

# Erin Spring

## Curriculum Vitae

Institute for Child and Youth Studies  
4401 University Drive  
University of Lethbridge  
Lethbridge, AB T1K 3M4

erin.spring@uleth.ca  
www.erinspring.ca  
Twitter: @erin\_e\_spring

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### EDUCATION

Ph.D. Faculty of Education, University of Cambridge, 2014.

Dissertation: ““Our Torontos are different places”: a qualitative, multiple case study, designed to investigate the interconnections between young adult fiction and young adult readers’ constructions of place, within and beyond the text”. Supervisor: Gabrielle Cliff Hodges. Advisor: Maria Nikolajeva. Examiners: Evelyn Arizpe & David Whitley.

\* Winner of the United Kingdom Literacy Association (UKLA) Student Research Prize (2014) for an outstanding dissertation and original scholarship in literacy education.

M.Phil. Faculty of Education, University of Cambridge, 2010.

Dissertation: “A map of Anne: space, place, and identity construction in L. M. Montgomery’s *Anne* series.” Supervisor: Zoe Jaques.

B.Ed. Secondary English & Geography, Queen’s University, Ontario, 2008.

B.A. English, Honours, Trent University, Ontario, 2007.

### PROFESSIONAL APPOINTMENTS

2014-2017 Postdoctoral Fellow, Institute for Child and Youth Studies, University of Lethbridge, Alberta.

2016 Full-Time Instructor (September-December), Academic Writing Department, University of Lethbridge, Alberta.

## PUBLICATIONS

### Refereed Journal Articles

- 2016 “Without Manifest, none of the book would have happened”: place, identity, and the positioning of Canadian adolescent readers as literary critics.” *Children’s Literature in Education*, forthcoming.
- 2016 “The experiences of two migrant readers: freedom, restriction, and the navigation of adolescent space.” *Jeunesse: Young People, Texts, Cultures* 8.1: 227-247.
- 2016 “Everyone here knows a Junior”: Blackfoot children and their texts.” *Bookbird: an International Children’s Literature Journal* 54.1: 55-60.
- 2015 “Where are you from? : locating the young adult self within and beyond the text.” *Journal of Children’s Geographies* 14.3: 356-371.
- 2014 “My Place: exploring children’s place-related identities through reading and writing.” Charlton, E., Cliff Hodges, G., Pointon, P., Nikolajeva, N., **Spring, E.**, Taylor, L., Wyse, D. *Education 3-13: International Journal of Primary, Elementary and Early Years Education* 42.2: 154-170.
- \* Reprinted in *Research and Debate in Primary Geography*. Ed. Simon Catling. London, Routledge: 89-114.
- 2011 “Have people in Toronto seen what I’ve seen?” : a comparative analysis of place, identity, and migration in the context of two Canadian picturebooks.” *Interjuli* 2.11: 27-38.

### Book Chapters

- Forthcoming “Feminizing Thomson’s *The Seasons*: identity, gender, and seasonal aesthetics in L. M. Montgomery’s *Anne of Green Gables*.” Co-paper with Heather Ladd. Under review with *L.M. Montgomery and Gender*, ed. Laura Robinson & Holly Pike. McGill Queen’s Press.
- Forthcoming “I think I was born with a suitcase”: Blackfoot adolescent readers’ responses to Sherman Alexie’s *The Absolutely True Diary of a Part-time Indian*.” In *Young People Reading: Empirical Research Across International Contexts*, ed. Evelyn Arizpe & Gabrielle Cliff Hodges. Routledge.
- 2017 “Empirical approaches to place, reading, and the construction of adolescent identities.” In *The Edinburgh Companion to Children’s Literature*, ed. Maria Nikolajeva & Clémentine Beauvais. Edinburgh University Press, pp. 1-18.

- 2017 “My story starts right here”: the embodied spaces of Blackfoot readers.” In *Embodied Readings: Child Readers in Children’s Literature*, ed. Roxanne Harde & Lydia Kokkola. Routledge, pp. 1-12.
- 2015 “Place and identity in children’s and young adult fiction.” In *Geographies of Identities and Subjectivities, Volume 4, Geographies of Children and Young People*, ed. Nancy Worth, Claire Dwyer, & Tracy Skelton. Springer, pp.429-450.
- 2013 “Insider/outsider relationships: considering the textual representation of regional and national identity.” In *Looking Out and Looking In: National Identity in Picturebooks of the New Millennium*, ed. Ase Marie Ommundsen. Novus Press, pp. 45-59.

