

CURRICULUM VITAE

- a) **NAME:** Nicholas, Ng-A-Fook, Full Professor, Curriculum Theory, tenured

Member of the Faculty of Graduate and Postdoctoral Studies: Yes

Language Proficiency: French and English (oral and written)

Twitter: @nick_ngafook

Websites: <https://education.uottawa.ca/en/people/ng-fook-nicholas>, www.fooknconversation.com,
www.curriculumtheoryproject.ca, and www.rskn.ca

- b) **DEGREES:**

Ph.D. Curriculum and Instruction, *Louisiana State University*, USA, 2006,
Dissertation, *An Indigenous Curriculum of Place: The United Houma Nation's
Contentious Relationship with Louisiana's Educational Institutions*

M.Ed. Education, *York University*, CA, 2001, Thesis, *Toward A Vulnerable Education:
Beginning Educational Research*

Grad. Dip. Ed. Secondary Science and History, *University of Western Sydney*, AU, 1999

B.A. Classical Studies, *University of Ottawa*, CA, 1997

- c) **EMPLOYMENT HISTORY:**

Academic

2020-Present	Vice-Dean of Graduate Studies, Faculty of Education, University of Ottawa
2016-Present	Full Professor, Faculty of Education, University of Ottawa
2017-2020	Director of Indigenous Teacher Education Program, University of Ottawa
2014-2019	Director of Teacher Education Program, University of Ottawa
2012-2016	Associate Professor, Faculty of Education, University of Ottawa
2013-2014	Academic Leave (Research Sabbatical), University of Ottawa
2006-2012	Assistant Professor, Faculty of Education, University of Ottawa
2005-2006	Replacement Professor, Faculty of Education, University of Ottawa
2001-2005	Course Instructor, Department of Curriculum and Instruction, LSU

Professional

1999-2001	Secondary Science and History Teacher, Ontario
1998-1999	Secondary Science and History Teacher, New South Wales, Australia

Business

1994-1996	Small business owner (Jessel's Produce Stand)
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Community Volunteering

2023	Badminton Coach at Colonel By High School
2022-2023	Co-Team Manager <i>Gloucester-Cumberland Basketball Association</i> U16 Boys AA Competitive Team
2021-2022	Volunteer with Mont Ste. Marie Snowboard Cross Team
2020	Badminton Coach at Colonel By High School
2012-2020	Team Manager, Assistant Coach, and Treasurer for Atom, Peewee, and Bantam <i>Gloucester Cougar Minor Hockey</i> Teams.

Other Accomplishments:

2000-2001	York University Varsity Men's Badminton Team
1995-1996	MVP University of Ottawa Varsity Men's Badminton Team
1992-1996	University of Ottawa Varsity Men's Badminton Team
1992	Ontario Federation of School Athletic Association Men's Doubles Gold Medal
1991	Ontario Federation of School Athletic Association Mixed Doubles Silver Medal
1990	Ontario Federation of School Athletic Association Mixed Doubles Bronze Medal

d) **ACADEMIC HONOURS:**

Canadian Association of Curriculum Studies, *Ted. T. Aoki Distinguished Service Award*, 2018
Membership to the Professor of Curriculum Studies, 2014-Present
The Faculty of Education New Researcher Award, 2012
Community Service-Learning Outstanding Achievement Award, University of Ottawa, 2010
Tribal Advocate Award, United Houma Nation, 2004
The National Society of Collegiate Scholars Award, Louisiana State University, 2003

e) **SCHOLARLY AND PROFESSIONAL ACADEMIC ACTIVITIES:**

Editorial Positions

2021-Present	Oxford Oral History Series, Co-Editor
2017-Present	Co-Editor for <i>Contemporary Perspectives in Philosophy and Technology Book Series</i> , IAP
2015-Present	Co-Editor for <i>University of Ottawa Press Education Series</i>
2015-Present	Member of International Editorial Board, <i>Curriculum Inquiry Journal</i>
2008-Present	Member, Editorial Board, <i>Journal of Canadian Association of Curriculum Studies</i>
2002-Present	Member, Editorial Board, <i>Journal of Curriculum Theorizing</i>
2021-2023	Francophone Editor, Rédacteur(trice) francophone Journal for the Canadian Association of Curriculum Studies
2008-2020	Member, Editorial Board, <i>Multicultural Education Review</i>
2007-2019	Assistant Editor for <i>Curriculum and Pedagogy Journal</i>

Academic activities (University of Ottawa)

2020-Present	Member of the University of Ottawa Graduate Studies Council
2021-Present	Chair of Faculty of Education Indigenous Strategic Action Plan Committee
2015-Present	Faculty of Education Council Committee
2020-Present	University of Ottawa Faculty of Education Executive Committee
2022-Present	Comité d'intégrité académique/Academic Integrity Committee
2020-Present	Conseil des études supérieures (CÉS) / Council on Graduate Studies (CGS)
2023-Present	Comité organisateur de l'ACFAS
2009-2023	Associate Member of Making History/Faire Histoire Educational Research Unit
2022-2023	External Tenure and Promotion Associate Professor Reviewer for U of Toronto
2022-2023	External Tenure and Promotion Associate Professor Reviewer for UBC
2021-2022	Chair of Black Youth Studies Tenure Track Position Hiring Committee Canada
2021-2022	Research Chair Tier II Medical Education Hiring Committee
2021-2022	External Tenure and Promotion Reviewer for McGill University
2021-2022	External Tenure and Promotion Reviewer for University of Alberta
2020-2021	Chair of Health Profession Education Tenure Track Position Hiring Committee
2020-2021	Chair of Leadership and Program Evaluation Tenure Track Position Hiring Committee
2020-2021	External Tenure and Promotion Reviewer for University of Alberta
2020-2021	External Tenure and Promotion Reviewer for University of British-Columbia
2017-2020	Senior Member of the Centre for Research on Educational and Community Services (CRECS)
2019-2020	Hiring Committee for Francophone Indigenous Studies Tenure Track
2017-2020	University of Ottawa Standing Committee on Indigenous Engagement
2019-2020	Hiring Committee for Francophone Director of Teacher Education
2019-2020	Hiring Committee for Francophone Measure and Evaluation Tenure Track
2006-2020	Teacher Education Program Council
2007-2020	Member of the Faculty of Graduate Studies
2019-2020	Evaluation Committee for Ontario Research Fund - Research Excellence
2019-2020	External Tenure and Promotion Reviewer for University of Calgary
2019-2020	External Tenure and Promotion Reviewer for University of British-Columbia
2019-2020	External Tenure and Promotion Reviewer for University of Madison Wisconsin
2018-2019	Hiring Committee for CRC Indigenous Epistemologies Tier II
2015-2019	Faculty of Education Council Committee as Director of Teacher Education
2015-2019	Program Management Committee as Director of Teacher Education
2015-2019	Chair of First Nations, Métis, and Inuit Teacher Education Advisory Committee
2014-2019	Chair of Teacher Education Advisory Committee
2007-2018	Member of Global Education Research Network
2017-2018	External Promotion to Full Professor Reviewer for UBC
2017-2018	External Promotion to Full Professor Reviewer for U of Alberta
2016-2017	External Promotion to Full Professor Reviewer for Western University
2016-2017	External Tenure and Promotion Reviewer for University of Minnesota Duluth
2016-2017	External Tenure and Promotion Reviewer for Loyola University Chicago
2011-2016	Director of Developing A Global Perspective for Educators Institute
2007-2016	Member of Developing A Global Perspective for Educators Program
2014-2015	Hiring Committee for Education Technology Tenure Track Positions

2013-2015	The Centre for Global and Community Engagement Awards Committee
2012-2016	The Centre for Global and Community Engagement Advisory Committee
2012-2013	Hiring Committee for Educational Administration Tenure Track Position
2009-2014	Graduate Advisor for Organizational Studies in Education
2011-2013	Coordinator of Faculty of Education Equity Committee
2012-2013	Member of Thesis Prize Selection Committee, Faculty of Graduate Studies
2010-2011	Member of Equity Committee
2008-2010	Member of Faculty of Education Policy Committee
2008-2009	Graduate Co-Advisor for Society, Culture, and Literacies
2007-2009	Member of Network for Emerging Technologies and Interdisciplinary Education

Professional Service Activities (Outside University of Ottawa)

2020-Present	Host of Fooknconversation Podcast Series (see www.fooknconversation.com)
2007-Present	Founder and Director of <i>A Canadian Curriculum Theory Project</i> at the University of Ottawa (see www.curriculumtheoryproject.ca)
2007-Present	Peer reviewer for several articles submitted to journals such as, but not limited to: <i>Professional Learning in Teachers</i> , <i>Canadian Journal of Education</i> , <i>Journal of Curriculum Inquiry</i> , <i>Journal of Curriculum Theorizing</i> , <i>Multicultural Education Review</i> , <i>Journal for the Canadian Association of Curriculum Studies</i> , <i>McGill Journal of Education</i> , and several others.
2021-Present	Board of Directors EdCan Network (https://www.edcan.ca/our-experts/board-of-directors/)
2021-Present	Chair of Canadian Association of Curriculum Studies Publication Award Committee
2016-2023	Board of Governors at Ashbury College
2014-2023	Member of Professors of Curriculum Studies (POC)
2020-2023	Chair of Equity, Diversity and Inclusion Committee Thinking Historically for Canada's Future SSHRC Partnership Grant (https://thinking-historically.ca/)
2021-2023	UNESCO Ad hoc Advisory Committee on Countering Racism in Textbook and Learning Materials
2021-2022	SSHRC Doctoral Scholarship Appraisal Committee Member
2020-2021	UBC National Forum Education Panel on Anti-Asian Racism
2020-2021	SSHRC Doctoral Scholarship Appraisal Committee Member
2019	<i>Self-Study Evaluation Graduate Studies Consultant</i> , Western University
2019	OTC, accreditation institutional panel member, Brock University
2018-2019	Federation for the Humanities and Social Sciences, <i>Congress Working Group Report</i> .
2017-2019	Co-Lead of the Ontario Ministry of Education Equity Knowledge Network
2017-2019	Co-Lead the Ontario Eastern Equity Knowledge Network Region
2018-2019	Self-Study Evaluation Teacher Education Committee, UBC
2018-2019	Past-President of the <i>Canadian Society for the Study of Education</i>
2017-2018	OTC, accreditation institutional panel member, York University
2016-2018	President of the <i>Canadian Society for the Study of Education</i>
2014-2018	Evaluation Committee for Government of Canada History Awards.
2012-2018	International Association for the Advancement of Curriculum Studies Webmaster
2016-2017	SSHRC Insight Development Grant Committee Evaluator

2013-2017	IAACS Secretary Treasurer
2015-2016	President-Elect of the <i>Canadian Society for the Study of Education</i>
2014-2016	Program Chair for AERA Division B Section: Decolonizing, Transnational, and Indigenous Inquiry
2014-2015	Co-Chair for the 5 th Triennial IAACS Conference
2013-2015	Past President of the Canadian Association for Curriculum Studies
2012-2015	Secretary-Treasurer for the Canadian Society for the Study of Education
2012-2014	Evaluation Committee for Governor General History Awards.
2013-2014	SSHRC Insight Development Grant Committee Evaluator
2007-2013	Chair of 4 th to 6 th Biennale Provoking Curriculum Conference
2011-2013	Co-President of the Canadian Association for Curriculum Studies
2010-2011	Vice-President of the Canadian Association for Curriculum Studies
2006-2010	On the Advisory Board for the Center for the <i>Study of the Internationalization of Curriculum Studies at the University of British Columbia</i>
2006-2008	Committee Chair for <i>Transition to Practice Conference</i> at University of Ottawa
2005-2007	Technological Chair for the <i>American Association for the Advancement for Curriculum Studies</i>

f) **GRADUATE SUPERVISIONS (Anglophone and Francophone):**

Supervision in progress: 1 MRP, 1 MA (3 Anglophone; 1 SSHRC funded), 6 Ph.D. (5 Anglophone, 1 Francophone; 3 SSHRC funded)

Supervision completed: 7 Ph.D. (6 Anglophone, 1 Francophone), 1 Double Doctorate (Francophone), 10 MA, 3 M.Ed. with MRP, 1 M.Ed. Interim Report, 9 Undergraduate Research Opportunity Projects, and 2 undergraduate MRP.

Committee memberships completed: 35 Ph.D., 19 M.A., and 3 MRP

Committee membership in-progress: 10 Ph.D. and 4 M.A.

Committee membership at other University of Ottawa Faculties completed: 3 Ph.D., 2 M.A.

Committee membership at other University of Ottawa Faculties in progress: 1 Ph.D.

External Examiner: 19 Ph.D.

Visiting Doctoral Scholars: 3 International Scholars from China

Post-docs completed: 1 Francophone

Ph.D. Thesis Supervision Faculty of Education, University of Ottawa (8):

1. Howell, L. (2019-2022). *After About: Unlearning Colonialism, Ethical Relationality, and the Possibilities for Pedagogical Praxis*. Ottawa, ON: University of Ottawa. (**SSHRC Funded, recipient of 2023 CATE Dissertation Recognition Award**)
2. Lee, C. (2018-2022). *Story-Making Reconciliation with Four Grade 5-6 Youth*. ON: University of Ottawa. (**SSHRC Funded**)
3. Villella, Melissa. (2018-2021). *Piti, piti, zwazo fè niche li* (Petit à petit, l'oiseau fait son nid): Le développement d'une compétence interculturelle et antiraciste de neuf leaders éducatifs et systémiques d'expression française de l'Ontario, formateurs bénévoles en *Ayiti*. Ottawa, ON: University of Ottawa. (**SSHRC Funded**)
4. Vaudrin, Charette, Julie. (2014-2020). *Une étude a/r/tographique de la présence de l'anishinaabemowen dans un collège francophone au Québec*. Ottawa, ON: University of Ottawa. (**SSHRC Funded, nominated by examining committee for a University of Ottawa Award**).

5. Ruest-Paquette, Anne-Sophie. (2010-2020). *Les répercussions identitaires chez des survivantes adultes de harcèlement par les pairs en vertu de l'expression de genre ou de l'orientation sexuelle en milieux scolaires franco-ontariens*. Double doctorate in Education Ottawa, ON: University of Ottawa; and Social Work Laval, Quebec: University of Laval (**SSHRC Funded, nominated for a University of Award**).
6. Cheechoo, Keri-Lynn. (2015-2019). *(Re)Stor(y)ing "Canadian" Histories: Reproductive (In)Justice and Indigenous Women*. Ottawa, ON: University of Ottawa. (**SSHRC Funded; Queen's Indigenous Doctoral Pre-Fellowship Award; Winner of the Canadian Association of Curriculum Studies Dissertation Award, 2020**)
7. Ausman, Tasha. (2014-2017). *Contested Subjectivities: Love, Hating, and Learning Mathematics*. (**Funded by OGS**). Ottawa, ON: University of Ottawa.
8. Forte, Rita. (2011-2017). *Understanding Critical Peace Education: A Case Study of a Moroccan School*. Ottawa, ON: University of Ottawa.

