

Curriculum Vitae
Dr. Wendy Barber
Assistant Professor – Faculty of Education
UOIT

A. GENERAL INFORMATION:

Dr. Wendy Barber
Faculty of Education, UOIT
11 Simcoe Street North
Oshawa, ON. L1H 7K7
905-721-8668 ext 2447
Wendy.barber@uoit.ca

DEGREES:

PhD Curriculum Teaching and Learning – Teacher Development - University of Toronto	2006
PhD Thesis: Teacher Excellence: Developing High Performing HPE Teachers in Healthy School Environments	2006
Supervisor Dr. Andy Anderson, University of Toronto	
Master of Education Curriculum Teaching and Learning University of Toronto	1999
Master's Thesis The Paradox of Privilege: Stress and High Achievement in Secondary Schools	1999
Supervisor Dr. Andy Anderson, University of Toronto	
Bachelor of Education Ontario Teacher Certificate # 185496 University of Toronto	1992
Bachelor of Physical and Health Education University of Toronto	1989
Principal's Qualifications 1 and 2 York University	2007

EMPLOYMENT HISTORY:

Assistant Professor Tenure Track, Faculty of Education - University of Ontario Institute of Technology	2013-2019
Teaching Faculty, B.Ed. Director Faculty of Education - University of Ontario Institute of Technology	2011-2015
Sessional Instructor Faculty of Education - University of Ontario Institute of Technology	2010-2011
Sessional Instructor Seneca College of Applied Arts and Technology	2008-2010
Principal of Senior Secondary School House School – Vancouver, BC	2007-2008

Vice Principal Secondary School Trafalgar Castle School	2002-2007
Director of Athletics Appleby College	1999-2002
Educator/Coach/Department Head Havergal College	1992-1999

HONOURS:

Nomination for the Yidan Prize (<http://www.yidanprize.org/en/>)
 Nominees: Roland van Oostveen, UOIT; **Wendy Barber**, UOIT; Elizabeth Childs, Royal Roads University
 Title: Accessible and Sustainable Online Education: The Fully Online Learning Community (FOLC) Model
 Nominator: Michael Owen, Interim Dean, Faculty of Education
 Total amount of Award: Cash Prize of HK\$15 million (US\$1.9 million) and a project fund of HK\$15 million
 Timeline: September 2017 Announcement of Yidan Prize Laureates
 Submitted: March 31, 2017

Outstanding Paper Award
 vanOostveen, R., DiGiuseppe, M., **Barber, W.**, Blayone, T. & Childs, E. (2016). New conceptions for digital technology sandboxes: Developing a Fully Online Learning Communities (FOLC) model. A full paper presentation for EdMedia 2016: World Conference on Educational Media and Technology, June 27-30, 2016, Vancouver, B.C., Canada.

UOIT Teaching Award Winner for Tenure and Tenure-Track Faculty	2014-2015
International Conference on E-Learning Best Poster Award	2014

PROFESSIONAL AFFILIATIONS:

Ontario College of Teachers - OCT - Certificate of Qualification	1992
British Columbia Teacher Regulation –Certificate of Qualification	2007
PHE Canada Research Council	2013-2016
PHE Canada Member	2002-2018

B. RESEARCH:

Current Research Interests:

1. Teacher Development and School Improvement:

SSHRC Grant team member “Improve our Schools” project. This project involves a partnership with DDSB and local high needs schools with specific emphasis on placing pre-service teacher candidates in elementary schools that are local to UOIT.

2. Pre-service Teacher Development in Health and Physical Education:

This project involves a partnership with DDSB Sinclair Secondary School and has been active for 4 years, placing pre-service teacher candidates in Health and Physical Education with practicing secondary school teachers for extended mentoring.

3. EILab Research: Professional Learning Communities in Online Environments:

This work focuses on the development and measurement of digital competencies in online learning environments, both formal and informal. The Digital Competency Profiler is a tool under research through the Education Informatics Lab (eilab.ca), and the Fully Online Learning Community (FOLC) is a base for identifying digital competencies required for full participation in online learning environments. Further to this, the lab is in progress to developing, along with numerous international partners, a Global Education Learning Observatory (GELO) to investigate differences in cross cultural and social factors that impact on readiness for online learning. This group of researchers has domestic partners (Northern College, Georgian College, Concordia, Royal Roads University, U. Toronto) and international partnerships including Ukraine, Germany, USA and more.

