

# Joe Curnow

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Winnipeg, MB R3T 2N2 Canada

<b>Education</b>	<b>PhD in Adult Education and Community Development, Toronto, ON</b> Ontario Institute for Studies in Education, University of Toronto	2017
	<b>MEd in Adult Education and Community Development, Toronto, ON</b> Ontario Institute for Studies in Education, University of Toronto Collaborative Program in Community Development	2012
	<b>BSc H in Education and Social Policy, Evanston, IL</b> Northwestern University Certificate in Service Learning and Asset Based Community Development	2005
<b>Employment</b>	<b>Assistant Professor, Winnipeg, MB</b> Department of Educational Administration, Foundations & Psychology Faculty of Education, University of Manitoba	2018-Present
<b>Awards</b>	2019 Critical Educators for Social Justice Outstanding Dissertation Award, AERA	\$400
	2018 International Conference of the Learning Sciences Early Career Workshop	\$2200
	2018 Brent K. Marshall Paper Award, Society for the Study of Social Problems	
	2018 Kathleen O'Connell Teaching Excellence Award Nominee, University of Toronto	
	2018 Teaching Excellence Nominee for Teaching Assistants, University of Toronto	
	2014-2017 Vanier Canada Graduate Scholarship	\$150,000
	2017 Curriculum Inquiry Writing Fellowship	
	2015 Jeanne F. Goulding Fellowship, University of Toronto	\$5,000
	2015 New College Senior Doctoral Fellowship, University of Toronto	\$1,000
	2015 Academic Excellence Award, Ontario Institute for Studies In Education	\$2,000
	2014 Academic Excellence Award, Ontario Institute for Studies In Education	\$2,000
	2013 Ontario Graduate Scholarship	\$15,000
	2013 Academic Excellence Award, Ontario Institute for Studies In Education	\$2,000
	2011 Ontario Graduate Scholarship	\$15,000
	2011 Academic Excellence Award, Ontario Institute for Studies In Education	\$2,000

## Publications

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\* Indicates co-written with student activist researcher in participatory action research

\*\*indicates co-written with undergraduate student

- Edited Volumes** Curnow, J. & Jurow, A.S. (Eds). (2021). Special Issue: "Learning In and For Collective Social Action. *The Journal of the Learning Sciences*.
- Curnow, J. & Veal, T. (Eds). (Invited, 2020). Special Issue: "Learning to Engage". *Sequentials*.

## Peer Reviewed

- Articles** \*Curnow, J., Fernandes, T., Dunphy, S., & Asher, L. (2020). Pedagogies of Snark: Learning through Righteous, Riotous Anger in the Youth Climate Movement. *Gender & Education*.  
<https://doi.org/10.1080/09540253.2020.1786014>

\*Curnow, J., Davis, A., & Asher, L. (2019). Politicization in Process: Developing Political Concepts, Practices, Epistemologies, and Identities Through Activist Engagement. *American Educational Research Journal*. 56(3) 716-752. <https://doi.org/10.3102/0002831218804496>

Curnow, J. & Helferty, A. (2018). Contradictions of Solidarity: Whiteness, Settler Coloniality, and the Mainstream Environmental Movement. *Environment & Society*, 145-163. <https://doi.org/10.3167/ares.2018.090110>

\*Asher, L., Curnow, J., & Davis, A. (2018). The Limits of Settlers' Territorial Acknowledgments. *Curriculum Inquiry*. 8(3), 316-334. <https://doi.org/10.1080/03626784.2018.1468211>

Curnow, J. (2017). Challenging the Empowerment Expectation: Learning, Alienation, and Design Possibilities in Community-University Research Alliances. *Gateways: International Journal of Community Research and Engagement*. 10. 229-248 <http://dx.doi.org/10.5130/ijcre.v10i1.515>

Rivière, D. & Curnow, J. (2016). Cutting through the Rhetoric: The Rise and Fall of Austerity Narratives in Toronto's Budget Battle. *Storyworlds: A Journal of Narrative Studies* 8(2), 27-52. <http://www.muse.jhu.edu/article/677215>.