### Book Reviews

- 2017 Review (with Kristine Alexander) of *Girlhood and the Politics of Place*, by Claudia Mitchell & Carrie Rentschler, eds. In *Children’s Geographies*. Forthcoming.
- 2017 Review of *Toyko Digs a Garden and Slippers’ Keeper*. In *Jeunesse: Young People, Texts, Cultures*. Forthcoming.
- 2015 Review of *Space and Place in Children’s Literature, 1789 to the Present*, by Maria Sachiko Cecire, Hannah Field, Kavita Mudan Finn, & Malini Roy, eds. In *The Lion and the Unicorn* 39.3 (2015): 355-357.
- 2015 Review of *Politics and Ideology in Children’s Literature*, by Aine McGillicuddy & Marian Keyes, eds. In *Interjuli* 1.15 (2015): 156-162.
- 2014 Review of *Children’s Literature on the Move: Nations, Translations, Migrations*, by Nora Maguire & Beth Rodgers, eds. In *Interjuli* 2.14 (2014): 34-38.
- 2013 Review of *The Nation in Children’s Literature: Nations of Childhood*, by Christopher (Kit) Kelen & Björn Sundmark, eds. In *Bookbird: a Journal of International Children’s Literature* 51.4 (2013): 93-96.

### Public Scholarship

- 2016 Co-author of: “Methods & Ethics in the Anthropology of Children and Youth”. For “Neos”, a publication of the Anthropology of Children and Youth Interest Group. <http://acyig.americananthro.org/neos/>
- 2016 Co-author of: “Raising Spirit: The Blackfoot Digital Storytelling Project.” For McGill University’s Department of Integrated Studies in Education’s Blog, “Belonging, identity, language, diversity research group (BILRG).” <https://bildlida.wordpress.com>
- 2015 “Place, identity, and texts: the responses of Canadian adolescent readers.” For University of Glasgow Professor Evelyn Arizpe’s Blog, “Reading

changes: adolescents, young adult literature and literacy practices.”  
<http://readingchanges.blogspot.mx>

## **AWARDS & GRANTS**

- 2016 Co-applicant: Community Foundation of Lethbridge’s Canada 150 Fund, \$10,000.
- 2016 PolicyWise For Children & Families Research Grant, \$40,000. Co-applicants: Jan Newberry, Kristine Alexander, Tanya Pace Crosschild, Michelle Hogue, Amy Mack, and Francis First Charger.
- 2016 The Office of Research and Innovation Services, University of Lethbridge, Standard Research Grant, \$20,000. Primary applicants: Jan Newberry, Kristine Alexander.
- 2015 Frances E. Russell Grant, International Board of Books for Young People.
- 2014-17 Postdoctoral Fellowship, Institute for Child and Youth Studies (I-CYS), University of Lethbridge.
- 2014 United Kingdom Literacy Association (UKLA) Student Research Prize for an outstanding dissertation and original scholarship in literacy education.
- 2013 Jean Ruddick Award for a student of Children’s Literature, Homerton College, University of Cambridge.
- 2010-13 Cambridge Commonwealth Trusts, Doctoral Scholarship, University of Cambridge.
- 2013 Homerton College Research Grant, University of Cambridge.
- 2012 Smuts Memorial Fund Research Grant, University of Cambridge.
- 2011 Faculty of Education Doctoral Research Grant, University of Cambridge.

## **STUDENT RESEARCH FUNDING**

- 2016 Co-applicant: Summer Temporary Employment Program, Government of Alberta, \$5000.00. Funds were used to hire two Blackfoot high school students as trainee ethnographers, June-September, for the Opokaa’sin Digital Blackfoot Storytelling Project.
- 2016 Co-applicant: Community Future’s Treaty 7 Grant. Funds were used to hire a Blackfoot undergraduate student as a research trainee, May-September, for the Opokaa’sin Digital Blackfoot Storytelling Project.

