

CURRICULUM VITAE

**Martha Fields Cleveland-Innes**

Professor and Chair  
The Centre for Distance Education  
Athabasca University  
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**EDUCATION**

PhD (Higher Education Administration)  
Faculty of Education, University of Calgary  
Dissertation Title: Socialization and Approaches to Learning

Master of Arts (Sociology of Adult Education)  
Faculty of Social Sciences, University of Calgary  
Thesis Title: Adult Student Attrition at Post-Secondary Institutions

Bachelor of Arts (Sociology)  
Faculty of Social Sciences, University of Calgary

## ACADEMIC POSITIONS

**Professor (Present)**

Centre for Distance Education  
Athabasca University

**Visiting Researcher (Present)**

KTH Royal Institute of Technology  
Stockholm, Sweden

**Associate Professor (2005- 2010)**

**Assistant Professor (2001-2005)**

Centre for Distance Education  
Athabasca University

**Instructor (1998-2001)**

Department of Behavioural Sciences  
Mount Royal College  
Calgary, Alberta

**Adjunct Associate Professor (1998-2007)**

The Faculty of Social Sciences, Sociology  
The University of Calgary

**Adjunct Assistant Professor (1999-2002)**

The Faculty of Education  
The University of Calgary

**Adjunct Assistant Professor (1998-2004)**

The Faculty of Continuing Education  
The University of Calgary

**Instructor (1996-2000)**

Faculty of Continuing Education  
Faculty of Education  
The University of Calgary

## **ADMINISTRATIVE POSITIONS**

**Chair** (2011-present)  
Centre for Distance Education  
Athabasca University

**Interim Chair and Strategist (2016-2017)**  
Special Assignment  
Department of Learning  
School of Education and Communication in Engineering  
KTH Royal Institute of Technology  
Stockholm, Sweden

**Program Director, Master of Education (2008-2012)**  
Centre for Distance Education  
Athabasca University

**Co-ordinator and Director (1997-1999)**  
Undergraduate Curriculum Redesign Project  
The Learning Commons  
The University of Calgary

**Program Co-ordinator (1990-1997)**  
Services to Non-traditional Students  
Division of Student Services  
University of Calgary

## AWARDS

### SSHRC Impact Award Nomination – Athabasca University, 2017

#### Finalist – Best Paper Award 2014

Cleveland-Innes, M. & Gauvreau, S. (October, 2014). *Faculty role change: Adjustment to the influence of online teaching and learning*. Paper presented at the European Distance Education Network Research Workshop, Oxford, England.

Cleveland-Innes, M., Stenbom, S., & Hrastinski, S. (October, 2014). *The influence of emotion on cognitive presence in a case of online math coaching*. Paper presented at the European Distance Education Network Research Workshop, Oxford, England.

#### Finalist – Best Paper Award 2012

Cleveland-Innes, M., Ally, M., Wark, N., & Fung, T. (October, 2012). *Emotional presence and mobile learning: Learner-driven responses in a wireless world*. Paper presented at the European Distance Education Network Research Workshop, Leuven, Belgium.

### Craig Cunningham Memorial Award for Teaching Excellence

2011 Athabasca University

#### Finalist – Best Paper Award 2010

Cleveland-Innes, M. & Gauvreau, S. (October, 2010). *Online support for online graduate students*. 6th European Distance Education Network Research Workshop, Budapest, Hungary.

### President's Award for Research and Scholarly Excellence 2009

Athabasca University

#### Finalist – Best Paper Award 2008

Cleveland-Innes, M., Sangra-Morer, A. & Garrison, D. R. (October, 2008). *The art of teaching in an online community of inquiry: The online teacher as bricoleur*. 5th European Distance Education Network Research Workshop, Paris, France, 2008.

**Finalist – Best Paper Award 2006**

Cleveland-Innes, M., & Garrison, D. R. (October, 2006). *Learner independence and interdependence in online communities of inquiry: The case for teaching presence*. 4th European Distance Education Network Research Workshop. Barcelona, Spain, 2006.

**Best Conference Paper 2005**

Ally, M., Cleveland-Innes, M., Boskic, N., Larwill, S. (May, 2005). *Learner use of learning objects*. Canadian Association of Distance Education Conference, Vancouver, B.C.

**Excellence in Research Award 2005**

Cleveland-Innes, M. & Garrison, R. (May, 2005). *Student role adjustment in online communities of inquiry*. Canadian Association for Distance Education.

**Research Scholarship 1995-1996**

University of Calgary Faculty of Graduate Studies (\$8,500) each year)

**Student Fellowship 1993-1995**

Province of Alberta Graduate Fellowship (\$12, 000 per year)

**Graduate Research Assistantship 1985-1988**

University of Calgary (\$4,000 x three)

**Academic Merit Award 1980**

University of Calgary (\$500)

## RESEARCH GRANT ACTIVITY

### **Research Advisory Board for Western Michigan University Dr. Brian Horvitz**

"Development and validation of observational and self-report instruments to describe teaching practices in online undergraduate STEM courses"

2017 National Science Foundation (\$299,861 US)

### **Co- researcher with Dr. Anna McLeod and Olga Kits**

"Becoming a professional through distributed learning: A sociomaterial ethnography"

2016 Social Sciences and Humanities Research Council of Canada (\$314,474).

### **Co-researcher with Drs. Parker and Ostashewski**

"Understanding the experience of learning to learn online: A MOOC designed for novices."

2014 Athabasca University Mission Critical Research Fund (\$6,000).

### **Co-researcher with Drs. Briton, Gismondi and Ives**

"MOOC instructional design principles: ensuring quality across scale and diversity."

2013 Bill and Melinda Gates Foundation (\$13,846).

### **Research Principal**

"Community of Inquiry research integration and practice alliance."

2013 Athabasca University Mission Critical Research Fund (\$6,000).

### **Research Principal**

"Faculty perspectives on teaching with new technology: Uncovering a possible case of unrealistic expectations"

2011 Social Sciences and Humanities Research Council of Canada (\$39,015).

### **Co-researcher with Dr. Mohamed Ally**

"Using mobile communication devices to support online learning communities"

2010 Social Sciences and Humanities Research Council of Canada (\$62,687).

### **Research Principal**

"Leadership in open and distance higher education."

2010 Athabasca University Mission Critical Research Fund (\$6,000).

**Research Principal**

“Testing Affective Outcomes with Synchronous & Asynchronous Online Delivery Methods”

2008 Athabasca University Mission Critical Research Fund (\$4,000).

**Research Principal**

“The teaching role in online communities of inquiry: Verifying teaching presence across subject areas in higher education.”

2007 Athabasca University Mission Critical Research Fund (\$7,000).

**Co-researcher**

“Testing E-learning training methods to foster online soft skills in the workplace”

2006 Social Sciences and Humanities Research Council of Canada (\$60,516) Approved but unfunded.

**Research Principal**

“Bridging the campus: Disciplinary differences in online design and delivery”

2005 Athabasca University Mission Critical Research Fund (\$7,578)

**Research Principal**

“Defining a learner-centered curriculum: A comparison of faculty perspectives”

2004 Athabasca University Mission Critical Research Fund (\$7,429)

**Research Principal**

“Higher order learning in online communities of inquiry: Identifying required student adjustment to cognitive, social and teaching presence”

2004 Social Sciences and Humanities Research Council of Canada (\$60,045) .

**Research Principal**

“Testing the generative nature of learning objects: Independent learner use of learning objects in the affective domain”

2003 EduSource (\$24,000)

**Research Principal**

“Role identity adjustment in online communities of inquiry”

2003 Athabasca University Mission Critical Research Fund (\$4,450)

**Co-researcher**

“Using E-learning methods to foster online soft skills in the workplace”

2002 Athabasca University Mission Critical Research Fund (\$4,850)

**Research Principal**

“Cultural adaptation of community education”

2001 City of Calgary (\$20,000)

**Research Principal**

“Defining learner-centred curriculum”

2001 Recommended but unfunded: Social Science and Humanities Research Council (\$89,000)

**Research Principal**

“Participation rates in parent education programs” Phase II

2000 Funded by: Calgary Community and Adult Learning Association (\$10,000)

**Research Principal**

“Participation in parent education programs” Phase I

1998 Funded by: Calgary Community and Adult Learning Association (\$5,000)

**Research Principal**

“Studying the Decline in Part-Time Students”

1995 Funded by: Special Projects Committee, University of Calgary (\$3,000)

**Research Consultant**

“Drug and alcohol abuse among school age children”

1995 Funded by: Princeton School District, Princeton, B.C. (\$2,000)

**Research Project Co-ordinator**

Adult Student Needs Assessment

1991 Funded by: Special Projects Committee, University of Calgary (\$3,000)



**PUBLICATIONS and PRESENTATIONS****Books**

Ostashewski, N., Cleveland-Innes, M., & Howell, J., Editors. (2016). Handbook of research on optimizing K-12 education through online and blended learning. Hershey, PA.: IGI Global.

Vaughan, N., Cleveland-Innes, M. & Garrison, R. (2013). Teaching in blended learning environments: Creating and sustaining communities of inquiry. Alberta, Canada: AU Press.

Cleveland-Innes, M. & Garrison, D. R. (2010). An introduction to distance education: Understanding teaching and learning in a new era. New York, N.Y.: Routledge.

**Book chapters**

Cleveland-Innes, M. (in press). Student demographic change and pedagogical issues in higher education. M. Slowey & H. Schuetz, (Eds.), Wider access, changing national demographics and international mass migration: implications for higher education reforms and policy. Dublin, Ireland: Dublin University Press.