Hussey, I. & Curnow, J. (2016). Fair Trade: From Solidarity to the Standardization of Neocolonial Relations. *darkmatter*. 13. <http://www.darkmatter101.org/site/2016/04/02/fair-trade-from-solidarity-to-the-standardization-of-neocolonial-relations/>

Curnow, J. (2014). Climbing the Leadership Ladder: Legitimate Peripheral Participation in Social Movements. *Interface*. 6(1), 130-155. <http://www.interfacejournal.net/wordpress/wp-content/uploads/2014/06/Interface-6-1-Curnow.pdf>

Curnow, J. (2013). Fight the Power: Situated Learning and Conscientisation in a Gendered Community of Practice. *Gender & Education*. 25(7), 834-850. <http://dx.doi.org/10.1080/09540253.2013.845649>

Hussey, I. & Curnow, J. (2013). Fair Trade, Neocolonial Developmentalism, and Racialized Power Relations. *Interface*. 5(1), 40-68. <http://www.interfacejournal.net/wordpress/wp-content/uploads/2013/05/Interface-5-1-Hussey-and-Curnow.pdf>

Wilson, B.R. & Curnow, J. (2013). Solidarity TM: Student Activism, Affective Labor, and the Fair Trade Campaign in the United States. *Antipode*. 45(3), 565-583. <http://dx.doi.org/10.1111/j.1467-8330.2012.01051.x>

## Refereed Proceedings

\*Curnow, J., Fernandes, T., Asher, L., & Dunphy, S. (2020). All the Rage: Emotional Configurations of Anger as Feminist Politicization. In Gresalfi, M. & Horn, I.S. (Eds.). (2020). *The Interdisciplinarity of the Learning Sciences, 14th International Conference of the Learning Sciences (ICLS) 2020, Volume 1*, (pp 82-89). Nashville, TN: International Society of the Learning Sciences.

Curnow, J., Jurow, A.S., Takeuchi, M., Aquino Ishihara, V., Meixi, Rincón Gallardo, S., Morales Elox, M., Meléndez, J.W., Pham, J.H. Philip, T., Tivaringe, T., Kirshner, B. & Uttamchandani, S. (2020). Global Perspectives on Social Movement Collective Action as Learning. In Gresalfi, M. & Horn, I.S. (Eds.). (2020). *The Interdisciplinarity of the Learning*

*Sciences, 14th International Conference of the Learning Sciences (ICLS) 2020, Volume 1*, (pp 2539-2546). Nashville, TN: International Society of the Learning Sciences.

Curnow, J. (2018). Politicization as Learning: Centring Racialization, Colonialism, and Gender in Learning Sciences Analysis. In Kay, J. and Luckin, R. (Eds.). (2018). *Rethinking Learning in the Digital Age: Making the Learning Sciences Count, 13th International Conference of the Learning Sciences (ICLS) 2018, Volume 3*. (pp. 1849-1851). London, UK: International Society of the Learning Sciences.

\*Asher, L., Davis, A., & Curnow, J. (2017). Decolonial Solidarity and the Limits of Territorial Acknowledgements. In Lane, L. (Ed). *36th International Conference of the Canadian Association for Studies in Adult Education* (pp. 12-16), Ottawa, ON: Canadian Association for Studies in Adult Education.

\*Davis, A., Asher, L., & Curnow, J. (2017). Social Movement Learning: The Role of Whiteness in Collective Learning. In Lane, L. (Ed). *36th International Conference of the Canadian Association for Studies in Adult Education* (pp. 3-6), Ottawa, ON: Canadian Association for Studies in Adult Education.

Curnow, J. (2016). Situated Learning, Situated Knowledge: Situating Race, Colonialism, and Patriarchy Within Communities of Practice. In Looi, C. K., Polman, J. L., Cress, U., & Reimann, P. (Eds.). (2016). *Transforming Learning, Empowering Learners: The International Conference of the Learning Sciences 2016, Volume 1* (pp. 218-225). Singapore: International Society of the Learning Sciences.

\*Curnow, J. & Chan, J.R. (2016). Becoming an "Expert": Gendered Positioning, Praise, and Participation in an Activist Community. In Looi, C. K., Polman, J. L., Cress, U., & Reimann, P. (Eds.). (2016). *Transforming Learning, Empowering Learners: The International Conference of the Learning Sciences 2016, Volume 1* (pp. 146-153). Singapore: International Society of the Learning Sciences.