M.A. Thesis Supervision Faculty of Education, University of Ottawa (10):

1. Sardina, A. (2020-2022). *Enacting a Black Excellence and Antiracism Curriculum in Ontario*. Ottawa, ON: University of Ottawa. (**SSHRC Funded**)
2. Gladu, Jessica. (2018-2020). *Living A Cosmopolitan Curriculum: Civic Education, Digital Citizenship and Urban Priority Schools*. Ottawa, ON: University of Ottawa.
3. Lagarde, Natasha. (2015-2017). *Indigenous Worldviews: Teachers' Experience with Native Studies in Ontario*. Ottawa, ON: University of Ottawa.
4. Kaia'tano:ron, Brant, Kiera. (2015-2017). *'But How Does This Help Me?': (Re)Thinking (Re)Conciliation in Teacher Education*. Ottawa, ON: University of Ottawa. (**SSHRC Funded, Winner of the Canadian Association of Curriculum Studies MA Cynthia Chambers Thesis Award, Nominated for University of Ottawa Prize**)
5. Larock, Chelsea. (2015-2017). *On Becoming a Writer: Collected Stories*. Ottawa, ON: University of Ottawa. (**Nominated for the Canadian Association of Curriculum Studies MA Cynthia Chambers Thesis Award**)
6. Kom, Brian. (2010-2013). *Tuning in to a Hit Parade Pedagogy*. Ottawa, ON: University of Ottawa.
7. Ausman, Tasha. (2010-2012). *Indian Diasporic Films as Quantum (Third) Spaces: A Curriculum of Cultural Translation*. Ottawa, ON: University of Ottawa.
8. Gluska, Virginia. (2007-2011). *Fiddling with a Culturally Responsive Curriculum*. Ottawa, ON: University of Ottawa.
9. Cuillerier, Katrine. (2008-2010). *Curriculum of Queered Performance(s): Problematizing the Language of "Tolerable" Queerness within Mainstream Classrooms*. Ottawa, ON: University of Ottawa.
10. Galvin, Katherine. (2007-2009). *Environmental Education from a Postcolonial Perspective: Analyzing the influence of UNESCO's discourse on the Ontario elementary science curriculum*. Ottawa, ON: University of Ottawa. (**Funded by OGS**)

M.Ed. with Major Research Paper (3):

1. Kirkup, K. (2022-2023). *Suspensions, Suspensions and Surveillance: Unmasking an Ontario School-to-Prison Pipeline*. Ottawa, ON: University of Ottawa.
2. McCracken, M. (2019-2021). *Addressing Truth and Reconciliation: The Caring Society, Professional Learning, and Ontario Social Studies Curricula*. Ottawa, ON: University of Ottawa.

3. Mya, N. (2019-2021). *Narratives of Un/Becoming an Immigrant/Canadian in Classrooms*. Ottawa, ON: University of Ottawa.

M.Ed. Interim Reports:

1. Butler, Jesse. (2014, IR). *The erosion of purpose and place: A critical discourse analysis of Ontario's Canada & World Studies 9 & 10 Curriculum*. Ottawa, ON: University of Ottawa.

Undergraduate Major Research Paper:

1. Leslie Munoz. (2014, MRP). *Indigenous Studies within Curriculum Studies*. Ottawa, ON: Carleton University.
2. Azevedo, Jessica. (2011, MRP). *Feminist Intersectionality within Curriculum Studies*. Ottawa, ON: University of Ottawa.

Ph.D. Thesis Committee Member Faculty of Education, University of Ottawa (36):

1. Mediell, Maud. (2023). *Enjeux pratiques et méthodologiques face aux dimensions sociale et politique de l'évaluation de programme : le cas d'évaluateurs novices et experts exerçant dans des cabinets de conseil dans le secteur public canadien*. Ottawa, ON: University of Ottawa.
2. Mashael, Alfaiz. (2023). [Examining Saudi International Students' Linguistic, Cultural, and Identity Experience in Canada: A Narrative Research Study](#). Ottawa, ON: University of Ottawa.
3. Ward, J. (2023). [Nòswàhanà-n Wisakedjàk of Indigenous Elders' Knowledge of Disabilities, Learning Disabilities, and Dyslexia](#). Ottawa, ON: University of Ottawa.
4. Cloutier, Geneviève. (2022). [Re-performing Art/Re-search \(T\)here](#). Ottawa, ON: University of Ottawa.
5. Wendzich, Tessandra. (2022). [Food for thought: P/PM 150's implementation in Ontario](#). Ottawa, ON: University of Ottawa.
6. Jobel, Janna. (2022). [A Phenomenological Inquiry into High School Teachers' Lived Experiences of Social Emotional Learning](#). Ottawa, ON: University of Ottawa.
7. Gani, Rapheal. (2022). [Whose Francophone Perspectives? Inquiring into the History, Meanings and Implementation of an Alberta Social Studies Curriculum Mandate](#). Ottawa, ON: University of Ottawa.
8. Grant, Nichole. (2022). [Reconfiguring Antiracism: Cyborgs, Response-ability, and Canada's Parliament Hill](#). Ottawa, ON: University of Ottawa.
9. Currie, Mark. (2021). [Cracking the Colonial: \(Re\)Creating Antiracist Sociohistorical Geographies](#). Ottawa, ON: Université of Ottawa.
10. James, Catherine. (2020). [Paying Lip Service to Education: An investigation of teacher candidates' perceptions of 21st century learning](#). Ottawa, ON: Université of Ottawa.
11. Bergen, Jennifer. (2020). [Looking inward versus looking outward: Experiences of White teacher candidates encountering civic education, social justice, and anti-racist pedagogy in two Canadian teacher education programs](#). Ottawa, ON: Université of Ottawa.
12. Valeri, Aleisha. (2020). [Educating About/For Food Security Through Environmental Education: A Qualitative Study of Teacher Education Programs in Ontario](#). Ottawa, ON: Université of Ottawa.
13. Sabra, Houda. (2020). [Cracking the conventional: Journeying through a bricolage of multiliteracies in an international languages school in Canada](#). Ottawa, ON: Université of Ottawa.

14. Tateishi, Douglas. (2019). [*What Happened to Antiracist Education? The 1993 Antiracism and Ethnocultural Equity Educational Reform in Ontario School Boards.*](#) Ottawa, ON: Université of Ottawa.
15. Isacson, Katherine. (2019). [*A bridge to Nowhere: Experiences of the Transition from High School to Adult Life for Young Adults with Intellectual Disabilities in Ontario.*](#) Ottawa, ON: Université of Ottawa
16. Campbell-Ghazinour, Ashley. (2019). [*Be/Longing to Places : The pedagogical possibilities and his/her/stories of shifting cultural identities.*](#) Ottawa, ON: Université of Ottawa.
17. Shehzad, K. Ghani. (2019). [*Role of Learning Management Systems for Formative Assessment in Higher Education.*](#) Ottawa, ON: Université of Ottawa.
18. Simoes Fortes, Lilia Alexandra (2018). [*Expérience internationale et transformations identitaires: le cas de doctorants brésiliens au Canada.*](#) Ottawa, ON : Université of Ottawa.
19. Nadon, Catherine (2018). [*Recherche développant d'un modèle didactique de l'enseignement-apprentissage de l'expérience esthétique de l'art postmoderne dans le cadre de la formation en arts visuels au collégial.*](#) Ottawa, ON: Université of Ottawa.
20. Furo, Annette. (2017). [*Decolonizing the Classroom Curriculum: Indigenous Knowledges, Colonizing Logics, and Ethical Spaces.*](#) Ottawa, ON: University of Ottawa.
21. Spector, Noah. (2017). [*Collaboration between professional cultures: An investigation of families' experiences of inter-agency, collaborative mental health care.*](#) ON: University of Ottawa.
22. Comber, Julie. (2016). [*North Rupununi Wildlife Clubs: Makushi Amerindians' Perceptions of Environmental Education and Positive Youth Development in Guyana.*](#) Ottawa, ON: University of Ottawa.
23. Cafley, Julie. (2015). [*Leadership In Higher Education: Case Study Research of Canadian University Presidents with Unfinished Mandates.*](#) Ottawa, ON: University of Ottawa.
24. Francis, Andrew. (2015). [*Paths of Becoming: A hermeneutic phenomenological inquiry into teacher candidate professional self-understanding.*](#) Ottawa, ON: University of Ottawa.
25. Glithero, Lisa. (2015). [*Exploring the Development of Student Agency from the Perspective of Young Canadian Eco-Civic Leaders.*](#) Ottawa, ON: University of Ottawa.
26. Smith, B. (2015). [*The Making of Our Home and Native Land: Textbooks, Racialized Deictic Nationalism and the Creation of the National We.*](#) Ottawa, ON: University of Ottawa.
27. Yazdanian, Shenin. (2015). [*Body-Image-Text: Exploring Female Adolescents on Facebook and Concurrent Identity Formation \(CIF\).*](#) Ottawa, ON: Université of Ottawa.
28. Boucher, Michelle. (2015). [*Le Care et L'éthique du care chez les directions d'écoles élémentaires de langue française diversifiées en Ontario.*](#) Ottawa, ON: Université of Ottawa.
29. Gélinas Proulx, Andréanne. (2014). [*Modèles hypothétiques de la compétence et d'une formation interculturelles pour des directions et future directions d'école de langue française au Canada.*](#) Ottawa, ON: Université of Ottawa.
30. Rottmann, Jennifer. (2014). [*Beyond the last page: Understandings of Teachers' Experiences in Book Clubs and Pedagogical Links.*](#) Ottawa, ON: University of Ottawa.
31. Alvi, Saba. (2013). [*Voguing the Veil: Exploring an Emerging Youth Subculture of Muslim Women Fashioning a New Canadian Identity.*](#) Ottawa, ON: University of Ottawa.
32. Parris, Sandra. (2013). [*Encouragement, Enticement, and/or Deterrent: A Case Study Exploring Female Experience in a Vocational Education Training \(VET\) Initiative in Northern England.*](#) Ottawa, ON: University of Ottawa.
33. Sarwar, Gul Shahzad. (2012). [*Comparing the effect of reflections, written exercises, and multimedia instructions to address learners' misconceptions using structural assessment of knowledge.*](#) Ottawa, ON: University of Ottawa.

34. Mosimakoko, Botsalano T. (2011). *The Discourse of Participation: A Poststructural Study of Teachers' Involvement in the Implementation of an Educational Reform Initiative*. Ottawa, ON: University of Ottawa
35. Olson Haper, Anita. (2011). *Domestic Violence in Aboriginal Communities: A Context for Resilience in Aboriginal Epistemologies*. Ottawa, ON: University of Ottawa.
36. Shahzad, Farhat. (2010). *The War on Terror: Making of collective memory by Young Canadian People*. Ottawa, ON: University of Ottawa.

MA Thesis Member Committee Member at Faculty of Education, University of Ottawa (19):

1. Martinez, Laura. (2021). *Inquiring Into Emerging Understandings of Physical Literacy Through Interactivity*. Ottawa, ON: University of Ottawa.
2. Abdulkadir, Idil. (2020). *Somali Stories in Ivory Towers: Narratives of Becoming a University Student*. Ottawa, ON: University of Ottawa.
3. Laith, Refa. (2019). *Examining the Temporal Sequence of Peer Victimization, Academic Achievement, and School Attendance*. Ottawa, ON: University of Ottawa.
4. Alicia Grobon. (2018). *Les représentations de la Shoah dans les albums européens et américains*. Ottawa, ON: University of Ottawa.
5. Lisa Howell. (2017). *Reconciliation in Action and the Community Learning Centres of Quebec: The experiences of teachers and coordinators engaged in First Nations, Inuit, and Métis social justice projects*. Ottawa, ON: University of Ottawa.
6. Lori Nemoy. (2016). *Experiencing Resonance: Choral Singing in Medical Education*. Ottawa, ON: University of Ottawa.
7. Graeme Lachance. (2016). *Living Pedagogies of a Game-Master: An Autoethnographic Education of Liminal Moments*. Ottawa, ON: University of Ottawa.
8. Desiree Straight. (2015). *Learning to Teach-in-Relation: Community Service Learning, Phenomenology, and The Medicine Wheel*. Ottawa, ON: University of Ottawa.
9. Crytes, Geneviève. (2013). *Le modèle d'enseignement euro-canadien dans le pensionnat autochtone de Saint-Marc-de-Figuery: une étude historique*. Ottawa, ON: Université d'Ottawa.
10. Tegler, Taiva. (2013). *(Un)Compromising/In Tension: Critical Pedagogy and the Academy*. Ottawa, ON: University of Ottawa.
11. Thibault, Michelle. (2012). *Conjonctures et pratiques associées à l'inclusion et la réussite scolaire des élèves réfugiés*. Ottawa, ON: University of Ottawa.
12. Toomey, Nisha. (2011). *Literacy on lockdown: An ethnographic experience in English assessment*. Ottawa, ON: University of Ottawa.
13. Lima, Ashley. (2011). *Responsible Stewards of the Earth: Narratives, Learning and Activism*. Ottawa, ON: University of Ottawa.
14. Harrison, Kiersten (2011). *A Theatre for Change: Applying Community Based Practices into Ontario Middle Schools*. Ottawa, ON: University of Ottawa.
15. Rodrigues, Tanya. (2010). *Non-Formal Education and Street Youth Empowerment: Interventions of Two Brazilian Non-Governmental Organizations*. Ottawa, ON: University of Ottawa.
16. Lewkowich, David. (2009). *Poaching in the Landwash: An Interrogation of Cultural Meaning In a St. John's, NL Collective Reading Group*. Ottawa, ON: University of Ottawa.
17. Sheridan Robayo, Kate. (2009). *Dying to make videos: messy understanding(s) of love, loss, and learning*. Ottawa, ON: University of Ottawa.
18. Shahzad Sarwar, Gul. (2008). *Structural assessment of knowledge for misconceptions in the domain of physics*. Ottawa, ON: University of Ottawa.

19. Alvi, Saba. (2008). *An Analysis of how Hijabi Youth Experience Social Activities in Ottawa Secondary Schools*. Ottawa, ON: University of Ottawa.

M.Ed. MRP Committee Member at Faculty of Education, University of Ottawa (3):

1. Aboaja, I. (2022). *Modeling Remote Teaching in Nigerian Elementary Schools*. Ottawa, ON: University of Ottawa.
2. Tcheumtchoua, Nzali, William Fils (2021). *Rôles et responsabilités des nouveaux enseignants issus de l'immigration dans leur insertion professionnelle*. Ottawa, ON: University of Ottawa.
3. Ndala, E. (2021). *L'insertion socioprofessionnelle immigrants : Une dissonance*. Ottawa, ON: University of Ottawa.

MA Thesis Committee Member for other Faculties at University of Ottawa (2):

1. Glass, Catherine. (2016). *Examining and Addressing Men's Boating Safety Practices in Inuvik, Northwest Territories*. School of Human Kinetics, Ottawa, ON: University of Ottawa.
2. Agbaire, David. (2019). *Microaggressions: Black Students' Experiences of Racism on Campus*. Faculty of Social Sciences, Sociology, Ottawa, ON: University of Ottawa.

Ph.D. Thesis Committee Member for other Faculties at University of Ottawa (3):

1. Claude, Stephanie-Danielle. (2020). *Presencing Settler Colonialism: Settler Girls' Engagement with Colonial Violence*. Ottawa, ON: Institute of Feminist and Gender Studies, University of Ottawa.
2. Brooks-Cleator, L. A. (2019). *First Nations and Inuit Older Adults and Aging Well in Ottawa, Canada*. School of Human Kinetics, Ottawa, ON: University of Ottawa.
3. McGuire, T. (2018). *Anishinaabeg Women's Wellbeing: Decolonization through Physical Activity*. School of Human Kinetics, Ottawa, ON: University of Ottawa.

