# 1. Curriculum Vitae

## 1.1 Education

| Degree | Field | Institution | Date |
| --- | --- | --- | --- |
| Ph.D. | Technology-Integrated Assessment | University of Victoria | 2026 |
| M.Ed. | Distance Education | Athabasca University | 2014 |
| B.Ed. | Physical Education | University of Lethbridge | 2001 |
| B.A. | Physical Education | Trinity Western University | 1997 |

## 1.2 Certifications

* British Columbia Ministry of Education Teacher Regulation Branch
  + Professional Certificate #L178396
* Alberta Education
  + Permanent Professional Certificate #254651U

## 1.3 Employment History

| Dates | Position, Employer |
| --- | --- |
| 2024 - | Director, Technology-integrated Learning and Assessment, Trinity Western University |
| 2016 - 2024 | Manager of Online Learning and Instructional Technologies, Trinity Western University |
| 2019 - | Sessional Instructor, Trinity Western University |
| 2019 - 2022 | Sessional Instructor, University of Victoria |
| 2016 | Coordinator for Educational Technologies, Thompson Rivers University (Sessional ) |
| 2015 - 2017 | Open Education Research Fellow |
| 2010 - 2016 | E-Learning Facilitator, Thompson Rivers University |
| 2009 - 2013 | Research Assistant, Athabasca University |
| 2007 - 2010 | High School Teacher and Athletic Director, St. Ann’s Academy |
| 2005 - 2007 | English Teacher, Ogaki and Nagoya, Japan |

## 1.4 Refereed Journal Articles

* **Madland, C.**, Irvine, V., DeLuca, C., & Bulut, O. (2024a). Developing the Technology-Integrated Assessment Framework. *The Open/Technology in Education, Society, and Scholarship Association Journal, 4*(1), 1–19. <https://doi.org/10.18357/otessaj.2024.4.1.63>
* **Madland, C.**, Irvine, V., DeLuca, C., & Bulut, O. (2024b). Technology-Integrated Assessment: A Literature Review. *The Open/Technology in Education, Society, and Scholarship Association Journal, 4*(1), 1–48. <https://doi.org/10.18357/otessaj.2024.4.1.57>
* **Madland, C.**, & Richards, G. (2016). Enhancing Student-Student Online Interaction: Exploring the Study Buddy Peer Review Activity. *International Review of Research in Open and Distance Learning, 17*(3). <https://doi.org/10.19173/irrodl.v17i3.2179>

## 1.5 Forthcoming

* **Madland, C.**, Irvine, V., Bulut, O., & DeLuca, C. (In preparation). Exploring the Factor Structure of the Technology-Integrated Assessment Framework.
* **Madland, C.**, Irvine, V., Bulut, O., & DeLuca, C. (In preparation). Impact of genAI Policies and Practices on Learners’ Experiences of Care in Higher Education Assessment.

## 1.6 Refereed Proceedings

* **Madland, C.**, Irvine, V., DeLuca, C., & Bulut, O. (2024, June). Evolving our understanding of technology-integrated assessment: A review of the literature and development of a new framework. *Open/Technology in Education, Society, and Scholarship Association at Congress of the Social Sciences and Humanities*, Montreal, QC, CA. <https://doi.org/10.18357/otessac.2024.4.1.393>
* Cui, H., Irvine, V., Miller, M., & **Madland, C.** (2024). Creating Capacity for Digital Transformation of Education: Mode and Disciplinary Barriers in the Development of Highly Qualified Personnel. *Proceedings of the Open/Technology in Education, Society, and Scholarship Association Conference. Open/Technology in Education, Society, and Scholarship Association Conference,* Montréal, QC. <https://doi.org/10.18357/otessac.2024.4.1.421>
* Irvine, V., Paskevicius, M., **Madland, C.**, McCue, R., & Roberts, V. (2022). Multi-Section Open Course Design: Design and Implications for Faculty, Sessional Instructors, and Learners. *The Open/Technology in Education, Society, and Scholarship Association Conference, 2*(1), 1–9. <https://doi.org/10.18357/otessac.2022.2.1.419>
* **Madland, C.**, Ofosuhene, M., & Adkins, J. (2022). Digital Platforms and Algorithmic Erasure: What are the Implications? *Open/Technology in Education, Society, and Scholarship Association at Congress of the Social Sciences and Humanities*, Online. <https://doi.org/10.18357/otessac.2022.2.1.137>
* Irvine, V., Paskevicius, M., **Madland, C**., McCue, R., & Roberts, V. (2022). Multi-Section Open Course Design: Design and Implications for Faculty, Sessional Instructors, and Learners. Proceedings of the Open/Technology in Education, Society, and Scholarship Association Conference, 1–3. <https://doi.org/10.18357/otessac.2022.2.1.419>
* **Madland, C.**, & Restoule, J.-P. (2021). Self-Determination in Indigenous Online Education. *The Open/Technology in Education, Society, and Scholarship Association Conference, 1* (1), 1–7. <https://doi.org/10.18357/otessac.2021.1.1.147>

