

David Scott, PhD

Associate Professor
Curriculum & Learning
Werklund School of Education
University of Calgary

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Education

University of Calgary 2011-2016

Ph.D., Curriculum and Learning

Dissertation focus: How non-Indigenous educators are negotiating recent curricular directives to engage Indigenous perspectives and historical experiences
Advisor: Dr. Darren Lund

University of Alberta 2007-2009

M.Ed., Secondary Education

Thesis focus: How critical and Indigenous approaches to history education provide unique opportunities to take up social studies in postmodern times
Advisor: Dr. Kent den Heyer

Simon Fraser University 2001

Teacher Certification, Post Degree Program

Concentrations: Social Studies and Language Arts

University of Victoria 1992-1997

B.A., Majors: Political Science and History

Language Competencies and Cultural Immersion

Proficient in French — lived and worked in France and Québec
Working knowledge of Portuguese and Japanese — lived in Brazil and Japan

Honours, Awards, and Funding (National and International)

Spencer Foundation Grant 2020-2022

Canadian and American Youth Perspectives on Media Related to COVID-19
Catherine Burwell (PI), Co-applicant with Maren Aukerman
\$66,000

Social Sciences and Humanities Research Council of Canada Partnership

Grant: Thinking Historically for Canada's Future 2019-2026

Carla Peck (PI), Co-applicant with 30 other scholars across Canada
\$2,500,000 (Federal) \$60,000 (individual funding from the University of Calgary)

Government of Canada Global Affairs Faculty Mobility Program 2018

Funding to present and conduct research at the Universidade Federal de Alagoas, Brazil
\$7,000

Canada-Alberta Agreement on Minority-Language Education and Second-Official Language Instruction Grant 2016-2017
Provincial award to work with Alberta's Francophone community to support the curriculum directive to teach Francophone perspectives
\$3,000

Social Sciences and Humanities Research Council of Canada Joseph-Armand Bombardier Canada Graduate Scholarship–Doctoral Award 2012-2015
National award for my doctoral study examining how educators are negotiating recent curricular directives to engage Indigenous experiences and perspectives
\$105,000

Social Sciences and Humanities Research Council of Canada Michael Smith Foreign Study Supplement 2014
Funding to support a visiting scholar stay at the Universidade Federal de São Carlos, Brazil
\$6,000

THEN/HiER Visiting Doctoral Scholar Travel Grant 2013
Funding to support a visiting scholar stay at the Université de Laval, Québec
\$2,100

Honours, Awards, and Funding (Provincial and University Level)

University of Calgary Scholarship of Teaching and Learning (SoTL) Grant 2020
Funding to develop and evaluate the use of podcasts to engage students in rural, remote, and Indigenous contexts
\$19,900

Werklund Teaching Excellence Award 2018
Awarded for faculty member who is widely recognized for their teaching, supports the educational excellence of colleagues, and embodies a spirit of instructional innovation
\$2,000

Werklund French Facilitation Grant 2018
Awarded to support French language research in the faculty
\$2,500

Alberta Education Research Partnership Grant 2017
Partnership with Peace Wapiti School division in northern Alberta to work with Indigenous communities to improve the educational experiences of Indigenous students
\$50,000

University of Calgary Scholarship of Teaching and Learning (SoTL) Grant 2016
Funding to create and evaluate academic writing supports for students in on-line environments
\$20,000

Werklund International Research Seed Grant 2016
Funding to support an international research partnership with scholars at the Pontifical Catholic University of Goiás, Brazil
\$10,000

Werklund Research Collaboration Grant 2016
Funding to support an investigation into the nature and efficacy of inquiry-based approaches to education
\$5,000

University of Alberta Graduate Student Scholarship Award 2009
Awarded for academic excellence in a graduate program
\$3,000

Government of Alberta Award for the Study of Canadian Human Rights & Multiculturalism 2008
Provincial award for research promoting informed thinking about human rights, cultural diversity, and multiculturalism.
\$10,000

University of Alberta Queen Elizabeth II Graduate Scholarship Award 2008
Awarded to recognize the outstanding achievement of students pursuing graduate studies
\$10,800