Cleveland-Innes, M., Garrison, D.R., & Vaughan, N. (in press). The Community of Inquiry theoretical framework: Implications for distance education and beyond. In Michael G. Moore (Ed.), *Handbook of distance education*. New York, N.Y.: Routledge.

Stenbom, S., Cleveland-Innes, M., & Hrastinski, S. (2016). Online coaching as teacher training: Using a relationship of inquiry framework. In Ostashewski, N., Cleveland-Innes, M., & Howell, J., (Eds.), *Handbook of research on optimizing K-12 education through online and blended learning*. Hershey, PA. IGI Global.

Cleveland-Innes, M., Hrastinski, S., Balter, O., & Wiseman, C. (2015). Faculty, teaching with technology, and leadership. In Ally, M. (Ed.), *International Handbook of eLearning*. Hershey, PA., IGI Global.

- Cleveland-Innes, M. (2013). Teaching in an online community of inquiry: Student, faculty, and institutional adjustment in the new higher education. In Akyol, Z. & Garrison, R.D. (Eds.) *Educational communities of inquiry: Theoretical framework, research and practice*, (pp. 389-400). Hershey, PA, USA: IGI Global.
- Richardson, J.C., Arbaugh, J.C. Cleveland-Innes, M., Ice, P., Swan, K. & Garrison, D.R. (2011). Using the Community of Inquiry framework to inform effective instructional design. In L. Moller & J. Huett (Eds.), *The next generation of distance education: Unconstrained learning* (pp. 97-125). New York, NY: Springer.
- Cleveland-Innes, M. & Garrison, D. R. (2011). Higher education and post-industrial society: New ideas about teaching, learning, and technology. In L. Moller & J. Huett (Eds.), *The next generation of distance education: Unconstrained learning* (pp. 221-248). New York, NY: Springer.
- Cleveland-Innes, M. & Sangra, A. (2010). Leadership in a new era of higher distance education. In M. Cleveland-Innes & D.R. Garrison (Eds.), *An introduction to distance education: Teaching and learning in a new era* (pp. 227-247). New York, NY: Routledge.
- Cleveland-Innes, M. (2009). New directions for higher education: Challenges, opportunities and outcomes. In U. Ehlers & D. Schneckenberg (Eds.), *Changing cultures in higher education* (pp. 133-147). New York: Springer International.
- Cleveland-Innes, M. & Garrison, D.R. (2009). The role of learner in an online community of inquiry: Instructor support for first time online learners. In N. Karacapilidis (Ed.), *Solutions and innovations in web-based technologies for augmented learning: Improved platforms, tools and applications* (pp. 167-184). Hershey, PA, USA: IGI Global.
- Cleveland-Innes, M., Garrison, R., & Kinsel, E. (2008). The role of learner in an online community of inquiry: Responding to the challenges of first-time online learners. In N. Karacapilidis (Ed.), *Solutions and innovations in web-based technologies for augmented learning: Improved platforms, tools and applications*. Hersey, Penn.: IGI Global Publishing.

- Cleveland-Innes, M., & Garrison, D. R. (2007). Learner independence and interdependence in online communities of inquiry: The case for teaching presence. In U. Bernath & A. Sangra (Eds.), *Exemplary research in distance education, e-learning, and on related competence issues – Selected papers of the 4th EDEN Research Workshop*. Volume 13, Oldenburg: Bibliotheks- und Informationssystem der Universität Oldenburg.
- Cleveland-Innes, M, & Ally, M. (2005). Managing online learning projects – at a distance: A case of workplace training. In B.L. Pasion and G.A. Woodill (Eds.) *Plan to learn: case studies in elearning project management*. Dartmouth, Nova Scotia: The Canadian eLearning Enterprise Alliance. eBook available at [www.plantolearn.com](http://www.plantolearn.com), 132-145.
- Cleveland-Innes, M, & Ally, M. (2005) Managing online learning projects – at a distance: A case of workplace training. In B.L. Pasion and G.A. Woodill (Eds.) *Elearning project management: Canadian perspectives*. Ottawa, Ontario: Industry Canada.

**Articles in peer-reviewed journals**

- Parker, N., Cleveland-Innes, M., Ostashewski, N., & Wilton, D. (submitted). Applying instructional design principles in a hybrid MOOC for novice online learners. *International Review of Research in Open and Distributed Learning*. (26 pages).
- Feng, X., Cleveland-Innes, M., Naidu, S., & Feng, L. (submitted). Understanding how learning online helps develop and shift perspectives about online teaching presence and identity. *International Review of Research in Open and Distributed Learning*. (21 pages).
- Feng, X., Cleveland-Innes, M., & Li, C. (submitted). Teaching development and online emotional presence: Context, concepts, and creation. *Internet and Higher Education*. (18 pages).
- Matheos, K., & Cleveland-Innes, M. (2018). Blended learning: Enabling higher education reform. *Revista Eletrônica de Educação*, 12(1), 238-244.
- Hrastinski, S., Cleveland-Innes, M. & Stenbom, S. (2018). Tutoring online tutors: Using formative assessment to encourage one-to-one online tutoring skills. *British Journal of Educational Technology*. doi:10.1111/bjet.12525.
- Balter, O. & Cleveland-Innes, M. (2017). Moving technology-enhanced-learning forward: Bridging divides through leadership. *International Review of Research in Open and Distributed Learning*.
- Gauvreau, S., Cleveland-Innes, M., Hurst, D., & Hawranik, P. (2016). Online professional skills workshops: Perspectives from distance education graduate students. *International Review of Research in Open and Distributed Learning*, 17(5).
- Stenbom, S., Cleveland-Innes, M., & Hrastinski, S. (2016). Emotional presence in a relationship of inquiry: the case of one-to-one online math coaching. *Journal of Online Learning*, 20(1).

- Cleveland-Innes, M. & Gauvreau, S. (2015). Faculty role change: Adjustment to the influence of online teaching and learning. *European Journal of Open, Distance, and eLearning, EDEN Special Issue*, 134-144.
- Bälter, O., Cleveland-Innes, M., Pettersson, K., Scheja, M., & Svedin, M. (2013). Student approaches to learning in relation to online course completion. *Canadian Journal of Higher Education*, 43(3), 1-18.
- Burkle, M., & Cleveland-Innes, M. (2013). Defining the role adjustment profile of learners and instructors online. *Journal of Asynchronous Learning Networks*, 17(1), 73-87.
- Cleveland-Innes, M., Ally, M., Wark, N., & Fung, T. (2013). Emotional presence and mobile learning: Learner-driven responses in a wireless world. *European Journal of Open and Distance eLearning*.  
[http://www.eurodl.org/materials/special/2013/Cleveland-Innes\\_et\\_al.htm](http://www.eurodl.org/materials/special/2013/Cleveland-Innes_et_al.htm)
- Hurst, D., Cleveland-Innes, M., Hawranik, P., & Gauvreau, S. (2013). Online graduate student identity and professional skills development. *Canadian Journal of Higher Education*, 43(3), 36-55.
- Stenbom, S., Hranstinski, S. & Cleveland-Innes, M. (2012). Student-student online coaching as a relationship of inquiry: An exploratory study from the coach perspective. *Journal of Asynchronous Learning Networks*, 16(5).
- Cleveland-Innes, M., & Campbell, P. (2012). Emotional presence, learning, and the online learning environment. *The International Review of Research in Open and Distributed Learning*, 13(4), 269-292.
- Cleveland-Innes, M. & Gauvreau, S. (2011). Online support for online graduate students. *European Journal of Open, Distance and eLearning, Special Issue*. Retrieved from: [http://www.eurodl.org/materials/special/2011/Vleveland-Innes\\_Gauvreau.pdf](http://www.eurodl.org/materials/special/2011/Vleveland-Innes_Gauvreau.pdf).

- Ally, M., Cleveland-Innes, M. & Wiseman, C. (2010). Managing innovative distance education projects in a telework environment. *Canadian Journal of Distance Education*, 24(1), 1-20.
- Garrison, D.R., Cleveland-Innes, M. & Fung, T. (2009). Exploring causal relationships among cognitive, social and teaching presence: Student perceptions of the community of inquiry framework. *The Internet and Higher Education*, doi:10.1016/j.iheduc.2009.10.002.
- Arbaugh, B., Bangert, A. & Cleveland-Innes, M. (2009). Subject matter effects and the community of inquiry framework. *The Internet and Higher Education*, doi:10.1016/j.iheduc.2009.10.006.
- Akyol, Z., Arbaugh, B., Cleveland-Innes, M., Garrison, R., Ice, P., Richardson, J. & Swan, K. (2009). A response to the review of the community of inquiry framework. *Canadian Journal of Distance Education*, 23(2), 123-136.
- Arbaugh, J. B., Cleveland-Innes, M., Diaz, S., Garrison, D. R., Ice, P., Richardson, J. C., Shea, P., & Swan, K. (2009). Developing a community of inquiry instrument: testing a measure of the Community of Inquiry framework using a multi-institutional sample. *The Internet and Higher Education*, 11, 133-136.
- Moisey, S., Neu, C. & Cleveland-Innes, M. (2008). Community building and computer-mediated conferencing. *Canadian Journal of Distance Education*, 22(2), 15-42.
- Swan, K., Richardson, J. C., Ice, P., Garrison, D. R., Cleveland-Innes, M. & Arbaugh, J. B. (2008). Validating a measurement tool of presence in online communities of inquiry. *e-mentor*, 2 (24) at [http://www.e-mentor.edu.pl/artykul\\_v2.php?numer=24&id=543](http://www.e-mentor.edu.pl/artykul_v2.php?numer=24&id=543)
- Cleveland-Innes, M. & Ally, M. (2007). Learning to feel: Education, affective outcomes and the use of online teaching and learning. *European Journal of Open, Distance and e-Learning*, 2. Retrieved September 29, 2009 from: [http://www.eurodl.org/materials/contrib/2007/Cleveland\\_Ally.htm](http://www.eurodl.org/materials/contrib/2007/Cleveland_Ally.htm).