## INVITED TALKS

- 2017 “What do the visual responses of Blackfoot readers reveal about their lives, cultures, and identities?” Guest lecture for Clementine Beauvais, Department of Education, University of York (UK). Class: Children and literature, literacy module, May 2.
- 2017 “Digital storytelling, intergenerational exchange, and the co-construction of knowledge in community-based research.” Guest lecture with Kristine Alexander for the Pedagogy, Language and Culture in Education Seminar Series, Faculty of Education, University of Cambridge, January 16.
- 2016 “The Digital Blackfoot Storytelling Project: methodological approaches to child-centred, community driven research.” Centre for Research in Young People’s Texts and Cultures, University of Winnipeg, February 11.
- 2014 ““Our Torontos are different places”: young adult readers respond to textual representations of their city.” Women Scholars Lecture Series, Lethbridge, December 3.
- 2014 Award recipient presentation: “A simultaneity-of-stories-so-far”: the making of youth places.” United Kingdom Literacy Association 50th International Conference, ‘50 Years of Literacy: Continuity and Change’, University of Sussex, July 4-6.
- 2013 “If I left, this place would pull me back”: adolescent perceptions of living in rural, northern Canada.” Symposium on Rural Educational Research, University of South Africa (Pretoria), Faculty of Education, September 14 (via Skype).

## CONFERENCE ACTIVITY

### Conferences Organized

- 2015 On the organizing committee of ‘Controlling Sexuality and Reproduction Conference, Past and Present’. Chaired by Professors Claudia Malacrida and Suzanne Lenon, University of Lethbridge, Department of Sociology, August 12-14.
- 2015 On the organizing committee (one of five) of ‘Mapping the Landscapes of Childhood Conference,’ University of Lethbridge, May 9-11.
- 2012 On the organizing panel of the Child and the Book Conference: ‘Philosophical Approaches to Children’s Literature,’ Homerton College, University of Cambridge, March 30-April 1.

2012 On the organizing committee of 'The Power of Caribbean Poetry: Word and Sound,' Homerton College, University of Cambridge, September 20-22

### **Panels and Roundtables Organized**

- 2017 "The possibilities for creating community through diverse children's texts," co-organized with Barbara McNeil (U of Regina). International Research Society for Children's Literature Congress, 'Possible & Impossible Children: Intersections of Children's Literature and Childhood Studies', York University, July 29.
- 2017 "Embracing the neglected child: the importance of including children's and young adult literature in Canadian literary studies," co-organized with Elizabeth Galway. Mikinaakominis/ TransCanadas Interdisciplinary Conference, University of Toronto, May 25-27.
- 2016 "Rethinking methodological approaches to First Nations child and youth studies." The Association for Research in Cultures of Young People's Conference, "Youngsters: on the cultures of children and youth," Simon Fraser University, October 20-22.
- 2016 "Research in Indigenous young people's cultures," co-organized with Kristine Alexander. Association for Research in Cultures of Young People (ARCYP), Congress of the Humanities and Social Sciences, University of Calgary, May 31.
- 2016 "Para-ethnography: a method for decolonizing Anthropology?" co-organized with Jan Newberry. Canadian Anthropology Society (CASCA) Conference, Dalhousie University, May 11-16.
- 2016 "Digital storytelling, resilience, and reconciliation." Meeting of the Minds Conference, University of Lethbridge, March 12.
- 2015 "Telling stories and making up children." Mapping the Landscapes of Childhood Conference, University of Lethbridge, May 10.
- 2013 "Working with real readers: transactional theories of reading." The Child and the Book Conference, University of Cambridge, April 1.

### **Papers Presented**

- 2017 "Diversity in children's books? The im(possibility) and importance of readers finding windows and mirrors." International Research Society for Children's Literature Congress, 'Possible and Impossible Children,' July 29- August 2.
- 2017 "'This land carries all I'll ever need to know': tracing the intersections between reading, place, and identity construction on the Blood Reserve".