Research Awards:

Ontario College of Teachers 2019

Title: Fully Online Learning Community Proposal: Design and Implementation of Online Additional Qualifications Courses

Name of Agency: Ontario College of Teachers

Date of Notification: February 14, 2019

Total Request: \$10,000

Investigators: PI Roland vanOostveen (UOIT); Co-applicants Wendy Barber (UOIT), Elizabeth Childs (RRU); Collaborator: Dawn McGuckin

HEQCO 2017 -\$135,000 “Developing Digital Competencies to

Transform Higher Education” Higher Education Quality Council of Ontario –P.I. with R. van Oostveen

Canadian Tire Jumpstart Foundation Grant Awarded June 2017 - \$9,987.00 – “Fit Bits and Wearable Technology in High Needs Elementary Schools”

Building Fully Online Learning Communities (FOLC) Project

Purpose: To investigate various aspects of the Fully Online Learning Community (FOLC) model, in the BA in ESDT program and other fully online programs at UOIT (Allied Health and MED).

Name of Agency: UOIT Teaching Innovation Fund

Date of Award: May 13, 2016

Duration: 1 year

Total amount of Award: \$7,860

Investigators: PI Roland vanOostveen, Co-applicants Wendy Barber, Maurice DiGiuseppe, Elizabeth Childs (RoyalRoads University)

UOIT Career Ready Fund 2: Kick Start (Teaching Only)

Title: Engaged Educator Project (EEP)

Name of Agency: UOIT Experiential Learning Taskforce

Date of Notification:

Total Request: \$8,400

Investigators: Co-PI Roland van Oostveen, Maurice DiGiuseppe and Wendy Barber (FED)

SSHRC 2014 – Co-Applicant “Improve our Schools” – P.I. Dr. Suzanne de Castell
Awarded - \$199,000

SSRG 2013 – SSHRC Small Research Grant – “School University Partnerships”
Awarded - \$4,000.00 to reapply for SSHRC

Grants Applied for:

E-Campus Ontario FOLC

E-Campus Ontario Digital Inclusion

Yidan Prize for Education

Insight Development Grant

Ontario Research Fund

Canadian Tire Jumpstart Foundation

SSHRC (2017) Partnership Development Grant

HEQCO Learning Outcomes Consortium Grant (2018) – Granted as P.I. \$135,000.

Partnerships Developed:

Abilities Centre: Physical Activities for Individuals with Disabilities

Windreach Farms: Physical Education for Individuals with Disabilities

Northern College: EILab Digital Competency Profiler

Georgian College: EILab Digital Competency Profiler

University of Toronto: EILab Digital Competency Profiler

C. SCHOLARLY and PROFESSIONAL WORK:

Articles in Refereed Journals:

Reyes, C., Abbass-Dick, J., Barakat-Haddad, C. & Barber, W. (2019) Investigating the effectiveness of school-based breastfeeding education on breastfeeding knowledge, attitudes and intentions of adolescent females. Manuscript accepted for publication December 2018. *Midwifery* 70(2019) 64-70.

Blayone, T., Mykhailenko, O., Kokhan, M., Kavtaradze, M., vanOostveen, R., & Barber, W. (2018). Surveying digital readiness for online learning at institutions of higher education in the post-Soviet nations of Georgia and Ukraine. *International Journal of Educational Technology in Higher Education*. 15(1), 1-22. doi:10.1186/s41239-018-0119-9

Blayone, T., Mykhailenko, O., Kokhan, M., Kavtaradze, M., vanOostveen, R., & Barber, W. (2018). Profiling the digital readiness of higher education students for transformative online learning in the post-soviet nations of Georgia and Ukraine. *International Journal of Educational Technology in Higher Education*, 15(37), 1-22. doi:10.1186/s41239-018-0119-9 Open Access Link: <https://rdcu.be/9MWn>

Barber, W. (2017) Inclusive and accessible physical education: rethinking ability and disability in pre-service teacher education. *Sport Education and Society* Pages 1-13 | Received 11 Sep 2016, Accepted 02 Dec 2016, Published online: 27 Dec 2016
<http://www.tandfonline.com/doi/full/10.1080/13573322.2016.1269004>

Blayone, T. Mihailenko, O., VanOostveen, R. & Barber, W. (2017). Ready for Digital Learning? A mixed-methods exploration of surveyed technology competencies and authentic performance activity. *Education and Information Technologies*, 23(3):1377-1402 (), 1-26 DOI 10.1007/s10639-017-9662-6 July 2017.