- Cleveland-Innes, M., Garrison, R. & Kinsel, E. (2007). Role adjustment for learners in an online community of inquiry: Identifying the needs of novice online learners. *International Journal of Web-based Learning and Teaching Technologies*, 2(1), 1-16.
- Ally, M., Cleveland-Innes, M., Boskic, N., Larwill, S. (2006). Learner use of learning objects. *Canadian Journal of Distance Education*, 21(2), 44-57.
- Rabak, L. & Cleveland-Innes, M. (2006). Acceptance and resistance to corporate elearning: A case from the retail sector. *Canadian Journal of Distance Education*, 21(2), 115-134.
- Scarafiotti, C. & Cleveland-Innes, M. (2006). The times, they are a-changin'. *Journal of Asynchronous Learning Networks*, 10(2), 33-44.
- Garrison, R., Cleveland-Innes, M., Koole, M. & Kappellman, J. (2006). Revisiting methodology issues in the analysis of transcripts: Negotiated coding and reliability. *The Internet and Higher Education*. 9(1), 1-8.
- Cleveland-Innes, M. & Emes, C. (2005). Principles of a learner centered curriculum: responding to the call for change in higher education. *Canadian Journal of Higher Education*. 35(4), 85-110.
- Cleveland-Innes, M., McGreal, R., Anderson, T., Friesen, N., Ally, M., Graham, R., Moisey, S., et al. (2005). Athabasca University eduSource project: Building an accessible learning object repository. *Australasian Journal of Educational Technology*, 21(5), 367-381.
- Garrison, R. & Cleveland-Innes, M. (2005). Facilitating cognitive presence in online learning: interaction is not enough. *American Journal of Distance Education*, 19(3), 133-148.
- Cleveland-Innes, M. & Emes, C. (2005). Social and academic interaction in higher education contexts and the effect on deep learning. *National Association of Student Personnel Administrators Journal*. 42(2). Retrieved September, 2009 from <http://publications.naspa.org/naspajournal/vol42/iss2/art7/>.

- Middleton-Hope, J. & Cleveland-Innes, M. (2004). Recruitment, training standards and police certification: Insights from patterns of misconduct among previously experienced officers. *Canadian Journal of Police and Security Services*, 2(2), 107-115.
- Garrison, R., Cleveland-Innes, M. & Fung, T. (2004). Student role adjustment in online communities of inquiry: Model and instrument validation. *Journal of Asynchronous Learning Networks*, 8(2), 61-74. Retrieved December 2009 from [http://www.aln.org/publications/jaln/v8n2/v8n2\\_garrison.asp](http://www.aln.org/publications/jaln/v8n2/v8n2_garrison.asp).
- Jones, T. & Cleveland-Innes, M. (2004). Considerations for the instruction of research methodologies in graduate level distance education degree programs. *Turkish Online Journal of Distance Education*, 5(2). Retrieved April, 2009 from <http://tojde.anadolu.edu.tr/>.
- Cleveland-Innes, M. & Ally, M. (2004). Affective learning outcomes in workplace training: A test of synchronous vs. asynchronous online learning environments. *Canadian Journal of University Continuing Education*, 30(1), 15-35.
- Garrison, D. R., & Cleveland-Innes, M. (2004). Critical factors in student satisfaction and success: Facilitating student role adjustment in online communities of inquiry. In J. Bourne & J. C. Moore (Eds.), *Elements of quality online education: Into the mainstream*. Volume 5 in the Sloan C Series, Needham, MA: The Sloan Consortium, 29-38.
- Emes, C. & Cleveland-Innes, M. (2003). The journey toward learner-centered curriculum. *Canadian Journal of Higher Education*, 33(3), 47-69.
- Cleveland-Innes, M., Emes, C. & Ellard, J. (2001). On being a social change agent in a reluctant collegial environment. *Planning in Higher Education*, 29, 25-33.
- Cleveland-Innes, M. (1996). The silent conversation. *Making the Rounds in Health, Faith & Ethics*, 1, 1-3.
- Cleveland-Innes, M. (1994). Adult student dropout at post-secondary institutions. *The Review of Higher Education*, 17, 423-445.



*Refereed conference papers*

- Ostaszewski, N., Cleveland-Innes, M., Mishra, S., & Wilton, D. (2018) *Supporting OER creation as a professional development outcome: The Technology-Enabled Learning MOOC*. Paper presented at the Society for Information Technology and Teacher Education conference, Washington, DC.
- Kanuka, H. & Cleveland-Innes, M. (2015). *Teaching centre leadership in online and blended learning: An international study*. Paper presented at the Canadian Society for Studies in Higher Education Conference, Ottawa, Ontario.
- Cleveland-Innes, M, Hurst, D., Hawranik, P., & Gauvreau, S. (May, 2012). *Role identity for online graduate students: developing the professional self*. Paper presented at the Canadian Society for Studies in Higher Education Conference, Waterloo, Ontario.
- Christie, J., Cleveland-Innes, M., & Gauvreau, S. (October, 2011). *Diverse blended learning: Multiple applications for diverse learning experiences*. Paper presented at the Canadian Collaboration for Online Higher Education and Research, Guelph, Ontario.
- Hurst, D., Cleveland-Innes, M, Hawranik, P., & Gauvreau, S. (May, 2011). *Graduate student professional development in online learning environments*. Paper presented at the Canadian Society for Studies in Higher Education Conference, St. John's, New Brunswick.
- Cleveland-Innes, M. & Gauvreau, S. (October, 2010). *Online support for online graduate students*. Paper presented at 6th European Distance Education Network Research Workshop, Budapest, Hungary.
- Richardson, J.C., Arbaugh, J.B., Cleveland-Innes, M.F., Ice, P., & Swan, P. (August, 2010). *Using the community of inquiry framework to inform effective instructional design*. Paper presented at the Association for Educational Communication and Technologies Summer Symposium, Bloomington, Indiana.

- Cleveland-Innes, M., Sangra-Morer, A., & Garrison, R. (October, 2008). *The art of teaching in an online community of inquiry: The online teacher as bricoleur*. Paper presented at 5th European Distance Education Network Research Workshop, Paris, France.
- Swan, K., Arbaugh, J. B., Cleveland-Innes, M., Diaz, S. D., Garrison, D. R., Ice, P., Richardson, J. C. & Shea, P. (March, 2008). *The community of inquiry framework: Development, validation, and directions for further research..* Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Cleveland-Innes, M., & Garrison, R. (October, 2006). *Learner independence and interdependence in online communities of inquiry: The case for teaching presence*. Paper presented at the Fourth European Distance Education Network (EDEN) Research Workshop in Barcelona, Spain.
- Cleveland-Innes, M. & Ally, M. (October, 2006). *Learning to feel: Education, affective outcomes and the use of online teaching and learning*. Paper presented at the Fourth European Distance Education Network (EDEN) Research Workshop in Barcelona, Spain.
- Ally, M., Cleveland-Innes, M., Boskic, N., Larwill, S. (May, 2005). Learner use of learning objects. Paper published in the *proceedings of Canadian Association of Distance Education Conference, Vancouver, 2005*.
- Campbell, P. & Cleveland-Innes, M. (August, 2005). Affect as presence in online communities of inquiry. . Paper published in the *proceedings at 21st Annual Conference of Distance Teaching and Learning, Madison, Wisconsin*.
- Kinsel, E., Cleveland-Innes, M. & Garrison, R. (August, 2004). Student role adjustment in online environments: from the mouths of online babes. Paper published in the *proceedings at 20<sup>th</sup> Annual Conference of Distance Teaching and Learning, Madison, Wisconsin*.
- Ally, M. & Cleveland-Innes, M. (2004, August). Incorporating learning objects in an online distance education course: A firsthand experience. Paper published in

*the proceedings at 20<sup>th</sup> Annual Conference of Distance Teaching and Learning, Madison, Wisconsin.*

Cleveland-Innes, M. & Garrison, R. (2004, May). Higher order learning in online communities of inquiry: Identifying required student adjustment to cognitive, social and teaching presence. Paper published in the *proceedings of the Canadian Association of Distance Education 2004, Toronto, Ontario.*

Cleveland-Innes, M. & Ally, M. (2003, June). Using elearning in the generation of affective outcomes in workplace training. Paper published in the *proceedings of the Canadian Association of Distance Education Conference 2003, St. John's, Newfoundland.*

Cleveland-Innes, M. & Garrison, R. (June, 2003). Student role adjustment in online communities of inquiry. Paper published in the *proceedings of the Canadian Association of Distance Education Conference, St. John's, Newfoundland.*

Cleveland-Innes, M. & Ally, M. (May, 2003). Using e-learning methods to foster online soft skills in the workplace: preliminary findings. Paper published in the *proceedings of Canadian Association of University Continuing Education Conference, Calgary, Alberta.*

Cleveland-Innes, M., Emes, C. & Findley, D. (May, 2002). Managing change in distance and higher education through strategic planning: distance and distributed learning as a response to the call for change in higher education. Proceedings from the *International Council for Open and Distance Education/Canadian Association for Distance Education Conference 2002, Calgary, Alberta.*

Cleveland-Innes, M. & Jones, T. (May, 2002). The instruction of research methodologies in graduate-level distance education degree programs. Proceedings from the *International Council for Open and Distance Education/Canadian Association for Distance Education Conference 2002, Calgary, Alberta.*

Barnetson, B., Boberg, A. & Cleveland-Innes, M. (2001). Non-traditional students: The new norm. In H.G. Schuetze (ed.) *'And the walls came tumbling down'--Higher education and non-traditional students.* Papers from the International Symposium

on Non-traditional Learners in Higher Education. August 16-17, 1999. Center for Policy Studies in Higher Education and Training, UBC. pp. 83-98.