- Mikinaakominis / TransCanadas Interdisciplinary Conference, University of Toronto, May 25-27.
- 2017 “Beyond the text: reading Blackfoot childhoods.” Seen but not Heard? The Spatial, Emotional and Material Sites of Childhood and Youth from Antiquity to Modernity Conference, University of Sussex, January 18-20.
- 2017 “Child studies and children's literature in a settler society: collaborating with Indigenous communities across disciplines in Southern Alberta,” for the “Real Readers Reading” seminar series, Faculty of Education, University of Cambridge, January 16.
- 2016 “Participatory action research and child-centered approaches to oral and visual story-telling.” The Association for Research in Cultures of Young People’s Conference, Youngsters: on the cultures of children and youth, Simon Fraser University, October 20-22.
- 2016 “Feminizing Thomson’s *The Seasons*: identity, gender, and seasonal aesthetics in L. M. Montgomery’s *Anne of Green Gables*.” Co-paper with Heather Ladd. L.M. Montgomery and Gender Conference, University of Prince Edward Island, June 23-26.
- 2016 “I draw because words are too limited” : Blackfoot readers’ visual responses to Sherman Alexie’s *The Absolutely True Diary of a Part-time Indian*.” ‘Visualizing Diversity in Children’s Literature’ sponsored panel. Children’s Literature Association Conference, Ohio State University, June 9-11. \*\*by invitation.
- 2016 “Reflections from a reserve: adolescent readers’ responses to culturally relevant, place-based fiction.” First Nations Children’s Literature panel, Association of Canadian College and University Teachers of English (ACCUTE) Conference, University of Calgary, May 31. \*\* by invitation
- 2016 “Para-ethnography: a method for decolonizing Anthropology?” Canadian Anthropology Society Conference, Dalhousie University, May 11-16.
- 2015 “Moving beyond Green Gables: shifting constructions of childhood in L.M. Montgomery's *Anne* series.” Child, Youth and Place in Atlantic Canadian Fiction: 9<sup>th</sup> Thomas Raddall Symposium, Acadia University, July 9-12.
- 2015 “Searching for belonging: two immigrant young adult readers reflect on their place-trajectories.” Society for the History of Children and Youth (SHCY) Conference, University of British Columbia, June 24-26.
- 2015 “Road maps and story maps: using visual methods to interpret Blackfoot readers’ interpretations of setting and characterization.” Mapping the Landscapes of Childhood Conference, University of Lethbridge, May 8-10.

- 2015 “Children’s literature and children’s geographies: the possibility of interdisciplinary dialogue.” 4<sup>th</sup> International Conference on the Geographies of Children, Youth and Families, San Diego State University, January 12-15.
- 2013 “War-time childhoods in Kit Pearson’s *Guests of War Trilogy*.” The Child and the Book Conference, University of Cambridge, March 30-April 1.
- 2012 “Reading *Blink and Caution* and *Moon Over Manifest* with ecocritical eyes.” Irish Society for the Study of Children’s Literature: “Is Feidir Linn!” : Politics and Ideology in Children's Literature Conference, Dublin City University, February 25-26.
- 2011 “Corresponding space, divergent place: exploring the textual representation of childhood identity in two Canadian picturebooks.” History and Theory of the Picturebook Conference, Tubingen University, September 22-24.
- 2011 “Insider/outsider relationships with Saskatchewan: a comparative analysis of the representation of geographical space within two Canadian picturebooks.” The Child and the Book Conference, University of Oslo, April 8-10.
- 2010 “From tree-scape to seascape: tracing the development of Montgomery’s Anne through the lens of place.” The Emergent Adult Conference: Adolescent Literature and Culture, University of Cambridge, September 3-5.

**Panel Discussant (selection)**

- 2016 “Writing Indigeneity.” Youngsters: On the Cultures of Children and Youth Conference, Simon Fraser University, October 20.
- 2016 “Theorizing transnational childhoods: networks, capital, and social reproduction,” Keynote Address: Karen Wells, University of Birkbeck. Mapping the Landscapes of Childhood Conference, University of Lethbridge, May 10.
- 2013 “Migration and displacement in children’s fiction.” Child and the Book Conference, University of Cambridge, March 30.

**CAMPUS TALKS & WORKSHOPS**

- 2017 Decolonizing collaboration: what a local community project taught us about working together. With Jan Newberry & Amy Mack, Women Scholars Speakers Series, University of Lethbridge, date TBA.
- 2016 “Beyond algorithms and metrics: telling the story of my research,” Scholarly Activity Impact Speakers’ Series, November 24.