Blayone, T., VanOostveen, R., Barber, W., DiGiuseppe, M., & Childs, E. (2017). Democratizing digital learning: Theorizing the fully online learning community model. *International Journal of Educational Technology in Higher Education*, 14(1), 13. doi:10.1186/s4139-017-0051-4

VanOostveen, R., DiGiuseppe, M., Barber, W., Blayone, T. & Childs, E. (2017). New conceptions for digital technology sandboxes: Developing a fully online learning communities (FOLC) model. In Bastiaens, T.J. & Marks, G. *Education and Information Technology Annual 2017: A Selection of AACE Award Papers*. United States: Association for the Advancement of Computing in Education (AACE).

Barber W. & King S (2016). Teacher-student perspectives of invisible pedagogy: New directions in online problem-based learning environments, *Electronic Journal of e-Learning* 14(4) 2016, (235-243)

Barber, W. Robertson, L. & Leo, J. (June 2016) A new approach to fully accessible physical education, *Physical and Health Education Journal* 82(2) <http://journal.phecanada.ca/issues/157/volume-82-issue-2/ew-approach-fully-accessible-physical-education>

Barber, W. (2015) Developing high performance teachers in 21st century schools: A case study of beliefs and behaviours of master teachers. *International Journal for Cross-Disciplinary Subjects in Education, Special Issue 5(2)*, (2538-2546) ISSN 2042 6364 DOI: 10.20533/ijcdse.2042.6364.2015.0345 (Online), <http://www.infonomics-society.org/IJCDSE/>

Barber W, King S. & Buchanan S. (2015) Problem based learning and authentic assessment in digital pedagogy: Embracing the role of collaborative communities. *Electronic Journal of e-Learning*, 13(2), (59-67) available online at <http://www.ejel.org/volume13/issue2/p59>

Barber, W., de Castell, S. & Hughes, J. (2014). Building bridges for school improvement: A model for sustainable university school partnerships. *International Journal for Cross-Disciplinary Subjects in Education, Special Issue 4(2)*, (1969-1978). <http://www.infonomics-society.org/IJCDSE/Contents%20Page%20Special%20Issue%20Volume204%20Issue%20>

Barber, W., Taylor, S. & Buchanan, S. (2014). Empowering knowledge-building pedagogy in online environments: Creating digital moments to transform practice. *Electronic Journal of e-Learning, Volume 12(2)*, 2014, (128-137) available online at <http://www.ejel.org/volume12/issue2/p128>

Robertson L., Thomson, D., & Barber, W. (2013). From teacher concern to teacher dissonance: Implementation of a body image program as a twisty country lane. *Journal of Teaching and Learning* 9(1) 2013. <http://137.207.184.83/ojs/leddy/index.php/JTL/article/view/3597>

Articles in Press:

Barber, W. (2015) Excellence and expertise: Mentoring and modelling in pre-service physical education. *International Journal for Cross-Disciplinary Subjects in Education, Special Issue 6(1)*, (page numbers in press) ISSN 2042 6364 (Online) <http://www.infonomics-society.org/IJCDSE/>

Book Chapters:

Barber, W. (2020). Inclusive Physical Education: Building a New Paradigm of Ability and “Dis” Ability in Teacher Education. In *Inclusive Education: Perspectives, Practices and Challenges*, Chapter 2, (Ed. Melanie Grant) Nova Science Publishers, ISBN: 978-1-53617-405-2
York: NY

Barber, W. (2019). Creative Online Learning Communities: Arts-Based Social Interaction through Digital Moments. In *Understanding Creativity: Past, Present and Future Perspectives*. (Ed. Roger J. Cuadra), Nova Science Publishers, New York: NY. ISBN: 978-1-53616-052-9

Barber, W. & Brown, I. (2019) Developing Resilient Teachers: New Perspectives on the role of “Grit” in Effective Teacher Development. In *Teacher Development: Perspectives, Opportunities and Challenges*. (Ed. T. Moller) Series: Education in a Competitive and Globalizing World, NOVA Science Publishers, New York: NY. ISBN: 978-1-53615-258-6.