Work Experience

Associate Professor, Curriculum and Learning 2020
University of Calgary, Werklund School of Education

Assistant Professor, Curriculum and Learning 2019
University of Calgary, Werklund School of Education
Director of Student Experiences for the Community-based pathway

Instructor, Curriculum and Learning 2015-2018
University of Calgary, Werklund School of Education
Director of Student Experiences for the Community-based pathway

Sessional Instructor 2013-2015
University of Calgary, Werklund School of Education
Designed and taught a range of undergraduate courses including social studies methods

Humanities Teacher 2009–2013
Connect Charter School, Calgary, Alberta
Taught Humanities 8 and 9 at this publicly funded charter school designated by Alberta Education as a research site for innovation in education

Sessional Instructor 2007-2009
University of Alberta, Secondary Education
Designed and taught social studies methods courses for pre-service teachers

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| English Teacher A l'École Chevigny, Trois Rivières, Québec Taught ESL 11 and English Concentrations 7 and 11 | 2007 |
| ELA and Social Studies Teacher Columneetza Secondary, Williams Lake, British Columbia Taught ELA 8, Social Studies 8, and Digital Yearbook 11/12 | 2005–2006 |
| ELA and Social Studies Teacher Alexis Creek School, Alexis Creek, British Columbia Rural school comprised of students primarily from the Chilcotin First Nation | 2004–2005 |
| ELA and Environmental Studies Teacher Williams Lake Secondary, Williams Lake, British Columbia Taught modified ELA 11/12, ELA 9, and Environmental Studies 9–12 | 2003–2004 |
| ESL Teacher Japanese Exchange Teaching Program, Kumamoto, Japan English as a Second Language teacher at Ozu-Machi Junior High School | 2002–2003 |

Selected Peer Reviewed Publications

- Scott, D. & Lock, J. (Eds.). (2021). *Teacher as designer: Design thinking for educational change*. Springer.
- Scott, D. & Bailey, D. (2021). Reframing inquiry in education: Designing for a living curriculum. In D. Scott & J. Lock (Eds.), *Teacher as Designer: Design Thinking for Educational Change* (pp. xx-xx). Springer.
- Shergill, S., & Scott, D. (2020). Teaching for reconciliation through the lens of ethical relationality: All my relations inquiry. In S. Steinberg (Eds.), *SAGE Handbook of Critical Pedagogies* (pp. 587-603). Sage Publications.
- Scott, D., & Louie, D. (2020). Reconsidering rural education in light of Canada's Indigenous reality. In M. Corbett & D. Gereluk (Eds.), *Rural Education in Canada: Connecting Land and People* (pp. 113-133). Springer.
https://doi.org/10.1007/978-981-15-2560-5_5
- Scott, D., Kawalilak, C., Dressler, R., & de Paiva, W. (2019). Investigating educational responses to diversity in Brazil during a time of curriculum change. *Comparative Education Review*, 63(3), 377-397.
<https://www.journals.uchicago.edu/doi/full/10.1086/703982>
- Scott, D. & Gani, R. (2018). Examining social studies teachers' resistances towards teaching Indigenous perspectives: A case study of Alberta. *Diaspora, Indigenous, and Minority Education*. 13(1), 167-181. <https://doi.org/10.1080/15595692.2018.1497969>