- 2016 “Blackfoot readers and their texts.” Guest pecha kucha lecture for Carol Williams’ ‘WGS 2800: women, girls, and gender history,’ University of Lethbridge, Women and Gender Studies Department, March 17.
- 2015 “‘I was a child there, but I am a young adult here’: child/adult, insider/outsider dichotomies.” Guest pecha kucha presentation for Professor Carol Williams’ ‘WGS 2800: women, girls, and gender history,’ University of Lethbridge, Women and Gender Studies Department, February 3.
- 2014 Presentation for the University of Lethbridge’s Graduate Professional Development Seminar Series’ on ‘life after graduate school’, Feb 12.
- 2014 Public Talk on my experience as a graduate student at the University of Cambridge, Cambridge/Homerton Teaching and Research Centre for Children’s Literature Open-Day (via Skype), September 18.
- 2013 “The construction of youth identity: four empirical perspectives.” Joint research presentation with three other doctoral candidates, Faculty of Education, University of Cambridge, May 3.
- 2012 “Shifting representations of childhood in Pamela Porter’s *The Crazy Man*.” Cambridge/Homerton Research and Teaching Centre for Children’s Literature Symposium, University of Cambridge, June 8.
- 2011 “‘Answering ‘who am I?’ by questioning ‘where am I from?’ : place, texts, and the construction of identity.” Cambridge University Graduate Research Symposium, Cambridge, May 10.
- 2012 “The Graduate Student Experience.” Homerton/Cambridge Research and Teaching Centre in Children’s Literature’ open day.

## **TEACHING EXPERIENCES**

### **University of Lethbridge**

#### ***Undergraduate***

Identity and Education (2000 level), Liberal Education Department, Sole Instructor, Fall 2017.

The First-Year Experience: Mapping Our Communities (1000 level), Liberal Education Department, Sole Instructor, Spring 2017.

Introduction to Academic Writing (1000 level), *three sections*, Academic Writing Department, Sole Instructor, Fall 2016.

Survey of Children’s Literature (2000 level), co-instructed with Elizabeth Galway. English Faculty/Education Faculty (cross-listed), Winter 2016.

Canadian Literature, 1867-1914 (3000 level), English Faculty, Sole Instructor, Fall 2015.

Contemporary Canadian Young Adult Fiction (3000 level) English Faculty/Education Faculty (cross-listed), Sole Instructor, Winter 2015.

### ***Graduate***

“Animals in children’s literature.” Second reader for MA-level directed reading course. Kelly Kraus, Neuroscience Department. First Readers: Elizabeth Galway & Sergio Pellis, 2016-2017.

“Perceptual experience and expertise: observational methodologies in a Montessori classroom setting.” Second reader for MA-level directed reading course. Anne Jones, Education Department. First Reader: Amy von Heyking, 2015-2016.

“Why place matters: a case for renewed interest in ecological psychology.” Second reader for MA-level directed reading course. Sarah Dada, Psychology Department. First Reader: Louise Barrett, 2014-2015.

### **Trent University**

Literature and the Environment (2000 level), English Faculty, Sole Instructor, Winter 2014.

Sociocultural Approaches to Education, Faculty of Education, Course Grader, Trent University, Winter 2014.

### **University of Cambridge**

Children and Literature (2000 level), Education Faculty, Supervisor.

Undergraduate Thesis Supervisor for two Education students, 2012-2013.

Research Methods (3000 level), Education Faculty, Supervisor, 2012-2013.

Language, Communication, and Literacy (1000 level), Education Faculty, Supervisor, 2010-2011; 2011-2012; 2012-2013.

## **RESEARCH EXPERIENCE**

### **Visiting Fellowships**

2016 Visiting Research Fellow, Centre for Research in Young People’s Texts and Cultures, University of Winnipeg, February 8-19.

