

Kathryn Crawford
Curriculum Vitae
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COMPLETED ACADEMIC DEGREES

Degree Name	Subject Area	Where Completed	Date of Completion
Doctor of Education	Curriculum and Learning	Werklund School of Education	June 2021
Master of Education	ULE and Design Thinking for Creative Environments	Werklund School of Education	April 2015
Bachelor of Education	Secondary, Bio Sci	University of Alberta	December 1999

ACADEMIC APPOINTMENT

Appointment Level	Institution	Dates (Yr to Yr)	Subject Area
Assistant Professor	Ambrose University	2019- current	Learning Theory and Application
Faculty Lead, Graduate Studies	Yorkville University	2022-2024	Indigenous Education, Curriculum and Pedagogy
Lecturer	Ambrose University	2017-2019	Learning Theory and Application
Sessional Instructor	Ambrose University	2017-2018	Learning Theory and Application
Sessional Instructor	Ambrose University	2012-2017	Field Experience Seminar

ADMINISTRATIVE APPOINTMENTS

Appointment Level	Institution	Dates (Yr to Yr)
Advisory Committee, Master of Education in Curriculum and Pedagogy	Yorkville University	2022-2024
Chair, Truth and Reconciliation Ad-hoc Committee	Ambrose University	2022-current
Co-Chair Teaching and Learning	Ambrose University	2019-2020
Director of Field Education	Ambrose University	2012-2018

TEACHING EXPERIENCE

Institution	Dates (Yr to Yr)	Courses Taught (Course # and Name)
Yorkville University	2022, 2023, 2024	EDUC 6123 Reflexive Inquiry
Yorkville University	2023, 2024	EDUC 6713 Building Relationships through Indigenous Education
Yorkville University	2023	EDEL 6443 Curriculum as Living Inquiry
Ambrose University	2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024	LTA 700 Synthesis of Learning Theory and Application
Ambrose University	2017, 2018, 2019, 2020, 2021, 2022 (X2), 2023	LTA 600 Understanding of Learning Theory and Application

Ambrose University	2017, 2018, 2019, 2020, 2021	LTA 500 Introduction to Learning Theory and Application
Ambrose University	2016-2017	Field Experience Seminar 700
Ambrose University	2011-2016	Field Experience Seminar 600

AWARDS

Date	Award
2020	President's Teaching Award recipient

SCHOLARLY PARTICIPATION

Current and Future Research

Dates (Yr to Yr)	Activity
2023-2025	Thomas, C., Brown, B., & Crawford, K. (2023-2025) New Teacher Readiness for Professional Collaboration; a multi-year study building on prior SSHRC-funded research conducted by Thomas and Brown which will follow new teachers into their early career collaborative experiences
2023-2024	Crawford, K. & Markides, D. (2023-2024) Development of a co-edited book on teacher identity as a collaboratively constructed journey from pre-service to veteran experience, particularly through Indigenous principles of community and leadership
2020-2024	McNeilly, E., Crawford, K., Danyluk, P., & Bene, R. (2023-2024); multi-institution research project. Designing a student-centered culture of engagement and self-regulation through interactive modules
2023-2025	Crawford, K. (2023-2025) I plan to write and publish three-five articles from my dissertation on agency in field experience and the teaching profession, teacher identification, and organizational storytelling at the point of field experience
2021-2024	Danyluk, P. et al (2023-2025); Collaborative research on Alberta-based BEd program response to TQS 5, surveying and interview partner teachers and disseminating results through podcasts, teacher conventions, conference presentations, and peer-reviewed articles

Books Authored or Edited

Dates (Yr to Yr)	Activity (Name of book, publisher etc)
2021-2022	Danyluk, P., Burns, A., Hill, L. S., & Crawford, K. (Eds.). (2022). Crisis and opportunity: How Canadian Bachelor of Education programs responded to the pandemic. In <i>Canadian research in teacher education: A polygraph series (Vol. 11) [eBook]</i> . Canadian Association for Teacher Education/Canadian Society for the Study of Education. http://dx.doi.org/10.11575/PRISM/39534
2021	Crawford, K., Hill, J., Dykema, D., Hiltermann, E., Tata, H., & Wong, J. (2021). (Re)Storying Education. In E. Lyle (Ed.), <i>Re/humanizing Education</i> . (pp. 10-20). Brill, Boston, MA