Curnow, J. (2014). Becoming an Activist: Learning the Politics and Performances of Youth Activism through Legitimate Peripheral Participation. In Polman, J. L., Kyza, E. A., O'Neill, D. K., Tabak, I., Penuel, W. R., Jurow, A. S., O'Connor, K., Lee, T., & D'Amico, L. (Eds.). *Learning and Becoming in Practice: The International Conference of the Learning Sciences 2014, Volume 1* (pp. 206-213). Boulder, CO: International Society of the Learning Sciences.

Esmonde, I, Curnow, J., & Riviere, D. (2014). Becoming an Activist Mathematician in an Age of Austerity. In Polman, J. L., Kyza, E. A., O'Neill, D. K., Tabak, I., Penuel, W. R., Jurow, A. S., O'Connor, K., Lee, T., & D'Amico, L. (Eds.). *Learning and Becoming in Practice: The International Conference of the Learning Sciences 2014, Volume 1* (pp. 134-141). Boulder, CO: International Society of the Learning Sciences.

Curnow, J. (2014). Communities of Praxis. In Plumb, D. (Ed). *33rd International Conference of the Canadian Association for Studies in Adult Education* (pp. 61-64), Ottawa, ON: Canadian Association for Studies in Adult Education.

## Chapters

Selman, B. & Curnow, J. (2019). Winnipeg's Millennium Library Needs Solidarity, Not Security. *Partnership: The Canadian Journal of Library and Information Practice and Research*. <https://journal.lib.uoguelph.ca/index.php/perj/article/view/5421/5510>

\*Chan, J.R. & Curnow, J. (2017). Taking Up Space: Men, Masculinity, and the Student Climate Climate Movement. In MacGregor, S. and Seymour, N. (Eds). "Men and Nature: Hegemonic

Masculinities and Environmental Change," *RCC Perspectives: Transformations in Environment and Society*, 2017(4), 77-85. <http://dx.doi.org/10.5282/rcc/7977>.

\*Curnow, J. & Gross, A. (2016). Injustice is Not an Investment: Student Activism, Climate Justice, and the Fossil Fuel Divestment Campaign. In Rosen, S. & Connor, J. (Eds). *Contemporary Youth Activism: Advancing Social Justice in the United States* (pp. 367-386). Santa Barbara, California: Praeger.

Curnow, J. (2016). Towards a Radical Theory of Learning: Prefiguration as Legitimate Peripheral Participation. In Springer, S., White, R., & Lopes de Souza, M. (Eds). *The Radicalization of Pedagogy* (pp. 27-49). NY, NY: Rowman and Littlefield.

Curnow, J. (2006). Fair Trade. In Zydek, H. (Ed). *The Revolution: A Field Manual for Changing Your World* (pp. 51-65.). Orlando, FL: Relevant Press.

## Reports

Selman, B., Curnow, J., Dobchuk-Land, B., Cooper, S., Samson, J. K., & Kohan, A. (2019, September 9). Millennium For All Alternative Report on Public Library Security. <https://doi.org/10.31229/osf.io/vfu6h>

## Outreach

Curnow, J. & Helferty, A. (2019). "A year in resistance: How youth protests shaped the discussion on climate change". *The Conversation*. <https://theconversation.com/a-year-of-resistance-how-youth-protests-shaped-the-discussion-on-climate-change-129036>  
Published in the Vancouver Sun, the London Free Press, the Canberra Times, Salon.com

\*Curnow, J. & Dunphy, S. (2019). "#Fridaysforfuture: When youth push the environmental movement towards climate justice". *The Conversation*. <https://theconversation.com/fridaysforfuture-when-youth-push-the-environmental-movement-towards-climate-justice-115694>

## Invited Lectures

Curnow, J. (2019). Ethics and Accountability in Militant Ethnography & Participatory Action Research Design for Dissertations. Presented at the University of Colorado, Boulder Faculty of Education.

Curnow, J. (2018). Learning and Leadership for Politicization. Presented at the York University Faculty of Education.

Curnow, J. (2018). Politicization for Reconciliation and Antiracism in the Environmental Movement. Presented at the University of Manitoba Faculty of Education.

Curnow, J. (2017). Learning, Politicization, and Social Development Studies. Presented at the Department of Social Development Studies, Renison College, University of Waterloo.

\*Curnow, J. & Chan, J.R. (2016). Doing Expertise. Presented at the Rachel Carson Center for Environment and Society, Workshop on Men and Nature: Gender, Power, and Environmental Change. University of Munich, Germany.