Barber, W. & Blayone, T. (2018) Student Perceptions of Fully Online Flipped Community Learning: A Case Study. In *Progress in Education*, Vol 53, Chapter 6 (Ed. Roberta V. Nata) NOVA Science Publishers, New York;NY. ISBN: 978-1-53614-374-4

Barber, W., Robertson, L. & Walters, B. (2018) Inclusive and Accessible Physical Education for Diverse Populations. In S. Singer and M. Harkins, (Eds.), *Educators on Diversity, Social Justice and Schooling: A Reader*. Canadian Scholars Press: Toronto.

vanOostveen, R., DiGiuseppe, M., Barber, W., Blayone, T. & Childs, E. (2017). New conceptions for digital technology sandboxes: Developing a Fully Online Learning Communities (FOLC) model. In Bastiaens, T.J. & Marks, G. *Education and Information Technology Annual 2017: A Selection of AACE Award Papers*. United States: Association for the Advancement of Computing in Education (AACE).

Barber, W. (2017) Critical Play in Fully Online Learning Communities. Chapter 6 in *Progress in Education*. Volume 43 (Ed. Roberta V. Nata) ISBN: 978-1-53610-561-2
https://www.novapublishers.com/catalog/product_info.php?products_id=60364

Barber, W. and Brown, I. (2017) Building Healthy Inclusive Classrooms through Comprehensive School Health. Chapter 11, p 187-204 in *Classrooms: Academic Content and Behavior Strategies for Students with or without Disabilities*. Series: Education in a Competitive and Globalizing World. (Ed. J. Bakken) Nova Science Publishers. New York.

Robertson, L. & Barber, W. (2017) New Directions in Assessment and Evaluation: Authentic Assessment in Fully Online Learning Communities. Chapter 1 in *Progress in Education* volume 46. (Ed. Robert V. Nata) Nova Science Publishers: New York.

https://www.novapublishers.com/catalog/product_info.php?products_id=60807

Robertson, L., Barber, W. & Muirhead, W. (2017) Online Learning as the Catalyst for more Deliberate Pedagogies: A Canadian University Experience. Chapter 6, 151-168. In *Active Learning Strategies in Higher Education: Teaching for Leadership, Innovation, and Creativity*. (Eds. Misseyani, A., Lytras, M.D., Papadopoulou, P. & Marouli, C.)

Barber, W. & Van Oostveen, R. (2016) Invisible Pedagogy: Developing Problem-Based Learning in Digital Contexts. (p.13-25) In *Problem Based Learning: Perspectives, Methods and Challenges*. (Ed. R. Henderson) Nova Science Publishers: New York.

Barber, W. (2016) Critical Play: New Paradigms for Promoting Student Achievement and Excellence. Chapter 6 in *Student Achievement: Perspectives, Assessment and Improvement Strategies* in NOVA Series - Education in a competitive and globalizing world. (Ed. G. Hughes)

https://www.novapublishers.com/catalog/product_info.php?products_id=59895

Papers in Refereed Conference Proceedings:

Gerbrandt, J., vanOostveen, R., Childs, E., Barber, W. & DiGiuseppe, M. (2018). Investigating Transactional Distance in Fully Online Learning Community (FOLC) Environments. A paper submitted to the Universal Design & Higher Education in Transformation Congress in Dublin, Ireland.

DiGiuseppe, M., VanOostveen, R., Barber, W. & Blayone, T. (2018). GELO: The Global Educational Learning Observatory. Universal Design and Higher Education in Transformation Conference (UDHEIT) Dublin, Ireland.

Hunter, W., VanOostveen, R., Goodman, W., Barber, W. & DiPasquale, J. (2018). Assessing General Technology Competency and Use: Correlates of Confidence and Experience with a Range of Communications Devices. Universal Design and Higher Education in Transformation Conference (UDHEIT) Dublin, Ireland.

Webb, S., VanOostveen, R., Barber, W., Percival, J. & Childs, E. (2018). Examining the use of web-based tools in fully online learning community environments. Universal Design and Higher Education in Transformation Conference (UDHEIT) Dublin, Ireland.

Barber, W. & VanOostveen, R. (2018). Student-Centred Online Pedagogy: A Case Study of Democratization of Online Learning Environments. Online Learning 2018, Teaching and Learning in a Digital Age. Toronto, Canada.

VanOostveen R., DiGiuseppe, M., Barber, W., Blayone, T. & Childs, E. (2018). Exploring cross-cultural digital competencies: Building the Global Educational Learning Observatory, GELO. EdMedia, June 2018, Amsterdam, Netherlands.

DiGiuseppe, M., VanOostveen, R., Childs, E. & Barber, W. (2017). Assessing Readiness for Online Learning via the Digital Competency Profiler. 27th International Conference for Open and Distance Education (ICDE)World Conference on E-Learning, Toronto, 2017.