Cleveland-Innes, M. & Potvin, B. (2001). Curriculum in the workplace: Beyond collaborative design to shared praxis. Proceedings from the 2<sup>nd</sup> *International Conference on Researching Work and Learning, July 26-28, 2001 in Calgary, Alberta.*

Cleveland-Innes, M. & Potvin, B. (2001). Curriculum in the workplace: Thought, reason and practice as keys to learning on the job. *Proceedings from the 48<sup>th</sup> Annual Conference of the Canadian Association for University Continuing Education, May 27-30 2001 in Victoria, British Columbia.*

Cleveland-Innes, M. (2000). Responding to the call for a new future in higher education: balancing individual requirements with collective requirements. *Proceedings from the CSSHE Conference, Edmonton, Alberta. June, 2000.*

Bradley, M., & Cleveland-Innes, M.F. (1992). Exploring the needs of adult students in post-secondary institutions: A use of qualitative methods. In M. Taylor & R. Bedard (Eds.), *Proceedings of the 11th Annual Conference of CASAE* (pp. 25-31). Saskatoon: University of Saskatchewan.

**Invited presentations**

- Cleveland-Innes, M.F. (March, 2018). *The community of inquiry framework: Scholarship and practice in teaching and learning*. Indiana University, Bloomington, Indiana.
- Cleveland-Innes, M.F. (November, 2017)). *Fostering change: Making education great again*. Invited presentation. Open Networked Learning Webinar, International Consortium on Networked Learning.
- Cleveland-Innes, M.F. (November, 2017). *Teaching in online and blended learning environments*. Invited presentation. Open Networked Learning Webinar, International Consortium on Networked Learning.
- Cleveland-Innes, M.F. (November, 2017). *Facilitation and teaching presence: Using the Community of Inquiry in Blended and Online Learning Environments*. Invited presentation. KTH Royal Institute of Technology, Faculty Development Course, Stockholm, Sweden.
- Cleveland-Innes, M.F. (September, 2017). *Using the Community of Inquiry theoretical framework in research and practice*. Invited seminar. Beijing Normal University, Beijing, China.
- Cleveland-Innes, M.F. (May, 2017). *Emotional presence in online learning environments*. Invited webinar. Oregon Health and Science University, Portland, Oregon.
- Cleveland-Innes, M.F. (March, 2017). *Research in online and blended learning: Communities of inquiry in higher education reform*. Invited speech. Mid-Sweden University, Sundsvall, Sweden.
- Cleveland-Innes, M.F. (March, 2017). *Faculty development for online and blended learning: Communities of inquiry in higher education reform*. Invited speech. Scholarship of Teaching and Learning Conference, Stockholm, Sweden.
- Cleveland-Innes, M.F. (March, 2017). *Flexible learning in higher education: Faculty and student adjustment*. Invited presentation. Open Networked Learning Webinar, Scandinavia Consortium.
- Cleveland-Innes, M.F. (January, 2017). *Building collaborative learning environments*. Invited workshop. Oregon Health and Science University, Portland, Oregon.

Cleveland-Innes, M.F. (October, 2016). *Flexible learning in higher education: Faculty and student adjustment*. Invited presentation. Open Networked Learning Webinar, Scandinavia Consortium.

Cleveland-Innes, M.F. (June, 2016). *Flexible learning in higher education: Faculty and student adjustment*. Invited presentation. Open Networked Learning Webinar, Scandinavia Consortium.

Cleveland-Innes, M.F. (April, 2016). *Teaching in blended communities of inquiry*. Invited speech. International Association of Blended Learning Conference, Kavala, Greece.

Cleveland-Innes, M.F. (March, 2016) Keynote presentation: Collaborative learning in higher education reform. *Collaborative Mobile Learning Symposium*, Mid-Sweden University

Blomgren, C., Beaton, L. & Cleveland-Innes, M.F. (November, 2015) CIDER presentation on blended learning

Cleveland-Innes, M. F. 2015) Keynote Speech, *Next Generation Learning conference*, Sweden

Cleveland-Innes, M.F. (2014) Guest speaker, Research Seminars, KTH Sweden

Cleveland-Innes, M.F. (2013) Panelists, Blended Learning, University of Alberta Blended Learning Symposium December 2013

Cleveland-Innes, M.F. (2013) Guest speaker via AdobeConnect for David Murphy, Australia, on Teaching in Blended Environments

Cleveland-Innes, M.F. (November, 2012). *Quantitative methods and research design*. Guest presentation, Theory and method for media technology, KTH.

Cleveland-Innes, M.F. (November, 2012). *Quantitative methods and research design*. Guest presentation, Theory and method for media technology, KTH.

Cleveland-Innes, M.F. (October, 2012). *The art of teaching in an online community of inquiry: the online teacher as bricoleur*. CoI Teaching Excellence Community Course, American Public University System.

Cleveland-Innes, M.F. (Septmber, 2012). *Emotional presence, learning and the online learning environment*. Webinar Panel - Canadian eLearning Education Association.

Cleveland-Innes, M.F. (July, 2012). *Discussion panel: Digital Citizenship*. SLOAN-C Emerging Technology Conference, Las Vegas, Nevada.

Cleveland-Innes, M.F. (July, 2012). *Discussion panel: Women of Social Presence*. SLOAN-C Emerging Technology Conference, Las Vegas, Nevada.

Cleveland-Innes, M.F. (October, 2011). *Discussion panel: Diversity in blended learning..* Invited panel member at the COHERE 2011 Fall Conference, Guelph, Ontario.

Cleveland-Innes, M.F. (October, 2011). *Research in online teaching*. Invited virtual speaker to PhD research course, Royal Institute of Technology, Stockholm, Sweden.

Cleveland-Innes, M.F. (October, 2010). *Open-ed tech workshop*. Invited participant at the Open University of Catalonia, Barcelona, Spain.

Cleveland-Innes, M.F. (April, 2010). *The art of teaching online*. Invited presentation at the University of North Carolina Teaching and Learning with Technology Conference, Second Life.

Cleveland-Innes, M., Ice, P., Shea, P. & Swan, K. (November, 2009). *Community of inquiry framework: 10 years old and going strong*. Invited presentation for the 15<sup>th</sup> Annual Sloan-C International Conference on Online Learning, Orlando, Florida.

Cleveland-Innes, M. & Russell, D. (2008, June). *The art of teaching in an online community of inquiry*. Invited presentation for Centre for Nursing and Health Studies, Athabasca University, Edmonton, Alberta.

Cleveland-Innes, M. & Russell, D. (2008, June). *Research on the community of inquiry framework: Back to the future*. Invited presentation for the Distance Education Technology Symposium, Edmonton, Alberta.

Cleveland-Innes, M. & Akyol, Z. (2008, June). *Emotion, learning and the online learning environment*. Invited web presentation for the Canadian Institute for Distance Education Research: <http://cider.athabasca.ca/CIDERSessions>.

Cleveland-Innes, M. (2008, January). *Disciplinary differences and the impact on online design and delivery*. Invited presentation at the Open University of Catalonia, Barcelona, Spain.

Cleveland-Innes, M. (2008, January). *The online community of inquiry: What's next?* Invited presentation at the Open University of Catalonia, Barcelona, Spain.

Cleveland-Innes, M. (2007, October). *Developing research infrastructure in teaching institutions*. Invited presentation for Empire State College, Saratoga Springs, New York.

Cleveland-Innes, M. (2007, November). *The online community of inquiry model: current research and future directions*. Invited presentation for Empire State College, Saratoga Springs, New York.

Cleveland-Innes, M. (2007, March). *Understanding emotional presence in an online community of inquiry*. Invited presentation at the SUNY Learning Network Teaching development conference, Syracuse, New York.

Cleveland-Innes, M. (2007, March). *Facilitating learning online: The role of emotional presence*. Invited presentation at Canadian Institute of Distance Education Research, Athabasca, Alberta.

Cleveland-Innes, M. (2006, March). *Managing distance learning projects – from a distance*. Elearning and project management course, University of Calgary.

Cleveland-Innes, M. (2005, December). *Instructional issues and deep and surface learning*. Faculty Development Programs, University of Calgary.

Cleveland-Innes, M. (2005, July). *Student demographics in higher education and the impact on online and blended learning*. Invited paper presented to the Sloan Consortium Asynchronous Learning Network Invitational Workshop, Victoria, B.C.



Cleveland-Innes, M. (2005, June). *Facilitating learning in online environments*. Coaches Conference for the Centre for Innovative Management, Athabasca University, Edmonton, Alberta.

Ally, M. & Cleveland-Innes, M. (2005, June)..*Students' experience with learning objects in online learning: A case of workplace training*. Wise and Witty Wednesday presentation for the Canadian Association for Distance education, presented via ElluminateLive.