Thesis Committee Member at Other Universities

1. Hebert, Cristyne. (2015). *Troubling the EDTPA: Narratives of Teaching and Learning in and Against the EDTPA*. Toronto, ON: York University. (**Winner of the Canadian Association of Teacher Education Thesis Recognition Award**).

External Ph.D. Examiner (21):

1. MacDonald, Michelle. (2023, July). *Want to do so Much More, but I Just do not Know What to do: Intermediate Teachers' Interactions with the Outdoors in Winter*. Peterborough, Ontario: Trent University.
2. Purton, Fiona. (2023, April). *"Under the guise of change, but not with the intent of change": Relationship Repair and Renewal in a Mandatory Indigenous Education B.Ed. Course*. Toronto, Ontario: University of Toronto.
3. Martinello, C. S. (2022, November). *Archaeology Education in Ontario: A Relational Inquiry of Indigenous Museums and Artifacts*. Toronto, Ontario: York, University.
4. MacDonald, Jennifer. C. (2022, July). *Wayfinding for the Continuation of Life: A Curriculum Inquiry to Enrich Experiences and Renew Relations in Outdoor Education*. Calgary, Alberta: University of Calgary.

5. Wainwright, Richard. (2022, January). *Ontological Play: Reinventing (Machinic) Arts-Based Research in the Posthuman Era*. Victoria, British Columbia: University of Victoria.
6. Markramalla, Mona. (2021, March). *Women Teaching Women: Perspectives of Caritas Egypt Adult Literacy Educators on Their Work and Literacy*. Montreal, Quebec: McGill University.
7. Needham, Brandon H. W. (2021, February). *Critical Action Research: How One School Community Lives Out the Truth and Reconciliation Commission's Call to Action*. Regina, Saskatchewan: University of Saskatchewan.
8. Lam, M. A. (2021, January). *Friendly Manitoba? A Brandon Case Study on Welcoming Newcomers Outside the Big City*. Winnipeg, Manitoba: University of Manitoba.
9. Stevens, S. (2021, January). *Collaborating in the Electric Age: [onto]Riffological Experiments in Posthumanizing Education and Theorizing a Machinic Arts-Based Research*. Victoria, British Columbia: University of Victoria.
10. Steyn, S. (2020, December). *Currere as Deracialisation: An autobiographical introspection by a White South African teacher in post-apartheid South Africa*. Stellenbosch, South Africa: Stellenbosch University.
11. Downey, Adrian. (2020, August). *Political Pedagogies of Death: Speculating New Curricular Futures*. Fredericton, New Brunswick: The University of New Brunswick.
12. Duggal, Abhilasha. (2019, October). *Enacting Equity Policy: A Case Study of Teachers', Vice Principals' and Principals' Perspectives in Three High-Poverty Elementary Schools in Ontario, Canada*. London, Ontario: Western University.
13. Despres-Bedward, Antoine. (2019, August). *Exploring Online Engineering Education as Sustainable Development: Reconceptualizing Curriculum at Scale*. Toronto, Ontario: University of Toronto.
14. Abdou, Ehaab Dya. (2019, January). *How young Egyptians' interactions with Egypt's master historical narrative shape their social identities and civic attitudes*. Montreal, Quebec: McGill University.
15. Glover, Noel. (2018, September). *Portraits in Development: The Science, Art, and Philosophy of Creating What is Found*. Toronto, Ontario: York University.
16. Sobulis, T. Helena. (2018, July). *Longing to Belong: A Phenomenological Inquiry into Reflections of a Cross-Cultural Childhood*. Perth, Australian: Curtin University.
17. Jo-Anni, Joncas. (2018, March). *La justice aux études supérieures : l'incidence du contexte d'études sur la réalisation de la carrière scolaire de femmes autochtones universitaires*. Québec, Québec: Université Laval.
18. Chimbanga, Taponewa. (2017, January). *Privileged Space: Psychoanalytic Paradigms for Social Justice in Pedagogy*. Toronto, Ontario: York University.
19. Scott, David. (2016, March). *Engaging Aboriginal Perspectives in the Alberta Social Studies Classroom: A Sociocultural Investigation into Conceptual Possibilities and Teacher Beliefs*. Calgary, Alberta: University of Calgary.
20. Arthur, Chris. (2016, February). *The Ethics of Entrepreneurship and Financial Literacy Education: A Security and Freedom for the Other*. Toronto Ontario: York University.
21. Ingersoll, Maria. (2014, May). *Leaving Home, Teaching Abroad, Coming Home: A Narrative Journal of International Teaching*. Kingston, Ontario: Queen's University.

Interim Reports (Committee Member (5):

- 2012-2014-Jenn Bergen, (IR), *Citizenship Education*, **completed**
 2013-2014- Hoa Truong-White, (IR), *Citizenship Education*, **completed**
 2011-2012-Andrew Francis, (IR), *Philosophy of Education*, **completed**

2011-2012-Alishia Valeri, (IR), *Environmental Education*, **completed**
2011-2011-Kelsey Schmitz, (IR), *Digital Identities and Gender*, **completed**

Undergraduate Research Opportunity Program (UROP) (9):

1. Puvithira Balasubramaniam. (2022-2023). *A Life Writing Study of Teacher Education: Diversity, Equity, and Inclusion*. Ottawa, ON: University of Ottawa.
2. MacNeil, Alec. (2020-2021). *Analyzing TRC in relation to Alberta and Ontario Social Studies Curriculum Research*. Ottawa, ON: University of Ottawa.
3. Corrine Barrett. (2017). *Addressing Truth and Reconciliation in Teacher Education Research*. Ottawa, ON: University of Ottawa.
4. Barker, Kelly. (2016). *Environmental Education Research*. Ottawa, ON: University of Ottawa.
5. Ford, Graham. (2016). *Environmental Education Research*. Ottawa, ON: University of Ottawa.
6. Chris Shibley, (2016). *Environmental Education Research*. Ottawa, ON: University of Ottawa.
7. Reshma Kalifullah. (2012). *Restorative Justice in Public Schooling Systems Research*. Ottawa, ON: University of Ottawa.
8. McFadden, Fern. (2012), *Developing Culturally Relational Curriculum*. Ottawa, ON: University of Ottawa.
9. Landry, Jessica. (2012). *Community Service-Learning Research*. Ottawa, ON: University of Ottawa.

g) **GRADUATE COURSES:**

2022-2023	EDU 8105 Contemporary Issues in Education (Hybrid, Doctoral Seminar)
2021-2022	EDU 8105 Contemporary Issues in Education (Online, synchronous, Doctoral Seminar)
2019-2020	EDU 6102 Seminar in Curriculum Studies (Online, asynchronous)
2019-2020	EDU 5260 Introduction to Curriculum Studies (Online, asynchronous)
2019-2020	EDU 7150 Writing Towards Publication (Hybrid)
2019-2020	EDU 5199 Synthesis Seminar (Online, asynchronous)
2018-2019	EDU5260 Introduction to Curriculum Studies (Hybrid)
2017-2018	EDU5260 Introduction to Curriculum Studies (Hybrid)
2015-2017	EDU 5101 Perspectives in Education (Online, asynchronous)
2014-2015	EDU 5260 Introduction to Curriculum Studies (Hybrid)
2012-2013	EDU 6460 Curriculum, Culture, and Language
2011-2012	EDU 6102 Seminar in Curriculum Studies (Hybrid)
2011-2012	EDU 5260 Introduction to Curriculum Studies (Hybrid)
2011-2012	EDU 5265 Internationalization of Curriculum Studies (Online, asynchronous)
2009-2010	EDU 5260 Introduction to Curriculum Studies
2009-2010	EDU 6460 Curriculum, Culture and Language
2009-2010	EDU 5463 Cultural Studies, Educational Theory, and Praxis
2008-2009	EDU 5265 Internationalization of Curriculum Studies
2006-2007	EDU 5221 Historical Narratives and Education
2006-2007	EDU 5260 Curriculum Theory and Organizational Practices

UNDERGRADUATE COURSES:

2018-2019 PED 3138 First Nations, Métis, and Inuit Education: Historical Experiences and Contemporary Perspectives (Hybrid)
2014-2015 PED 3103 Curriculum Design and Evaluation (Hybrid)
2005-2011 PED 3102 Schooling and Society
2011-2012 PED 3103 Curriculum Design and Evaluation (Hybrid)
2010-2011 PED 3103 Curriculum Design and Evaluation (Online, asynchronous)
2008-2009 PED 3103 Curriculum Design and Evaluation (Hybrid)
2006-2012 PED 3103 CD & E in Aboriginal Teacher Education Program

External Funding as PI, Co-Investigator, and/or Collaborator:

<u>Year</u>	<u>Source</u>	<u>Type</u>	<u>Amount</u>	<u>Purpose</u>
2023-27	SSHRC Insight	G	\$98,240	Research
2023-24	SSHRC Connection	G	\$49,455	Knowledge Mobilization
2023-24	SSHRC Synthesis	G	\$29,857	Knowledge Synthesis
2023-24	SSHRC Connection	G	\$48,858	Knowledge Mobilization
2022-24	SSHRC Insight Dev.	G	\$61,000	Research Innovation
2022-23	SSHRC Connection	G	\$24,973	Knowledge Mobilization
2018-22	SSHRC Insight Dev.	G	\$74,978	Research Innovation
2020-22	SSHRC Connection	G	\$24,862	Knowledge Mobilization
2020-24	SSHRC Partnership	G	\$1,076,813	Partnership
2019-26	SSHRC Partnership	G	\$2,500,000	Partnership
2018-21	SSHRC Insight	G	\$242,084	Research
2019	SSHRC Connection	G	\$49,990.00	Knowledge Mobilization
2018	Kitigan Zibi Education	G	\$55,357.20	Program Evaluation
2018	Ministry of Education	G	\$97,800	Development Project
2017-20	Ministry of Education	G	\$618,826	Knowledge Mobilization
2017	SSHRC Connection	G	\$24,060	Knowledge Mobilization
2016	SSHRC Part. Develop.	G	\$199,000	Partnership Development
2015	CSSE	G	\$1,800	Knowledge Mobilization
2015	SSHRC Connection	G	\$22,273	Knowledge Mobilization
2015	SSHRC Insight 5 years	G	\$215,739	Research
2015	CSSE	G	\$2,500	Knowledge Mobilization
2014	Ministry of Education	G	\$161,730	Research
2013	Ministry of Education	G	\$27,000	Research
2013	Ministry of Education	G	\$27,000	Research
2013	CSSE	G	\$2,500	Knowledge Mobilization
2013	KNAER Grant	G	\$9,992.40	Knowledge Mobilization
2012	Canada's History Society	O	\$17,000	Management of an Award
2011	Canada's History Society	O	\$25,000	Management of an Award
2011	KNAER Grant	G	\$93,793	Knowledge Mobilization
2011	SSHRC, Insight Dev	G	\$73,500	Research Innovation
2008	Ministry of Education	G	\$61,500	Development project
2010	Then/Hier	G	\$2,500	Development Project
2010	Ministry of Education	G	\$25,000	Research

2007	Ministry of Education	G	\$1,500	Development Project
2008-2011	CIDA	G	\$218,040	Development Project

Total External Funding as PI, Co-PI, Co-Applicant, and Collaborator \$6,261,422.80

i) INTERNAL RESEARCH FUNDING:

<u>Year</u>	<u>Source</u>	<u>Type</u>	<u>Amount per year</u>	<u>Purpose</u>
2022	Western University	G	\$22,000	SSHRC Pilot Project
2017	University of Ottawa	O	\$7,500	Development Project
2015	Faculty of Education	O	\$1,000	Conference
2015	Faculty of Education	O	\$6,000	Workshop
2015	Faculty of Education	O	\$1,000	Conference
2014	Faculty of Education	O	\$3,000	KMb
2014	Faculty of Education	O	\$1,500	Conference
2014	University of Ottawa	G	\$3,000	KMb
2013	University of Ottawa	G	\$5,500	Teaching and Learning
2013	Faculty of Education	O	\$1,500	Conference
2013	Faculty of Education	O	\$3,000	Conference
2012	Faculty of Education	O	\$1,500	Conference
2011	University of Ottawa	G	\$3,000	Development Project
2011	University of Ottawa	G	\$2,000	Development Project
2011	Faculty of Education	O	\$1,500	Conference
2010	University of Ottawa	G	\$3,000	Development Project
2010	University of Ottawa	G	\$3,500	Development Project
2010	Faculty of Education	O	\$1,000	Conference
2009	Faculty of Education	O	\$3,000	Conference
2009	University of Ottawa	G	\$3,500	Development Project
2008	University of Ottawa	G	\$7,500	Development Project
2008	Faculty of Education	O	\$1,500	Conference
2007	Faculty of Education	O	\$2,000	Publication
2007	Faculty of Education	O	\$1,000	Conference
2006	Faculty of Education	O	\$1,000	Conference
Total:			\$90,000	

Total funding awarded since starting at university of Ottawa: \$6,321,565.8

Total SSHRC Grants (17): \$4,807,020.00

1. **Ng-A-Fook, N., & Ibrahim, A., & Labelle, P., & Lewis, L., & McGuire-Adams, T. (2023-2024).** *Addressing Racisms and Anti-Racisms in Science and Teacher Education Research.* Social Science and Humanities Research Council and Genomics Canada Knowledge Synthesis Grant. Ottawa, Ontario: Canada (\$29,857). (Principal Investigator, **ranked 7/47**; 1 of 5 funded by Genomics Canada)
2. **Tarc, P., & Ng-A-Fook, N., Mishra-Tarc, A. (2023-2027).** *Translating and Mobilizing 'A New Social Contract for Education: Illuminating and supporting teachers' worldly and critical*