2018	Hill, S.L., Burns, A., Danyluk, P., & Crawford, K. (2018). Critical conversations on reflexive inquiry in field experiences. In E. Lyle (Ed.), <i>The Negotiated Self: Employing Reflexive Inquiry to Explore Teacher Identity</i> (pp. 183-196). Leiden, Netherlands: Brill Sense Publishers.
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Refereed Publications

Dates	Activity (Name of article and journal)
2023	Danyluk, P., Burns, A., Pratt, Y. P., Kendrick, A., Plante, M., Wessel, S., Crawford, K. L., Lemaire, E., Hill, J., Bright, R., Burleigh, D., Weir, C. D., Hill, S. L., & Boschman, L. (2023). Examining the Braiding and Weaving of Indigenous Ways of Knowing, Being, and Doing in Alberta Teacher Education. <i>Alberta Journal of Educational Research</i> , 69(3), 384–405. https://doi.org/10.55016/ojs/ajer.v69i3.76174
2023	Crawford, K., Hill, J., Martens, S. Pelletier, C., Thomas, C., & Wong, A. (In press). Journey to create an ethical space to include and promote Indigenous ways of being, teaching, and learning in teacher education. <i>Journal of Educational Thought</i> .
2022	Danyluk, P., Burns, A., Hill, L., & Crawford, K. (2022). <i>Introduction: Why Study How B.Ed. Programs Adapted During the Pandemic?</i> In P. Danyluk, A. Burns, S. Hill & K. Crawford (Eds.) <i>Crisis and opportunity: How Canadian Bachelor of Education programs responded to the pandemic</i> (pp. 1-10). Canadian Association for Teacher Education/Canadian Society for the Study of Education. http://dx.doi.org/10.11575/PRISM/39534
2022	Danyluk, P., Burns, A., Hill, L., & Crawford, K. (2022). <i>Conclusion: What Have We Learned: Adaptations, Recommendations, and Silver Linings.</i> In P. Danyluk, A. Burns, S. Hill & K Crawford (Eds.) <i>Crisis and opportunity: How Canadian Bachelor of Education programs responded to the pandemic</i> (pp. 334-340). Canadian Association for Teacher Education/Canadian Society for the Study of Education. http://dx.doi.org/10.11575/PRISM/39534
2019	Danyluk, P., Burns, A., Crawford, K. & Hill, S. L. (2019). Preservice teachers' perspectives of failure during a practicum. <i>Journal of Teaching Education</i> , 32(3), 237-250. DOI:10.1080/10476210.2019.1693536
2019	Martens, S. & Crawford, K. (2019). Embracing Wonder and Curiosity: Transforming teacher practice through escape room design. <i>Childhood Education</i> , 95(2), 68-75.
2018	Burns, A., Hill, L., Danyluk, P., & Crawford, K. (2018). What's in it for me? Partner teachers and their role in pre-service teacher education. <i>Journal of Teacher Education</i> , 51(1), 35-55. https://doi.org/10.1080/10476210.2019.1693536

Grants

2021-2024	University of Calgary Teaching and Learning Grant. (2021-2024): <i>Supporting preservice teachers in creating positive classroom environments: Rethinking classroom management</i> . McNeilly, L., Crawford, K., Danyluk, P., Bene, R. Grant is held by Danyluk, P. at UofC (University of Calgary, Ambrose University) Co-Investigator and Co-applicant for travelling, operating, publication, module design
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2020-2021	SSHRC Insight Grant (2021-2025): <i>Combating Racism towards Indigenous Peoples through the Inclusion of Indigenous Perspectives in the Classroom: Bachelor of Education Programs and Schools Working Together</i> . Grant is held by Burns, A., Danyluk, P. at UofC, (Intra-provincial research with all BEd degree granting institutions in Alberta), Co-Investigator and Co-applicant for travelling, operating, publication
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Conference Presentations

