Contributors

**Anahit Armenakyan** is an associate professor of marketing in the School of Business at Nipissing University. Armenakyan has published research in the areas of country image, sport mega-events, sport marketing, and wine marketing. She is also exploring marketing issues around ecotourism, tourism destination, immigrant housing, organic-produce purchasing behaviour, and international business partnerships. Dr. Armenakyan teaches a wide range of marketing courses in consumer behaviour, advertising and promotions, digital marketing, and social marketing. Her practical experience in Armenian, American, and international companies has proven useful in tailoring her course materials and expanding her research interests. She is an adjunct research professor at Carleton University.

**Cecile Badenhorst**, MA (UBC), PhD (Queen’s), is a professor in the adult-education/post-secondary program, Faculty of Education, at Memorial University of Newfoundland. She has conducted research and published in the areas of doctoral education, doctoral writing, graduate writing, thesis/publication writing pedagogies, academic literacies, and faculty writing. She engages in qualitative, arts-based and post-structural research methodologies. She has written three books in the area of graduate-student writing: *Research writing* (2007), *Dissertation writing* (2008), and *Productive writing* (2010). She is
a co-editor of *Research literacies and writing pedagogies for masters and doctoral writers* (2016) and *Re-imagining doctoral writing* (2021).

**Lee Anne Block** is an associate professor in the Faculty of Education, University of Winnipeg. Her research and teaching are focused on how we name and engage with difference in educational locations. In her first study leave, place-based learning evolved into place making, which includes taking action. Her second study leave led to a consideration of reconciliation through healing as significant to cultural sustainability. She was a classroom teacher for twenty years.

**Merridee Bujaki** is a full professor of accounting at the Sprott School of Business, Carleton University. She has an undergraduate degree in psychology, an MBA, and a PhD in management, all from Queen's University. Merridee is a Fellow of the Chartered Professional Accountants of Ontario (FCPA, FCA). Merridee serves as co-director of the Centre for Research on Inclusion at Work at Carleton's Sprott School of Business. Merridee's research addresses voluntary corporate reporting by Canadian publicly traded corporations, the accounting history of the construction of the Rideau Canal, and the careers of public accountants. More recently, Merridee has been researching the careers of women academics, board diversity disclosures by Canadian public companies, and the mental health of accounting professionals.

**Antoinette Doyle** is an associate professor in the Faculty of Education, Memorial University of Newfoundland. Her research interests lie in the areas of developmental reading and writing of preschool and school-aged children, and reading and writing instruction, including spelling and its relation to reading.

**Susan E. Elliott-Johns**, PhD, is an associate professor in the Schulich School of Education, Nipissing University, where she works with pre-service teachers and graduate students (PhD), and she also teaches in the MEd in educational leadership program at Yorkville University. Susan holds degrees in curriculum and instruction from McGill University (PhD, MEd) and the University of London (BEd). Her career as an educator spans over forty years as teacher, consultant, school administrator, and university professor. Her research interests continue to focus on narrative self-study, informed by reflexive
inquiry, to uncover ways of making sense of our authentic selves and our teaching lives in relational spaces.

**Victoria Handford** is an associate professor in education (leadership) at Thompson Rivers University. She teaches in person, online, and blended, and has developed courses in all three delivery modes. Tory held multiple roles in education prior to moving to her university position. She was a teacher, vice-principal, principal, an education officer for the Ontario Ministry of Education, and a program officer for the Ontario College of Teachers. Her research interests are school and school-district leadership and trust. She is currently serving as coordinator of graduate programs as well as acting chair of the School of Education.

**Jackie Hesson** is an associate professor with the counselling psychology program in the Faculty of Education at Memorial University of Newfoundland. She is also a registered clinical psychologist, with a research and clinical practice focused on adults with attention-deficit hyperactivity disorder.

**Lloyd Kornelsen** is an associate professor in the Faculty of Education, director of the human-rights program, and acting executive of the Global College at the University of Winnipeg. Lloyd’s research interests derive from twenty-five years of teaching high-school social studies and his current work with social studies teachers. Dr. Kornelsen has been granted the Manitoba Education Research Network Award for outstanding achievement in education research and the University of Winnipeg’s Clifford J. Robson Memorial Award for teaching excellence.

