suessical”, editor/supervisor for school newspaper)

Mother Teresa Catholic Secondary School (Oct-November, 2011)

- Teaching Business and Computer Technology for grades 9 academic, 11 university
- Embraced extra-curricular school community (member of chaplaincy team (including retreats), member of Art mural club, attended numerous after school sports events

FUNCTIONAL EXPERIENCE:

Teaching & Classroom Management:

- Developed a safe, caring student-centered learning environment emphasizing Catholic faith and respect. Incorporated Catholic Graduate expectations in lessons
- Balanced literacy instruction using variety of methods (think/pair/share, collaborative learning) for critical thinking practices.
- Incorporated creative process strategies allowing students to critically think
- Integrated work experience in lessons enabling relevance for content.
- Proactive strategies for classroom management by building an environment of trust and respect in the classroom, establishing rules for students.
- Utilized low-key responses and active observation techniques.

Curriculum Design and Delivery:

- Developed syllabus content for effective program delivery (create research based content resources, activities for lectures and assignments). Provide clear expectations and support with active in-class group discussions
- Scaffolding material to manageable knowledge units to enhance cognitive skill
- Designed and developed online course material (lecture notes, forum discussions) utilizing a variety of platforms for interactive online learning tools such as such as: Pepper; Screencast-O-Matic; Owl/Sakai; Wikispace; E-luminate; Moodle; Blackboard
- Prepared instruction for differentiated learners; moderated discussions in class and online; grading students; providing regular consultation with students (face-to-face and online)
- Prepared unit plans for academic ability of students.
- Prepared end of year exams, marking (Markbook), assessing IEPs
- Incorporated activities based on TRIBES strategy for kinesthetic and visual learners, supporting inclusive needs of learners with exceptionalities.
- Supplementary materials such as handouts used to increase student active participation in the lesson and increase cognitive retention.
- Prepared unit plans to meet needs of overall curriculum expectations
- Lead corporate training programs in areas for online course design, preparation and delivery to diverse teams and training new staff on accounting.

Assessment Strategy:

- Emphasize innovative strategies and pedagogical tools for cross-curriculum
- Utilize various assessment strategies for balanced student success such as written, oral and visual
- Inquiry-oriented stance grounded in research
- Support highly interactive and inclusive student-centered classroom structure

Publications (Peer-Reviewed):

Chapters in Edited Research Handbooks:

- Lane, C.A. (2019). Collaborating with educators: How video games can be used for alternative classroom pedagogies to support boys meaning-making. In R. M. Reardon, and J. Leonard (Eds.), *Integrating Digital Technology in Education: School–University–Community Collaboration*, Ch. 9. pp. 197–222. Charlotte, NC: IAP. (AERA research listing)
- Lane, C.A. (2019). Digitizing learning: How video games can be used as alternative pathways to learning. In M. L. Sein-Echaluce, A. Fidalgo-Bianco, and F. J. Garcia-

Penalvo (Eds.), *Handbook of Research on Flipped Teaching and Adaptive Learning*. DOI: 10.4018/978-1-5225-8142-0.ch007. Spain: IGI Global

- Lane, C.A. (In press). Using digital technologies in the 21st century classroom: How video games support dynamic learning opportunities. In S. Atay, and C. P. Martins (Eds.), *Handbook of Research on Cyberculture in the 21st Century*. Turkey, and Lisbon: IGI Global

Refereed:

- Lane, C.A. (2016). *“Play, Score, Engage”*: Finding Ways for Boys to Make the Grade!” Literacy Information and Computer Educational Journal (LICEJ), Volume 7, Issue 4, ISSN 2461-2467 (<http://infonomics-society.org/licej/published-papers/volume-7-2016/>)
- Lane, C.A. (2015). *Gaming my Hidden Voice: An Indigenous approach to how boys’ video gaming intersect literacies and identity*. Canadian Journal of Native Studies. (Submitted for Initial Review)
- Lane, C.A. (2013). *Using video technology to address boys’ literacy gap and connect the male voice in gender dynamics*. International Journal of Technology and Inclusive Education (IJTIE), Volume 2, Issue 2, ISSN 2046-4568

Conference Proceedings:

- Lane, C.A. *“Play, Score, Engage”*: Finding Ways for Boys to Make the Grade!”, Canada International Conference on Education (CICE-2016), University of Toronto, Mississauga, Ontario, June 27-30, 2016
- Lane, C.A. *“How video games affect boys’ literacy practices”*, The Robert MacMillan Graduate Research in Education Symposium-Theory to Practice. Western University, London, Ontario, March 18, 2014
- Lane, C.A. *“Connecting with the male voice to address boys’ literacy gap”*, The Robert MacMillan Graduate Research in Education Symposium. Western University, London, Ontario, April 18, 2013
- Lane, C.A., *“Connecting to the Male Voice to Address Boys’ Literacy”*, Proceedings of the Canada International Conference on Education, University of Toronto, Toronto, Ontario, June 24-26, 2013. (Total 311 papers accepted from received 2,904 papers from 152 countries)
- Lane, C.A., *“Investigate the Use of Mobile Technology to Influence Gender Equity in Literacy”*, Proceedings of the Inaugural European Conference on Education 2013 (IAFOR ECE), Learning and Teaching Through Transformative Spaces. Brighton, UK, July 11-14, 2013. Link (p.14): http://iafor.org/ece_proceedings.html.
- Lane, C.A., Barnett, J., *“Biotechnology literacy: Assessing the knowledge and attitudes of student teachers”*, The Western Conference on Science Education (WCSE). July 9-11, 2013.

Theses published

- Lane, Carol Ann, (2018). *“Multiliteracies meaning-making: How four boys’ video gaming experiences influence their cultural knowledge—Two ethnographic cases”* (2018). Electronic Thesis and Dissertation Repository. 5303. <https://ir.lib.uwo.ca/etd/5303>

- Lane, Carol Ann, (2011). "Social presence impacting cognitive learning of adults in distance education (DE)". Electronic Thesis and Masters Dissertation. 10791. <http://hdl.handle.net/10791/10>
- Thesis Dissertation published in National Library Archives of Canada: July 2011
Invited to Submit Proposed Chapter for University of Calgary, Alberta

Research Funding

PhD Research Grants (Western University)	Sept 2016-Feb 2018
PhD Graduate Research Scholarship (Western University)	Sept 2012-2016
PhD Graduate Conference research award (Western University)	Oct 2013

Co-Curricular activities:

Member of American Educational Research Association (AERA) since 2017; Member of Common Ground Research Networks (Technology & Knowledge Society) since 2014; Member of Informatics Society since 2013; Member of Literacy Research Association (LRA) since 2012; Member of Teaching, Learning and Technology Group (Online TL). Member since 2007; Member of after-school Art mural club

Dufferin Peel Catholic School Board (Dec 2012 - current)

Teacher St Stephen Elementary (gr. 6); Teacher (English (I/S); English, Business, Spec Ed.)

Our Lady of Mount Carmel Secondary School. (April 2016 - current)

Teacher (subject: English – Grades 9, 11 and 12)

Catholic Elementary and Secondary Schools (Sept. 2012-current)

Teacher (Subjects: English, Business, Religion, Academic Resource, ESL and Science)

St. Francis Xavier Secondary School. (May 2010 – June 2011)

Teacher's Assistant & Tutor (subjects: English, Math, Religion, Accounting, and Science)

ICanLearn Professional Tutoring (Business owner) (June 2009 – current)

Provide quality tutoring for students of all abilities (elementary to university)

St. Francis Xavier Parish. (Sacramental teaching Volunteer Sept 2008 – April 2013)

Chair and Instructor: RCIA and Sacramental Preparation for Children

EDUCATION:

PhD, (Doctor of Philosophy), Curriculum Studies–Western University Jun 2018

Professional/Academic:

Ontario Teacher Certification (OISE) – Special Education (Part 2) Mar 2019

Ontario Teacher Certification (Queens) – Special Education (Part 1) Dec 2018

Ontario Teacher Certification (OISE) – Primary-Grade 3 Division March 2018

Ontario Teacher Certification (OISE) – Junior Division July 2014

Ontario Teacher Certification (Int/Sen. English/Business) July 2012

Honors Bachelor of Education –Western Univ. Ont (Inc Religion Course) May 2012

Masters of Education – Athabasca/UofT (Thesis published) May 2011

Undergraduate courses in Business Studies/Accounting 2003-2007

Journalism Diploma Program 1990-1991

Honours B.A. (4 year) in English/Urban Geography, University of Toronto 1989

Professional Development:

Teacher Assistant Training Program, Western University **Aug 2013**

References

Dr. Isha DeCoito (supervisor – Curriculum Studies – STEM Education (519-661-2111, x84454, idecoito@uwo.ca)

Dr. Pam Bishop (519.661.2111 x 88879; pbishop@uwo.ca) (Western Fac. Of Ed, Assoc. Dean-Graduate Studies)

Dr. Peter Jaffe (519.661.2018 x 82018; pjaffe@uwo.ca) (Western Fac. Of Ed)

Dr. Rita Gardiner 519-661-2111 x 86941; rgardin2@uwo.ca) (Western, Lawson Hall, 3234-Women's Studies and Feminist Research)

Dr. Elan Paulson (519 661-2111 x88591; elan.paulson@uwo.ca) (Western Fac. Of Ed)