Cleveland-Innes, M. (2005, May). Invited debater for the great methodology/epistemology debate: *Be it resolved that positivistic, experimental forms of research are of greatest value for the future of distance education*. The Canadian Distance Education Research Seminar, Vancouver, B.C.

Cleveland-Innes, M. (2005, May). *Project management, online learning design and the workplace*. Invited presenter for the ePM Symposium and Workshop, Vancouver, B.C.

Cleveland-Innes, M. & Koole, M. (2004). *Role adjustment for students in online environments*. Invited keynote address for Learner Services Forum 2004, Campus Saskatchewan. Saskatoon, Saskatchewan.

Garrison, D. R., & Cleveland-Innes, M. (2003). *Critical factors in student satisfaction and success: Facilitating student role adjustment in online communities of inquiry*. Invited paper presented to the Sloan Consortium Asynchronous Learning Network Invitational Workshop, Boston, MA, September.

Cleveland-Innes, M. (August, 2003). *Deep and surface learning*. Invited guest speaker the Summer Institute for Faculty Development, *Teaching Reflections*, University\_of Calgary.

Cleveland-Innes, M., Ally, M. & Tin, T. (2003) *Learning objects: User case study*. Invited presenter at EduSource Retreat, Athabasca University.

Cleveland-Innes, M. (March, 2002). *Soft-tech: the human side of the call process*. The Help-Desk Institute of Calgary, March 2002.

Cleveland-Innes, M. (June 2001). *From classroom teaching to distance education: do you know where your students are?* Alberta College Instructors Faculty Association, Banff, Alberta.

Cleveland-Innes, M. (March, 1996). *New thinking in teaching and learning*. Faculty of Continuing Education Instructor Development Workshop, University of Calgary, March 1996.

Cleveland-Innes, M. (March, 1996). *The Celestine Prophecy: A message hidden in poor medium*. Knights of the Round Table, Calgary, Alberta, March 1996.

Cleveland-Innes, M. (February 1996). *My education, my career*. Academic Awareness Week Presentation, University of Calgary.

Cleveland-Innes, M. (January, 1996). *Group dynamics and group development*. The Possibilities Group, Calgary, Alberta.

Cleveland-Innes, M. (January, 1996). *Returning to learning: How adults go back to school*. Calgary Progress Club, January 1996.

### **Policy papers/Consultant reports/Non-refereed publications**

Cleveland-Innes, M. & Ally, M. (2003). Using elearning methods in the workplace. *Alberta distance education and training association newsletter*, 12(2).

Krysko R. & Cleveland-Innes, M. (1999). *Capturing the student voice: Undergraduate curriculum redesign from the student's point of view*. University of Calgary,

Undergraduate Curriculum Redesign Team (1998). *Undergraduate curriculum redesign: Process and framework for curriculum redesign*. A report to the campus: The University of Calgary.

Undergraduate Curriculum Redesign Team (1997). *Situation assessment of curriculum development at The University of Calgary*. A report to the campus: The University of Calgary.

Cleveland-Innes, M. (1994). Valuing diversity: The adult student experience in post-secondary education. *Research Bulletin, 1*, University of Calgary.

Cleveland-Innes, M. (1994). Valuing diversity: The adult student experience in post-secondary education. *Research Bulletin, 1*, University of Calgary.

### Conference Presentations

Cleveland-Innes, M., Kanuka, H., Davis, A., & Matheos, K. (May, 2017). A role for blended and online learning in higher education reform? Panel presentation, Canadian Society for Studies in Higher Education Conference, Toronto, Ontario.

Cleveland-Innes, M. (May, 2017). Blended and online communities of inquiry in higher education reform: Multiple cases of faculty teaching development. Canadian Society for Studies in Higher Education Conference, Toronto, Ontario.

Cleveland-Innes, M., Wilton, D., Ostashwski, N., & Parker, N. (October, 2016). Learning to Learn Online: A MOOC with a Difference. EDEN Research Workshop, Oldenburg, Germany.

Cleveland-Innes, M., Wilton, D., Ostashwski, N., & Parker, N. (October, 2016). Learning to Learn Online: Creating communities for learning in MOOCs. EDEN Research Workshop, Oldenburg, Germany.

Cleveland-Innes, M., Parker, N., Ostashewski, N., & Wilton, D. (October, 2016). A MOOC with a Difference: Learning to Learn Online. EADTU Conference, Rome, Italy.

Cleveland-Innes, M. & Murphy, J. (September, 2016). Student demographics and faculty roles: New ways forward for higher education. Higher Education Reform Workshop, Dublin, Ireland.

Cleveland-Innes, M.F., Davis, A. & Kanuka, H. (May, 2016). Putting online and blended learning in line with institutional strategy: Policy, practice, and research. Panel presentation. Canadian Society for the Study of Higher Education Conference, Calgary, Alberta.

Cleveland-Innes, M.F., Garrison, R. & Vaughan, N. (May, 2016). New directions in research and practice using the Community of Inquiry framework. Panel

presentation. Canadian Society for the Study of Higher Education Conference, Calgary, Alberta.

Cleveland-Innes, M.F., Gauvreau, S., & Richardson, G. (May, 2016). Teaching with new technology: Faculty roles and responsibilities. Conference presentation, Canadian Society for the Study of Higher Education Conference, Calgary, Alberta.

Cleveland-Innes, M.F., Gauvreau, S., & Richardson, G. (May, 2015). MOOC instructional design principles: Ensuring quality across scale and diversity. Symposium presentation, Beijing Normal University, Beijing, China.

Kanuka, H. & Cleveland-Innes, M.F. (May, 2015). Teaching Centre Leadership in Online and Blended Learning: An International Study. Canadian Society for Studies in Higher Education Conference, Ottawa, Ontario.

Cleveland-Innes, M., Briton, D., Gismondi, M., & Ives, C. (June, 2015). MOOC instructional design principles: ensuring quality across scale and diversity. Poster presentation at the International Conference on MOOCs in Scandinavia in Stockholm, Sweden.

Cleveland-Innes, M., Gumaelius, L., & Henriksson, A-S. (June, 2013). *Leadership and pedagogical change: Accidental, ad-hoc, or arranged?* Paper presented at the Canadian Society for Studies in Higher Education conference, Victoria, B.C.

Cleveland-Innes, M., Gumaelius, L., & Henriksson, A-S. (May, 2013). *Leading for pedagogical change.* Paper presented at the Canadian Network for Innovation in Education conference, Ottawa, Ont.

Stenbom, S., Cleveland-Innes, M., & Hrastinski, S. (October, 2012). *Examining a learning-driven relationship of inquiry discerning emotional presence in online math coaching.* Paper presented at the 7th European Distance Education Network Research Workshop, Leuven, Belgium.

Cleveland-Innes, M., Ally, M., Wark, N., & Fung, T. (October, 2012). *Emotional presence and mobile learning.* Paper presented at the 7th European Distance Education Network Research Workshop, Leuven, Belgium.

- Cleveland, M. (October, 2012). Moving toward pedagogical change: Faculty, teaching with technology and leadership. Paper presented *Collaboration for Online Higher Education Research* conference, Calgary, Alberta.
- Christie, J., Cleveland-Innes, M., & Gauvreau, S. (October, 2011). *Diverse blended learning: Multiple applications for diverse learning experiences*. Paper presented to the COHERE conference, Cambridge, Ontario.
- Cleveland-Innes, M., Davis, A., Kanuka, H. & Matheos, K. (May, 2011). State of research in distance and online learning. *Session moderated at CSSHE, Fredericton, NB*.
- Cleveland-Innes, M. (August, 2010). *Understanding teaching and learning in a new era: The online teacher as bricoleur*. Book author session at the 26<sup>th</sup> Annual Distance Teaching and Learning Conference, Madison, Wisconsin.
- Richardson, et al. (July, 2010). WCET symposium
- Cleveland-Innes, M. & Garrison, D.R. (July, 2010). WCET symposium
- Cleveland-Innes, M. & Garrison, D. R. (July, 2010). *Higher education and post-industrial society: New ideas about teaching, learning, and technology*. Paper presented at the ACET Summer Symposium in Bloomington, Indiana.
- Cleveland-Innes, M., Davis, A. & Matheos, K. (May, 2010). State of research in distance and online learning. *Session moderated at CSSHE, Montreal, Quebec*.
- Cleveland-Innes, M. (April, 2010). *Understanding teaching and learning in a new era: The online teacher as bricoleur*. Paper presented at the 11<sup>th</sup> Annual University of North Carolina Teaching and Learning with Technology Conference via *Second Life*.
- Cleveland-Innes, M. (November, 2009). *Online teaching, cultural imperialism and instructional design*. Paper presented at the 15<sup>th</sup> Annual Sloan-C International Conference on Online Learning, Orlando, Florida.
- Cleveland-Innes, M. & Gauvreau, S. (November, 2009). *Online support for distance education graduate students: CDE READS*. Paper presented at the 15<sup>th</sup> Annual Sloan-C International Conference on Online Learning, Orlando, Florida.

