

Janette Hughes, PhD

**Canada Research Chair in Technology and Pedagogy, and Associate Professor, Digital Literacies,
Faculty of Education at University of Ontario Institute of Technology**

Oshawa, ON, CA

World-leading education expert integrates digital technology to transform student learning experience

Students have unprecedented access to a growing stream of multimodal digital communication and social networking tools through engaging personal and mobile devices. Ahead of the curve, Janette Hughes, PhD, Canada Research Chair in Technology and Pedagogy, and Associate Professor in the Faculty of Education, is leading research to explore how digital media can best enhance learning in today's technology driven society.

Through her state-of-the-art STEAM 3D Maker Lab at UOIT, Dr. Hughes examines how emerging digital media and interactive tools can challenge traditional curricular and teaching/learning methods. Her research will provide greater understanding of the intersection of new digital technologies and pedagogies, and how they can be used to support technology enriched and practice-integrated active learning, in the classroom and the real world. She is focused on the development and evaluation of teaching practices that support active student learning, address the digital literacy needs of at-risk students, and promote greater interest in science, technology, engineering and mathematics (STEM) through the Arts (STEAM).

She joined UOIT in 2006, after serving as an Adjunct Professor of Continuing Studies and Preservice Education at the University of Western Ontario (UWO). Recipient of the 2013 National Technology Leadership Initiative Fellowship by the Society for Information Technology and Teacher Education, Dr. Hughes has garnered international recognition for her work.

She received her Doctorate in Curriculum (Language and Literacy) with a focus on Digital Poetry from UWO in London, Ontario. She obtained her Master of Arts degree in Teaching (Curriculum/English) from the University of Toronto, Institute for Studies in Education (OISE); her Bachelor of Education degree in Concurrent IS English/History and her Bachelor of Arts (Honours) degree in English Literature both from Queen's University in Kingston, Ontario.

For 18 years, Dr. Hughes taught secondary and elementary school students and explored how technology was motivating and engaging student success. As a direct result, her doctoral studies were focused on digital poetry and, since then, she has been a driving force in literacy education, advocating for a broader definition of literacies that include digital competencies. Dr. Hughes continues to push the boundaries of digital literacies and instills her passion for teaching the individual student.

Education/Learning, Program Development, Social Media, Writing and Editing, Research

Critical Literacies, Digital Literacies, Language and Literacy, Multiple Literacies, New Literacies, Secondary School English Pedagogy, Critical Making and Production Pedagogies, Young Adult Literature

International Literacy Association, Canadian Society for the Study of Education, Language and Literacy Researchers of Canada, United Kingdom Literacy Association, National Council of Teachers of English, Literacy Research Association, American Educational Research Association, Society for Information Technology and Teacher Education

Co-constructing Knowledge Through MOOC Design and Development

26th International Conference of Society for Information Technology and Teacher Education

Digital Tools for 21st Century Literacy Learning

United Kingdom Literacy Association 51st International Conference, National College for Teaching and Leadership

Using Digital Tools to Read, Write and Perform Poetry for Social Justice

International Federation for the Teaching of English (IFTE)/Council of English Educators (CEE) Summer Conference

Using a Critical Digital Literacies Pedagogy to Promote Creativity and Equity

Literacy Research Association Conference

Mobile Tools for Social Justice: Young Adolescent Learners Creating Digital Texts for Voice and Agency Through Literature Circles

Literacy Research Association 64th Annual Conference

iPoetry and iDentity

International Reading Association, Technology in Literacy Education, Special Interest Group

Everybody's Got a Story: Building Empathy and Understanding Using Digital Tools

Intentional Teaching with Technology to Increase Understanding, Empathy and Engagement, International Reading Association Pre-Conference Institute

The Shift from English Methods to Critical Digital Literacies

Society for Information Technology and Teacher Education (SITE)

Transcending Cultural Borders Through Ning

KAME International Conference

Transformative Teaching – Using Apps with Literature Circles to Engage Community Social Justice in Middle School

NCTE Annual Convention: (Re)Inventing the Future of English

The Adolescent Bricoleur: Constructing, Deconstructing and Reconstructing Social and Personal Identities Through Social Networking Sites

World Social Sciences Forum

The Poetic Mirror: Exploring the Self Through Poetic Inquiry, Resonant Voices

Fourth International Symposium on Poetic Inquiry

Identity, Social Networking and Digital Tools

Summer Institute in Digital Literacy

Mirror, Mirror on My Wall: Using Social Networking Media to Promote Adolescent Reflection on the Impact of Media in their Lives
International Reading Association

Who Do You Think You Are? An Examination of the Off/Online Identities of Adolescents Using a Social Networking Site, YOUTH 2.0: CONNECTING, SHARING AND EMPOWERING?
Affordances, Uses and Risks of Social Media

Mirror, Mirror, on the Wall: Adolescents Reflecting on the Impact of Digital Media in their Lives
Hawaii International Conference on Education

Using Digital Literacies to Foster Globally and Culturally Sensitive Adolescence: Speaking Up About Injustice
International Academic Forum: Asian Conference on Education

Multiliteracies: Preparing Teachers to Teach in a Digital Age
8th International Conference on Education

The Writing is on My Wall: Engagement and Learning Through Social Networking
Nineteenth International Conference on Learning, Institute of Education

University of Western Ontario
PhD Curriculum (Language and Literacy) Digital Poetry

University of Toronto, Ontario Institute for Studies in Education
Master of Arts Teaching (Curriculum/English)

Queen's University
Bachelor of Education Concurrent IS English/History

Queen's University
Bachelor of Arts English Literature

National Technology Leadership Initiative Fellowship

Dr. Hughes received this honour from the Society for Information Technology and Teacher Education, an international association of individual teacher educators, and affiliated organizations of teacher educators in all disciplines, who are interested in the creation and dissemination of knowledge about the use of information technology in teacher education and faculty/staff development.

UOIT Research Excellence Award

Dr. Hughes received the Early Stage Researcher Award for her national and international research success and recognition of her research in raising UOIT's profile as a research-focused institution.

Ontario Ministry of Innovation Early Researcher Award

Recognized as a leader in research excellence, Dr. Hughes is UOIT's first Faculty of Education recipient of the Ontario Ministry of Research and Innovation Early Researcher Award in 2011 for her work on *Fostering Globally and Culturally Sensitive Adolescents: Social Action Through Digital Literacy*.

Author, *The Digital Principal*

From Pembroke Publishers in 2014, *The Digital Principal* shows education leaders how to apply their leadership skills to the challenge of creating and supporting a learning environment rich in technology and opportunities for both students and teachers to work, teach, and learn in the digital age.

Author, *Social Action Through Digital Literacy*

Published by iBooks in 2013 with one of her graduate students and available on iTunes, this book explores the impact on adolescents' learning when given opportunities to create digital texts for a wider audience and engage with social justice issues on a global scale. The research presented in this book positioned adolescents as agents of change as they produced digital texts based on issues identified through the United Nations Convention on the Rights of the Child.

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