VanOostveen, R. & Barber, W. (2017) Developing Community in Fully Online Spaces: Exploring Interactions using the Fully Online Learning Community Model. 27th International Conference for Open and Distance Education (ICDE)World Conference on E-Learning, Toronto, 2017.

Barber, W. & VanOostveen, R. (2017) Critical Competencies for Success in Digital Learning Environments: A Comparison of Actual vs. Predicted Comptencies. 27th International Conference for Open and Distance Education (ICDE)World Conference on E-Learning, Toronto, 2017.

Barber, W. & Robertson, L. (2017) Multi-modal Strategies for Assessment and Evaluation. 27th International Conference for Open and Distance Education (ICDE)World Conference on E-Learning, Toronto, 2017.

DiGiuseppe, M., van Oostveen, R., Barber, W. & Blayone, T. (2017) Are you ready? Assessing Digital Competencies for Online Learning via the General Technology Confidence and Use (GTCU) Instrument. Ed Media 2017, Washington, DC.

Barber, W. (2017). Developing Digital Competencies in Aboriginal Students through University-College Partnerships. World Academy of Science, Engineering and Technology Conference. (WASET) June 2017, Paris, France.

Barber, W. (2017). Developing Creative and Critically Reflective Digital Learning Communities. World Academy of Science, Engineering and Technology Conference. (WASET) June 2017, Venice, Italy.

Barber, W. (2017). University College Partnerships: Building Accessible Pathways for Indigenous and Distance Students through Online Education. International Conference on E-Learning ICEL June 2017, University of Orlando, Florida, USA.

Barber, W. (2017). University-School-Community Partnerships for Healthy Active Kids: The Impact of Pre-service Physical Education Teacher Education (PETE) in High Needs Schools. CSSE May 2017, Ryerson, Toronto, ON, Canada.

Van Oostveen, T. DiGiuseppe, M., Barber, W. Childs, E. & Blayone, T. (2017) Creating a Powerful Fully Online Learning Community. Research Shorts Youtube Channel.
<https://www.youtube.com/watch?v=yk1kVbMfbXE>

Barber, W. & Robertson, L. (2016) *Developing Critical Reflective Online Communities by Empowering Student Voice*. HEIT Higher Education in Transformation, UOIT, Oshawa, Canada,(November 2016)

Blayone, T., Van Oostveen, R., DiGiuseppe, M., Barber, W., & Childs, E. (2016) *Developing Learning Communities in Fully Online Spaces: Positioning the Fully Online Learning Community Model*. HEIT Higher Education in Transformation, UOIT, Oshawa, Canada,(November 2016)

- Robertson, L. & Barber, W. (2016). *But is it Transformative? Quality Assurance Indicators in Higher Education*. HEIT Higher Education in Transformation, UOIT, Oshawa Canada,(November 2016)
- Barber, W., DiGiuseppe, M., Van Oostveen. R., Blayone, T. & Koroluk, J. (2016) *Examining Student and Educator use of Digital Technology in an Online World*. HEIT Higher Education in Transformation, UOIT,, Oshawa, Canada(November 2016)
- Barber, W., DiGiuseppe, M., Van Oostveen. R. (2016) *Critical Competencies for Success in Digital Learning Environments: A Comparison of Actual vs. Predicted Competencies*. HEIT Higher Education in Transformation, UOIT,, Oshawa, Canada(November 2016)
- Van Oostveen, T. DiGiuseppe, M., Barber, W. & Blayone, T. (2016) *New conceptions for digital technology sandboxes: Developing a Fully Online Learning Communities (FOLC) model*. EdMedia conference, Vancouver, (June 2016)
- Barber, W. (2016) *Invisible Pedagogy: Developing Learners' Self-Responsibility in Digital Learning Environments through Problem-Based Learning*. International Conference on E-Learning, University of Nilai, Kuala Lumpur, Malaysia.
- Barber, W. & Roberts, A. (2016) *Social Media and Theatre Pedagogy*. European Conference on Social Media. Normandie, France, July 2016.
- Barber, W. (2016) *Critical Reflective Practice in Digital Pedagogy: Embracing Creativity in Problem-Based Learning Environments*. ECEL European Conference on E-Learning, Prague, CK.(October 2016)
- Barber, W. (2016). *New Frontiers in PETE: Digital Knowledge Mobilization through Adobe Connect*. CSSE Calgary 2016.
- Barber, W., Dubek, M., Doyle-Jones, Hillier, M. (2016) *STAMPEing out into the community*. Ministry of Education Annual Forum. Toronto, (May 2016.)
- Barber, W., Waller, K. & Urs, B. (2015). *Analysis of the D2L Learning Platform*. Ministry of Education Faculty Forum 2015.
- Barber, W. (2015) *Building Community in Flipped Classrooms: A Narrative Exploration of Digital Moments in Online Learning*. International Conference on E-Learning (ICEL). University of Nassau, Bahamas, June 27-29, 2015.
- Barber, W. (2015) *Who's Coaching the Coaches? Models for Best Practices in Health and Physical Education Teacher Development*. CSSE Annual Congress May 2015, Ottawa, ON.
- Barber, W. (2015) *Building Cultures of Excellence: Individual and Organizational Factors that Promote Great Teaching*. Canada International Conference on Education (CICE), University of Toronto, Canada. June 22-25, 2015.
- Barber, W. (2015) *Digital Pedagogy and the Social Construction of Knowledge in Physical Education Teachers*. European Conference on E-Learning (ECEL) Hatfield, UK.

