# May 30, 2024

## Dr. Allyson Jule, Dean

### Faculty of Education, Community, and Human Development,

#### University of the Fraser Valley

**RE: Application for the position of Assistant Professor, Adult Education in the School of Education (Job Number J0424-0303)**

Dear Dean Jule and Search Committee,

I am writing to formally submit my application for the position of Assistant Professor in the School of Education at the University of the Fraser Valley.

## Research and Scholarship

My Ph.D. research focuses on understanding technology-integrated assessment practices, reflecting their growing importance in education today. I am privileged to have distinguished committee members from across Canada: Dr. Valerie Irvine (Supervisor, University of Victoria Director of the Technology Integration and Evaluation Research Lab and President of the Open/Technology in Education, Society, and Scholarship Association), Dr. Christopher DeLuca (Committee Member, Queen’s University Associate Dean of Graduate Studies), and Dr. Okan Bulut (Committee Member, Associate Professor of Measurement, Evaluation and Data Science, University of Alberta and University of Alberta President’s Research Prize Recipient). I spearheaded an investigation into prevalent technology-integrated assessment practices as documented in the literature (see [Madland et al., 2024a](https://doi.org/10.18357/otessaj.2024.4.1.57)). Building on these findings and leveraging our expertise in educational technology, measurement, and assessment, we developed a model of technology-integrated assessment that emphasizes the 5Rs of Indigenous education (respect, relevance, reciprocity, responsibility, and relationships), and the duty of care instructors owe to learners (see [Madland et al., 2024b](https://doi.org/10.18357/otessaj.2024.4.1.63)). The final paper of my dissertation, which I expect to complete by the spring of 2025, will center on developing a diagnostic instrument based on our framework for use by individual educators or larger organizations. My research spans both K-12 and higher education, providing me with a comprehensive foundation for specialization in either context.

I have served as a reviewer for multiple academic journals, including the Open/Technology in Education Society and Scholarship Association (OTESSA) Journal, Teaching & Learning Inquiry, Research in Learning Technology, the International Journal of E-Learning and Distance Education, and the International Review of Research in Open and Distributed Learning.

As a graduate of the Master of Education program at Athabasca University, I was honored with the Tim Byrne Memorial Scholarship for academic excellence and an outstanding thesis ($1000). I have also received funding from the Open Education Group ($5000 USD), the Thompson Rivers University Presentation Fund ($5000), two University of Victoria Graduate Student awards ($10,000 total), and a BCcampus Research Fellowship ($6000), all in support of my research.

## Teaching

Teaching is a profound passion of mine, particularly when it allows me to apply my research findings in the classroom. At the University of Victoria, I co-designed and taught three undergraduate courses, Learning Design, Distributed and Open Learning, and Social Media and Personalized Learning. These courses use WordPress as the primary hub of networked interactions, enabling students to personalize their web presence while acquiring critical digital literacy skills by engaging with the open web.

One of the highlights of my undergraduate teaching experience was co-designing and teaching in parallel with a fellow Ph.D. student during the early stages of the global COVID-19 pandemic. This collaborative process was mutually supportive and helped us navigate the complexities of teaching undergraduates in an innovative, technology-integrated context. Our experience is documented in a presentation at the OTESSA21 conference at the Congress of the Humanities and Social Sciences.

I also co-designed and taught *Coaching for* Transformational Blended Learning and revised *Theory and Practice of Adult Education*, courses in the Graduate Certificate in Adult Learning: Coaching and Facilitation at Trinity Western University. These courses take an experiential approach to coaching individual learners and facilitating group processes in educational contexts.

Since 2010, I have been primarily employed as academic staff supporting technology-integrated teaching and learning, including faculty support roles at Thompson Rivers University (2010 - 2016) and currently at Trinity Western University (2016 - present). In my current role, I manage a remote team of 15 people, including instructional designers, digital course producers, media creators, and education coaches and facilitators. We are currently working to design or revise over 100 courses in the TWU Bachelor of Arts in Leadership and Master of Arts in Leadership programs for asynchronous, community-connected delivery. In 2023, I traveled to Kenya to provide two days of faculty training on creating and managing courses in asynchronous modalities. I have supported the technology-integrated learning and reflective practice of teacher candidates in the TWU School of Education through initiating and sustaining the use of WordPress for creating professional portfolios demonstrating competence in each of the Professional Standards for BC Educators, and was invited to share my perspective on Indigenous education (my initial dissertation topic, which was disrupted by COVID-19) as a settler with a core class on education technology in the teacher education program at the University of Victoria.

## Service

Despite not being required to do so, I have been actively involved in university service both at TRU and TWU. At TRU, I served as a staff representative on the Graduate Studies Committee, including a brief tenure as Chair. At TWU, I have been a member of the Faculty Professional Learning Committee, advising the Associate Vice-Provost of Teaching and Learning on matters related to teaching excellence, education technology, and planning the annual faculty retreat. I played a pivotal role in leading the COVID-19 pivot to emergency remote teaching, supporting faculty in radically transforming their practice on short notice. This experience, despite its challenges, was immensely meaningful. In 2022, with the rise of generative artificial intelligence (ChatGPT) in higher education, I was appointed to the committee that drafted TWU's policy and recommendations for navigating teaching and learning with AI tools.