- pedagogies*. Social Science and Humanities Research Council Insight Grant. Ottawa, Ontario: Canada (\$98,240). (Co-Applicant)
3. Vanthuyne, K., & Wiscutie-Crépeau, N., & Gauthier, G., & Macdougall, B., **Ng-A-Fook, N.**, & Tolly, M., & Alycia, V. (2023-2024). *Màwandòsewin: Gathering of the Indigenous Curriculum Specialists Network*. Social Science and Humanities Research Council Connection Grant. Ottawa, Ontario: Canada. (\$48,858). (Co-Applicant)
 4. Latta, Macintyre, M., Ragoonaden, K., & Cherkowski, S., & Donald, D., & Hare, J., & Styres, S., & **Ng-A-Fook, N.** (2020-2024). *Co-Curricular-Making: Honouring Indigenous Connections to Land, Culture, and the Relational Self*. Social Science and Humanities Research Council Partnership Grant. Ottawa, Ontario: Canada. (\$1,076,813). (Co-Applicant)
 5. Peck, C., & Gibson, L., & **Ng-A-Fook, N.**, Mclean, L., et. al. (2019-2026). *Thinking Historically for Canada's Future*. Social Science and Humanities Research Council Partnership Grant. Ottawa, Ontario: Canada. (\$2,500,000) (Co-Applicant)
 6. Patel, S., & Butler, A., Underwood, K., Davies, A., **Ng-A-Fook, N.**, Dei, G., Shah, V. (2023-2024). *Enhancing Equity in Ontario Elementary Education*. Social Science and Humanities Research Council Connection Grant. Ottawa, Ontario: Canada. (\$48,858). (Co-Applicant)
 7. Villella, M., & Ibrahim, A., & **Ng-A-Fook, N.** (2022-2024). *Le leadership éducatif et l'inclusion des élèves noir.e.s en Ontario français*. Social Science and Humanities Research Council Connection Grant. Ottawa, Ontario: Canada. (\$61,000.00). (Co-Investigator)
 8. Vanthuyne, K., Gauthier, G., & **Ng-A-Fook, N.** (2021-2023). *Indigenizing Post-Secondary Curricula with Indigenous Curriculum Specialists: A Pilot Collaborative Study at the University of Ottawa*. Social Science and Humanities Research Council Connection Grant. Ottawa, Ontario: Canada. (\$74,978.00). (Co-Applicant)
 9. Blackstock, C., & **Ng-A-Fook, N.**, & Shultz, L., Bennett, S., Bearhead, W. C., et. al. (2018-2023). *Just because we're small doesn't mean we can't stand tall: Reconciliation education in the elementary classroom*. Social Science and Humanities Research Council Insight Grant. Ottawa, Ontario: Canada. (\$242,084) (Co-Applicant)
 10. Rodway, J., & Moore, S., & Davidson, S., & Schnellert, L. & **Ng-A-Fook, N.**, & Campbell, C., & Lopez, A. (2022-2023). *Decolonizing Professional Learning*. Social Science and Humanities Research Council Connection Grant. Ottawa, Ontario: Canada. (\$24,973.00). (Co-Applicant)
 11. Stanley, T., & **Ng-A-Fook, N.**, & Lemay, D. (2020-2022). *Bâtir des liens : Mobiliser les histoires autochtones pour le changement social – Building Connections: Mobilizing Indigenous Histories for Social Change*. Social Science and Humanities Research Council Connection Grant. Ottawa, Ontario: Canada. (\$24,862). (Co-Applicant)
 12. Garlen, J., & **Ng-A-Fook, N.**, & Radford, L., & Chakrvorty, M. (2019-2020). *The Republic of Childhood. Imagining the Future of Children's Rights*. Social Science and Humanities Research Council Connection Grant. Ottawa, Ontario: Canada. (\$49,900). (Co-Applicant)
 13. Llewellyn, K., Llewellyn, J., **Ng-A-Fook, N.** et. al. (2016-2019). *Digital Oral Histories for Reconciliation (DOHR): The Nova Scotia Home for Coloured Children History Education Initiative*. Social Science and Humanities Research Council. Ottawa, Ontario: Canada. (\$199,027) (Collaborator)
 14. Kane, R., & **Ng-A-Fook, N.** & Radford, L. (2015-2019). *Developing mobile media spaces for civic engagement in urban priority schools*. Social Science and Humanities Research Council. Ottawa, Ontario: Canada. (\$215,739) (Co-PI)
 15. Phelan, A., **Ng-A-Fook, N.**, & Kane, R., & Pinar, W. (2017-2018). *Teacher education: A Canadian Conception*. Social Science and Humanities Research Council. Ottawa, Ontario: Canada. (\$24,060) (Co-PI)

16. Llewellyn, K. & Ng-A-Fook, N. (2015-2016). *Oral History and Education: Theories, Dilemmas, and Practices*. Connections Grant funded by Social Science and Humanities Research Council. Ottawa, Ontario: Canada. (\$22,273) (Co-PI)
17. Ng-A-Fook, N. & Levesque, S. (2011-2013). *Making Digital Histories: Virtual Historians, Historical Literacies, and Education*. Social Science and Humanities Research Council. Ottawa, Ontario: Canada. (\$73,500, **ranked 1**) (PI)

j) **PUBLICATIONS** (Last 17 years):

1) Life-time summary (count) according to the following categories:

- Books authored	1
- Books edited	7
- Edited Special Journal Issues.....	9
- Chapters in books	29
- Papers in refereed journals	30
- Papers in refereed conference proceedings	79
- Major invited contributions and technical reports	11
- Invited Keynotes.....	33
- Others (workshops, presentations, poster presentations, monographs, etc.)	54
-Professional Magazines	3
-Media Content Creation (podcast episodes, websites, etc.).....	68
-Media Interviews (French and English)	31

Books Authored:

Ng-A-Fook, N. (2007). *An Indigenous Curriculum of Place: The United Houma Nation's Contentious Relationship with Louisiana's Educational Institutions*. New York, New York: Peter Lang, pp. i-232.

Books Edited (7):

*Indicates co-publications with graduate students

1. Ng-A-Fook, N. & Currie, M. (submitted, under review). (Eds.). *Becoming an Antiracist Educator: The Life and Work of Timothy J. Stanley*. University of Ottawa Press.
2. Phelan, A., & Pinar, W. F., Ng-A-Fook, N., & Kane, R. (2020). (Eds.). *Reconceptualizing Teacher Education Worldwide: A Canadian Contribution to a Global Challenge*. Ottawa, Ontario: University of Ottawa Press. (**SSHRC Funded**)
3. Llewellyn, K. & Ng-A-Fook, N. (2020). (Eds.). *Oral History, Education, and Justice: Possibilities and Limitations for Redress and Reconciliation*. New York, New York: Routledge. (**Society of Professors of Education Outstanding Book Award, 2021; Canadian Association Foundations Education, Outstanding Edited Collection Book Award, 2021**) (**SSHRC Funded**)
4. Hebert, C., & Ng-A-Fook, N., & Smith, B., Ibrahim, A. (2019). *Internationalizing Curriculum Studies: Histories, Environments, and Critiques*. New York, New York: Palgrave Macmillan, pp. i-248.
5. Smith, B., & Ng-A-Fook, N., & Radford, L., & Pratt, S. (2018). (Eds.). *Hacking Education in a Digital Age: Teacher Education, Curriculum, and Literacies*. Charlotte, NC: Information Age Publishing Inc., pp. i-202.

6. Llewellyn, K., & Ng-A-Fook, N. (2017). (Eds.). *Oral History and Education: Theories, Dilemmas, and Practices*. New York, New York: Palgrave Macmillan, pp. i-388. (*Canadian Oral History Association Prize; awarded to an outstanding example of oral history practice, 2018*). (SSHRC Funded)
7. Ng-A-Fook, N., & Ibrahim, A., & Reis, G. (2016). (Eds.). *Provoking Curriculum Studies: Strong Poetry and Arts of the Possible in Education*. New York, New York: Routledge, pp. i-306 (*Society of Professors of Education Outstanding Book Award, 2017; AERA Division B, Outstanding Book Recognition Award, 2016*)
8. Ng-A-Fook, N. & *Rottmann, J. (Eds.). (2012). *Reconsidering Canadian Curriculum Studies*. New York, New York: Palgrave Macmillan, pp. i-278.

Papers in Referred Journals (30):

*Indicates graduate student collaboration

1. *Phillips, P. & Ng-A-Fook, N. (forthcoming, 2023). Visualizing the Scope of Truth and Reconciliation Education: An Emerging Field of Study.
2. *Phillips, P. & Ng-A-Fook, N. (accepted, 2023). An Unsettling Artificial Intelligence: Algorithms, Curriculum, and Futurities. *Journal for the American Advancement of Curriculum Studies*.
3. Joncas, J., Gani, R. & Ng-A-Fook, N. (in-press). Retombées qualitatives d'un réseau de mobilisation des savoirs sur l'équité en éducation : possibilités et limites. *McGill Journal of Education*, McGill University.
4. Howell, L., & Ng-A-Fook, N. (2023). [Just Because we're small doesn't mean we can't stand tall: Reconciliation Education in the Elementary School Classroom](#). *Studies in Social Justice*, 17(1), pp. 112-135. (SSHRC Funded)
5. *Howell, L. & Ng-A-Fook, N. (2022). [Unsettling Beneficiaries as Curriculum Inquiries: A Case of Senator Lynn Beyak and Anti-Indigenous Systemic Racisms in Canada](#). *Canadian Journal of Education*, 45(1), pp. 1-34. (SSHRC Funded, recipient of the 2023 *R.W.B Jackson award*)
6. Ng-A-Fook, N., & *Lee, C., & *Déri, C. & *Abat-Roy, V., & *Barette, J., *Drake, A., S., & *Mya, N., & *Xiaoling, L. (2021). *Life Writing as Métissage During A Global Pandemic*. *Transnational Curriculum Inquiry*, 18(1), pp. 1-23.
7. *Currie, M., & Ng-A-Fook, N. & *Drake, S., A. (2021). [Is CRRP Enough?: Addressing Antiracism\(s\) in Teacher Education](#). *Journal for the American Advancement of Curriculum Studies*, 14(2), pp. 1-28.
8. Ng-A-Fook, N. (2016). Storying Curriculum as Technoeconomic Progress: A Lament! *Antistasis*, 6(1), pp. 30-33.
9. Kane, R., Ng-A-Fook, N., Radford, L., & *Butler, J., (2016). Conceptualizing and contextualizing digital citizenship in urban schools: Civic engagement, teacher education, and the placelessness of digital technologies. *Citizenship Education Research Journal*, 6(1), pp. 24-39. (SSHRC Funded)
10. *Butler, J., & Ng-A-Fook, N., & *Vaudrin-Charette, J., & *McFadden, F. (2015). Living Between Truth and Reconciliation: Responsibilities, Colonial Institutions, and Settler Scholars. *Transnational Curriculum Inquiry*, 12(2), pp. 44-64.
11. Ng-A-Fook, N. & Kane, R., *Butler, J., Glithero, L., *Forte, R. (2015). Brokering Knowledge Mobilization Networks: Policy Reforms, School Partnerships, and Teacher Education. *Education Policy Analysis Archives*, 23(122), pp. 1-30. (OME, Funded)
12. *Smith, B., & Ng-A-Fook, N., & *Corrigan, J. (2014, Fall). Mobile(izing) Educational Research: Historical Thinking, M-Learning, and Technopolitics. *McGill Journal of Education*, 49(3), pp. 583-602. (SSHRC Funded)

13. **Ng-A-Fook, N.** & *Milne, R. (2014, Fall). Unsettling our Narrative Encounters within and outside of Canadian Social Studies. *Canadian Journal of Social Studies*, 47(2), pp. 91-109.
14. **Ng-A-Fook, N.** (2014, Fall). Provoking the very “Idea” of Canadian Curriculum Studies as a Counterpointed Composition. *Journal of the Canadian Association for Curriculum Studies*, 12(1), pp. 10-69.
15. **Ng-A-Fook, N.** (2014, Fall). Spinning Curriculum Designs at a Crossroads: Big Ideas, Conversations, and Reconciliation. *Journal of the Canadian Association for Curriculum Studies*, 12(1), pp. 97-118.
16. Lévesque, S., & **Ng-A-Fook, N.**, *Corrigan, J. (2014, summer). What does the eye see?: Reading online primary source photographs in history. *Journal of Contemporary Issues in Technology and Education*. 14 (1), pp. 1-23. *(SSHRC Funded)*
17. *Corrigan, J., & **Ng-A-Fook, N.**, & Lévesque, S., & *Smith, B. (2013, summer). Looking to the Future to Understand the Past: A Survey of Pre-Service History Teachers’ Experiences with Digital Technologies in Relation to Teaching History. *Nordic Journal of Digital Literacy*, pp. 49-73. *(SSHRC Funded)*
18. **Ng-A-Fook, N.**, & Radford, L., & *Norris, T., & *Yazdanian, S. (2013, spring). Empowering Marginalized Youth: Curriculum, Media Studies, and Character Development. *Canadian Journal of Action Research*, 14 (1), pp. 38-50.
19. **Ng-A-Fook, N.** (2013, winter). Reconsidering our Attendance to Curriculum Development as...Events, Subjectivities, and a Cosmopolitan Praxis. *Journal for the American Association for Advancement of Curriculum Studies*, 9 (1), pp. 1-16.
20. Tarc, P., & Mishra Tarc, A., & **Ng-A-Fook, N.**, & Trilokekar, R. (2012, winter). Re-conceiving International Education: Theorizing Limits and Possibilities for Transcultural Learning. *Canadian and International Education Journal*, 41 (3), pp. 1-40.
21. McMurtry, A., Clarkin, C., Bangou, F., Duplâa, E., MacDonald, C., **Ng-A-Fook, N.** & Trumpower, D. (2012, Fall). Making interdisciplinary collaboration work: Key ideas, a case study and lessons learned. *Alberta Journal of Educational Research*, 58 (3), pp. 461-473.
22. **Ng-A-Fook, N.** & Radford, L. & *Ausman, T. (2012, October). Living a Curriculum of Hyph-e-nations: Diversity, Equity, and social media. *Multicultural Educational Review*, 4 (2), pp. 91-128. *(OME, Funded)*
23. *Corrigan, J. & **Ng-A-Fook, N.** (2012, September). Mobilizing Curriculum Studies in a (Virtual) World: Open Access, Edupunks, and the Public Good. *Canadian Journal of Education*, 35 (2), pp. 58-76.
24. *Smith, B., & **Ng-A-Fook, N.**, & *Berry, S. & *Spence, K. (2011, December). Deconstructing a Curriculum of Dominance: Teacher Education, Colonial Frontier Logics, and Residential Schooling. *Transnational Curriculum Inquiry*, 8 (2), pp. 54-71.
25. **Ng-A-Fook, N.** (2011, July). Provoking A Canadian Curriculum Theory Project: A Question of/for *Currere, Denkbild* and *Aesthetics*. *Media: Culture: Pedagogy*, 15 (2), pp. 1-26.
26. **Ng-A-Fook, N.** & *Robayo-Sheridan, K. & Noble, S. (2011, February). Reconceptualizing *High School*: Curriculum, Film, and Narrative Assemblies. *Journal for the American Association for Advancement of Curriculum Studies*, 7 (1), pp. 1-27.
27. Reis, G. & **Ng-A-Fook, N.** (2010). TEK talk: so what? Language and the decolonization of narrative gatekeepers of science education curriculum. *Cultural Studies of Science Education*, 5 (4), pp. 1009-1026.
28. **Ng-A-Fook, N.** (2010). An/other Bell Ringing in the Sky: Greenwashing, Curriculum, and Ecojustice. *Journal for the Canadian Association of Curriculum Studies*, 8 (1), pp. 41-67.

29. **Ng-A-Fook, N.** (2009). Toward Understanding A Curriculum of Being Inhabited by the Language of the Other. *Transnational Curriculum Inquiry*, 6 (2), pp. 3-20.
30. **Ng-A-Fook, N.** (2009). Bridging a response within the watercoursings of empty places. *Transnational Curriculum Inquiry Journal*, 6 (2), pp. 51-53.
31. **Ng-A-Fook, N.** (2005). A Curriculum of Mother-Son Plots on Education's Center Stage, *Journal of Curriculum Theorizing*, 21 (4), pp. 43-58.
32. **Ng-A-Fook, N.** (2003). A Curriculum Behind the Boys' Locker Room Doors: Bodies, Desires, and Perpetuating Patriarchy. *Journal of Curriculum Theorizing*, 19 (4), pp. 65-72.