Barber, W. (2014) The Power of Partnerships: Effective School-Based Physical Education Teacher Education. London International Conference on Education, (LICE) London, UK. Virtual Presentation.

Barber, W. (2014) Digital Narratives: Examining Evolving Teacher-Learner Roles in Authentic Online Communities. ECEL 2014 European Conference on e-Learning. Copenhagen, Denmark Oct 29-31, 2014. <http://academicconferences.org/ecel/ecel2014/ecel14-home.htm>

Barber, W., King, S. and Buchanan, S. (2014) Authentic Assessment in Online Learning: Moving Beyond Text to Celebrate Multimodal Measures of Student Achievement. ICEL International Conference on E-Learning. Valparaiso, Chile, June 26-27 2014. <http://academic-conferences.org/icel/icel2014/icel14-timetable.htm>

Barber, W. (2014) Best Practices in Online Pedagogy: Developing Engaging Interactive Communities by Capturing Digital Moments. ICET International Council on Education and Teaching. 58th World Assembly. UOIT. Oshawa ON June 16-19 2014. <http://sites.uoit.ca/icet/>

Barber, W., de Castell, S. & Hughes, J. (2014) Best Practices in Pre-Service Teacher Education: The Role of School-University Partnerships. CICE Canada International Conference on Education. June 16-19 2014, Cape Breton, NS. <http://www.ciceducation.org/Programme.html>

Barber, W., de Castell, S. & Hughes, J. (2014). The Power of University-School Partnerships: Collaborative Processes in Teacher Development and School Improvement. Ministry of Education-Faculties of Education Forum Research and Practice – Nurturing Relationships for Teaching, Learning and Wellbeing. May 14, 2014. OISE Toronto.

Barber, W., Taylor, S., & Buchanan, S. (2013) Authentic Online Learning: Transforming Practice by Capturing Digital Moments. Presentation at European Conference on E-Learning, Nice, France October 2013. A pdf of proceedings is attached <http://academicconferences.org/ecel/ecel2013/ecel13-proceedings.htm>

Barber, W. (2013) The Power of Partnership: Using a Mentoring Model to Enhance Pre-service and Experienced Health and Physical Education Teacher Development CSSE Annual Congress May 2013.

Barber, W., Robertson, L. & Thomson, D. (2012) Body of Knowledge: an analysis of Canadian Physical Education Curriculum for Body-Positive Messages. CSSE Annual Congress May 2012.

Robertson, L. Thomson, D. & Barber, W. (2011) Teachers' Responses to a Body Image Curriculum: Rethinking Messages about Weight and Size. CSSE Annual Congress, May 2011.

Robertson, L, Thomson, D. Barber, W. (2011) Body Positive Messages – Analysis of National PE Curriculum Paper presented at UOIT Research Symposium Nov 2011.

Robertson, L., Thomson, D. Barber, W. (2010) Pan Canadian PHE Curriculum Analysis, Paper presented at CSSE May 2010.

Beck, C, Kosnik, C. Barber-VanderHelm W. (2006). First year teachers' assessment of their preparation for literacy teaching. Paper presented at the American Educational Research Association Annual Meeting: Education in the Public Interest. San Francisco, California

Papers in Progress or Accepted for Fall 2018: (delayed due to medical leave of absence)

Barber, W. (2018) Shifting Shapes in Higher Education: Transforming Pedagogy to Facilitate 21C Competency Development in Fully Online Learning Communities (2018) Universal Design and Higher Education in Transformation Conference (UDHEIT) Dublin.