Curnow, J. (2016). Gateway Drugs: The Radical Potential and Pitfalls of Student-led Social Movements. Senior Doctoral Fellows Lecture Series. New College, Toronto.

## Conference Papers

\*Curnow, J., Fernandes, T., Asher, L., & Dunphy, S. (2020). All the Rage: Emotional Configurations of Anger as Feminist Politicization. In Horne, I. & Gresalfi, M. (Eds.). (2020). *The Interdisciplinarity of the Learning Sciences: The International Conference of the Learning*

*Sciences 2020*. Nashville, TN: International Society of the Learning Sciences. (Conference Cancelled).

Dobchuk-Land, B. & Curnow, J. (2020). Resisting Criminalization in Winnipeg. Panel accepted at the Abolition Conference, Native American and Indigenous Studies Association, Toronto, ON. (Chair) (Conference Cancelled).

Curnow, J & Dunphy, S. (2020). Stimulated Recall Interviews as Politicizing Methodology. Paper accepted at the American Educational Research Association, San Francisco, CA. (Symposium Chair) (Conference Cancelled).

Curnow, J. (2019). Unsettling Environmentalism: Epistemological Shifts in the Fossil Fuel Divestment Campaign. Paper presented at the American Educational Research Association, Toronto, ON (Symposium Co-chair).

\*Curnow, J., Dunphy, S., Davis, A., & Asher, L. (2019). Politicization as Identity Transformation. Paper presented at the American Educational Research Association, Toronto, ON.

\*Curnow, J. & Helferty, A. (2018). Contradictions of Solidarity: Whiteness, Settler Coloniality, and the Mainstream Environmental Movement. Paper presented at the Society for the Study of Social Problems Conference, Philadelphia, PA.

\*Curnow, J., Davis, A., & Asher, L. (2017). Decolonizing Divestment. Paper presented at the American Educational Research Association, San Antonio, TX.

\*Asher, L., Davis, A., & Curnow, J. (2017). Decolonial Solidarity: Relationality, Relationships, and the Limits of Territorial Acknowledgements. Paper presented at the Canadian Association for Studies in Adult Education, Toronto, ON.

\*Davis, A., Asher, L., & Curnow, J. (2017). Social Movement Learning: The Role of Whiteness in Collective Learning. Paper presented at the Canadian Association for Studies in Adult Education, Toronto, ON.

Curnow, J. (2017). Learning in Social Movements: Learning Sciences and Transformative Possibilities. Paper presented at the Canadian Society for the Study of Education, Toronto, ON. (Symposium Chair).

Curnow, J. (2016). Situated Learning, Situated Knowledge: Situating Race, Colonialism, and Patriarchy Within Communities of Practice. Presented at the International Conference of the Learning Sciences, Singapore.

\*Curnow, J. & Chan, J.R. (2016). Becoming an "Expert": Gendered Positioning, Praise, and Participation in an Activist Community. Presented at the International Conference of the Learning Sciences, Singapore.

\*Curnow, J., Davis, A., & Lightning, K. (2016). Challenging the Default Whiteness of the Climate Movement. Poster presented at the American Educational Research Association, Washington, DC. (Symposium Chair).

\*Gross, A., & Curnow, J. (2016). Injustice is Not an Investment. Poster presented at the American Educational Research Association, Washington, DC.

Curnow, J. (2015). Cookie Cutter Campaigns and the Limits of Contentious Politics on Campus. Presented at the Collective Behaviour and Social Movements, Chicago, IL.

Curnow, J. (2014). Becoming an Activist: Learning the Politics and Performances of Youth Activism through Legitimate Peripheral Participation. Presented at the International Conference of the Learning Sciences, Boulder, CO.

Esmonde, I., Curnow, J., & Riviere, D. (2014). Becoming an Activist Mathematician in an Age of Austerity. Presented at the International Conference of the Learning Sciences, Boulder, CO.

Curnow, J. (2014). Communities of Praxis. Presented at the International Conference of the Canadian Association for Studies in Adult Education, St. Catherines, ON.

Curnow, J. (2013, August). Collaborative Data Analysis: Potential and Pitfalls. Presented at the Society for the Study of Social Problems Conference, New York, NY.