**Xuemei Li** is an associate professor at the Faculty of Education, Memorial University of Newfoundland. Her research interests include TESL/TEFL curriculum and methodology, second/additional language writing, ESL support in schools and communities, migration and newcomer integration, and identity issues in additional language contexts. She teaches, supervises, and publishes in these areas. Dr Li’s research projects investigate language and social support for newcomers (immigrant, refugee, and international students) in Canada, and particularly in Newfoundland. She also explores...
English-for-academic-purposes writing instruction and teacher education in Chinese universities.

**Pei-Ying Lin**, an associate professor at the Department of Educational Psychology and Special Education of the University of Saskatchewan, works with diverse populations of children, youth, parents, in-service and pre-service teachers, university faculty members and staff, as well as testing agencies. Her research interests include the use of different research methods and approaches for studying classroom and large-scale assessment policies and practices for students with special needs and English-language learners. Her recent research also explores the use of educational neuroscience methods to better understand the cognitive development and processing of children with special needs.

**Heather McLeod** (PhD, University of Victoria), a professor at Memorial University of Newfoundland, has won national, university, and faculty awards for teaching and curriculum development. She has served as associate dean (undergraduate). Heather uses qualitative and arts-based research approaches. Her current research initiatives include an Art Hive community project, a poetry project, and an exploration of becoming a researcher/developing an academic identity. Before coming to the academy she taught in public schools in British Columbia and in Nunavut. She has worked in policy advising for government and in communications and training for a teachers’ organization.

**Sharon Penney**, PhD, is an associate professor in the Faculty of Education at Memorial University of Newfoundland. She is a certified teacher and a registered psychologist with the Newfoundland and Labrador Psychology Board. Sharon is Mi’Kmaw from Benoit First Nations, a community on the west coast of Newfoundland and Labrador. Sharon holds a PhD from the University of Alberta in educational psychology (special education). She has worked in a variety of positions in both clinical and school settings for over twenty years. Her research is focused on inclusive education, autism spectrum disorders, and home and school partnerships, as well as positive mental health. She works primarily with qualitative methodologies and mixed-methods research.
María del Carmen Rodríguez de France’s career in education spans thirty-seven years. She acknowledges the responsibility and the privilege of living and working on the land of the WSÁNEĆ and with the SENĆOŦEN- and Lekwungen-speaking people for over twenty-two years. Born and raised in Monterrey, Mexico, Carmen is a faculty member of the Department of Indigenous Education in the Faculty of Education at the University of Victoria. She facilitates courses on Indigenous education and contributes to social-justice and Latin American studies. Carmen’s work with Indigenous children, youth, and adults has been documented in academic publications, poetry, and stories.

Donald Ernest Scott is an associate professor in leadership, policy, and governance at the Werklund School of Education, University of Calgary. Don has thirty years of K–12 teaching and administration experience, as well as close to a decade of post-secondary teaching and program-leadership experience. Don’s research focuses on professional and academic development, as well as leadership development, in both schools and the higher-education sectors. His research has explored the influence and potential of information and communications technology in supporting the capacity building of teachers, academics, and leaders; student assessment; quality teaching and learning; and supporting students who are at risk.

Shelleyann Scott is a professor in the leadership, policy, and governance specialization at the Werklund School of Education, University of Calgary. Shelleyann has experience as an educator and leader in K–12 and universities. She has experience as a professional and academic developer in Australia, Canada, and internationally. Her research interests include leadership and professional development of leaders and educators, quality teaching and learning, instructional and assessment strategies, and inclusion. Shelley has served as vice-president, president, and is the current past president of the Canadian Association for the Studies of Educational Administration.

Timothy Sibbald is an associate professor in the Schulich School of Education at Nipissing University. His focus is primarily on mathematics education, which was founded in experiences as a high-school math teacher and prior experience in remote-sensing research. While his current research focuses on mathematics education, he also
studies his educator experiences that arise as his career progresses. He is the editor of the *Ontario Mathematics Gazette*, published by the Ontario Association of Mathematics Educators.

**Gabrielle D. Young**, PhD, is an associate professor at Memorial University of Newfoundland, where she teaches undergraduate and graduate courses surrounding understanding and supporting students with specific learning disorders, as well as a practicum in special education. Gabrielle’s research interests surround the use of assistive and instructional technology in inclusive classrooms, applying the principles of universal design for learning to support students with exceptionalities in the general education classroom, and pre-service teachers’ efficacy to support students in inclusive classrooms and facilitate positive mental health.