## Current Research

- Present *Blackfoot First Nations Reading Project.* My current project is a community-based, participatory study with Blackfoot youth (grades seven and eight) who live and attend school on a reserve in Southern Alberta. I was awarded IBBY Canada's 2015 Frances E Russell Grant for this project. The youth are reading several Indigenous texts, including Sherman Alexie's *The Absolutely True Diary of a Part-time Indian*, Deborah Yawney and Makai'stoo-Leo Fox's *Sierra and Blue Go to Town*, and Jason Eagle Speaker's *Vol 1: A Residential School Graphic Novel*. Through reading discussion groups and visual methods, including map-making, I seek to understand the ways in which reading encourages my participants to deliberate on their identities, within and beyond the text.
- Present *Raising Spirit: the Opokaa'sin Digital Blackfoot Storytelling Project.* Principal Investigators: Jan Newberry and Tanya Pace Crosschild. Our project is funded by PolicyWise for Children and Families, and the Community Foundation of Lethbridge's Canada 150 fund. We are a community-driven, collaborative endeavour between the Institute of Child and Youth Studies (University of Lethbridge) and Opokaa'sin Early Intervention Society, a community-based, non-profit organization that services urban Aboriginal children and youth. We are creating a digital library of Blackfoot stories, told by Elders, children, and youth. Indigenous undergraduate and high school students are being trained as ethnographers and curators of the digital library.

## Research Assistantships

- 2011-13 Research Assistant for Morag Styles and the *Caribbean Poetry Project*. This project was a collaboration between Cambridge University's Faculty of Education, the Centre for Commonwealth Education, and The University of the West Indies at Mona (Jamaica), St Augustine (Trinidad) and Cave Hill (Barbados). The project encouraged engagement with Caribbean poetry, and improved the teaching of poetry in British and Caribbean secondary schools.
- 2010-13 Research Assistant for the interdisciplinary *Writing, Reading, and Place Project* based at Cambridge University's Faculty of Education. The project considered children's place-related identities through their engagement with, and creation of, texts. We conducted empirical research in two primary schools in southern England. An interdisciplinary theoretical framework was applied to the readings the children made of texts and to the texts they designed. Project team: Dominic Wyse, Maria Nikolajeva, Gabrielle Cliff Hodges, Liz Taylor, Pam Pointon, & Emma Charlton.

## COMMUNITY ENGAGEMENT

- 2017 Co-organizer of 'Elders of the Future' art exhibit at CASA Community Arts Centre, Lethbridge. The exhibit will showcase the creative work of southern Alberta Blackfoot children and youth. A series of art workshops in the lead

up to the event will result in capacity building exercises through which Indigenous young people can explore questions of history and resilience through the Blackfoot circle of courage.

- 2016 Co-Organizer of *four* community participation workshops to collect photos, visual responses, stories, and other submissions for the Opokaa'sin Digital Library. Locations: Brockett, Standoff, University of Lethbridge, and the City of Lethbridge's public library.
- 2016 Co-organizer of 'Elders of the Future' art workshop, CASA Community Arts Centre. Local Indigenous youth were invited to work with local artist and activist Lauren Crazybull. The youth created a series of zines and the podcast "Counting to Ten in Blackfoot," to be released in the coming months, November 26.
- 2016 Co-organizer of Raising Spirit photo exhibit, CASA Community Arts Centre, June 23-September 1. Taylor Little Mustache, a Blackfoot undergraduate student who was mentored by me throughout 2016, curated this installation of the exhibit.
- 2016 Organizer of Raising Spirit photo exhibit's official opening ceremony and community consultation event. Opokaa'sin Early Intervention Society, Lethbridge, March 21.
- 2016 Co-organizer of Raising Spirit photo exhibit, Lethbridge's Park Place Mall, March 5-19.
- 2016 "Raising Spirit: methods, ethics, process". Overview of the Raising Spirit project for the Board Members of Opokaa'sin Early Intervention Society, Lethbridge. Co-presentation with Jan Newberry and Hudson Eagle Bear, November 1.
- 2016 "Questioning the importance of reading through the lens of home." Community presentation of my ongoing research with Blackfoot readers to teachers and administrators of the Kainai School Board, Blood Reserve, Standoff, Alberta, February 25.
- 2016 Presentation on the Institute for Child and Youth Studies. Community University Research Exchange (CURE), Research Services annual reception, University of Lethbridge. Co-presented with MA student Elaine Toth.
- 2016 "A comparison of two migrant experiences: freedom, restriction, and the navigation of adolescent space." Cade Community Lecture Series, 'home is where the heart is divided: exploring connections between identity and place', Lethbridge Public Library, January 18.