Chapters in Books (29):

*Indicates co-publications with graduate students

1. **Ng-A-Fook, N.** (forthcoming). A Curriculum Theory in-the-Making. Edited Collection on Life Works of Janet Miller.
2. *Mya, N. & **Ng-A-Fook, N.** (forthcoming). Narratives of Un/Becoming an Immigrant/Canadian in Classrooms. In Richard D. Sawyer & Daniel Ness. *Understanding Curriculum Epistemicide: Finding Light in Dark Times*. New York, New York: Peter Lang Publishers.
3. **Ng-A-Fook, N.** (in-press). Reconstructing Curriculum Studies in Canada: Life Writing, Settler Colonialism, Truth and then Reconciliation. In William F. Pinar & Anne Phelan. (Eds.). *Curriculum Studies in Canada: Present Preoccupations*. Toronto, Ontario: University of Toronto Press.
4. *Phillips, P. & **Ng-A-Fook, N.** (2023). What is A Canadian Curriculum Theory Project? In Peter Trifonas and Susan Jagger (Eds.), (pp.1-23). *Handbook of Curriculum Theory and Research*. Springer.
5. **Ng-A-Fook, N.** (2023). Placing the Significance of Life Writing as A Curriculum Theory Project. In Petra Munro Hendry & Molly Quinn. (Eds.) *Curriculum Histories in Place, in Person, in Practice: The LSU Curriculum Theory Project*. Routledge.
6. Howell, L. & **Ng-A-Fook, N.** (2023). Truth and then Reconciliation Research: An Emerging Field of Educational Studies. In Robert Tierney, Fazal Rizvi & Kadriye Ercikan (Eds.) *International Encyclopedia of Education* (pp. 272-282). Elsevier. **(SSHRC Funded)**
7. **Ng-A-Fook, N.**, & *Phillips, P. & *Currie, M., & Pind, J. (2023). Purposes of Education: Unsettling Purposes of Settler Colonial Public Education, pp. 39-64. In Theodore Christou (Ed.). *Historical Foundations of Education*. Routledge. **(SSHRC Funded)**
8. **Ng-A-Fook, N.**, Crowe, T., Trumpower, D., *Phillips, P. (2022). Reconceptualizing Teacher Education: Equity, Diversity, and Inclusion Beyond Times of a Pandemic, pp. 349-373. In Diana Petrarca & Julian Kitchen. (Eds.). *Initial teacher education in Ontario: The four-semester teacher education programs after five years*. Ottawa, ON: Canadian Association for Teacher Education.
9. **Ng-A-Fook, N.**, *Oguanobi, H. I., Radford, L. (2020). Reconceptualizing our "Ideas" of Transnational Citizenship: Migration, Unconditional Hospitality, and Urban Priority Schools, pp. 128-151. In John Chi-Kin and Noel Gough. (Eds.). *Transnational education and curriculum studies: International perspectives*. New York, New York: Routledge. **(SSHRC Funded)**
10. *Brant-Birioukov, K., **Ng-A-Fook, N.**, & Kane, R. (2020). Reconceptualizing Teacher Education in Ontario: Civic Particularity, Ethical Engagement, and Reconciliation, pp. 39-67. In Anne Phelan, William F. Pinar, Nicholas Ng-A-Fook, and Ruth Kane (Eds.). *Reconceptualizing Teacher Education Worldwide: A Canadian Contribution to a Global Challenge*. Ottawa, Ontario: University of Ottawa Press. **(SSHRC Funded)**
11. *Brant-Birioukov, K., **Ng-A-Fook, N.**, & Llewellyn, K. (2020). Restorying Settler Teacher Education: Truth, Reconciliation, and Oral History, pp. 107-131. In Nicholas Ng-A-Fook & Kristina

- Llewellyn (Eds.). *Oral History, Education, and Justice: Possibilities and Limitations for Redress and Reconciliation*. New York, New York: Routledge. (*SSHRC Funded*)
12. McWhorter, D., Roosemalen, E., Kotsopoulos, D., Gadanidis, G., Kane, R., **Ng-A-Fook, N.**, Campbell, C., Pollock, K., & Sarfaraz, D. (2019). Fostering Improved Connections Between Research, Policy, and Practice, pp. 52-64. In Joel Malin and Chris Brown. (Eds.). *The Role of Knowledge Brokers in Education: Connecting the Dots*. New York, New York: Routledge. (*OME, Funded*)
 13. Strong-Wilson, T., Malenfant, J. Hasebe-Ludt, E., Irwin, R., Johnston, I., Leggo, C., **Ng-A-Fook, N.**, & Smits, H. (2019). *Provoking Curriculum Encounters: Genealogies of the Provoking Curriculum (Studies) Conference*, pp. 206-220. In Teresa Strong-Wilson, Christian Ehret, Sandra Chang-Kredl, & David Lewkowich. (Eds.). *Provoking Curriculum Encounters: New Engagements with the Curriculum Theory Archive*. New York, New York: Routledge.
 14. **Ng-A-Fook, N.** (2019). Addressing “Curriculum” as an Inspired Letter. In M. Quinn (Ed.). *Complexifying Curriculum Studies: From the Echo of God’s Laughter: Essays on the Generative and Generous Gifts of William E. Doll Jr.*, (pp. 153-162). New York, New York: Routledge.
 15. Forte, R., & **Ng-A-Fook, N.**, & Reis, G. (2019). Enclosing the Commons: Beyond A Beautiful Destruction, pp. 402-422. In Peter Trifonas & Susan Jagger (Eds.). *Handbook of Cultural Studies in Education*. New York, New York: Routledge.
 16. **Ng-A-Fook, N.**, *Ingham, M., *Burrows, T. (2018). Reconciling 170 Years of Settler Curriculum Policies: Teacher Education in Ontario. In Theodore Christou. (Ed.). *Curriculum History of Teacher Education*, (pp. 125-144). New York, New York: Routledge.
 17. *Butler, J., **Ng-A-Fook, N.**, & *Forte, R., & *McFadden, F., & Reis, G. (2017). Ecojustice Education as a Praxis of Environmental Reconciliation: Teacher Education, Indigenous Knowledges, and Relationality. In Giuliano Reis & Jeff Scott. *International Perspectives on the Theory and Practice of Environmental Education: A Reader* (pp. 19-31). New York, New York: Springer.
 18. *Brant, K., & *Cheechoo, K., & *McGuire-Adams, T., & *Vaudrin-Charette, J., & **Ng-A-Fook, N.** (2017). Indigenizing Ivory Towers: Poetic Inquiry, Métissage and Reconciliation. In Ellyn Lyle (Ed.). *At the Intersection of Selves and Subject: Exploring the Curricular Landscape of Identity*, (pp. 87-104). Rotterdam The Netherlands: Sense Publisher.
 19. **Ng-A-Fook, N.**, & Kane, & R., Crowe, T., & Karagiozis, N., & Schira-Hagermann, M. (2017). Reconceptualizing Teacher Education at the University of Ottawa, pp. 217-252. In Diana Petrarca & Julian Kitchen. (Eds.). *Initial Teacher Education in Ontario: The First Year of Four-Semester Teacher Education Programs*. Ottawa, ON: Canadian Association for Teacher Education. ISBN 978-0-9947451-7-0. <http://cate-acfe.ca/polygraph-book-series/>.
 20. **Ng-A-Fook, N.** & Smith, B. (2017). Doing Oral History Education Toward Reconciliation. In Kristina Llewellyn and Nicholas Ng-A-Fook (Eds.). *Oral History and Education*, pp. 65-86. New York, New York: Palgrave, Macmillan. (*SSHRC Funded*)
 21. **Ng-A-Fook, N.** (2016). Becoming an International: Curriculum Theory, *Currere*, and Subjectivity. In Mary Aswell Doll and Marla Morris (Eds.). *The Reconceptualization of Curriculum Studies: A Festschrift in Honor of William F. Pinar*, pp. 121-129. New York, New York: Routledge.
 22. **Ng-A-Fook, N.** (2015). Autobiography, Intellectual Topographies, and Teacher Education. In Hua Zhang and William F. Pinar (Eds.). *Autobiography and Teacher Development in China: Subjectivity and Culture in Curriculum Reform*, pp. 121-150. New York, New York: Palgrave Macmillan.
 23. Reis, G., **Ng-A-Fook, N.**, & *Glithero, L. (2015). Provoking Ecojustice: Taking Citizen Science and Youth Activism Beyond the School Curriculum. In M. Mueller & D. Tippings (Eds.), *Ecojustice*,

citizen science and youth activism, pp. 39-61. New York: Springer International Publishing Switzerland.

24. Radford, L. & **Ng-A-Fook, N.** (2015). Framing Radical Hope within Forbidden Cities: Curriculum, Social Networks, and A Literacy of Dreams. In Rahat Naqvi and Hans Smits (Eds.), *Framing Peace: Thinking About and Enacting Curriculum as "Radical Hope"*, pp. 145-157. New York, New York: Peter Lang. **(OME, Funded)**
25. **Ng-A-Fook, N.**, Radford, L., & *Ausman, T. (2014). Living Hyph-e-nations: Youth Culture, Social Networking, and Third Spaces. In Shirley Steinberg and Awad Ibrahim (Eds.), *The Critical Youth Studies Reader* pp. 240-254. New York, New York: Peter Lang. **(The book was the winner of the American Educational Studies Association Critics Choice Award). (OME, Funded)**
26. **Ng-A-Fook, N.** (2013). Contemplating A Canadian Curriculum Theory Project: *Currere*, Denkbild and Intellectual Genealogies, pp. 172-181. In Erika Hasebe-Ludt and Wanda Hurren (Eds.), *Contemplating Curriculum: Genealogies/Times/Places*. New York, New York: Routledge.
27. **Ng-A-Fook, N.** (2013). Fishing for Knowledge Beyond Colonial Disciplines: Curriculum, Social Action Projects, and Indigenous Communities. In A. Kulnieks, & D. Rononhiakewen Longboat, & K. A. Young, (Eds.), *Contemporary Studies in Environmental and Indigenous Pedagogies: A Curricula of Stories and Place*, pp. 285-305. Rotterdam The Netherlands: Sense publishers.
28. Kulnieks, A. & **Ng-A-Fook, N.** & Stanley, D. & Young, K. (2012). Reconsidering Canadian Environmental Curriculum Studies: Framing an Approach to Ecojustice. In Nicholas Ng-A-Fook & Jennifer Rottmann (Eds.). *Reconsidering Canadian Curriculum Studies*, pp. 107-136. New York, NY: Palgrave Macmillan.
29. **Ng-A-Fook, N.** (2012). Navigating M/other-Son Plots as a Migrant Act: Autobiography, *Currere*, and Gender. In Springgay, S. & Freedman, D. (Eds.). *Mothering a bodied curriculum: Emplacement, desire, affect*, pp. 160-185. Toronto, Ontario: University of Toronto Press.
30. **Ng-A-Fook, N.** (2011). Decolonizing Narrative Strands of our Eco-civic Responsibilities: Curriculum, Social Action, and Indigenous Communities. In Kelly Young & Darren Stanley (Eds.), *Contemporary Studies in Canadian Curriculum: Principals, Portraits, and Practices*, pp. 313-341. Calgary, Alberta: Detselig Enterprises Ltd.
31. **Ng-A-Fook, N.** (2009). Inhabiting the Hyphenated Spaces of Alienation and Appropriation: *Currere*, Language, and Postcolonial Migrant Subjectivities. In James Nahachewsky and Ingrid Johnson (Eds.), *Beyond Presentism*, pp. 87-103. Rotterdam The Netherlands: Sense publishers.

Edited Special Issues (9):

*Indicates graduate student collaboration

1. Wiscutie-Crepeau, N., & **Ng-A-Fook, N.**, & Joncas, J., Pageau, L. (2023). *La portée de la Commission de vérité et de réconciliation dans les contextes francophones canadiens*. *Revue de l'Association canadienne pour l'étude de curriculum (RACÉC)*, 23(1), pp. 1-9.
2. **Ng-A-Fook, N.**, & *Lee, C., & *Ogwanobi, I. H. (2020). (Introduction au numéro spécial). Living Stories of Migrancy: Exile, Unconditional Hospitality and Transnational Citizenship. *Cultural and Pedagogical Inquiry*, 12(2), pp. 1-5.
3. Stanley, T., & **Ng-A-Fook, N.**, & Cook, S., & Mclean, L., & Levesque, S. (2018). (Editors). From Centennial to Sesquicentennial in Canada: Transformative Research in the History of Education. *Historical Studies in Education*, 30(1).
4. **Ng-A-Fook, N.** (2017). (Introduction to Special Issue). Poeticizing A Story of Asylum: Refugees, Refuge, and Refuse. No Return. *Cultural and Pedagogical Inquiry*, 9(2), pp.1-2.

5. **Ng-A-Fook, N.** (2017). (Introduction to Special Issue). Celebrating 40 Years of the Canadian Journal of Education. *Canadian Journal of Education*, 40(2), pp. 1-2.
6. Llewellyn, K. & **Ng-A-Fook, N.** & *Truong-White, H. (2016). (*Introduction, special issue*). Telling Tales in Schools: Oral History Education, Political Engagement, and Youth. *Our Schools, Our Selves*, 25(2), pp. 97-155. (*SSHRC Funded*)
7. McLean, L. & **Ng-A-Fook, N.** (Fall, 2013). Developing a Global Perspective for Educators: Introduction. *Special Issue Education Review*. pp. 1-22.
8. Mclean, L. & **Ng-A-Fook, N.** (Autumn, 2013). Développement d'une perspective mondiale pour enseignants et enseignantes. *Special Issue Revue d'éducation*. pp. 1-22.
9. **Ng-A-Fook, N.** & Cook, S. A., & *Ainsworth, M. (2012). (*Introduction, special issue*). Making Educational Oral Histories in the 21st Century. *Oral History Forum*. 32, pp. 1-10.

Refereed Book Reviews:

1. **Ng-A-Fook, N.** (2004). Tough Fronts: The Impacts of Street Culture on Schooling. *Journal of Curriculum Studies*, 36(6), pp. 747-752.

Professional Magazines (3):

1. Howell, L. & **Ng-A-Fook, N.**, & Giroux B. (2023). [Unsettling Professional Learning: Heart, Spirit, and Teacher \(Un\)learning](https://www.edcan.ca/articles/professional-learning-in-a-community-of-relations/). *Education Canada Network Magazine*. January, 24, 2023. <https://www.edcan.ca/articles/professional-learning-in-a-community-of-relations/>.
2. Rodway, J., & Campbell, C., & Davidson, F. S., & Lopez, A., & Moore, S., **Ng-A-Fook, N.**, & Schnellert, L. (2023). [Decolonizing Professional Learning: Gathering Together for Educational Change](https://www.edcan.ca/articles/decolonizing-professional-learning/). *Education Canada Network Magazine*. January, 24, 2023. <https://www.edcan.ca/articles/decolonizing-professional-learning/>.
3. Howell, L. & Brant-Birioukov, K., & **Ng-A-Fook, N.** (2021). National Day for Truth & Reconciliation: Universities and schools must acknowledge how colonial education has reproduced anti-Indigenous racism. *The Conversation*. September 22, 2021. <https://theconversation.com/national-day-for-truth-and-reconciliation-universities-and-schools-must-acknowledge-how-colonial-education-has-reproduced-anti-indigenous-racism-123315>.