## 1.7 Refereed Presentations

* **Madland, C.**, & Mitchell, J. (2025, June 5). Assessment for Equity: Openness and DEI in your Grading Architecture [50-min Workshop]. *Open/Technology in Education, Society, and Scholarship Association Conference, Victoria, BC.* <https://cmadland.github.io/slides/posts/otessa25-grading/#/title-slide>
* **Madland, C.**, Irvine, V., DeLuca, C., & Bulut, O. (2025, June 6). Technology-integrated Assessment Scale [20-min Presentation]. *Open/Technology in Education, Society, and Scholarship Association Conference, Victoria, BC.* <https://cmadland.github.io/slides/posts/otessa25-scale/#/title-slide>
* **Madland, C.**, Irvine, V., DeLuca, C., & Bulut, O. (2024, June). Evolving our understanding of technology-integrated assessment: A review of the literature and development of a new framework. *Open/Technology in Education, Society, and Scholarship Association*, Montreal, QC, CA. <https://cmadland.github.io/blog/posts/deck-otessa24/#/title-slide>
* **Madland, C.** (2023, June). Research? Which Research? Technology, Assessment, and Higher Education in Tension. *Open/Technology in Education, Society, and Scholarship Association*, Online.
* **Madland, C.** (2022, May). Assessment and Digital Technology in Higher Education: A Review of the Literature. *Open/Technology in Education, Society, and Scholarship Association*, Online. <https://cmadland.github.io/decks/otessa22---assessment-and-digital-technology-in-higher-education.html#otessa22---assessment-and-digital-technology-in-higher-education>
* Irvine, V., Paskevicius, M., **Madland, C.**, McCue, R., Roberts, V. (2022, May). Multi-Section Open Course Design: Design and Implications for Faculty, Sessional Instructors, and Learners. OTESSA 2022, Online. <https://otessa.github.io/2022/wedesday-may-18-2022.html#parallel-session-11.1-transitions-of-online-learning-and-teaching-pse-open>
* Marjanovic, K., Golland, B., **Madland, C.** (2022, May). Share Access! Using Bookdown to Remove Barriers and Open Up Learning. OTESSA 2022, Online. <https://otessa.github.io/2022/friday-may-20-2022.html#share-access-using-bookdown-to-remove-barriers-and-open-up-learning>
* **Madland, C.**, Ofosuhene, M., and Adkins, J., (2022, May). Digital platforms and algorithmic erasure: What are the implications? OTESSA 2022, Online. <https://otessa.github.io/2022/tuesday-may-17-2022.html#digital-platforms-and-algorithmic-erasure-what-are-the-implications-practice-oriented>
* **Madland, C.** (2021, September). Assessment Approaches in Higher Education. Let’s Talk about Teaching, Victoria, BC.
* Clark Gray, B., & **Madland, C.** (2021, June). Resisting Surveillance Technology. OTESSA 2021, Online. <https://otessa.org/2021/abstracts/resisting-surveillance-technology/>
* **Madland, C.**, & James, H. (2021, June). Experiencing a cognitive apprenticeship in the context of co-designing and co-teaching an undergraduate course. OTESSA 2021, Online. <https://otessa.org/2021/abstracts/experiencing-a-cognitive-apprenticeship-in-the-context-of-co-designing-and-co-teaching-an-undergraduate-course/>
* **Madland, C.** (2021, May). Humanizing Assessment in Online Higher Education. OTESSA 2021, Online. <https://otessa.org/2021/abstracts/humanizing-assessment-in-online-higher-education/>
* **Madland, C.** (2021, May). Indigenous Digital Self-Determination. OTESSA 2021, Online. <https://otessa.org/2021/abstracts/indigenous-digital-self-determination/>
* Chan, K., Irvine, V., & **Madland, C.** (2020, July). Decentralized Synchronous Learning Pods For Learner Discourse and Community-Building: An Alternative to Breakout Rooms. *Let’s Talk about Teaching, Victoria, BC.*
* Irvine, V., James, H., **Madland, C.**, & McCue, R. (2020, July). Teaching in the Open: Supporting Open Access Designs for Social Justice. *Let’s Talk about Teaching, Victoria, BC.*
* James, H., & **Madland, C.** (2020, July). Co-Designing and Co-Teaching an Online Course. *Let’s Talk about Teaching, Victoria, BC.*
* **Madland, C.**, & Irvine, V. (2020, April 17). Self-Determination in Indigenous Online Education [Roundtable Session]. AERA Annual Meeting, San Francisco, CA. (Conference Canceled). <http://tinyurl.com/vp8h3q8>
* **Madland, C.** (2019, June). Indigenous and Open Education: A contradiction? CSSHE Conference, Vancouver, BC.
* **Madland, C.** (2017). Flexible Infrastructure to Support the Design and Delivery of Online Learning. ICDE World Conference for Online Learning, Toronto.
* **Madland, C.** (2016, November). The Open Advantage. Open Education, Richmond, VA.
* Hendricks, C., Jhangiani, R., & **Madland, C.** (2016, March). Experiences, perceptions, and outcomes of BC students using open textbooks: Research from the BC OER Research Fellows. BCcampus Festival of Learning.
* **Madland, C.** (2016a, February). Building Trust and Community with Initiative Tasks. Teaching Practices Colloquium, Kamloops, BC.
* **Madland, C.** (2016, February). Communities of Inquiry to Ignite Learning. Teaching Practices Colloquium, Kamloops, BC.
* **Madland, C.** (2016, April). Enhancing Learning through OER and Open Platforms. OER16, Edinburgh, Scotland.
* **Madland, C.** (2016, April). Exploring the Remix Hypothesis. Open Education Global Conference, Krakow, Poland.
* **Madland, C.** (2015, November). Open and Connected Faculty Development. Open Education, Vancouver, BC.
* **Madland, C.** (2014, February). Structured Student Interactions. Teaching Practices Colloquium, Kamloops, BC.
* **Madland, C.** (2014, May). Encouraging Deeper Approaches to Learning. Open Learning Faculty Members Workshop, Kamloops, BC.
* **Madland, C.** (2014, May). Structured Student Interactions. CNIE Conference, Kamloops, BC.
* **Madland, C.** (2013, September). Structuring Student Interactions in Online Distance Learning: Exploring the Study Buddy Activity. Athabasca University Graduate Students’ Conference, Edmonton, AB.
* **Madland, C.** (2012, February). Engaging Students with Video. Teaching Practices Colloquium, Kamloops, BC.
* **Madland, C.** (2012, May). Online Faculty Development. Southern Alberta Institute of Technology Faculty Showcase, Calgary, AB.