- Scott, D.,** Smith, C., Chu, M., & Friesen, S. (2018). Examining the efficacy of inquiry-based approaches to education. *Alberta Journal of Educational Research*, 64(1), 35-54. <https://ajer.journalhosting.ucalgary.ca/index.php/ajer/article/view/2006>
- Scott, D.,** de Paiva, W., & Gereluk, D. (2018). O multiculturalismo liberal de Kymlicka no contexto canadense e brasileiro. *Educação & Realidade*, 42(5), 1-15. <http://seer.ufrgs.br/index.php/educacaoerealidade/article/view/74993>
- Gani, R., & **Scott, D.** (2017). Social studies teachers' resistance to teaching Francophone perspectives in Alberta. *International Journal of Historical Learning, Teaching and Research*, 15(1), 34-48. <https://www.history.org.uk/publications/categories/304/resource/9280/the-international-journal-volume-15-number-1>
- Louie, D. W., & **Scott, D.** (2016). Examining differing notions of a “real” education within Aboriginal communities. *Critical Education*, 7(3), 1-18. <https://ices.library.ubc.ca/index.php/criticaled/article/view/186095>
- Gereluk, D., & **Scott, D.** (2014). Citizenship education and the construction of identity in Canada. In J. E. Petrovic & A. M. Kuntz (Eds.), *Citizenship education around the world: Local contexts and global possibilities* (pp. 128–149). Routledge University Press.
- Scott, D.** (2013). A place for a more critical form of historical inquiry in social studies classrooms. *Antistasis*, 3(1), 15–18. <https://journals.lib.unb.ca/index.php/antistasis/article/view/20150>
- Scott, D.** (2013). Teaching Aboriginal perspectives: An investigation into teacher practice amidst curriculum change. *Canadian Social Studies*, 46(1), 31–43. <https://files.eric.ed.gov/fulltext/EJ1016094.pdf>
- Scott, D.,** & Abbott, L. (2012). Trying to make the mission statements of social studies curriculum inhabit my social studies pedagogy and vice versa. *One World in Dialogue Journal*, 2(1), 8–18. <https://ssc.teachers.ab.ca/SiteCollectionDocuments/OneWorldInDialogue/OneWorld%20inDialogue%202012%20v2n1.pdf>

Additional Publications

- Scott, D.,** Ulmer-Krol, S., & Ribeiro, J. (2020). Enhancing the academic writing abilities of first year Bachelor of Education students in a blended learning environment. *International Journal of Teaching and Learning in Higher Education*, 31(3), 87-98. <http://www.isetl.org/ijtlhe/pdf/IJTLHE3690.pdf>
- Danyluk, P.J., Burns, A., & **Scott, D.** (2020). Becoming a teacher in a rural or remote community: The experiences of educational assistants. In M. Corbett & D. Gereluk (Eds.), *Rural Education in Canada: Connecting Land and People* (pp. 183-202). Springer.

Scott, D., Burns, A., Danyluk, P., & Ulmer-Krol, S. (2018). Evaluating the effectiveness of academic writing interventions in a community-Based B.Ed. program. *International Journal of E-Learning & Distance Education*, 33(2), 1-20.
<http://www.ijede.ca/index.php/jde/article/view/1060/1715>

Scott, D. (2017). Message from the editor: Social studies in a season of great untruth. *Focus Newsletter*, Fall 2017, p. 3.
<https://ssc.teachers.ab.ca/SiteCollectionDocuments/Focus%20Newsletter/Focus%20November-2017.pdf>

Lund, D., Holmes, K., Hanson, A., Sitter, K., **Scott, D.**, & Grain, K. (2017). Teaching through duoethnography in teacher education and graduate curriculum theory courses. In J. Norris & R. D. Sawyer (Eds.), *Theorizing Curriculum Studies, Teacher Education and Research through Duoethnographic Pedagogy* (pp. 111-129). Palgrave Macmillan.

Scott, D. & Van Kessel, C. (2017). Introduction to special issue. *Canadian Social Studies*, 49(1), 1-3. Retrieved from <https://canadian-social-studies-journal.educ.ualberta.ca/content/articles#chapter1>

Scott, D. & Gereluk, D. (2016). Educational accommodations for national minority groups. In L. Bosetti & D. Gereluk (Eds.), *Understanding school choice in Canada* (pp. 32-49). University of Toronto Press.

Friesen, S., & **Scott, D.** (2014). *Inquiry-based education: A review of the literature*. Edmonton, AB: Government of Alberta. Retrieved from <http://galileo.org/focus-on-inquiry-lit-review.pdf>

Scott, D. (2014). *Enhancing historical thinking through discipline-based inquiry* [iBook]. Retrieved from <http://goo.gl/RvTTUE>

Scott, D., Falk, C., & Kierstead, J. (2002). *Legacies of ancient Egypt (critical challenges across the curriculum)*. Vancouver, BC: The Critical Thinking Consortium.