Hussey, I. & Curnow, J. (2013). Saul Alinsky: Political Activist Ethnographer? Presented at the Society for the Study of Social Problems Conference, New York, NY.

Curnow, J. & Wilson, B. (2012). A Lost Cause? USFT and the Fair Trade Revolution. Presented at the Society for the Study of Social Problems Conference, Denver, CO.

Curnow, J. (2012). Situated Learning, Activism, And Gender Politics. Presented at the Society for the Study of Social Problems Conference, Denver, CO.

Curnow, J. & Wilson, B. (2012). A Lost Cause? Fair Trade, Youth Activism and Social Movement Learning in the United States. Presented at the American Association of Geographers Conference, New York, NY.

Sousa, J. & Curnow, J. (2011). Exploring the Social and Economic Impact of Converting Public Housing to Co-operative Housing: The Case of the Atkinson Housing Co-operative. Presented at the Association for Research on Nonprofit Organizations and Voluntary Action Annual Meeting, Toronto, ON.

Curnow, J. & Bender, K. (2011). Community Organizing and Popular Education: Same Game, Different Name? Presented at the Pedagogy and Theatre of the Oppressed Conference, Chicago, IL.

Curnow, J. (2011). Community Learning and Mobilization Through Community Research. Presented at the Association for Nonprofit and Social Economy Research Annual Meeting, Fredericton, NB.

Curnow, J. (2007). Anti-Oppression Organizing Models. Presented at the Society for Socialist Studies Annual Meeting, Saskatoon, SK.

Curnow, J. (2007). Youth Organizing and Fair Trade. Presented at the Society for Socialist Studies Annual Meeting, Saskatoon, SK.

## **Conference Discussant**

Curnow, J. & Jurow, A.S. (2020). Global Perspectives on Social Movement Collective Action as Learning. Symposium accepted at the International Conference of the Learning Sciences, Nashville, TN. (Chair). (Conference Cancelled).

Curnow, J. & Jurow, A.S. (2020). Learning In and For Social Movements. Symposium accepted at the American Educational Research Association, San Francisco, CA. (Chair) (Conference Cancelled).

## Grant Funding

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**Total Value** \$91,500

### External Funding

\$67,000 (\$50,000 USD). *Conference Grant* (2019-20). Spencer Foundation. Co-PI. The Pennsylvania State University.

### Internal Funding

\$7,000. *UM SSHRC Explore*, (2020-21). University of Manitoba

\$7,500. *University Research Grant*, (2019-20). University of Manitoba.

\$5,000. *Creative Works Grant*, (2019-20). University of Manitoba.

\$4,000. *Research Development Grant*, (2019-20). Faculty of Education, University of Manitoba.

\$1,000. *Scholarly Works Grant*, (2019). Faculty of Education, University of Manitoba.

## Professional

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### Teaching Experience

#### **Contested Spaces in Education**

Undergraduate Course, Educational Administration, Foundations, and Psychology Department, Faculty of Education, University of Manitoba

2018-21

#### **Contested Spaces in Education (Online, Asynchronous)**

Undergraduate Course, Educational Administration, Foundations, and Psychology Department, Faculty of Education, University of Manitoba

2020

#### **School, community, & institutional activism against gender-based and sexual violence**

Graduate Course, Educational Administration, Foundations, and Psychology Department, Faculty of Education, University of Manitoba

2021

#### **Seminar in Cross-Cultural Education**

Graduate Course, Educational Administration, Foundations, and Psychology Department, Faculty of Education, University of Manitoba

2019-21

#### **Philosophy of Education**

Graduate Course, Educational Administration, Foundations, and Psychology Department, Faculty of Education, University of Manitoba

2019

#### **Community Development in Local and Global Contexts**

Undergraduate Course, Equity Studies, New College, University of Toronto

2016-18

#### **Doctoral Seminar for Adult Education and Community Development**

Graduate Course, Ontario Institute for Studies in Education, University of Toronto