Presentations at Refereed Conference Proceedings (79):

*Indicates graduate student collaboration

1. Schnellert, L., & Davidson, S., & Yee, N., & Garrett-Walker, W., Howell, L., **Ng-A-Fook, N.** Vaandering, D., & Moore, S., Rodway, J. (2023). *Decolonizing Professional Learning*. Multimedia presentation at the Canadian Society for the Study of Education annual conference. Toronto: York University.
2. **Ng-A-Fook, N.**, & Phillips, P., & Daoust, M. & McCracken, M., & Villella, M., & Howell, L. (2023). (*Dis*)Placing Life Writing Research: A Canadian Curriculum Theory Project. Multimedia presentation at the Canadian Society for the Study of Education annual conference. Toronto: York University.
3. Tarc, P., & Ausman, T., James, C., **Ng-A-Fook, N.**, & Mishra-Tarc. (2023, May). *Toward enacting a 'relevant' education in times of global crises: A pilot study of two teachers' praxes*. Multimedia presentation at the Canadian Society for the Study of Education annual conference. Toronto: York University.

4. Mya, N. & **Ng-A-Fook, N.** (2023, March). *Narratives of Un/Becoming an Immigrant/Canadian: A Currerian Exchange*. 10th Bi-Annual Canadian Association of Curriculum Studies Provoking Curriculum Studies Conference, Western University, London Ontario.
5. **Ng-A-Fook, N.** (2023, February). *'Bright spots' and existing 'transformative pedagogy:' Toward repairing injustices of settler colonialism*. Comparative and International Education Society Annual Conference, Washington, DC.
6. Quinn, M., & Daspit, T., & **Ng-A-Fook, N.**, & Skinner, K. (2022, October). *Curriculum Histories In Place, In Person, In Practice: Reflections Through the LSU Curriculum Theory Project*. Conference on Curriculum Theory and Classroom Practice. Bergamo Centre, Dayton, Ohio.
7. Quinn, M., & **Ng-A-Fook, N.**, Hendry P., & Skinner, K., & Eaton, P. (2022, April). *Curriculum Histories in Place, in Person, in Practice: Gleanings from The LSU Curriculum Theory Project*. Panel Presentation at The American Association for the Advancement of Curriculum Studies Conference. Hosted online by Yale University.
8. *Mya, N. & **Ng-A-Fook, N.** (2021, June). *Narratives of Un/Becoming an Immigrant/Canadian in Classrooms*. Multimedia virtual symposium presentation at the Currere Exchange Annual Conference.
9. Scott, D., & Duquette, C. & **Ng-A-Fook, N.**, & Tupper, J. & *Gobran, J., *Pageau, L., *Omoregie, Edokpayi, *Phillips, P. *Oguanobi, H. & *Lee, C. (2021, May). *Education for Pre-service Teachers: Contemporary Trends, Trajectories, and Future Directions*. Multimedia symposium presentation at the Canadian Society for the Study of Education annual conference. (**SSHRC Funded**)
10. Joncas, J., *Gani, R., et **Ng-A-Fook, N.** (2021, May). *L'importance des relations préalables et maintenues dans le temps, les espaces et les langues dans les réseaux de mobilisation des savoirs*. Communication acceptée au congrès de la Société canadienne pour l'étude de l'éducation (SCÉÉ). En ligne, Edmonton, Université d'Alberta.
11. *McCracken, M., *Howell, L., & **Ng-A-Fook, N.** (2021, April). *Addressing Truth and Reconciliation: The Caring Society, Professional Learning, and Ontario Social Studies Curricula*. The American Association for the Advancement of Curriculum Studies Conference. Hosted online by Louisiana State University, National Louis University, and Yale University.
12. **Ng-A-Fook, N.**, & *Phillips, P., & *Currie, M. (2021, April). *Repurposing Foundations Education: Histories, Perspectives, and Contemporary Issues in Teacher Education*. The American Association for the Advancement of Curriculum Studies Conference. Hosted online by Louisiana State University, National Louis University, and Yale University.
13. **Ng-A-Fook, N.**, & *Vellilla, M., & *Currie, M., & *Drake, A. S. (2021, April). *Rethinking Teacher Education Beyond CRRP and Intercultural Competencies: Anti-Indigenous, Anti-Black, and Anti-Franco Racisms*. The American Association for the Advancement of Curriculum Studies Conference. Hosted online by Louisiana State University, National Louis University, and Yale University.
14. **Ng-A-Fook, N.**, & Llewellyn, K., & *Brant-Birioukov, K. (2020, cancelled COVID-19). *Restorying Settler Teacher Education: Truth, Reconciliation, and Oral History*. American Education Research Association. San Francisco, California.
15. Hare, J., & Peters, R., & Anaquod, J., & Houle-Steinhauer, B., & Steinhauer, E., Wolfe, A., & Tenasco, A., **Ng-A-Fook, N.**, Barwell, R. (2019). *Sharing A Circle of Meaningful Relational Partnerships between Indigenous Communities and Faculties of Education*. Multimedia presentation at the Canadian Society for the Study of Education annual conference. Vancouver, BC, Canada.
16. Radford, L., & **Ng-A-Fook, N.** & Kane, R., & Oguanobi, H. I., & *Gladu, J. (2019). *Reimagining citizenship through hospitality in urban schools: A Social Action Research Project*. Multimedia presentation at the Canadian Society for the Study of Education annual conference. Vancouver, BC, Canada.

17. Kane, R. & **Ng-A-Fook, N.**, & Delude, E., Specht, J. Shah, V., & Sameshima, P., El-Husseini, N., & *Currie, M., & *Ghani, R. (2019). *Mobilizing Equity Knowledge: Snapshots from the Réseau de Savoir sur l'Équité | Equity Knowledge Network (RSEKN)*. Multimedia presentation at the Canadian Society for the Study of Education annual conference. Vancouver, BC, Canada.
18. **Ng-A-Fook, N.** & Oguanobi, H. I., & Radford, L. (2019). *Reconceptualizing Transnational Citizenship: Migration, Unconditional Hospitality, and Urban Priority Schools*. American Association for the Advancement of Curriculum Studies. Toronto, Ontario.
19. van Roosmalen, E. H., & McWhorter, & D., Kotsopoulos, & D., Kane, R., & **Ng-A-Fook, N.** (2019). *Spanning Boundaries Between Research, Policy and Practice: An Exploration of Multiple, Embedded Thematic Knowledge Networks*. American Education Research Association. Toronto Ontario.
20. **Ng-A-Fook, N.** & Radford, L., & *Oguanobi, H. I., (February, 2018). *Mobilizing Diversity and Equity within School Communities: A Social Action Curriculum Project*. Ontario Education Research Symposium. Toronto: Ontario.
21. **Ng-A-Fook, N.** & Kane, R. (2017). *Becoming Critical Digital Citizens: Teacher Education, Urban Education, and Youth*. Multimedia presentation at International Study Association on Teachers and Teaching bi-annual conference. Salamanca, Spain.
22. **Ng-A-Fook, N.** (2017). *Who is afraid of teacher activists: Poll-I-Ticking post truths on social media*. Multimedia presentation at the Canadian Society for the Study of Education annual conference. Toronto, ON, Canada.
23. Malike, S., Brown, C., **Ng-A-Fook, N.**, Kane, R., & Read, R. (June, 2017). *Connecting the Dots: Making Sense of Knowledge Mobilization Efforts*. Multimedia presentation at the Canadian Society for the Study of Education annual conference. Toronto, ON, Canada.
24. Kane, R., **Ng-A-Fook, N.**, Radford, L., *Butler, J., & *James, C. (May, 2017). *Teacher education and digital citizenship: Bridging classrooms, communities and digital realms*. Multimedia presentation at the Canadian Society for the Study of Education annual conference. Toronto, ON, Canada.
25. **Ng-A-Fook, N.**, Campbell, C., Laferrière, T., & Westheimer, J. (May, 2017). *Celebrating 40 Years of the Canadian Journal of Education*. Multimedia presentation at the Canadian Society for the Study of Education annual conference. Toronto, ON, Canada.
26. Starr, L., Christou, T., Deer, F., Deluca, C., Kirk, J., **Ng-A-Fook, N.** (June, 2016). *Insights into academia from multiple Canadian perspectives*. Multimedia presentation at the Canadian Society for the Study of Education annual conference. Calgary, ON, Canada.
27. **Ng-A-Fook, N.**, & *Brant, K., & *Vaudrin-Charette, J., & *Cheechoo, K., & *McGuire-Adams, T. (June, 2016). *Indigenizing Ivory Towers: Rethinking our Faculties as Sites of Reconciliation*. Multimedia presentation at the Canadian Society for the Study of Education annual conference. Calgary, ON, Canada.
28. **Ng-A-Fook, N.**, & Radford, L., & Gershon, W., & Griffith, B., & Berci, Margaret, & Winchester, I. (May, 2016). *Hacking Curriculum Theory: Refracting the Past Toward Digital Futurities*. Multimedia presentation at the Canadian Society for the Study of Education annual conference. Calgary, ON, Canada.
29. **Ng-A-Fook, N.**, & Llewellyn, K., & Taylor, L., & Stanley, T., & Farley, & L., Tupper, & Mishra Tarc, A. (May, 2016). *Storying Historical Consciousness in Times of Reconciliation*. Multimedia presentation at the Canadian Society for the Study of Education annual conference. Calgary, ON, Canada.
30. Kane, R., & Radford, L., & *Butler, J., & *James, C., & **Ng-A-Fook, N.** (May, 2016). *Fostering citizenship through relationships: Urban high schools in a globalized digital world*. Multimedia

- presentation at the Canadian Society for the Study of Education annual conference. Calgary, ON, Canada.
31. **Ng-A-Fook, N.** (April, 2016). *A Reconceptualization of Curriculum Studies: Revisiting Autobiographical Histories*. Paper presented at the American Association for the Advancement of Curriculum Studies. Washington, DC, USA.
 32. **Ng-A-Fook, N.** (April, 2016). *Considering Curriculum History, Curriculum Present, and Curriculum Future: A symposium on curriculum, time, and ethical practice*. Paper presented at the American Association for the Advancement of Curriculum Studies. Washington, DC, USA.
 33. **Ng-A-Fook, N.** & Llewellyn, K. (April, 2016). *Storying Historical Consciousness in Times of Reconciliation*. Paper presented at the American Education Research Association. Washington, DC, USA.
 34. **Ng-A-Fook, N.**, & *Butler, J., & *McFadden, F., & *Vaudrin-Charette, J. (June, 2015). *Addressing Truth and Reconciliation: Curriculum, Non-Aboriginal Teachers, and Public Education*. Multimedia presentation at the Canadian Society for the Study of Education annual conference. Ottawa, ON, Canada. **(Invited to be a spotlight session)**
 35. **Ng-A-Fook, N.** (May, 2015). *Becoming an International: Curriculum Theory, Currere, and Subjectivity*. Paper presented at the 5th Triennial International Association for the Advancement of Curriculum Studies. Ottawa, ON, Canada.
 36. **Ng-A-Fook, N.** (May, 2015). *Tracing Cosmopolitan Genealogies as Autobiographical-Intellectual Work*. Paper presented at the 5th Triennial International Association for the Advancement of Curriculum Studies. Ottawa, ON, Canada.
 37. **Ng-A-Fook, N.** (April, 2015). *Becoming International: Curriculum Theory, Currere, and Subjectivity*. Paper presented at the American Association for the Advancement of Curriculum Studies. Chicago, IL, USA.
 38. Strong-Wilson, T., **Ng-A-Fook, N.**, Hasebe-Ludt, E., & Nellis, R. (2015). *Métissage/Memory/Denkbild/Trespass: The Worldliness of Canadian Curriculum in Between Indigenous, Ecological, and Trans/National Wisdom Traditions*. Multimedia paper presentation at the annual American Education Research Association conference in Chicago, IL, USA.
 39. **Ng-A-Fook, N.** & Crowe, T., & Cardinal, S. (May, 2014). *Engaging Community Service Learning Projects with First Nations Communities*. Healthy Resilient Communities Conference. Canadian Alliance for Community Service Learning, Algonquin College, Ottawa, ON, multimedia presentation.
 40. **Ng-A-Fook, N.** (May, 2014). *Contemplating Curriculum: Genealogies/Times/Places*. Canadian Society for the Study of Education, Brock University, St. Catherines, ON.
 41. **Ng-A-Fook, N.** & Forte, R. (May, 2014). *Becoming a cosmopolite in Ontario through Civics (Politics) – Vernacular? Islamic? Cultural?* Canadian Society for the Study of Education, Brock University, St. Catherines, ON.
 42. **Ng-A-Fook, N.** (May, 2014). *Engineering Social Studies: Curriculum, Backward Design, and Epistemic Violence*. Canadian Society for the Study of Education, Brock University, St. Catherines, ON.
 43. Radford, L. & **Ng-A-Fook, N.** (March, 2014). *Engaging Youth Activism: Curriculum, Social Networks and Radical Hope*. American Association for the Advancement of Curriculum Studies, Philadelphia, Pennsylvania, USA.
 44. *Forte, R. & **Ng-A-Fook, N.** (March, 2014). *Becoming Cosmopolitan: A Curriculum Without Consensus*. American Association for the Advancement of Curriculum Studies, Philadelphia, Pennsylvania, USA.
 45. **Ng-A-Fook, N.**, *Smith, B., *Corrigan, J. (April, 2014). *Remembering the App/aritions of a Traumatic Past: Forgetfulness, Mobile Applications and the Contestation of Colonial Logics*.

Multimedia paper presentation at the annual American Education Research Association conference in Philadelphia, Pennsylvania, USA.