In 2019, I was invited to join the inaugural board of the Open/Technology in Education, Society, and Scholarship Association (OTESSA), a member association of the Federation for the Humanities and Social Sciences. OTESSA is dedicated to supporting technology-enhanced teaching and learning from K-20+ and exploring the societal impact of openness and technology. Despite the cancellation of our first conference in 2020, I co-chaired the inaugural conference in 2021 and remain actively involved on the board, although in a smaller role as I focus on completing my dissertation.

## Future Goals

My career thus far has balanced experiences in both K-12 and higher education. At UFV, I would focus my integrated teaching and research agenda on assessment of/for/as learning in Adult Learning contexts. My dissertation work has led to the development of an assessment framework that emphasizes the duty of care owed to learners and the 5Rs of Indigenous education. This work is inherently collaborative, and I look forward to working with colleagues in the School of Education to advance progressive, socially just adult education. Assessment practices are of significant interest in the adult and higher education sectors given the impacts of generative artificial intelligence and I anticipate a high level of interest in exploring the effects of these changes from external funding agencies such as SSHRC.

I would actively seek to contribute to UFV’s service opportunities. I would be interested in contributing to committees related to education, assessment, or educational technology and working to support UFV’s implementation of the BC government’s Digital Learning Strategy. I would also continue to serve on the OTESSA board and engage in departmental service where opportunities arise.

## Qualifications

I believe my qualifications align well with the desired attributes for this position. Attached to this letter is an appendix demonstrating this alignment with sample evidence. For further details, please review my attached CV.

If you have any questions about my education, experience, or qualifications to excel in this position, please do not hesitate to reach out to [cmadland@uvic.ca](mailto:cmadland@uvic.ca) or 778-257-3533.

With sincere gratitude,

Colin Madland

## Appendix

* **PhD or EdD (or near completion) and record of research productivity commensurate with experience.**
  + I have successfully completed candidacy and have 2 of 3 papers published towards my 3-paper dissertation. I am working on paper 3 presently and will be finished once that is complete.
  + I published one paper based on my M.Ed. thesis.
* **Incorporate or reflect Indigenous perspectives or ways of teaching and learning into [the] curriculum.**
  + The first two years of my PhD program were focused on technology and Indigenous education. This line of research was disrupted by COVID.
  + Currently leading two course revision projects to Indigenize the curriculum
  + Participated in ‘Interculturalizing the Curriculum’ intensive workshop at Thompson Rivers University.
* **Communicate effectively with students both in and out of the classroom**
  + I have an open-door practice and invite communication with learners
* **Able to instruct across a range of the undergraduate courses offered by the department**
  + I have deep experience and academic preparation in the areas of curriculum, assessment, learning sciences, and instructional design.
  + I have enough experience with PLAR, workplace learning, TVET, and well-being and mindfulness to be able to teach in these areas with some preparation.
* **Can develop new and innovative courses.**
  + I have been leading an innovative team of learning designers, media designers, and course producers since 2016, focusing on innovative structures to support multi-modal access for both local and remote learners.
* **Demonstrable experience in high-impact, technology-supported teaching (e.g., hybrid, on-line, experiential, e-learning) is required.**
  + Most of my teaching in higher education has been in technology-integrated environments with both local and remote learners.
  + I am actively involved in innovating sustainable course designs to include open and connected methodologies using industry-standard tools such as WordPress, Obsidian, and GitHub.
  + Served university faculty in the pivot to emergency remote teaching due to COVID-19.
* **Experience and interest in developing or extending experiential learning opportunities, including practicum experiences; internships, study abroad and co-curricular activities is highly desirable.**
  + My courses include experiential components whenever possible, including the incorporation of ‘off-line’ experiences during ‘online’ courses.
  + I have provided faculty and administrator training in-person in Nairobi, Kenya.
  + I am very keen to continue to develop meaningful partnerships with international institutions and organizations to allow for internships, study abroad opportunities and co-curricular experiences.
* **Aptitude for working in team situations; an interest in innovative inter-disciplinary teaching.**
  + I have collaborated with 16 different research partners (15 since 2020) and 5 different teaching collaborators since 2020 and participated in numerous service-related collaborations.
  + Peer mentor for fellow graduate students and sessional instructors.
  + Inaugural board member of OTESSA, an academic association dedicated to providing educational technology researchers and practitioners a venue for scholarly activity.
  + Co-chair of the first OTESSA conference.
  + Appointed to the committee responsible for developing policies and guidelines related to the use of generative artificial intelligence.
* **Ability to incorporate research into applied learning opportunities for students, particularly in the scholarship of teaching and learning.**
  + My assessment research is immediately applicable to classroom practice.
  + Current research led to the development of an assessment framework that foregrounds issues related to duty of care, 5Rs of Indigenous education, and inclusion.
* **Experience in practice- and/or community-oriented research with a demonstrated commitment to evidence-based practice.**
  + Published conference proceeding on [racial bias in technology algorithms](https://otessa.github.io/2022/tuesday-may-17-2022.html#digital-platforms-and-algorithmic-erasure-what-are-the-implications-practice-oriented) and their impact on higher education and the broader community.