Selected Peer Reviewed Presentations

Kendrick, A., **Scott, D.**, & Hurley, S. (2020, September). *Engaging on-line students through podcasting*. Digital Education Summit, Sam Houston State University (Delivered on-line).

Scott, D., & Louie, D. (2020, June). *Reconsidering rural education in light of Canada's Indigenous reality*. The Canadian Society for the Study of Education Annual Conference, Western University, ON. (Conference cancelled)

Scott, D., Gibson, L., Abdou, E., den Heyer, K., & Cutrara, S. (2020, May). *Monumental mistakes? Rethinking public debates on contentious commemorations and monuments (Panel)*. The Canadian Society for the Study of Education Annual Conference, Western University, ON. (Conference cancelled)

- Gani, R., **Scott, D.**, & Brunet, M.H. (2019, June). Conversations à travers la dualité linguistique : Reconnaître les perspectives francophones à l'école en milieu majoritaire anglophone. Paper presented at The Canadian Society for the Study of Education Annual Conference, Vancouver, BC.
- Burns, A., & **Scott, D.** (2019, June). *Transitioning from the role of educational assistant to classroom teacher: Experiences of pre-service teachers in a community-based Bachelor of Education program.* Paper presented at The Canadian Society for the Study of Education Annual Conference, Vancouver, BC.
- Scott, D.**, Kawalilak, C., & Dressler, R. (2018, June). *Examining educational responses to ethno-cultural diversity: A comparative study of Brazil and Canada.* Paper presented at The Canadian Society for the Study of Education Annual Conference, Regina, SK.
- Scott, D.**, Ulmer-Krol, S., & Ribeiro, J. (2018, May). Evaluating the effectiveness of the flipped classroom model for the acquisition of academic writing skills of first year b.ed students. Paper presented at The Canadian Society for the Study of Education Annual Conference, Regina, SK.
- Scott, D.**, (2018, May). *Engaging Indigenous perspectives in the Alberta social studies classroom: An investigation into teacher beliefs.* Paper presented at The Canadian Society for the Study of Education Annual Conference, Regina, SK.
- Scott, D.** (2018, April). *Examining educational responses to diversity in Brazil.* Paper presented at the Annual Meeting of the American Educational Association, New York, NY.
- Moore, K., **Scott, D.**, & Saar, C. (2017, May). *Engaging foundational Indigenous philosophies in ethically relational ways.* Paper presented at Ideas Conference, Calgary, AB.
- Scott, D.**, & Gani, R. (2017, May). *Towards a new approach for preparing educators to teach "other" perspectives.* Paper presented at The Canadian Society for the Study of Education Annual Conference, Toronto, ON.
- Scott, D.**, Burns, A., Danyluk, P., Ribeiro, J. (2017, May). *Evaluating the effectiveness of academic writing modules and small group tutorials in blended learning contexts.* Paper presented at The Canadian Society for the Study of Education Annual Conference, Toronto, ON.
- Scott, D.**, & Gani, R. (2016, May). *Towards a new approach for teaching "other" perspectives.* Paper presented at The Canadian Society for the Study of Education Annual Conference, Calgary, AB.
- Louie, D., & **Scott, D.** (2015, April). *Examining differing notions of a real education within Aboriginal communities.* Paper presented at the Annual Meeting of the American Educational Association, Chicago, IL.