46. Mclean, L., Crowe, T., **Ng-A-Fook, N.**, Kane, R., & *Leet, L., *Reimer, K., *Glithero, L. (2013, October). *Building Partnerships to Support Social Justice for All Learners*. Interdisciplinary Education Conference, North American Chapter (NAC), World Council for Curriculum and Instruction (WCCI), Montreal, QC.
47. **Ng-A-Fook, N.**, Kane, R., Crowe, T., and *Glithero, L. (June, 2013). *Mobilizing Citizenship Education to The Edges: Curriculum Development, Equity, and Networking Research Partnerships*. Multimedia paper presentation at the annual Canadian Association of Curriculum Studies Conference in Victoria, BC.
48. **Ng-A-Fook, N.** & Lévesque, S. & *Smith, B. (June, 2013). *Disrupting Historical Narratives: Curriculum, Difficult Knowledge, and Colonial Frontier Logics*. Multimedia paper presentation at the annual Canadian Association of Curriculum Studies Conference in Victoria, BC (*Invited to be a spotlight session*).
49. **Ng-A-Fook, N.** (2013). *Engaging Youth Activism*. Critical Canadian Youth Studies: The Future Is Networking Conference. Werklund Centre, University of Calgary, Calgary.
50. **Ng-A-Fook, N.** & Lévesque, S. & *Smith, B. (2013, April). *Making Digital Oral Histories: Curriculum, Difficult Knowledge, and Colonial Frontier Logics*. American Educational Research Association, San Francisco, California, USA.
51. Lévesque, S. & **Ng-A-Fook, N.** & *Corrigan, J. (2013, April). *Looking to the Future to Understand the Past: A Survey of Pre-Service History Teachers' Digital and Historical Literacies*. American Educational Research Association, San Francisco, California, USA.
52. Lévesque, S. & **Ng-A-Fook, N.** & *Stéphane Buffard, (2013, April). "What Does the Eye See?:" *Reading Primary Resource Photographs in History*. American Educational Research Association, San Francisco, California, USA.
53. Donald, D. & Hasebe-Ludt, E. & Chambers, C. & **Ng-A-Fook, N.** & Kelly, V. (2012). Métissage as Curricular Crossroads: Braiding Together Artifacts, Places, and Stories. Multimedia paper presentation at the annual Canadian Association of Curriculum Studies Conference in Waterloo, ON.
54. **Ng-A-Fook, N.** (2012, April). *Navigating M/other-Son Plots as A Migrant Act: Autobiography, Currere, and Gender*. American Educational Research Association, Vancouver, BC.
55. Donald, D. & **Ng-A-Fook, N.** & Chambers, C. & Hasebe-Ludt, E. & Leggo, C. & Kelly, V. & Jordan, N. & Sameshima, P. (2012, April). *Life Writing as Métissage: Curriculum Artifacts, Inter-national Places, and Stories*. American Association for the Advancement of Curriculum Studies, Vancouver, BC.
56. McMurtry, A., Clarkin, C., Bangou, F., Duplâa, E., MacDonald, C., **Ng-A-Fook, N.** & Trumpower, D. (2012). Interdisciplinary learning and collaboration within a group of adult researchers: An instrumental case study. In S. Brigham (Ed.), *Proceedings of the Canadian Society for the Study of Adult Education (CASAE)* (pp. 255-262).
57. Smits, H. & Krasny K., & **Ng-A-Fook, N.** (2011, October). *Making ourselves vulnerable as an aesthetics of curriculum theorizing*. 5th Biennial Provoking Curriculum Studies Conference, University of Alberta, Edmonton, Alberta.
58. *Ausman, T., & Radford, L. & **Ng-A-Fook, N.**, & Balsawer, V. (2011, May). *Theorizing Precious beyond the Vulnerabilities of Dead-Ends: Curriculum, Culture, and Language*/Analyse du film Precious au-delà des vulnérabilités des cul-de-sac: curriculum, culture et langue. Multimedia paper presentation at the annual Canadian Association of Curriculum Studies Conference in Fredericton, NB.

59. Hasebe-Ludt, E. & Kelly, V. & Donald, D. & **Ng-A-Fook, N.** & Audet, C. (2011, May). *Metis/sage/ing the Tensioned Topographies of Curriculum: Life Writing, Culture, and the Digital Commons*/Métis/sage et topographies curriculaires sous tension: les récits de vie, la culture et l'agora numérique. Multimedia paper presentation at the annual Canadian Association of Curriculum Studies Conference in Fredericton, NB.
60. **Ng-A-Fook, N.** & Radford, L. (2011, May). *Curriculum as Schizoanalysis: Social Networking Regimes of Madness in Forbidden Cities/Le curriculum comme schizoanalyse: régime do folie, réseaux sociaux et cites interdites*. Multimedia paper presentation at the annual Canadian Association of Curriculum Studies Conference in Fredericton, NB.
61. **Ng-A-Fook, N.** & Radford, L. (2011, April). *Social Networking Rhizomes of Desire: Curriculum, Schizoanalysis, and Two Regimes of Madness*. Paper presented at the annual meeting of American Association for the Advancement of Curriculum Studies (AAACS). New Orleans, Louisiana.
62. **Ng-A-Fook, N.** & Donald, D. & Chambers, C. & Hasebe-Ludt, E. (2010, May). *Métis/sage-ing Anti-Colonial Narratives of a Canadian Post-Colony: Curriculum, Autobiography, and Place / Métissage de récits anticoloniaux reliés à la postcolonie qu'est le Canada: curriculum, autobiographie et lieux*. Paper Presented at Canadian Association of Curriculum Studies Conference at 39th CSSE, Concordia University, Montreal, QC.
63. **Ng-A-Fook, N.** & *Norris, T. & *Yazdenian, S. (2010, May). *Engaging Digital Literacies: Popular Culture, Social Activism and Youth Identities / La promotion de la culture numérique: la culture populaire, l'activisme social et les identités des jeunes*. Paper Presented at Canadian Association of Curriculum Studies Conference at Concordia University, Montreal, QC.
64. **Ng-A-Fook, N.** (2010, May). *Disrupting Connected Understanding: Curriculum, Gender and the Racialized Politics of Segregation / Perturber le savoir branché: curriculum, genre et racisme institutionnalisé*. Paper Presented at Canadian Association of Foundations Education Conference at 39th CSSE, Concordia University, Montreal, QC.
65. Radford, L. & **Ng-A-Fook, N.** (2010, May). *Framing a Forbidden City within Social Networks: Pedagogy, Cyber Identities, and Adolescent Desire*. Paper Presented at Canadian Association of Curriculum Studies pre-Conference, at 39th CSSE, Concordia University, Montreal, QC.
66. Lloyd R. & **Ng-A-Fook, N.** (2010, May). *Somatic/ing Within the Physical Landscapes of Literacy: Autobiography, Curriculum, and Phenomenology*. Paper Presented at Canadian Association of Physical Education Conference at 39th CSSE, Concordia University, Montreal, QC.
67. **Ng-A-Fook, N.** (2009, May). *Provoking Rural Terroirs of Autobiographical Research within Canadian Curriculum Studies*. Paper Presentation at Canadian Association of Curriculum Studies Conference at the 38th Annual Canadian Society for the Study of Education in Ottawa.
68. **Ng-A-Fook, N.** (2009, May). *Provoking Curriculum Theorizing: A Question offfor Currere, Denkbild and Aesthetics*. Paper Presentation at the 4th Biennial Meeting of Provoking Curriculum Studies Conference at the University of Ottawa. Ottawa, ON.
69. **Ng-A-Fook, N.** (2009, May). *Provoking Rural Terroirs of Autobiographical Research within Canadian Curriculum Studies*. Paper Presentation at Canadian Association of Curriculum Studies Conference at the 38th Annual Canadian Society for the Study of Education in Ottawa.
70. **Ng-A-Fook, N.** (2009, May). *Provoking Curriculum Theorizing: A Question offfor Currere, Denkbild and Aesthetics*. Paper Presentation at the 4th Biennial Meeting of Provoking Curriculum Studies Conference at the University of Ottawa. Ottawa, ON.
71. **Ng-A-Fook, N.** (2009, May). *An/other Bell Ringing in the Sky: Greenwashing, Curriculum, and Ecojustice*. Paper Presentation at the 4th Biennial Meeting of Provoking Curriculum Studies Conference at the University of Ottawa. Ottawa, ON.

72. **Ng-A-Fook, N.** (October, 2008). *Greening Curriculum Theorizing and Classroom Practices*. Paper presented at the Annual Meeting of the Journal of Curriculum Theorizing and Classroom Practices. (Bergamo). Dayton, OH.
73. **Ng-A-Fook, N.** (2008, March). *Deconstructing a Curricular Philosophy of Dominance: Assimilation, Appropriation, and Indigenous Communities*. Paper presented at the Annual Meeting of the American Educational Research Association. New York, New York.
74. **Ng-A-Fook, N. & *Robayo Sheridan, K.** (2008, March). *(De)Nurturing Historical Contexts of A “Moral” Curriculum Within Wiseman’s 1968 Film High School*. Paper presented at the annual meeting of American Association for the Advancement of Curriculum Studies (AAACS). New York, New York.
75. **Ng-A-Fook, N.** (2008, March). *Decolonizing Curricular Designs Within Environmental Education: What are the Autobiographical Implications?* Paper presented at the annual meeting of American Association for the Advancement of Curriculum Studies (AAACS). New York, New York.
76. **Ng-A-Fook, N., Donald, D., Stewart, S., Pinar, B.** (2007, February). *Curricular Absence: Indigenous Concepts of Citizenship and Community in the Context of Trans-National Inquiry*. Paper presented at the 3rd Biennial Provoking Curriculum Conference. Banff, Alberta.
77. **Ng-A-Fook, N.** (2006, October). *Understanding an Indigenous Curriculum in Louisiana through Listening to Houma Oral Histories*. Paper presented at the 14th Biannual Canadian History of Education Association conference. Ottawa, ON.
78. **Ng-A-Fook, N.** (2006, October). *Curricular Misfits: Understanding a Post-Reconceptualization of Curriculum Studies*. Paper presented at the Annual Meeting of the Journal of Curriculum Theorizing (Bergamo). Dayton, OH.
79. **Ng-A-Fook, N.** (2006, May). *Understanding an Inter-national Indigenous Curriculum*. Paper presented at the second Curriculum World Studies Conference. Tampere, Finland.

Invited Keynote Addresses (33):

1. **Ng-A-Fook, N., & Tenasco, A., & Tenasco, J.** (May, 2023). *Kikinamagozewin A place of learning: Faculties of Education and Research must Decolonize!* Canadian Association of Teacher Education at Canadian Society for the Study of Education Annual Conference. Toronto, York University. (***Invited keynote speaker***)
2. **Ng-A-Fook, N.** (March, 2023). *Unsettling Futurities: Every Child Matters for Teacher Education*. Joanne Irvine Lecture. University of Manitoba, Winnipeg, Manitoba. (***Invited keynote speaker***)
3. **Ng-A-Fook, N.** (October, 2022). *Truth and then Reconciliation Research: An Emerging Field of Curriculum Studies*. William F. Pinar Endowed Curriculum Studies Fund Inaugural Lecture. Oklahoma State University, Tulsa, Oklahoma. (***Invited keynote speaker***)
4. **Ng-A-Fook, N.** (September, 2021). *Unsettling Teacher Education: A “Professional” Inquiry*. UBC Faculty of Education Teacher Education Orientation. UBC, Vancouver, British Columbia. (***Invited keynote speaker***)
5. **Ng-A-Fook, N.** (August, 2021). *Shaping Futures: A Public Service Positioned to Strengthen Canada’s Recover*. IPAC 73rd annual National Conference. Ottawa, Ontario: Virtual. (***Invited keynote speaker***)
6. **Ng-A-Fook, N.** (July, 2021). *A Hakka Reconceptualization of Canadian Citizenship: Re/Storing One’s Life History*. Toronto Hakka Conference. Online, hosted by York University, Toronto (***Invited keynote speaker***).
7. **Ng-A-Fook, N.** (May, 2021). *Teacher Education in Tumultuous Times*. Multimedia presentation for the Canadian Association of Teacher Education Annual Meeting at Canadian Society for the Study

- of Education annual conference. Online, hosted by University of Alberta, Edmonton, AB, Canada (*Invited keynote panellist speaker*).
8. **Ng-A-Fook, N.** (September, 2020). *Reconstructing Canadian Curriculum Studies: Life Writing, Settler Colonialism, and Reconciliation*. Curriculum Studies in Canada: Intellectual Histories, Present Circumstances, and Future Prospects Seminar Series. UBC, Vancouver, British Columbia. (*Invited keynote speaker*)
 9. **Ng-A-Fook, N.** (February, 2020). *Reconciling Pedagogies: Accounts from Places Across Canada*. UBC, Kelowna, British Columbia. (*Invited keynote speaker*)
 10. **Ng-A-Fook, N.** (August, 2019). *Dismantling the Barriers to Education*. Keynote panel at Faculty of Education Summer Institute. York University, Toronto Ontario. (*Invited keynote speaker*)
 11. **Ng-A-Fook, N.** (May, 2019). *Superdiversity, Equity, and Responsibilities of Teacher Educators and Teachers*. Keynote address at Supporting Teachers to Work with Culturally, Linguistically, and Racially Diverse Students, Families, and Communities: A Two-Day International Symposium at UBC, Vancouver, BC. (*Invited keynote speaker*)
 12. **Ng-A-Fook, N.** (March, 2019). *Reconceptualizing Teacher Education: Truth, Reconciliation, and Equity*. Multimedia presentation at Laurentian University, Sudbury Ontario. (*Invited keynote speaker*)
 13. **Ng-A-Fook, N.** (November, 2018). *Addressing Truth and Reconciliation with Teacher Education*. Multimedia presentation at the Association for Canadian Studies annual conference. Toronto, ON, Canada. (*Invited Speaker*)
 14. **Ng-A-Fook, N.** (November, 2017). *Living A Curriculum of Hyph-E-Nations: Autobiographical Research, Social Networking, and Difference*. Multimedia presentation at Central China Normal University. Wuhan, China. (*Invited keynote speaker*)
 15. **Ng-A-Fook, N.** (November, 2017). *Reconceptualizing Teacher Education at the University of Ottawa*. Multimedia presentation at Central China Normal University. Wuhan, China. (*Invited keynote speaker*)
 16. **Ng-A-Fook, N.** (June, 2017). *Reconceptualizing Teacher Education in Ontario: Curriculum, Ethical Engagement, and Reconcilia(c)tion*. Multimedia presentation at the 3rd European Conference on Curriculum Studies. Stirling, Scotland, UK. (*Invited keynote speaker*)
 17. **Ng-A-Fook, N.** (October, 2016). *Changing Perspectives: Sharing Indigenous Research with the Classroom and the Public*. Multimedia presentation at the Association for Canadian Studies annual conference. Winnipeg, ON, Canada. (*Invited Speaker*)
 18. **Ng-A-Fook, N.** (2016, May). *Community, Cosmopolitanism and Creativity: On the Mobility of Shared Time and Curricular Conversation*. Canadian Association of Curriculum Studies Annual Conference, Calgary, Canada (*Invited keynote for CACS Presidential Panel Series*).
 19. **Ng-A-Fook, N.** (2016, April). *Becoming Inter-National: History Education, Autobiography, and Historical Subjectivities*. Paper Presentation at the Professors of Curriculum Annual General Assembly, Washington, DC. (*Invited to be a keynote*)
 20. **Ng-A-Fook, N.** (2014, October). *Developing A Global Perspective*. Multimedia Presentation at the North American Association of Environmental Education Annual Research Symposium, Convention Centre, Ottawa Ontario (*Invited keynote address*).
 21. **Ng-A-Fook, N.** (2015, February). *Living a Curriculum of Hyph-e-nations: Autobiography, Social Networking, and Difference*. Multimedia workshop presented at the Rosa Bruno-Jofré Symposium in Education, Queens University, Kingston, ON. (*Invited keynote speaker*)
 22. **Ng-A-Fook, N.** (2015, February). *Juxtaposing Macro and Micro Contexts within Educational Research: Curriculum Theory, Life Writing, and Alternative Perspectives*. Multimedia workshop

