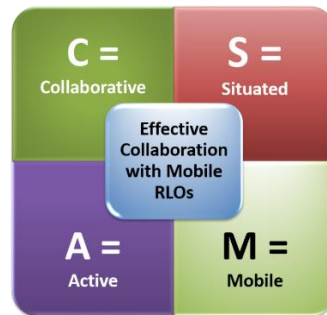




Statement of Research Background & Interests

My recent research work has focused on the use of mobile technologies to facilitate collaborative learner interactions, as well as increasing teachers' perceptions of self-efficacy with the use of educational technologies. My interest in researching teacher confidence with educational technologies can be traced back to my work with Dr. Elizabeth Murphy at Memorial University of Newfoundland, where I served as a research assistant on the Telesat Multimedia Trials for Schools project. This work resulting in the publication of a co-authored paper with Dr. Murphy about the impacts of broadband connectivity in breaking down barriers to cross-curricular collaboration (Power & Murphy, 2004).

My mobile learning research pursuits began early in my doctoral studies with the development of the QR Cache research project at College of the North Atlantic-Qatar (Power, 2012a, 2012b). That project investigated the use of mobile devices and Quick Response codes to increase engagement amongst English Foreign Language students. That research was the starting point of my work with the pedagogical foundations of effective mobile reusable learning objects, and the development of the Collaborative Situated Active Mobile (CSAM) learning design framework.



The CSAM Learning Design Framework (Power, 2013, 2015; Power et al., 2014)

More recently, I have been investigating the prevalence of the CSAM pedagogical elements as instructional design drivers amongst examples of mobile RLO use (Power, 2013, 2015; Power, Cristol & Gimbert, 2014). I have also developed a survey instrument called the Mobile Teacher's Sense of Efficacy Scale (mTSES). I have been working with colleagues at the Ohio State University to investigating the utility of the CSAM framework as a foundation for teacher professional development related to the integration of mobile technologies in education. I have also been investigating the use of the mTSES as a tool for the planning and evaluation of teacher professional development in the area of mobile technologies. Overviews of these research initiatives and their findings have been presented at the 13th World Conference on Mobile and Contextual Learning (mLearn 2014) in Istanbul, Turkey (Power et al., 2014) and the 14th World Conference on Mobile and Contextual Learning (mLearn 2015) in Venice, Italy (Power, Cristol, Gimbert, Bartoletti & Kilgore, 2015a, 2015b).

My recent research has resulted in international and inter-institutional research and professional development collaborations – most recently a joint US National Science Foundation grant application with researchers from Ohio State University, as well as the design and delivery of a Massive Open Online Course called *Instructional Design for Mobile Learning* (approximately 2100 international participants). It is my hope to continue to pursue my research collaborations with an eye on expanding them to include Canadian institutions, and to tailoring the open-access professional development resources I have been developing to meet the needs Canadian provincial K12 and post-secondary audiences.



Teaching and Instructional Design Background & Interests

I have extensive professional experience in the areas of teaching and instructional design and development. I hold a valid Level VII Teaching Certificate with the Province of Newfoundland and Labrador, and I have been employed in the education sector since 2001. I am currently a sitting member of the Executive of the International Association for Mobile Learning (IAmLearn). I am also currently employed as the Leader of Online Learning with the Fraser Health Authority in Surrey, BC, Canada, and as an Adjunct Professor of Educational Technology with the Athabasca University (AU), Mount Royal University (MRU), the University of Manitoba (UMan), and the University of Ontario Institute of Technology (UOIT). Prior to that, I was employed as an Instructional Developer with the Advanced Learning Technologies Center at College of the North Atlantic-Qatar (CNA-Q) in Doha, Qatar. In that capacity, I worked with subject matter experts from throughout the college to design and develop blended learning strategies and materials using CNA-Q's Desire2Learn (D2L) learning management system. I have also served as member on a number of college committees, including the SEED Funding Adjudication Committee, and the Mobile Learning Subcommittee of the CNA-Q Strategic Planning Committee. Prior to my appointment with the Advanced Learning Technologies Center, I served as an instructor with the School of Information Technology at CNA-Q (September 2005 – October 2013). During my time with College of the North Atlantic-Qatar, I have served as the International Computer Driver's License (ICDL) Center Coordinator, a position which enabled me to provide professional development training on educational information and communications technologies (ICTs) to over 200 CNA-Q faculty and staff. I have also frequently been involved with providing contract training professional development for Qatari teachers in partnership with The Supreme Education Council of Education for Information and Communications Technology, State of Qatar (ictQATAR). I personally designed and delivered a professional development train-the-trainer course on Interactive Whiteboard pedagogy for teachers and administrators from Qatari K12 schools. I have also been involved in program development for ictQATAR's *Digital Inclusion for Women* project, including the development and delivery of that program's train-the-trainer workshop course. I have also worked as an English Language Arts and Technology teacher, and a Learning Resources Coordinator, in the K12 sector in the Province of Newfoundland and Labrador.

My current teaching interests focus on the theoretical and practical foundations of effective integration of technology into teaching and learning practice, including:

- Issues, trends, and barriers to educational technology integration
- Leadership and educational technology
- Learning theories and educational technology
- Instructional design models and frameworks for educational technology integration
- Promotion of lifelong learning
- Educational technology and accessibility issues
- Mobile technology integration in teaching and learning



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