- Cleveland-Innes, M. (October, 2009). *The art of teaching in an online community of inquiry*. AU Learning Services Conference, Edmonton, Ab.
- Cleveland-Innes, M. (2009, May). *Leadership in distance higher education: new leadership for a new education*. Paper presented at CNIE conference, Ottawa, Ontario.
- Ally, M., Cleveland-Innes, M., Kenny, R., Koole, M. & Park, C. (2009, May). *Developing a community of inquiry in a mobile learning context*. Paper presented at CNIE conference, Ottawa, Ontario.
- Arbaugh, J.B., Bangert, A.W. & Cleveland-Innes, M. (2009, April). *Subject matter effects and the community of inquiry model*. Paper presented at a meeting of the American Education Research Association, San Diego, Ca.
- Richardson, J. C., Ice, P. , Cleveland-Innes, M., Swan, K., Shea, P. & Diaz, S. D. (November, 2008). *Community of inquiry framework: Informing instructional design and teaching in online courses*. Orlando, Florida: ALN Conference.
- Cleveland-Innes, M., Sangra-Morer, A., & Garrison, R. (October, 2008). *The art of teaching in an online community of inquiry: The online teacher as bricoleur*. Paper presented at 5th European Distance Education Network Research Workshop, Paris, France.
- Swan, K., Richardson, J. C., Arbaugh, J. B., Cleveland-Innes, M., Diaz, S. D., Garrison, D. R., Ice, P. & Shea, P. (July, 2008). *Researching online communities of inquiry: New CoI survey instrument*. Vienna: World Conference on Educational Multimedia, Hypermedia & Telecommunications (ED-MEDIA 2008).
- Ice, P., Arbaugh, J. B., Cleveland-Innes, M., Diaz, S. D., Garrison, D. R., Richardson, J., Shea, P. & Swan, K. (April, 2008). *Community of inquiry framework: Instrument development, validation and application*. Banff, Alberta: CNIE Conference 2008.
- Cleveland-Innes, M., Shea, P., & Swan, K. (November, 2007). *Back to the future: What's next for the online community of inquiry?* Presentation to the Sloan-C 13<sup>th</sup> Annual Asynchronous Learning Networks Conference, Orlando, Florida.
- Cleveland-Innes, M. & Russell, D. (2007, June). *Faculty views on disciplinary differences in online higher education*. Round table presentation. Society for Teaching and Learning in Higher Education conference, Edmonton, Alberta.

- Cleveland-Innes, M. & Emes, C. (2007, June). *Faculty views on creating learner-centred curriculum in higher education*. Paper presented at the Society for Teaching and Learning in Higher Education conference, Edmonton, Alberta.
- Moisey, S., Neu, C. & Cleveland-Innes, M. (2007, June). *Community building and computer-mediated conferencing*. Paper presented at the Distance Education Technology Symposium, Edmonton, Alberta.
- Cleveland-Innes, M., Emes, C. & Findlay, D. (2007, May). *Leadership and planning for the integration of distributed and online learning in traditional institutions*. Paper presented at the Society for Studies in Higher Education conference, Saskatoon, Saskatchewan.
- Cleveland-Innes, M., Emes, C. & Findlay, D. (2007, May). *Strategic planning for the integration of distributed and online learning in traditional institutions*. Paper presented at the Canadian Association for Distance Education conference, Winnipeg, Manitoba.
- Spencer, B., Cleveland-Innes, M., & Russell, D. (2007, May). *Content connections: Student views on the use of print versus online digital course content*. Paper presented at the Canadian Association for Distance Education conference, Winnipeg, Manitoba.
- O'Neill, M., Cleveland-Innes, M., & Collinge, J. (2007, May). *Cultural imperialism in instructional design*. Paper presented at the Canadian Association for Distance Education conference, Winnipeg, Manitoba.
- Cleveland-Innes, M. & Campbell, P. (2006, November). *Understanding emotional presence in an online community of inquiry*. Paper presented at the 12<sup>th</sup> Annual SLOAN-C ALN Conference, Orlando, Florida.
- Cleveland-Innes, M. (2006, November). *Keeping your distance: Disciplinary differences and the impact on online design and delivery*. Paper presented at the 12<sup>th</sup> Annual SLOAN-C ALN Conference, Orlando, Florida.



- Cleveland-Innes, M., & Garrison, R. (October, 2006). *Learner independence and interdependence in online communities of inquiry: The case for teaching presence*. Paper presented at the Fourth European Distance Education Network (EDEN) Research Workshop in Barcelona, Spain.
- Cleveland-Innes, M. & Ally, M. (October, 2006). *Learning to feel: Education, affective outcomes and the use of online teaching and learning*. Paper presented at the Fourth European Distance Education Network (EDEN) Research Workshop in Barcelona, Spain.
- Cleveland-Innes, M. & Hambrick, R. (2006, October) *The significance of social presence in distance learning*. Elluminate Community (Elluminate) Conference, Dallas, Texas.
- Cleveland-Innes, M. & Hambrick, R. (2006, September). *Understanding emotional presence in an online community of inquiry*. Scholarship of Teaching & Learning Showcase, University of North Carolina..
- Cleveland-Innes, M. & Campbell, P. (2006, November). *Understanding emotional presence in an online community of inquiry*. Paper presented at the SLOAN ALN Conference, Orlando, Florida.
- Cleveland-Innes, M. & Ally, M. (2006, June). *Affective learning outcomes in online workplace training: A test of course design and facilitation strategies*. Presented at the Distance Education Technology Symposium, Edmonton, Alberta.
- Cleveland-Innes, M. (2006, May). *Thinking outside the standard: Disciplinary differences in online design and delivery*. Paper presented at Canadian Association of Distance Education/AMTEC Conference, Montreal, P.Q.
- Cleveland-Innes, M. & Ally, M. (2006, May). *Affective learning outcomes in online workplace training: A test of course design and facilitation strategies*. Paper presented at Canadian Association of Distance Education/AMTEC Conference, Montreal, P.Q.

Cleveland-Innes, M., Koole, M. & Kinsel, E. (2006, May). *Teaching presence in online communities of inquiry: Learners, facilitators and learning*. Paper presented at Canadian Association of Distance Education/AMTEC Conference, Montreal, P.Q.

Cleveland-Innes, M. (2005, November). *Beyond the standard model: Disciplinary differences in online design and delivery*. Paper presented at 11<sup>th</sup> Annual Sloan-C International Conference: The Power of Online Learning - Mobilizing to Expand Community. Orlando, Florida.

Cleveland-Innes, M. & Ally, M. (2005, November). *Affective outcomes in online learning environments*. Paper presented at 11<sup>th</sup> Annual Sloan-C International Conference: The Power of Online Learning - Mobilizing to Expand Community. Orlando, Florida.

Cleveland-Innes, M. & Garrison, R. (2005, November). *Teaching presence in online communities of inquiry: What learners need from facilitators in online environments*. Paper presented at 11<sup>th</sup> Annual Sloan-C International Conference: The Power of Online Learning - Mobilizing to Expand Community. Orlando, Florida.

Campbell, P. & Cleveland-Innes, M. (2005, August). *Affect as presence in online communities of inquiry*. Paper presented at the 21st Annual Conference of Distance Teaching and Learning, Madison, Wisconsin.

Cleveland-Innes, M. & Garrison, R. (2005, May). *Going online: Student role adjustment and higher order learning in online communities of inquiry*. Paper presented at the 32<sup>nd</sup> annual AMTEC Conference, Calgary, Alberta.

Cleveland-Innes, M. & Garrison, R. (2005, May). *Online learning: Interaction is not enough*. Paper presented at the Canadian Association of Distance Education Conference, Vancouver, B.C.

Ally, M. Cleveland-Innes, M., Boskic, N. & Larwill, S. (2005, May). *Learners and learning objects: Developing learning objects with the learner in mind*. Paper presented at the Canadian Association of Distance Education Conference, Vancouver, B.C.

- Rabak, L. & Cleveland-Innes, M. (2005, May). *Acceptance and resistance to corporate elearning: An example from the retail sector* Paper presented at the Canadian Association of Distance Education Conference, Vancouver, B.C.
- Campbell, P. & Cleveland-Innes, M. (2005, May). *Affect as presence in the community of inquiry model*. Paper presented at the Canadian Association of Distance Education Conference, Vancouver, B.C.
- Keinath, I., Cleveland-Innes, M. & Hallam, T. (2005, April). *Are we there yet? Designing for higher order learning in online courses*. Paper presented at the ITC eLearning Conference, April 2005, Dallas, Texas.
- Cleveland-Innes, M. & Garrison, R. (2004, November). *Student role adjustment in online communities of inquiry*. Paper presented at 10<sup>th</sup> Annual Sloan-C International Conference: The Power of Online Learning Implications for Teaching and Learning Online 2004, Orlando, Florida.
- Kinsel, E., Cleveland-Innes, M. & Garrison, R. (2004, August). *Student role adjustment in online environments: from the mouths of online babes*. Paper presented at the 20<sup>th</sup> Annual Conference of Distance Teaching and Learning, Madison, Wisconsin
- Ally, M. & Cleveland-Innes, M. (2004, August). *Incorporating learning objects in an online distance education course: A firsthand experience*. . Paper presented at the 20<sup>th</sup> Annual Conference of Distance Teaching and Learning, Madison, Wisconsin.
- Cleveland-Innes, M. & Emes, C. (2004, May). *The new deal in curriculum: Co-creation of learning experiences*. Paper presented t the annual conference of the Canadian Society for Studies in Higher Education, Winnipeg, Manitoba.
- Ally, M. & Cleveland-Innes (2004, June). *Students' experience with learning objects in online learning: A case of workplace training*. Paper presented at the Canadian Association of Distance Education Conference, Toronto, Ontario.
- Cleveland-Innes, M. & Garrison, R. (2004, June). *Higher order learning in online communities of inquiry: Identifying required student adjustment to cognitive, social and teaching presence*. Paper presented at the Canadian Association of Distance Education Conference, Toronto, Ontario.