Barber, W. (2018) Ability and (Dis)-Ability in Physical Education: Challenging Pre-service Teachers' Perceptions of Fully Inclusive Physical Education (2018) Universal Design and Higher Education in Transformation Conference (UDHEIT) Dublin.

Barber, W. (2018) Wearable Technology for Healthy Learning: Exploring Impact, Student Engagement and Academic Success through University-School Partnerships. (2018) Universal Design and Higher Education in Transformation Conference (UDHEIT) Dublin.

Barber, W. (2018). Curriculum development and Transformation: Skills, Learning Outcomes and Universal Design. (2018) Universal Design and Higher Education in Transformation Conference (UDHEIT) Dublin.

Barber, W., vanOostveen, R., DiGiuseppe, M. & Childs, E. (2018). Measuring Digital Competencies and Readiness for Online Learning: The Global Education Learning Observatory Model. International Conference on E-Learning (ICEL) University of Cape Peninsula, South Africa July 2018.

Barber, W., vanOostveen, R., DiGiuseppe, M. & Childs, E. (2018). Digital Competency Profiler: Measuring Digital Competencies for 21C Learning. International Conference on E-Learning (ICEL). University of Cape Peninsula, South Africa July 2018.

Invited Lectures:

Barber, W. (2016) Authentic Assessment: Designing and Assessing Lessons that Work. Durham District School Board Teacher Forum 2016. Oshawa, ON.

Barber, W. (2012). Student Engagement in the ESL classroom. North York TOESL. Professional Development Seminar, Oct 15, 2012.

Barber, W. (2011). Using Technology to Engage Adult ESL Learners. Seminar presented for the Seneca College Liberal and Modern Languages Faculty – Professional Development Day, Newnham Campus, Toronto, ON.

Barber, W. (2010). Creativity and Student Engagement: 21st Century Skills for the Adult Learner. Seminar presented for the Seneca College Faculty - Professional Development Day, King Campus, Toronto, ON.

Published Research Short Videos:

vanOostveen, R., DiGiuseppe, M., Barber, W., Blayone, T. & Childs, E. (2017, May 24). Creating a Powerful Fully Online Learning Community. [YouTube]. In Veletsianos, G. and The Digital Learning and Social Media Research Group (2017). *Research Shorts*. Retrieved from <https://www.youtube.com/watch?v=yk1kVbMfbXE>

Reviewer for Journals:

Physical Education and Sport Pedagogy
European Conference on E-Learning
J. Teaching and Learning
International Council on Education for Teaching
CSSE Congress Reviewer
Technology Pedagogy and Education
Journal of Developmental Disability
Turkish Journal of Health
Educational Psychology
Game Studies

Papers Reviewed 2016-17:

Educational Psychology (2016) What influences Chinese students' Time Management in Online Group Work? An empirical Study

European Journal of E-Learning (2016) Lessons learned from implementing e-learning for the education of health professionals in resource-constrained countries

ICET Conference (2016) BYOD as one interdisciplinary response to addressing gaps between in school and out of school learning in 21C

J. of Developmental Disability (2016) Social Media use & Youth with & without disabilities

Technology Pedagogy and Education (2016) Piloting an Interdisciplinary Lesson Study.

Technology Pedagogy and Education (2016) Developing reflection through an e-portfolio based learning environment: Design principles for further implementation.

Technology Pedagogy and Education (2016) Students' perceptions of online discussions, participation and e-moderation behaviours in peer-mediated asynchronous online discussions.

Technology Pedagogy and Education (2016) Self-efficacy and self-esteem of adult learners in online learning environments.

Turkish Journal of Primary Medicine and Family Care (2017) Health literacy among United Arab Emirates' adolescents using the Newest Vital Sign instrument

Papers Reviewed for 2017-18

Physical Education and Sport Pedagogy (2018). Relationships between Physical Education (PE) Teaching and Student Self-efficacy, Aptitude to participate in PE and functional Skills: With a special Focus on Students with Disabilities.

Technology Pedagogy and Education (2017). Meaningful learning with mobile devices: Pre-service class teachers' experiences of mobile learning in the outdoors.

Games Studies (2017). Learning a Sport through Video Gaming: A Mixed-Methods Experimental Study.