- Scott, D.** (2015, March). *Responses to diversity within educational contexts in Canada*. Paper accepted for presentation at the National Metropolis Conference, Vancouver, BC.
- Scott, D., & Friesen, S.** (2014, May). *An exploration on the nature of inquiry-based learning*. Paper presented at The Canadian Society for the Study of Education Annual Conference, St. Catherines, ON.
- Scott, D., & Gereluk, D.** (2014, May). *Constructing a Canadian identity in Canada*. Paper presented at The Canadian Society for the Study of Education Annual Conference, St. Catherines, ON.
- Donald, D., & **Scott, D.** (2014, May). *Engaging Aboriginal perspective in the curriculum: Apertures as pathways into new imaginative possibilities*. Paper presented at The Canadian Society for the Study of Education Annual Conference, St. Catherines, ON.
- Scott, D.** (2014, March). *Restoring Aboriginal and Francophone historical perspectives in the classroom*. Paper presented at the National Metropolis Conference, Gatineau, QC.
- Scott, D., & den Heyer, K.** (2013, May). *Hopeful destinations for (social studies) education and the work of Alan Badiou*. Paper presented at The Canadian Society for the Study of Education Annual Conference, Victoria, BC.
- Scott, D.** (2013, May). *Teaching Aboriginal perspectives: An investigation into teaching practice amidst curriculum change*. Paper presented at The Canadian Society for the Study of Education Annual Conference, Victoria, BC.
- den Heyer, K., & **Scott, D.** (2012, November). *Curricular points of departure and hopeful destinations for (social studies) education*. Paper presented at the Curriculum and Pedagogy Conference, New Orleans, LA.
- Scott, D.** (2011, April). *Teaching multiple perspectives: New possibilities for history education*. Paper accepted for presentation at the Annual Meeting of the American Educational Association, New Orleans, LA.
- Scott, D. & Abbott, L.** (2010, May). *Can we bring about a Renaissance in our own times? Connecting students and their life world with history curricula*. Paper presented at The Canadian Society for the Study of Education Annual Conference, Fredericton, NB.
- Abbott, L., & **Scott, D.** (2010, April). *From drawing out to drawing in: Throughline questions and the personal subjectivities of teacher candidates*. Paper presented at the Annual Meeting of the American Educational Association, Denver, CO.
- Abbott, L., & **Scott, D.** (2009, May). *Drawing on what we know: Examining illustrated responses to throughline questions in a social studies methods course*. Paper presented at The Canadian Society for the Study of Education Annual Conference, Ottawa, ON.

den Heyer, K., & Scott, D. (2009, May). *What points of departure and hoped-for destinations can we articulate for social studies and history education?* Paper presented at The Canadian Society for the Study of Education Annual Conference, Ottawa, ON.

den Heyer, K., & Scott, D. (2009, April). *Expanding the circle of knowledge: What points and hoped-for destinations can we articulate for curriculum beyond disciplined inquiry?* Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Invited Presentations

Scott, D. (2019, November). *Conversations à travers la dualité linguistique: Examining Alberta Teachers' Resistances to the Introduction of Francophone Perspectives in the Curriculum.* Paper presented at the annual meeting of the Association for Canadian Studies. Gatineau, QC.

Scott, D., & Scott, P. (2019, August). *Reunião de pesquisadores: Multiculturalismo e educação.* Lecture presented at the University of Alagoas, Brazil.

Scott, D., & Scott, P. (2019, August). *Pesquisa científica, metodologia e internacionalização.* Lecture presented at the University of Alagoas, Brazil.

Scott, D., & Scott, P. (2019, July). *Culture and diversity in education: Brazil and Canada approaches.* Lecture presented at the University of Alagoas, Brazil.

Scott, D. (2016, November). *Analyzing the tension between unity and diversity: Multicultural perspectives on educational policy in Canada.* Lecture presented at the International Symposium Brazil-Canada: Examining Educational responses to Diversity. Pontifical Catholic University of Goiás, Brazil.

Scott, D. (2016, June). *Challenges and opportunities in social studies education in Canada today.* Speech presented at the Re-examining Foundations in Social Studies Education: An Invitation to Dialogue. University of Calgary, Calgary, AB.

Scott, D. (2014, November). *Challenges and opportunities to engaging Aboriginal perspectives in the curriculum.* Paper presented at Núcleo de Estudos de Fenomenologia em Educação Física, Universidade Federal de São Carlos, Brazil.

Scott, D. (2014, October). *Approaches to ethnographic research.* Lecture presented to the Centro de Educação e Ciências Humanas group, Universidade Federal de São Carlos, Brazil.

Scott, D. (2014, October). *Conceptions of multicultural education within Canadian educational contexts.* Invited speaking presentation for the Fulbright Graduate Scholarship Committee, Universidade Federal de São Carlos, Brazil.