Ally, M. & Cleveland-Innes, M. (2004, January). *Use of learning objects to teach soft skills in E-learning delivery*. Poster session presented at the Pan Canadian Canarie Conference, Vancouver, Canada.

Ally, M. & Cleveland-Innes, M. (2003, November). *Learning style and the study process in online workplace learning*. Paper presented at Alberta Online Symposium, Edmonton, Alberta.

Cleveland-Innes, M. & Garrison, R. (November, 2003). *Student role adjustment in online communities of inquiry – instrument validation*. Paper presented at 9<sup>th</sup> Annual Sloan-C International Conference: The Power of Online Learning Implications for Teaching and Learning Online 2004, Orlando, Florida.

Cleveland-Innes, M. & Ally, M. (May, 2003). *Using elearning methods to foster online soft skills in the workplace*. Paper presented at Canadian Association of University Continuing Education Conference 2003, Calgary, Alberta.

Cleveland-Innes, M. (June, 2003). *Using elearning in the generation of affective outcomes in workplace training*. Paper presented at the Canadian Association of Distance Education Conference 2003, St. John's, Newfoundland.

Cleveland-Innes, M. & Garrison, R. (June, 2003) *Student role adjustment in online communities of inquiry*. Paper presented at the Canadian Association of Distance Education Conference, St. John's, Newfoundland.

Cleveland-Innes, M. (May, 2002). *Distance, distributed and e-learning in the workplace: What difference does it make?* Paper presented at Advancing Excellence in Human Resources Conference, Calgary, Alberta.

Cleveland-Innes, M. (May, 2002). *Locating learner-centered curriculum*. Paper presented at the Alberta College Instructors Faculty Association Conference May 2002, Edmonton, Alberta.

Weisenberg, F., Massey-Hicks, R. & Cleveland-Innes, M. (April, 2002). *Design and facilitation principles for large online graduate classes: From principles to practice*. Paper presented at the Alberta Online Symposium, Edmonton, Alberta.

Cleveland-Innes, M., Emes, C. & Findley, D. (May, 2002). *Managing change in distance and higher education through strategic planning: distance and distributed learning as a response to the call for change in higher education*. Paper presented at the International Council for Open and Distance Education/Canadian Association for Distance Education Conference, Calgary, Alberta.

Cleveland-Innes, M., Emes, C. & Winchester, I. (May, 2002). *Locating learner-centred curriculum: Learning as though the world matter*. Annual conference of the Canadian Society for Studies in Higher Education, Toronto, Ontario.

Cleveland-Innes, M. & Jones, T. (May, 2002). *The instruction of research methodologies in graduate-level distance education degree programs*. Paper presented at the International Council for Open and Distance Education/Canadian Association for Distance Education Conference, Calgary, Alberta.

Willment, J. & Cleveland-Innes, M. (May, 2002). *Towards an emerging transactional model of facilitation for on-line teaching and learning in higher education*. Workshop for practitioners at the International Council for Open and Distance Education/Canadian Association for Distance Education Conference, Calgary, Alberta.

Cleveland-Innes, M. & Potvin, B. (July, 2001). *Curriculum in the workplace: Beyond collaborative design to shared praxis*. Presentation to the 2<sup>nd</sup> International Conference on Researching Work and Learning, Calgary, Alberta.

Cleveland-Innes, M. & Potvin, B. (May, 2001). *Curriculum in the workplace: Thought, reason and practice as keys to learning on the job*. Presentation to the 48<sup>th</sup> Annual Conference of the Canadian Association for University Continuing Education, Victoria, British Columbia.

Cleveland-Innes, M., Ellard, J., Emes, C. & Kline, D. (June, 1999). *Curriculum redesign in a large arts and science undergraduate program: The case of*

*psychology at the University of Calgary*. Conference of The Society for Teaching and Learning in Higher Education, Calgary, Alberta.

Bonney, J., Cleveland-Innes, M., Dewar, T., & Pynch, T. (1999). *Collaborating online to develop online courses: Working around a virtual kitchen table*. Conference of The Society for Teaching and Learning in Higher Education, Calgary, Alberta.

Cleveland-Innes, M. (June, 1998). *Student interaction and approaches to learning*. CSSHE Conference, Ottawa, Ontario.

Cleveland-Innes, M. (June, 1998). *Undergraduate curriculum redesign at The University of Calgary*. CSSHE Conference, Ottawa, Ontario.

Cleveland-Innes, M. (June, 1997). *Student approaches to learning*. Alberta College Instructors Faculty Association, Edmonton, Alberta.

Cleveland-Innes, M. (June, 1992). *Assessing the needs of adult students: A use of qualitative and quantitative research methods*. Canadian Association for the Study of Adult Education Saskatoon, Saskatchewan.

### **Publications – other**

Cleveland-Innes, M. (2014). Leadership Notes editorial: Distributed leadership for distributed learning. *The International Review of Research in Open and Distributed Learning*, 15(3).

Workman, T., & Cleveland-Innes, M. (2012). Leadership, personal transformation, and management. *The International Review of Research in Open and Distance Learning*, 13(4), 313-323.

## Workshops

Stenbom, S. & Cleveland-Innes, M. (2017). Design for online and blended learning. *Open Networked Learning*, Scandinavia.

Cleveland-Innes, M. (2017). *Collaborative teaching in a community of inquiry*. Oregon Science and Health University School of Nursing, Portland, Oregon.

Cleveland-Innes, M. (2017). *Online and blended learning as part of higher education reform*. Mid-Sweden University, Sundsvall, Sweden.

Vaughan, N., Cleveland-Innes, M., & Garrison, D.R. (October, 2016). *Teaching presence in online communities of inquiry*. EDEN Research Workshop, Oldenburg, Germany.

Stenbom, S. & Cleveland-Innes, M. (2016). *Using the Community of Inquiry in engineering education*. CDIO Conference, Calgary, Alberta

Stenbom, S. & Cleveland-Innes, M. (2015). *Blended and online learning in STEM education*. KTH Royal Institute of Technology, Stockholm, Sweden.

Vaughan, N., Cleveland-Innes, M., & Garrison, R. (2014). *Using the Community of Inquiry for blended learning*. Canadian Institute for Distance Education Research, Edmonton, Alberta.

Cleveland-Innes, M. & Stenbom, S. (September, 2013) *Teaching strategies and design for online and blended learning*. ECE School, The Royal Institute of Technology, Stockholm, Sweden.

Arbaugh, B., Cleveland-Innes, M., Diaz, S., Garrison, D. R., Ice, P., Richardson, J., Shea, P., & Swan, K. (November, 2008). *Community of inquiry Framework: Informing instructional design and teaching in online courses*. Workshop delivered at Orlando, FL: 14<sup>th</sup> Annual Sloan-C Conference on Online Learning.

Cleveland-Innes, M., Swan, K. & Garrison, D. R. (April, 2008). *Community connections: Implementing three presences in an online community of inquiry*. Workshop delivered at Banff, Alberta: CNIE Conference.

Cleveland-Innes, M. & Campbell, P. (August, 2006). *Understanding and facilitating emotional presence in an online community of inquiry*. Workshop delivered at Madison, Wisconsin, Distance Teaching and Learning Conference.

Cleveland-Innes, M. & Koole, M. (August, 2005). *Learner support in online learning environments*. Workshop delivered at Distance Teaching and Learning Conference 2005, Madison, Wisconsin.

Cleveland-Innes, M. & Ally, M. (August, 2004). *Deep and surface learning in synchronous and asynchronous online environments: Using learning styles and approaches to learning to facilitate learning outcomes*. Workshop delivered at Distance Teaching and Learning Conference, Madison, Wisconsin.

Cleveland-Innes, M. & Ally, M. (May, 2004). *Deep and surface learning in synchronous and asynchronous online environments: Using learning styles and approaches to learning to facilitate learning outcomes*. Workshop delivered at Canadian Association of Distance Education Conference, Toronto, Ontario.

Cleveland-Innes, M. (March, 2004). *Elements of quality online education: Into the mainstream*. Online workshop facilitator for Sloan-C Online Research Workshop.

Willment, J. & Cleveland-Innes, M. (May, 2002). *Towards an emerging transactional model of facilitation for on-line teaching and learning in higher education*. Workshop for practitioners at the International Council for Open and Distance Education/Canadian Association for Distance Education Conference, Calgary, Alberta.

Willment, J., Cleveland-Innes, M. & Ferreira, J. (March, 2002). *Online learning: is this for my class?* Workshop for faculty at the University of Calgary, Learning Commons.

## Review activity

Editor



Leadership Notes Section  
International Review of Research on Open and Distance Learning

Editorial review board

International Review of Research on Open and Distance Learning  
Revista de Universidad y Sociedad del Conocimiento

Editorial reviews

Australian Journal of Educational Technology  
Higher Education Research and Development  
International Journal of Web-based Communities  
Journal of Asynchronous Learning Networks  
Journal of Distance Education

External reviewer

Social Sciences and Humanities Research Council of Canada

**UNIVERSITY AND COMMUNITY SERVICE**

- 2018** External evaluator, M.Ed. Program Review, New Brunswick Ministry of Education.
- 2018** Chair, Academic Probationary Committee
- 2017** External evaluator, Full Professor Promotion, State University of New York
- 2017** External evaluator, SSHRC Canada Research Chair committee
- 2017** National Science Foundation project advisory panel  
*“CAREER: The Formation and Evolution of Emerging Student Learning Networks in Secondary STEM classrooms”*
- 2016** Chair, Full Professor Promotion Committee
- 2012-2022** AU General Faculties Council
- 2012-2017** Dean’s Council
- 2014-2016** National Science Foundation project advisory panel  
*“Teaching Practices in Online Undergraduate STEM Courses”*
- 2013** Adjudication Committee, SSHRC Insight Development Grants
- President, Alberta High School of Fine Arts Parent guild
- Special Sessions Coordinator, Canadian Society for Studies in Higher Education Conference, May 2013, Victoria, B.C..
- 2012** Chair, Full Professor Promotion Committee
- Adjudication Committee, SSHRC Insight Development Grants

Special Sessions Coordinator, Canadian Society for Studies in Higher Education Conference, May 2012, Waterloo, Ontario.