- 2015 “Responding beyond the page: Blackfoot readers’ perceptions of two contemporary First Nations young adult texts.” Galt Museum and Archives Public Lecture Series, Lethbridge, September 2.
- 2015 Organized and led daytrip to Blackfoot Crossing Historical Park, Siksika, Alberta, for interdisciplinary group of graduate students, University of Lethbridge, August 10.
- 2013 “Visual and verbal responses to contemporary fiction: the importance of small-group reading discussions.” Presentation of my work in a rural secondary school for a group of school principals, Trillium Lakelands District School Board, Ontario, June 4.
- 2009 Assisted Professor Morag Styles with the organization of ‘Family Poetry Writing Day,’ Festival of Ideas, City of Cambridge, October 28. We ran poetry-writing workshops for children and youth.

## **SERVICE**

### **To Profession**

- 2016 — Member-at-large, Association for Research in the Cultures of Young People (ARCYP). Elected Position.
- 2016 — Peer reviewer for *Journal of Adolescent and Adult Literacy*.
- 2015 — Peer reviewer for *Canadian Literature*.
- 2015 — Peer reviewer for *Jeunesse: Young People, Texts, Cultures*.
- 2013 — Peer reviewer for *Interjuli*.
- 2011 Student representative for the Astrid Lindgren Memorial Award Nominating Committee, Homerton/University of Cambridge Research Centre in Children’s Literature.
- 2010-13 Regular contributor to the Cambridge Children’s Literature blog: <http://cambridgechildrenslit.blogspot.co.uk>

### **To University**

- 2016 Organizer of monthly reading group: “Theories and constructions of adolescence” for graduate students in the Institute for Child and Youth Studies, University of Lethbridge.
- Present Mentor to undergraduate and graduate students from multiple disciplines, Institute for Child and Youth Studies, University of Lethbridge. I offer

assistance with grant and graduate school applications, and training in writing conference abstracts, papers, and presentations.

- Present Organizer of monthly ‘Brown Bag Lunch Series’ for graduate students, Institute for Child and Youth Studies, University of Lethbridge. These conversations successfully build academic community, foster networks between disciplines, and provide direct research training for students.
- Present Project manager for “Raising Spirit: the Opokaa’sin Digital Storytelling Project”, Institute for Child and Youth Studies, University of Lethbridge. I am responsible for the supervision of two full-time research assistants – Amy Mack (graduate) and Taylor Little Mustache (undergraduate) – and two summer high school research trainees.
- 2016 Organizer of monthly Young Adult book group for faculty and graduate students, University of Lethbridge.
- 2016 Responsible for the graduate assistantship hours student affiliates of the Institute for Child and Youth Studies, University of Lethbridge. I organize their hours, assign responsibilities, and supervise the completion of tasks. Currently, the students are building an archive and a website for the institute.
- 2016 Co-creator of website for the Institute for Child and Youth Studies, University of Lethbridge alongside MA student Elaine Toth.
- 2016 Represented the Institute for Child and Youth Studies at the Community University Research Exchange (CURE), Research Services annual reception, University of Lethbridge.
- 2015 Co-organizer (with Kristine Alexander) of interdisciplinary workshop for graduate students and faculty on “Ethical issues encountered when working with the young”. Institute for Child and Youth Studies, University of Lethbridge.
- 2015 Poster and paper presentation judge, 9<sup>th</sup> Annual ‘Meeting of the Minds Conference’, University of Lethbridge, March 20-21.
- 2012 On the organizing committee of the ‘Homerton/Cambridge Research and Teaching Centre in Children’s Literature’ open day. Responsible for the organization of graduate student poster presentations.

### **Teaching-Related Service and Professional Development**

- 2017 Participant: “Aboriginal Canada: Looking Forwards/Looking Back.” Twelve-week online MOOC course led by Paul Gareau, Faculty of Native Studies, University of Alberta.