Dates	Activity (Name of article and journal)
April 2023	Danyluk, P., McNeilly, E., Crawford, K., Bené, R. & Pagaling, R. (2023). <i>Learning How to Create a Positive Classroom Culture Using Online Modules</i> . University of Calgary Conference on Postsecondary Learning and Teaching: Collective transformation: How blended and online learning have changed postsecondary education, Calgary, Alberta, April, 2023
Jan 2023	Markides, J., Markides, D., & Crawford, K. (2023). <i>Becoming as the tentative nature of teacher identity: A critical poly-ethnographic dialogical engagement</i> . Hawaii International Conference on Education 2023, Waikiki Beach, Hawaii (online), January, 2023
May 2022	Crawford, K., Hill, J., Thomas, C., Martens, S., Pelletier, C., & Wong, A. C. K. (2022). <i>Faculty Métissage: Creating Ethical Space for Indigenous Knowledge Development</i> . University of Calgary Conference on Postsecondary Learning and Teaching: Moving forward in a good way to nurture the spirit of learning. Calgary, Alberta (online) May, 2022
Dec 2021	Crawford, K. (2021, December). <i>Preservice Teacher Field Experiences as Social Locations of Reproduction [Paper Presentation]</i> Bourdieu Symposium 2021, Melbourne, Australia (online) December, 2021
May 2021	Crawford, K. & Dodsworth, D. (2021). <i>The impact of personal and relational dimensions of the partner teacher-student teacher dyad on Field Experience outcomes</i> . Canadian Society for the Study of Education, 49 th Annual Conference, Edmonton, Alberta, Canada (online), May 2021
May 2021	Hill, J., Crawford, K., Martens, S. Pelletier, C., Thomas, C., & Wong, A. (2021). <i>Journey to create an ethical space to include and promote Indigenous ways of being, teaching, and learning in teacher education</i> . Canadian Society for the Study of Education, 49 th Annual Conference, Edmonton, Alberta, Canada (online), May, 2021
May 2021	Kapoyannis, D., Nickel, J., Burns, A., Crawford, K., Bright, R., Pelech, S., Doherty, M., Lyseng, R., Hill, S. L. & Boschman, L. (2021). <i>Field Experience Assessment and the Teaching Quality Standard</i> . Canadian Society for the Study of Education, 49 th Annual Conference, Edmonton, Alberta, Canada (online), May 2021
June 2019	Crawford, K., Markides, D., Miller, S., & Shergill, S. (2019). <i>On being and becoming critical friends: An enmeshed journey of negotiating identities and dialogical understandings</i> , Canadian Society of the Study of Education (CSSE): Circles of Conversations, Vancouver, BC, June, 2019.

Nov 2018	Hill, S. L., Burns, A., Danyluk, P., & Crawford, K. (2018), <i>Critical Conversations on Reflexive Inquiry in Field Experience</i> , Symposium on Teaching and Learning, Banff, Ab, Nov, 2018.
May 2018	Crawford, K., & Martens, S. (2018). <i>Hermeneutic research with practicing teachers - Seeing Ourselves as teachers: Pedagogy as identity formation for a first-year teacher</i> , Canadian Society of the Study of Education (CSSE): Regina, Sk, June, 2018.
May 2018	Martens, S. & Crawford, K. (2018). Hermeneutic research with practicing teachers - Embracing wonder and curiosity: Transforming teacher practice through Escape Rooms and Design Thinking, Canadian Society of the Study of Education (CSSE): Gathering Diversities, Regina, Sk, June, 2018.
May 2017	Hill, S. L., Burns, A., Danyluk, P., & Crawford, K. (2017). <i>Creating conversation around the field experience</i> , Teaching and Learning Conference, Calgary, Ab, May 2017.