**2002 – 2012**

Athabasca University Graduate Studies Board/Graduate Faculty Council

**2011**

Committee member, Full Professor Promotion Committee

Conference Steering Committee member, 17<sup>th</sup> Annual SLOAN-C ALN Conference 2011, Orlando, Florida

Special Sessions Coordinator, Canadian Society for Studies in Higher Education Conference, May 2011, Fredericton, NB.

Workshop Development Committee, Faculty of Graduate Studies, Athabasca University

**2010**

Conference Steering Committee member, 16<sup>th</sup> Annual SLOAN-C ALN Conference 2010, Orlando, Florida

Special Sessions Coordinator, Canadian Society for Studies in Higher Education Conference, May 2010, Montreal, Quebec.

Workshop Development Committee, Faculty of Graduate Studies, Athabasca University

**2009**

Conference Steering Committee member, 15<sup>th</sup> Annual SLOAN-C ALN Conference 2009, Orlando, Florida

Workshop Development Committee, Faculty of Graduate Studies, Athabasca University

**2008**

MC, Canadian Network of Innovative Education

Co-chair, Learning Effectiveness stream, 14<sup>th</sup> Annual SLOAN-C ALN Conference 2008, Orlando, Florida

- Chair, Workshop Adjudication, , 14<sup>th</sup> Annual SLOAN-C ALN Conference 2008, Orlando, Florida
- 2007** Co-chair, Learning Effectiveness stream, 13<sup>th</sup> Annual SLOAN-C ALN Conference 2007, Orlando, Florida
- Chair, Academic Research Committee
- 2002 – 2007** Board member, Timothy Center for Scholarship, Calgary, Alberta
- 2001 – 2007** Academic Research Committee
- 2006** Journal Editor Selection Committee  
Canadian Journal of Distance Education
- Adjudication Committee  
CADE Award of Excellence  
Instructional Design
- VPA Selection Committee  
Athabasca University
- Chair, Promotion Committee  
Gina Wong-Wiley
- Selection Committee  
CDE
- Selection Committee  
CDE
- Chair, ARC
- Probationary Review Committee  
Centre for Nursing and Health Studies

- 2005** Admissions Committee, AGDDE  
Graduate student scholarships sub-committee
- 2004** Graduate student scholarships sub-committee  
Admissions Committee, AGDDE  
MDE Market Evaluation Committee
- 2003** Admissions Committee, MDE  
MDE Market Evaluation Committee
- 2002** Admissions Committee, MDE

**RECENT COURSE DEVELOPMENT**

<b>2016</b>	Technology-Enabled Learning: MooKIT MOOC
<b>2015</b>	MDDE 632 Leadership in Education Innovation
<b>2012</b>	Learning to earn Online: Canvas MOOC
<b>2010</b>	EDDE 804 Leadership and Project Management
<b>2002</b>	Major Course Revisions MDDE 602 Research Methods

**GRADUATE STUDENT EXTERNAL EXAMINER**

2017	University of Western Ontario	Congruence of HR Baccalaureate Degree
2016	University of Alberta	Workplace learning and role development

**GRADUATE STUDENT SUPERVISION/COMMITTEE MEMBERSHIP****Master of Distance Education Students - Thesis Supervisor**

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**Completed**

2016	Teamwork and synchronous virtual simulation	Norbert Werner
2015	Online group work and learning retention	Lynn Applebaum
2013	Deep learning in a blended environment	Carol Guay
2012	Cross-cultural engagement in a community of inquiry	Viviane Vladimirschi
2011	Social presence impacting cognitive learning of adults in distanced education	Carol-Anne Lane
2009	Adoption of social software by students in blended and online courses: A grounded theory	Jordanne Christie
2008	Acquisition of soft skills and affective outcomes in online distance education: A secondary school study	Jody Hertlein
	A case study of client attitude towards the	Janice Letkeman-

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	transformation of user manuals into an online environment	McQuilkin
	The effect of a pre-course orientation handbook on student persistence in undergraduate online courses	Kathryn Lockhart
	Student-student interaction in an online continuing professional development course: Testing Anderson's equivalency theorem	Linda Markewitz
2006	Affect as a presence in the community of inquiry model	Prisca Campbell
2005	Situated learning in the workplace: from the learners' point of view	Mike Price
	Women, distance education and solitude: A feminist, post-modern narrative of the differences in women's responses to learning in solitude.	Leslie Wall
2004	The use of ICTs by women in remote, rural Thailand	Yvonne Novakowski
	Moving online: the development of the 'E-merge' program for adult basic education in British Columbia.	Jan Harkess
	Online learning in the workplace.	Lynn Rabak
2002	Professional development of online facilitators"	Elizabeth Bicek
2000	Studying misconduct among previously	John Middleton-Hope



experienced police officers: issues of training or transients?

1998	Learning outcomes in parent education programs: from the parent's point of view	Brenda Sauve
1997	Canadian identity and music curriculum: a test of an education intervention"	Kathy MacIsaac

### Master of Distance Education Students – Supervisory Committee

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#### Completed

2009	Implementing online learning in secondary schools: Effects on learning	Debra Woodcock
2008	Experience with support services of graduate students with disabilities studying at a distance: A case study	Veronica Brown
	The experience of Gulf-Arab students new To E-learning	Martha Robinson
	Music composition: Comparing two delivery methods	Tim Southwell
2007	Differentiated instruction in the online environment	Linda Vandenberg
	Nonparticipation in distance continuing education	Rae McFarlane
	Aboriginal student perceptions of distance	Patricia Newton

	education	
2006	Perceptions of E-learning utility	Ray Golka
	Deep learning and cognitive presence	Len Olszewki
	Informal learning: A study of advocacy groups and their use of technologies	Patricia Fahrni
2005	A study of students using visual-verbal learning styles in videoconferencing	Lucille Mazo
	Critical thinking and case based learning in computer conferencing	Mary Clark Green
	Women entrepreneurs perceptions of the internet's value in informal learning	Pat Thomas
2004	Distance earning technologies in the workplace	Terry Lynne Plank
	Telemental health service evaluation	Heather Scarlett-Ferguson
	ESL and distance education	Larissa Thurlow
	Individual learning plans for students at a distance	Ellen Kinsell
	The prevalence of cohesive learning communities in online health information technology programs	Candy Neu
	Audio teleconferencing: Examination of instructional strategies for teachers of adult learners	Debra Walker

	Work/life balance of generation X new parents	Donna Wallace
2002	A formative evaluation model for online teachers	Ed Main
	Design and support strategies for learning in virtual communities of practice	Jane Hunter
	Comparative study of multi-media enhanced distance education and conventional education for a psychomotor skills in paramedic practice."	Barrie Morrison
2001	Fostering mentoring relationships with the use of distance education technology	Elaine Finseth
2000	Unlocking creative potential in the workplace	Ilene Gilborn
	Employee participation in learning plans: A case in HRDC	Nancy MacDonald
	Individual Perceptions on learning in a self-managed team environment	Candy Burkitt
1999	Evaluating education on-line: The early start program for parents	Gail Shandro
1999	Developing a shared vision: A paradox in practice in British Columbia public schools	Stephen Petrucci
1998	Business-education relationships	Catherine Davis-Herbert

### Doctoral/PhD Students – Supervision/Supervisory Committee

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current	Online support for concussion victims	Robyn Gorham
	Education leadership succession planning	Neera Arora
	Transformational leadership in higher ed	Scott McPherson
	Online usability and culture	Gabriel Gervais
	Teaching presence and social sites	Mary MacNab
2015	Online relationships of inquiry	Stefan Stenbom
2014	Models of distance education consortia	Gordon Preston
2012	Transactional distance and corporate collaboration	Tim Workman
2011	Pedagogy and the Open University of Nepal	Susan Bainbridge
2009	Mobile learning and elite athletes	Dave Crowder
2001	Adult learning theory: critical self-analysis	Tyrone Donnon

## TEACHING

- 2001 -  
Current Faculty instructor  
MDDE 632 **Leadership and Education Innovation**  
EDDE 804 **Leadership in Distance Higher Education**  
MDDE 602 **Research Methods**  
MDDE 702 **Thesis Proposal Writing**  
Centre for Distance Education  
Athabasca University
- 2001 Sessional Instructor  
MDDE 601 **Introduction to Distance Education**  
Centre for Distance Education  
Athabasca University
- 2000-2001 Sessional Instructor  
CTED 609 **Research Methods**  
CTED 613 **Learning, the Workplace and Society**  
Faculty of Continuing Education  
The University of Calgary
- 1998-2001 Instructor  
**Introductory Sociology**  
**Marriage and the Family**  
Mount Royal College
- 1997-2000 Sessional Instructor  
EDER 601 **Interpreting Educational Research**  
Faculty of Education  
The University of Calgary
- 1998, 2000 Sessional Instructor  
EDPS 501 **Business-Education Partnerships**  
Faculty of Education  
The University of Alberta