- 2015 Participant: “Reconciliation Through Indigenous Education”. Six-week online edX course led by Jan Hare, Indigenous Education, Faculty of Education, University of British Columbia.
- 2015 Participant: “How to meaningfully work with and engage Aboriginal youth”. Workshop organized by University of Calgary’s Native Ambassador Post Secondary Initiative (NAPI), April 12.
- 2013 Attendee: United Kingdom Literacy Association/British Educational Research Association (BERA)/British Library’s ‘Ways of Reading: International Research Symposium.’ British Library, London.
- 2012 Participant: “Giving effective feedback,” personal and professional development course. University of Cambridge, March 4-5.
- 2011 Participant: “Supervising undergraduates,” personal and professional development course. University of Cambridge, October 4<sup>th</sup>.
- 2009 ‘Reading Education’, Additional Qualification course for teachers, University of Toronto, Ontario Institute of Studies in Education (Online).
- 2009 ‘Special Education’, Additional Qualification course for teachers, University of Toronto, Ontario Institute of Studies in Education (Online).
- 2008 ‘Junior Additional Basic Qualification’ course for teachers, University of Toronto, Ontario Institute of Studies in Education (Online). Qualification to teach Junior division in Ontario schools.
- 2008 ‘Primary Additional Basic Qualification’ course for teachers, University of Toronto, Ontario Institute of Studies in Education (Online). Qualification to teach Primary division in Ontario schools.

## **RELATED EMPLOYMENT**

- 2015 Academic Writing Centre Instructor, University of Lethbridge, July-August.
- 2013-2014 English Tutor (Grades 10-12), Lakefield College School, Peterborough.
- 2013-2014 Classroom tutor, Buckhorn Primary School, Tutors in the Classroom Program, Kawartha Pine Ridge District School Board, Peterborough.
- 2010-13 Teaching Centre Instructor, Disability Resource Centre, University of Cambridge.
- 2010-13 Disability Mentor, Disability Resource Centre, University of Cambridge.

- 2008-2009 Grade Four Classroom Teacher, Dilkes Primary School, London Haverling School Board, London (UK).
- 2008 Grade Eleven English Teacher, Gaynes Language College, London Haverling School Board, London (UK), May-July.
- 2007-08 Secondary English Teacher, 19 week Bachelor of Education Teaching Placement, Kenner Collegiate, Peterborough, Ontario.

## PROFESSIONAL MEMBERSHIPS

Elected Member at Large, Association for Research in Cultures of Young People (ARCYP)  
 Elected Member of Core Directorate of Institute for Child and Youth Studies, University of Lethbridge (I-CYS)  
 International Literacy Association (ILA)  
 Children's Literature Association (ChLA)  
 International Research Society for Children's Literature (IRSCL)  
 Association of Canadian College and University Teachers of English (ACCUTE)  
 Ontario College of Teachers (OCT)  
 Canadian Anthropological Society (CASCA)  
 Society for the History of Children and Youth (SHCY)

## SELECTED MEDIA COVERAGE

- 2016 "Building rapport key to the success of Raising Spirit Project." University of Lethbridge U News, August 19.  
<http://www.uleth.ca/unews/article/building-rapport-key-success-raising-spirit-project-.WEb6ozKZNR0>
- 2016 "Photo-exhibit at Park Place focuses on Blackfoot culture and identity". *The Lethbridge Herald*, March 11. (<http://lethbridgeherald.com/news/local-news/2016/03/11/photo-exhibit-at-park-place-focuses-on-blackfoot-culture-identity/>).
- 2016 "Blackfoot digital photo exhibit on display at Lethbridge mall". CJOC News. <http://www.cjocfm.com/news-and-info/lethbridge-news/blackfoot-digital-photo-exhibit-on-display-at-lethbridge-mall/>
- 2016 "Blackfoot culture and identity explored in joint project between Opokaa'sin and U of L institute". *U of L News*, March 11.  
<http://www.uleth.ca/unews/article/blackfoot-culture-and-identity-explored-joint-project-between-opokaasin-and-u-l-institute#.VuNcudlvGJ>
- 2016 "University of Winnipeg, Cultural Studies Events, Dr. Erin Spring: the Digital Blackfoot Storytelling Project".



<http://uwinnipeg.ca/cultural-studies/events/2016/02/dr.-erin-spring-the-digital-blackfoot-storytelling-project.html>

2016 “Cade Community Lecture Series starts today at downtown library”  
<http://lethbridgeherald.com/news/local-news/2016/01/11/cade-community-lecture-series-starts-today-at-downtown-library/>

2015 “Erin Spring receives IBBY Canada’s Russell Grant”  
<http://www.uleth.ca/artsci/news/2015/03/erin-spring-receives-ibby-canadas-russell-grant>

<http://www.ibby-canada.org/erin-spring-receives-ibby-canadas-russell-grant/>

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[http://www.ukla.org/research/student\\_research\\_awards/](http://www.ukla.org/research/student_research_awards/)