Academic and professional presentations

Dates (Yr to Yr)	Activity
2023	Sarah Thompson Elementary School staff professional development day, Mental Health and Wellbeing through the Medicine Wheel for teachers and students
2022	Cochrane Christian Academy staff professional development day: <i>Using the Medicine Wheel to consider teacher identity and response(ability) to students through belonging</i>
2022	The Prairie Centre for Christian Education Conference, invitation to present on <i>Amplified Marginalized Voices in Education</i>
2020	Sarah Thompson Elementary School staff professional development day, Connecting Foundational Knowledge in First Nations, Métis and Inuit through relationships and curriculum topics

Peer Editing

Dates (Yr to Yr)	Activity (Name of book, publisher etc)
2024	Peer Reviewer, <i>One World in Dialogue Journal</i>
2023	Peer Reviewer, Canadian Association for Curriculum Studies
	Peer Reviewer, Canadian Association for the Study of Indigenous Education
	Peer Reviewer, Canadian Association for Curriculum Studies
2022	Peer Reviewer edited book <i>Art as Reconciliation, Resistance, Resurgence, and Renewal</i>
2022	Peer Reviewer <i>Journal of Awareness-Based Systems Change</i>
2021	Peer Reviewer edited book <i>Re/Humanizing Education</i>
2021	Peer Reviewer, Canadian Association for Curriculum Studies
	Peer Reviewer, Canadian Association for the Study of Indigenous Education
2020	Peer Reviewer, Canadian Association for Curriculum Studies
2019-2020	Editorial Board member, edited book series. Community Wisdom: <i>Walking Together in Indigenous Research</i>

2019	Peer Reviewer for CSSE subcommittee Canadian Association for the Study of Indigenous Education
2019	Peer Reviewer, Canadian Association for the Study of Indigenous Education
2018	Peer Reviewer, Canadian Association for Curriculum Studies
2018	Peer Reviewer, Canadian Association for the Study of Indigenous Education

Research Supervision

Dates	Committee Membership
2023-2024	MA Thesis Committee Member: <i>Exploring the Nature of Teacher-Mentors' and Novice Teachers' Relationships</i> by Rebecca McRae
2023-2024	MA Thesis Committee Member: <i>Black Leadership in Doula Practice</i> by April Stewart
2023	MEd Thesis Committee member as second reader for capstone titled: <i>Indigenizing Community First Aid Education</i> by Jessie Fraser
2022	MEd Thesis Committee member as second reader for capstone titled: <i>Elder in Residence Programs and Indigenous Post-Secondary Student Wellbeing</i> by Garrett Hancott

PROFESSIONAL MEMBERSHIPS, QUALIFICATIONS and EXPERIENCE

Professional Memberships
Alberta Teachers' Association
Alberta Assessment Consortium
Alberta Education Curriculum Redesign Committee
Council member Canadian Association for the Study of Indigenous Education
Council member Canadian Association for Teacher Education
Council member Council for Exceptional Children
Council member Canadian Association for Curriculum Studies

Professional Qualifications
Doctorate of Education, Werklund School of Education, Candidate
Master of Education, Werklund School of Education 2015 Design Thinking for Universal Learning Environments
Bachelor of Education, University of Alberta 1999 Secondary, Biological Sciences, minor in Special Education Permanent Teaching Certificate

Professional Experience
Alberta Education Curriculum Development Specialist, Social Studies 2023
Alberta Education Curriculum Subject Matter Expert, Social Studies 2020
Alberta Education Curriculum Draft Committee 2015
Edmonton Public School District, Grades 7-9, Social Studies/ELA Learning Strategies; grade 8 ELA LOGOS; Grade 7 Learning Strategies; 7-9 Health
Department Head, ELA

Department Head, Learning Strategies

Fond du Lac, SK, Resource Room, K-6; Grade 6 Humanities teacher; liaison Prince Alberta Grand Council