- presented at the Rosa Bruno-Jofré Symposium in Education, Queens University, Kingston, ON. (*Invited keynote speaker*)
23. **Ng-A-Fook, N.** (2014, September). *What is Curriculum Inquiry?* Paper Presentation at Curriculum Inquiry Research Group Launch Event. Queen's University, Kingston, Ontario. (*Invited keynote address*).
 24. **Ng-A-Fook, N.** (2014, May). *Curriculum Review Plenary Panel*. Multimedia Presentation at the Ministry of Education Curriculum Forum Day, University of Toronto, Toronto, Ontario. (*Invited keynote address*).
 25. **Ng-A-Fook, N.** (2013, September). *Who is afraid of teacher activists?: A Step in Front of our Children*. Multimedia presentation at the *Education Excellence Lecture Series*, University of Ottawa, Ottawa, Canada. (*Invited keynote speaker*)
 26. **Ng-A-Fook, N.** (2013, March). "Provoking the very "idea" of Canadian Curriculum Studies in China: Autobiography, Intellectual Topographies, and Teacher Development", 2nd International Conference on the Reform of Curriculum & Teaching and Teacher Development, Hangzhou Normal University, Hangzhou, China, pp.1-20 (*Invited to present as a keynote speaker*).
 27. **Ng-A-Fook, N.** (2012, July). *Questioning Curriculum Theory as a Cosmopolitan Praxis: An Autobiography of Difference*, pp. 1-15. The Fourth World Curriculum Conference, Rio de Janeiro, Brazil. (*Invited to present as a keynote speaker*).
 28. **Ng-A-Fook, N.** (2012, May). *Living a Curriculum of Hyph-e-nations: Diversity, Equity, and Social Media*, pp. 1-20. Korean Association of Multicultural Education, Seoul, Korea. (*Invited to present as a closing conference keynote speaker*).
 29. **Ng-A-Fook, N.** & Radford, L. (2012, April). *Empowering Marginalized Youth: Curriculum, Digital Media, and Character Development*, pp. 1-15. Conference for the John Dewey Society, Vancouver, BC. (*Invited as a keynote to present on the presidential panel*).
 30. **Ng-A-Fook, N.** (2012, April). *Reconsidering Canadian Curriculum Studies*, pp. 1-20. American Association for the Advancement of Curriculum Studies, Vancouver, BC. (*Invited to give opening keynote address*).
 31. **Ng-A-Fook, N.** (2011, October). *Questioning Canadian Curriculum Theory: Currere, Denkbild and Aesthetics*. Paper presented at Curricula in their historical contexts: Curriculum Studies in Canada at University of British Columbia, Vancouver, BC (*Invited keynote speaker*).
 32. **Ng-A-Fook, N.** (2011, March). *Internationalization of Curriculum Studies*. Multimedia paper presentation at Researching International and Contemporary Education (RICE) symposium at University of Western in London Ontario (*Invited keynote speaker*).
 33. **Ng-A-Fook, N.** (2008, February). *Provoking A "Complicated Conversation": Curricular Absence, Migrancy, and Indigenous Communities*. Paper presented as a keynote speaker at the Jean-Paul Dionne Graduate Student conference at University of Ottawa. (*Invited keynote speaker*).

Major Contributions to Technical Reports (11):

1. Kane, R., & **Ng-A-Fook, N.** (2020). *Réseau de Savoir sur l'Équité| Equity Knowledge Network (RSEKN) Final Report*. Toronto, Ontario: Ontario Ministry of Education.
2. **Ng-A-Fook, N.**, & Kane, R., & Crowe, T. (2018). *Kitigan Zibi Educational Sector Program Evaluation* for Employment, Youth and Education Indigenous Services Canada, Federal Government of Canada.
3. **Ng-A-Fook, N.** & Kane, R. (2013). Co-principal Investigator on *A Review of the Research on Inter-jurisdictional Curriculum Implementation to Inform Future Curriculum Review Cycles in Ontario, Grades K-12* for Ontario Ministry of Education.

4. Kane, R. & **Ng-A-Fook, N.** (2013). Co-principal Investigator on *A Review of the Research and Inter-Jurisdictional Practice related to the Integration of 21st Century Skills and Attributes Across the Curriculum* for the Ontario Ministry of Education.
5. **Ng-A-Fook, N.** & Kane, R. (2013). Principal Researcher on Mobilizing A Global Perspective for Educators. *Two-Year Comprehensive Report for Knowledge Network for Applied Education Research*.
6. **Ng-A-Fook, N.** & Kane, R. (2012). Mobilizing A Global Perspective for Educators. *Annual Report for Knowledge Network for Applied Education Research*.
7. **Ng-A-Fook, N.** & Radford, L. (2010). Principal Researcher on *Empowering Marginalized Youth: A Culturally Responsive Media Studies Program* for Council of Ontario Directors of Education Two-year Comprehensive Report.
8. **Ng-A-Fook, N.** & Radford, L. (2010) *Empowering Marginalized Youth: A Culturally Responsive Media Studies Program* for Council of Ontario Directors of Education Annual Report.
9. Stanley, T., & Cook, S., & Levesque, S., & Mclean, L., & **Ng-A-Fook, N.** (2010). Co-Investigator on *Curriculum Research and Benchmarking to Support the Curriculum Review in Social Studies Grades 1 to 6, History Grades 7 and 8, and the Canadian and World Studies Grades 9 to 12 (History Component)* for Ontario Ministry of Education.
10. **Ng-A-Fook, N.** & Radford, L. (2009). *Empowering Marginalized Youth: A Culturally Responsive Media Studies Program* for Council of Ontario Directors of Education Annual Report.
11. Kane, R. & **Ng-A-Fook, N.** (2007). Curriculum Consultant on *New Teacher Induction Program Evaluation* research team for Ontario Ministry of Education.

Non-Refereed Conference Presentations (15):

1. Tarc, P., & **Ng-A-Fook, N.**, Ausman, T., & James, C. (2023). *Mobilizing UNESCO's 'Reimagining our Futures Together:' Illuminating and supporting teachers' 'transformative pedagogies.'* Canadian Teachers Federation's Forum on Public Education, Ottawa, Canada. (**Invited Speaker**)
2. **Ng-A-Fook, N.** (2022, November). *Unmasking Racism, Guidelines for Educational Materials.* Round Table Discussion. Side Event at UNESCO Second Global Forum Against Racism and Discrimination. Casa Cencalli, Cultural Complex of Los Pinos, Mexico City. (**Invited Speaker**)
3. **Ng-A-Fook, N.** (2022). *Unsettling Teacher Education. Provocations and Intensifications: On Curriculum Futures.* York University: Toronto, Ontario. (**Invited speaker**)
4. **Ng-A-Fook, N.** (2022). *Répondre à la vérité et réconciliation: un « pas » en avant pour nos enfants.* Sherbrooke, Québec: Université de Sherbrooke. (Événement organisé en collaboration avec le CRÉAS (Centre de recherche sur l'enseignement et l'apprentissage des sciences), le CERCA-A (Centre de recherche collaborative autochtone – Atalwijokadimek), le CÉRTA (Centre d'études et de recherches sur les transitions et l'apprentissage), le comité M8wwa L J Mamu et la Faculté d'éducation de l'UdeS.) (**Invited speaker**)
5. **Ng-A-Fook, N.**, & Crowe, T., & Brant, K., & Cote, J. (2016). *Honouring the Calls to Action in Teacher Education.* Roundtable presentation at the Faculties of Education and Ontario Ministry of Education Forum. Toronto, Ontario.
6. **Ng-A-Fook, N.** (2015). *Curriculum Diaspora.* Knowledge mobilization presentation at the annual American Education Research Association conference in Chicago, IL, USA.
7. **Ng-A-Fook, N.** (2015). *Teacher Education Reform in Ontario.* Multimedia Presentation at Professor of Curriculum Studies Meeting. Chicago, IL, USA, (PowerPoint).
8. **Ng-A-Fook, N.** (2015, January). *Developing A Global Perspective: Teaching, Learning, and Community Engagement in the Service of Others.* Multimedia Lecture given for the *Let's Talk about*

Teaching Series hosted by the University of Ottawa Teaching and Learning Support Service, Ottawa, Ontario. **(Invited Speaker)**.

9. **Ng-A-Fook, N.** (2014, December). Who is Afraid of Activists? Reconsidering One Step in Front of Our Children. Multimedia Presentation at The Curriculum Theory Project. Louisiana State University, Baton Rouge, Louisiana. **(Invited Speaker)**.
10. **Ng-A-Fook, N.,** Kane R., Crowe, T., Glithero, L. (2013, May). *Three Faculties Mobilizing Citizenship Education Toward Global Justice: Social Studies, Curriculum Development and a Critical Framework for Civic Engagement*. Multimedia Presentation at Ontario Ministry of Education and Faculty of Education Forum, University of Toronto, Toronto, Ontario.
11. **Ng-A-Fook, N.** (2012, February). *Empowering Marginalized Youth: Curriculum, Digital Media, and Character Development*. Multimedia presentation at the Ontario Teacher Federation and Ontario Deans Association of Education conference at University of Ontario Institute for Technology in Oshawa Ontario.
12. **Ng-A-Fook, N.** (2010, February). *Developing A Global Perspective for Educators*. Canadian Association for the Club of Rome. Multimedia presentation at Army Officers' Mess in Ottawa, Canada. **(Invited speaker)**
13. **Ng-A-Fook, N. &** Galvin, K. (2009, January). *Accessing and Developing Global Perspectives with Educators: Curriculum, Pedagogy, and Emergent Technologies*. Multimedia workshop presented at Ontario Teachers' Federation and Ontario Association of Deans of Education Conference in Toronto.
14. **Ng-A-Fook, N.** (2008, May). *Provoking A "Complicated Conversation": Curricular Absence, Migrancy, and Indigenous Communities*. Paper presented at Louisiana State University. **(Invited Speaker)**.
15. **Ng-A-Fook, N.** (2007, April). *Une conversation sur la théorie du curriculum au Canada*. Paper presented an invited speaker at Society, Culture and Literacies Group Conference at University of Ottawa. **(Invited Speaker)**.

Workshops (13):

1. Cheechoo, K. & **Ng-A-Fook, N.** (2019, August). Enacting Reconciliation Across the Grades 6, 8, 10 Social Studies and History Curriculum: Ontario Truth and Reconciliation Case Studies. York University Faculty of Education Summer Institute. York University: Toronto, Ontario.
2. McGregor, H. & **Ng-A-Fook, N.** (2016, April). *TRC Calls to Action & History Education in Canada: More Than Teaching About Residential Schools?* Multimedia workshop presented at the Governor General Awards for Excellence in History Teaching Symposium. University of Ottawa: Ottawa, Ontario.
3. **Ng-A-Fook, N. &** Smith, B. (2015, May). *Doing Oral History as a Praxis of Reconciliation: Curriculum, Teacher Education, Historical Thinking*. Multimedia presentation at the Oral History and Education: Theories, Dilemmas, and Practices workshop. University of Ottawa, Ottawa, ON.
4. **Ng-A-Fook, N. &** Radford, L. & Midwood, K. (2010, May). *Networking within a Forbidden City: Pedagogy, Cyber identities and 2.0 literacies*. Multimedia workshop presented at the Ministry of Education/Faculties of Education Forum, Toronto, ON.
5. **Ng-A-Fook, N. &** Dao, K., Horsewood, I. (2009, June). *A Culture of Peace Curriculum: Developing A Global Perspective for Educators*. Multimedia workshop presented at the UNESCO Culture of Peace Conference at Queen's University, Kingston, ON.

6. **Ng-A-Fook, N.,** & Katrine Cuillerier, & Norris. T. (2009, May). *Engaging Youth Activism Through a Media Studies Curriculum*. Multimedia workshop presented at the Ministry of Education/Faculties of Education Forum, Toronto, ON.
7. **Ng-A-Fook, N.** (2009, March). *Schooling and Society: Social Action, Citizenship, and Education*. Multimedia workshop presented to teacher candidates at the University of Ottawa, Ottawa, Ontario.
8. **Ng-A-Fook, N.** (2009, March). *Accessing and Developing Global Perspectives with Educators: Curriculum, Pedagogy, and Emergent Technologies*. Multimedia workshop presented at Transition to Practice Conference at University of Ottawa, Ottawa, Ontario.
9. **Ng-A-Fook, N.** (2008, September). *Building a praxis of peace: integrating global education into Ontario curricula*. Multimedia workshop presented to teacher candidates at the Peace and Global Citizenship: Conversations, Pedagogy and Curriculum Institute. University of Ottawa, Ottawa, Ontario.
10. **Ng-A-Fook, N.** & Galvin, K. (2008, May). *Inside the Teacher Candidate Studio*. Multimedia workshop presented to teacher candidates at the Transition to Practice Conference. University of Ottawa, Ottawa, Ontario.
11. **Ng-A-Fook, N.** & Matthews, S. (2007, May). *Building a praxis of peace: integrating peace education into Ontario curricula*. Multimedia workshop presented at the Ministry of Education/Faculties of Education Forum, Toronto, ON.
12. **Ng-A-Fook, N.** (2005). *Weaving American Indian Education into the Curriculum*. A one-day workshop for pre-service teachers at Louisiana State University.
13. [R] **Ng-A-Fook, N.** (2003, November) *Teaching Houma Culture and History from The Bayous Margins*. Workshop presented at the annual meeting of National Indian Education Association. Greensboro, NC.

Poster Presentations (14):

1. **Ng-A-Fook, N.,** Howell, L., & Blackstock, C., Bennett, S. (2020). Just Because we are Small Does not Mean we Can't Stand Tall. Jean-Paul Dionne Research Symposium, University of Ottawa.
2. **Ng-A-Fook, N.,** & Cook, S. A., McGregor, H., Gaffield, C., Kee, K., Levesque, S., McLean, L., Stanley, T., & Heap, R. (2020, February). "Educational History at the University of Ottawa," Jean-Paul Dionne Research Symposium, University of Ottawa.
1. **Ng-A-Fook, N.,** & Cook, S. A., McGregor, H., Gaffield, C., Kee, K., Levesque, S., McLean, L., Stanley, T., & Heap, R. (2017, February). "Educational History at the University of Ottawa," Jean-Paul Dionne Research Symposium, University of Ottawa.
2. **Ng-A-Fook, N.,** & Cook, S. A., Gaffield, C., Kee, K., Levesque, S., McLean, L., Stanley, T., & Heap, R. (2016, February). "Educational History at the University of Ottawa," Jean-Paul Dionne Research Symposium, University of Ottawa.
3. **Ng-A-Fook, N.,** & Kane, R., & Glithero, L., & Crowe, T., & Mclean, L., & Cook, S., & Reis, G., & Tippett, C. (2014, February). "Developing A Global Perspective for Educators," "Developing A Global Perspective for Educators," Jean-Paul Dionne Research Symposium, University of Ottawa.
4. **Ng-A-Fook, N.,** & Cook, S. A., Levesque, S., McLean, L., Stanley, T., & Heap, R. (2014, February). "Educational History at the University of Ottawa," Jean-Paul Dionne Research Symposium, University of Ottawa.
5. **Ng-A-Fook, N.,** & Kane, R., & Glithero, L., & Crowe, T., & Mclean, L., & Cook, S. (2013, December). "Mobilizing A Global Citizenship Perspective with Educators: Curriculum Development, Equity, and Community Partnerships," Networking Information Exchange KNAER-RECRAE, MISA Leads, and MISA PNCs, Ontario Ministry of Education, Toronto.

6. **Ng-A-Fook, N.**, & Cook, S. A., Levesque, S., McLean, L., Stanley, T., & Heap, R. (2012, February). "Educational History at the University of Ottawa," Jean-Paul Dionne Research Symposium, University of Ottawa.
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