## 1.8 Non-Refereed Presentations

* **Madland, C.** (2012, May). Outside the Box Feedback with Adobe Acrobat. Open Learning Faculty Members Workshop, Kamloops, BC.
* **Madland, C.** (2011, October). Thinking Despite the Box: Designing Interaction in Blackboard. Teaching with Technology Series, Kamloops, BC.
* **Madland, C.** (2010, October). Twitter in Higher Education. Teaching with Technology Series, Kamloops, BC.

## 1.9 Media

* Krinsky, S., & Bosley, R. (October 8, 2024). Alt Grading in Physical Education, Canadian Grading Reforms, and Technology-Integrated Assessment: An Interview with Colin Madland (No. 65) [Podcast]. <https://thegradingpod.com/episodes/65-alt-grading-in-physical-education-canadian-grading-reforms-and-technology-integrated-assessment-an-interview-with-colin-madland/>
* Greene, T. (2020). Valerie Irvine and Colin Madland [Broadcast]. [Podcast]. <https://www.spreaker.com/episode/valerie-irvine-and-colin-madland--23026170>

## 1.10 Research Dissemination

* “Technology-Integrated Assessment in Higher Education”; Kigali, Rwanda; Uganda; and Pan-Africa Christian University, Nairobi, Kenya, November 2024
* “Self-Paced Learning in Higher Education”, Pan-Africa Christian University, Nairobi, Kenya, May 2023
* “What is Assessment”, TWU Faculty Professional Learning. March 2023 <https://cmadland.github.io/decks/twu-faculty-professional-learning.html>.