Scott, D., & Scott, P. (2014, September). *Responses to diversity within education contexts in Brazil and Canada*. Invited presentation at the Seminário de Pesquisas em Práticas Sociais e Processos Educativos Conference, Universidade Federal de São Carlos, Brazil.

Media Work

CBC Radio (2020, October 22). Proposed curriculum changes in Alberta. Alberta at noon with Judy Aldous. https://www.cbc.ca/listen/live-radio/1-1-alberta-at-noon?fbclid=IwAR3Ukye8JLlv_gWtb2rfCNiRmxYDgVKw3z_KG6aSQGt1LxvXZYFt-A1EI88

Scott, D. (2018, June 18). Why your child will benefit from inquiry-based learning. *The Conversation*. <https://theconversation.com/why-your-child-will-benefit-from-inquiry-based-learning-97245>

Lequitte, H. (2018, June 14). Ou l'introduction d'une nouvelle donne les curriculums? *Le Franco*. <https://www.pressreader.com/canada/le-franco/20180614/281543701631383>

PUC Noticias. (2016). *Fruto de parceria, simpósio debate educação e diversidade*. <http://noticias.pucgoias.edu.br/?p=10560>

Universidade Federal do Goiás. (2016). *Simpósio discute inclusão e diversidade na educação*. <https://www.ufg.br/n/92842-simpósio-discute-inclusao-e-diversidade-na-educacao>

Partner Research Schools (WSE). (2016). *Towards a new approach for teaching 'other' perspectives: Examining the teaching of Francophone perspectives in Alberta*. <http://werkklund.ucalgary.ca/prs/project/towards-new-approach-teaching-other-perspectives-examining-teaching-francophone-perspectives>

Research @Werkklund. (2017). Teaching “Other” perspectives. <http://werkklundresearch.ucalgaryblogs.ca/teaching-others-perspectives/>

University of Calgary (2015, July 8). *PhD student finds connections across classrooms in Canada and Brazil*. UToday. <https://www.ucalgary.ca/utoday/issue/2015-07-08/phd-student-finds-connections-across-classrooms-canada-and-brazil>

The History Education Network/Histoire et Éducation en Réseau. (2013, May 5). *Visiting doctoral program report*. <http://thenhier.ca/sites/default/files/Scott-report.pdf>

Scholarly and Professional Service

Program Chair 2017-2020
Canadian Association of Curriculum Studies

Associate Editor 2012–2020
Canadian Social Studies

Scholarship Reviewer 2019-2020
Social Sciences and Humanities Research Council of Canada graduate scholarships
Mitacs research awards

Editor 2015-2018
Alberta Teachers' Association Social Studies Council Newsletter

Journal Reviewer 2016-Present
Canadian Journal of Education
Canadian Social Studies
Canadian Journal of Curriculum Studies

Workshop facilitator 2017/2018
Calgary Board of Education: 5 sessions on engaging Indigenous ways
of knowing in K-12 contexts, Calgary AB

University Service

Writing on Stone Field Trip Faculty Representative (3 days) July 2018/2019

Teaching and Learning Advisory Committee 2015-present

Undergraduate Programs in Education Advisory Counsel 2015-present

Undergraduate Programs in Education Leadership Counsel 2015-present

Integrated Services in Education Advisory Committee 2017-present

University of Calgary non-academic misconduct appeals committee 2018

Werklund Indigenous Education Task Force Committee 2014-2015

Werklund Kindling Conversations symposium organization committee 2014

Graduate Level Supervision (Werklund School of Education)

Vanessa Munroe, EdD student (year 1)
Amanda Paul, EdD student (year 1)
Jordan Kidney, PhD student (year 2)
Brian Hull, EdD student (year 2)
Sam Ulmer-Krol, Master's student (year 2 with SSHRC funding)

Undergraduate Level Supervision (University of Calgary)

Jonah Secreti, PURE Undergraduate studentship (summer 2020)
Jessica Gobran, PURE Undergraduate studentship (summer 2019)
Caitlin Tighe, PURE Undergraduate studentship (summer 2019)

Parneet Kahlon, PURE Undergraduate studentship (summer 2018)