2013-14

### Research Experience

#### **Pedagogies of Shame**

Primary Investigator, University of Manitoba

2020

	<b>Politicization in Process</b>	2014-20
	Primary Investigator, University of Toronto	
	<b>Solidarity TM: Ethical Labeling and the Limits of Consumer Movements</b>	2010-14
	Co-Primary Investigator, University of West Virginia	
	<b>Solving Inequalities: Developing Analytic Methods for Video Data</b>	2012-14
	Graduate Assistant, Ontario Institute for Studies in Education, University of Toronto	
	<b>Anti-Poverty Community Organizing and Learning Project</b>	2010-13
	Graduate Assistant, Ontario Institute for Studies in Education, University of Toronto	
	<b>Business Done Differently: Social Business and Marginalized Social Groups</b>	2011-13
	Research Assistant, Ontario Institute for Studies in Education, University of Toronto	
	<b>Changing the Equation: Math and Social Movements</b>	2011-12
	Research Assistant, Ontario Institute for Studies in Education, University of Toronto	
<b>Professional Experience</b>	<b>UofT Teaching Assistants' Training Program</b> , Coordinator, Toronto, ON	2017-18
	<b>Canadian Union of Public Employees</b> , Union Organizer, Toronto, ON	2013-14
	<b>Jane Addams Senior Caucus</b> , Community Organizer, Chicago, IL	2008-10
	<b>Student Environmental Action Coalition</b> , Anti-Oppression Consultant	2007-08
	<b>Michigan Student Sustainability Coalition</b> , Anti-Oppression Consultant	2007-08
	<b>United Students for Fair Trade</b> , National Organizer, Washington, DC	2004-07
	<b>United Nations World Food Programme</b> , Youth Outreach Coord., Chicago, IL	2002-05
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<b>Service</b>		
<b>Academic Service</b>	<b>Member</b> , Faculty Council, University of Manitoba	2018-21
	<b>Member</b> , EAFP Departmental Council, University of Manitoba	2018-21
	<b>Executive Board</b> , University of Manitoba Faculty Association	2020-21
	<b>Coordinator</b> , Adult/Post Secondary Area Group	2019-21
	<b>Member</b> , Work Load Review, EAFP, University of Manitoba	2019-20
	<b>Department Representative</b> , University of Manitoba Faculty Association	2019-21
	<b>Member</b> , Graduate Program Committee, University of Manitoba	2018-21
	<b>Member</b> , Working Group on Preventing and Addressing Violence in Education, University of Manitoba	2019-21
	<b>Representative</b> , New College Council, University of Toronto	2013-16
	<b>Advisory Board</b> , Centre for Community Partnerships, University of Toronto	2015-17
	<b>Facilitator</b> , New College Student Engagement Initiative, University of Toronto	2013-15
	<b>Member</b> , Chair's Student Advisory Committee, University of Toronto	2013-14
	<b>Facilitator</b> , Departmental Student Transitional Caucus, University of Toronto	2012-13
	<b>CASAE Annual Meeting</b> , Registration Coordinator	2010-11
<b>Academic Associations</b>	<b>Member</b> , American Educational Research Association	2014-20
	<b>Member</b> , International Society of the Learning Sciences	2013-20
	<b>Member</b> , Society for the Study of Social Problems	2011-18
	<b>Member</b> , Canadian Association for Studies in Adult Education	2011-17
<b>Peer Review</b>	<i>Journal of the Learning Sciences</i>	2018-20
	<i>Ethos</i>	2020



<i>Curriculum Inquiry</i>	2020
<i>American Educational Research Journal</i>	2019
<i>International Journal of Lifelong Learning</i>	2019
Oxford University Press	2019
<i>ACME: An International Journal for Critical Geographies</i>	2017
International Conference of the Learning Sciences	2016-19
<i>Anthropology and Education Quarterly</i>	2017
<i>Gender and Society</i>	2016
<i>darkmatter</i>	2015
<i>Canadian Journal of Higher Education</i>	2014
<i>Gender, Development, and Transnational Feminism</i> , Routledge	2012

<b>Community Associations</b>	Budget for All Winnipeg	2020
	Millennium for All	2019-20
	Winnipeg Social Planning Council	2019
	Toronto350.org	2014-16
	Toronto Stop the Cuts Network	2011-13
	International Labor Rights Fund, Board of Directors	2007-10
	Northwestern Community Development Corps Service Learning Coordinator	2002-05

**Languages** English (Native), Portuguese (Proficient), Spanish (Proficient)

**Technical Skills** Proficient in MacOS and Windows, Microsoft Office, Drupal and HTML web design, SPSS, NVivo, Angles, StudioCode, iCoda, EndNote, Zotero, Papers, Blackboard, Adobe Creative Suite