## 1.11 Research Funding

* BCcampus Research Fellowship, 2022 ($6000)
* University of Victoria Graduate Student Award, September 2019 ($5000)
* University of Victoria Graduate Student Award, September 2018 ($5000)
* TRU Open Learning Presentation Fund, April 2016 ($5000)
* Open Education Resources Research Fellow, Open Education Group, 2015-16 (5000 USD)
* Athabasca University Tim Byrne Memorial Scholarship (for academic excellence along with an outstanding thesis or project), nominated by the Centre for Distance Education, June 2014. ($1000)
* Athabasca University Student Travel Award, September 2013. ($800)
* Athabasca University Graduate Student Mission Critical Research Fund, April 2013. ($420)
* Athabasca University Access to Research Tools, April 2013. ($300)

## 1.12 Teaching Activities

Undergraduate and **Graduate** - All courses and sections were taught fully online.

| Year | Course | Title | Credit Hours/Units | Students |
| --- | --- | --- | --- | --- |
| Summer 2019 | EDCI 335 | Learning Design | 1.5 | 37 |
| Summer 2019 | EDCI 339 | Open and Distributed Learning | 1.5 | 39 |
| Summer 2019 | **LDRS 663** | Transformational Blended Learning | 3 | 3 |
| Summer 2020 | EDCI 335 | Learning Design | 1.5 | 56 |
| Summer 2020 | EDCI 339 | Open and Distributed Learning | 1.5 | 59 |
| Summer 2020 | **LDRS 663** | Transformational Blended Learning | 3 | 16 |
| Fall 2020 | **LDRS 663** | Transformational Blended Learning | 3 | 10 |
| Spring 2021 | **LDRS 663** | Transformational Blended Learning | 3 | 7 |
| Summer 2021 | EDCI 335 | Learning Design | 1.5 | 40 |
| Fall 2021 | **LDRS 663** | Transformational Blended Learning | 3 | 7 (All in Nigeria) |
| Fall 2021 | EDCI 335 | Learning Design | 1.5 | 41 |
| Spring 2022 | **LDRS 663** | Transformational Blended Learning | 3 | 11 |
| Summer 2022 | EDCI 338 | Social Media and Personalized Learning | 1.5 | 39 |
| Spring 2023 | **LDRS 663** | Transformational Blended Learning | 3 | 1 (DS) |
| Fall 2023 | **LDRS 663** | Transformational Blended Learning | 3 | 6 (4 in Nigeria) |
| Fall 2023 | **LDRS 663** | Transformational Blended Learning | 3 | 4 |
| Fall 2024 | **LDRS 663** | Transformational Blended Learning | 3 | 1 |
| Fall 2024 | LDRS 463 | Transformational Blended Learning | 3 | 2 |
| Summer 2025 | **LDRS 663** | Transformational Blended Learning | 3 | 1 |
| Summer 2025 | LDRS 463 | Transformational Blended Learning | 3 | 4 |

## 1.13 Curriculum Development Projects

* LDRS 101 - Learning in a Digital World
* LDRS 663 - Transformational Blended Learning
* EDCI 335 - Learning Design
* EDCI 339 - Distributed and Open Learning
* Teaching Online Effectively (TOnE)
* Online Teaching and Learning
* Online Facilitation Skills for Student Learning, Engagement, and Retention
* Course Management Strategies
* Online Student Success

## 1.14 Service

### 1.14.1 Reviewer

* Open/Technology in Education, Society, and Scholarship Association (OTESSA) Conference
* Open/Technology in Education Society, and Scholarship Association (OTESSA) Journal,
* International Review of Research in Open and Distributed Learning (IRRODL),
* Research in Learning Technology (ISSOTL)
* Teaching & Learning Inquiry
* International Journal of E-Learning and Distance Education

### 1.14.2 Committees

* Founding Board Member, [Open/Technology in Education, Society, and Scholarship Association (OTESSA)](https://otessa.org), 2019-present
* Faculty Professional Learning Committee, Trinity Western University, 2016-present
* Board of Directors, Canadian Network for Innovation in Education (CNIE), 2016-2018
* Chair, Thompson Rivers University Graduate Studies Committee of Senate, November 2015-April 2016
* Thompson Rivers University Graduate Studies Committee of Senate, November 2012 - November 2015
* Academic Planning and Priorities Committee of Senate, October 2015-April 2016

## 1.15 Awards

* Outstanding Service Award from Thompson Rivers University Open Learning, September 2012.

## 1.16 Professional Learning

* Coaching for Leaders, Smart + Savvy and Associates (2018)
* [Interculturalizing the Curriculum](https://www.tru.ca/intercultural/inventory.html), Thompson Rivers University (2015)