D. TEACHING ACTIVITIES:

COURSE	Program	# Students	Face 2 Face	Adobe Synchronous	Flipped Classroom	New UOIT Course	Taught 2013-18
CURS 4000 Core Methods	B. Ed.	2 sections of 36	YES				
CURS 4001 Core Methods II	B.Ed.	2 sections of 36	YES				
EDUC 4503 Int Sr HPE	B.Ed.	20	YES	YES		YES	YES
EDUC 4504 Int Sr HPE	B.Ed.	20	YES	YES		YES	YES
Teacher as Coach	B.Ed.	25	YES			YES	
Child Development	B. Ed.	2 sections of 36	YES				
PJ Arts Dance	B. Ed.	6 sections of 36	YES				
Authentic Assessment	Graduate	20		YES			YES
Intro to Adult and Higher Education	Graduate	20		YES			
Critical and Reflective Practice	Graduate	30		YES			YES
Performance Arts Education, Technology and Audience	Graduate Directed Studies 2014	1	YES	YES			YES
Digital Portfolios as a Teaching,	Graduate Directed Studies	1	YES	YES			YES

Learning and Assessment Tool	2014						
Development of a Universally Accessible Digital Game for Mobile Devices	Graduate Directed Studies 2016	1	YES	YES			YES
Game-based Learning Tools in Elementary Education: A Review of the Literature	Graduate Directed Studies 2017	1	YES	YES			YES
Authentic Assessment in Indigenous Populations: Fair is Fair?	Graduate Directed Studies Fall 2018	1	YES	YES			YES
Psych Foundations and Dig Tech	B.A.	65-80			YES	YES	YES
AQ Part One HPE	AQ					YES	
AQ Part Two HPE	AQ					YES	
AQ Specialist HPE	AQ					YES	

SUPERVISION EXPERIENCE:

ROLE	GRAD STUDENT	PROJECT TITLE	STATUS
Co-Supervisor with R. Kay	N. Zomer	Examining the Use of Instructional Technology in Inquiry-Based Early Childhood Education: A Review of the Literature	Completed
Supervisor	A. Blizzard	Digital Technology and Audience Response to Live Theatre	Completed

Co-Supervisor with L. Robertson	J. Foster	Critical Media Literacy in Ontario and British Columbia Curriculum Policy: A Policy Analysis Research Project	Completed
Co-Supervisor with L. Robertson	S. Taylor	Critical Media Literacy in Canadian Provincial Curriculum: A Look at Ontario and Alberta	Completed
Co-Supervisor with L. Robertson	T. Joidin	The Effects of the use of iPads in Secondary Physical Education	Completed
Co-Supervisor with R. vanOostveen	T. Blayone	Readiness for digital learning: Examining self-reported and observed mobile competencies as steps toward more effective learner readiness assessment	Completed
Second Reader	L. Corrigan	A Presence of Obligation: Cyberbehaviour, Policy, and Restorative Practices	Completed
Second Reader	L. Tsumura	Educators' insights on utilizing iPads to meet kindergarten goals	Completed
External Examiner	N. Hibbs M.HSc.	Incorporating daily physical activity in kindergarten children with disabilities: effect on activity engagement and classroom behavior	Completed
Committee Member	C.Reyes M.HSc.	Investigating the Effectiveness of Infant-Feeding Education on the Breastfeeding Knowledge and Attitude of Adolescent Females	Completed
Committee Member	J. Holmes	Virtual Communities of Practice in Simulation-Based Health Care Environments	Completed
Committee Member	K. Walcer M.HSc.	Using music to motivate movement in children aged 4-6 with Autism Spectrum Disorder	Completed
External Examiner	S. Pezhmann M.HSc.	Investigating the Effectiveness of a Gymnastics Intervention on Motor Skills and Balance of Children ages 5-9 with Autism Spectrum Disorder	Completed

E. SERVICE AND ADMINISTRATIVE POSITIONS:

1. University Service:

Curriculum Program and Review Committee – Faculty of Education Representative - 2015-2018

Curriculum Committee Chair – Faculty of Education – 2015-2018

Program Director B.Ed. Program 2011-2015

Executive Council member 2011-2015

Faculty Council voting member 2011-2015

Practicum Committee member 2011-2015

Admissions Committee Member 2011-2015

Connected Program Committee Chair 2013-15

2 year BEd Committee Chair 2013-2014

TEAC – Teacher Education Advisory Council 2011-2015

TELC – Teacher Education Liaison Committee Member 2011-2015

Exam Scheduling Review Committee 2013-14

Healthy Workplace Committee 2013-14

Software Acquisition Committee 2011-2015