



THE UNIVERSITY OF BRITISH COLUMBIA

Curriculum Vitae for Jillianne Code

DATE: July 16, 2023
WEBSITE: jillianne.ca
INITIALS: JC

1. **SURNAME:** CODE **FIRST NAME:** JILLIANNE
MIDDLE NAME(S): REAY
2. **DEPARTMENT/SCHOOL:** CURRICULUM & PEDAGOGY
3. **FACULTY:** EDUCATION
4. **PRESENT RANK:** ASSOCIATE PROFESSOR **SINCE:** JULY 1, 2023
5. **POST-SECONDARY EDUCATION**

University or Institution	Degree	Subject Area	Dates
Simon Fraser University	PhD	Educational Psychology	2005 – 2010
University of Alberta	MEd	Educational Psychology Specialization in Instructional Technology	1999 – 2002
University of Alberta	BEd	Secondary General Science & Art	1995 – 1999

Dissertation

Assessing Agency for Learning: Agency for Learning, Measuring Agency for Learning, Agency as a Mediator of Academic Achievement
Committee Drs. J. C. Nesbit, J. Martin, K. Ercikan, C. Xin, T. Cleary

6. **EMPLOYMENT RECORD**

(a) *Prior to coming to UBC*

University or Organization	Rank or Title	Academic Unit	Dates
University of Victoria	Associate Professor (with Tenure)	Curriculum & Instruction	2017
University of Victoria	Assistant Professor (Cross Listing)	Educational Psychology & Leadership Studies	2012 – 2017
University of Victoria	Assistant Professor (Tenure Track)	Curriculum & Instruction	2011 – 2017
University of Victoria	Co-Director	Technology Integration and Evaluation (TIE) Research Lab	2011 – 2015
Harvard University	Post-doctoral Research Fellow	Harvard Graduate School of Education	2010 – 2011

University or Organization	Rank or Title	Academic Unit	Dates
NGRAIN Corporation	Lead, Instructional Systems Design	Professional Services	2008 – 2009
Simon Fraser University	Research Assistant	LearningKit Project, Faculty of Education	2005 – 2008
Grant MacEwan College	Instructional Designer	Instructional Media & Design	2001 – 2005
Montage Studios	Director	Instructional Media & Design	2000 – 2008
University of Alberta	E-Learning Specialist	Computing & Network Services	2000 – 2001
University of Alberta	Research Assistant	Robotics in Learning, Faculty of Education	2000
University of Alberta	Lab Administrator & Assessment Coordinator	Faculty of Education, Educational Psychology & Division of Technology in Education	1998 – 2000

(b) *At UBC*

Rank	Academic Unit	Dates
Associate Professor	Curriculum & Pedagogy	2023 – present
Assistant Professor	Curriculum & Pedagogy	2017 – 2023
Sessional Lecturer	Educational and Counseling Psychology & Special Education	2008 – 2010

UBC Affiliations

Rank	Academic Unit	Dates
Member	Centre for the Study of Teacher Education	2020 – present
Member	SmarT Innovations for Technology Connected Health (STITCH) Cluster	2020 – present
Member	Designing for People Research Cluster	2019 – present

(c) *Date of granting of Tenure at UBC: July 1, 2023*(d) *List other institutions you are Adjunct Professor at:*

University or Organization	Rank or Title	Academic Unit	Dates
Royal Roads University	Associate Faculty	College of Interdisciplinary Studies	2019 – 2021
University of Victoria	Adjunct Professor	Curriculum & Instruction	2017 – 2020

7. LEAVES OF ABSENCE

University, Company or Organization at which leave was taken	Type of Leave	Dates
University of British Columbia	Medical Leave	Jan 2018 – June 2018
University of Victoria	Medical Leave	March 2014 – April 2016

8. TEACHING

(a) *Areas of special interest and accomplishments (150 words)*

My interdisciplinary philosophy of education forms the foundation of all aspects of my scholarship, encompassing my approach to research, teaching, and service. I value and place a particular emphasis on pedagogical approaches to:

- Learner agency and choice, particularly as it relates to the learning context, subject content and assessment strategies;
- Co-creation of learning from and through lived experiences;
- Media literacy and the democratization of knowledge structures through learning technology;
- Learning environments and the psychosocial impact across physical and virtual spaces;
- Critical application of technology in ADST (applied design, skills and technologies), STEM, and medical education.

I have or am currently supervising 12 PhD students (7 completed), 11 MA students (9 completed), and 25 MEd students (8 completed). In 2022, I was awarded the ***Killam Teaching Prize for teaching excellence***. My community-based scholarship and public pedagogy are further evident in my work with the HeartLife Foundation (see Section 13).

(b) *Courses Taught*

Session	Course Number	Total Scheduled Hours	Class Size	Hours Taught per Week			
				Lec.	Tut.	Lab	Other
2022W2	EDCP 570 (001)	39	21	3			
2022W2	EDUC 500 (004)	39	19	3			
2022S1	EDCP 474 (93A)	39	16	3			
2021W2	EDCP 571 (031)	39	20	3			
2021S2	EDUC 452B (305)	39	18	3			
2020W2	EDCP 570 (001)	39	21	3			
2020W2	EDUC 500 (004)	39	21	3			
2020W1	EDUC 450B (305)	39	21	3			
2020S1	EDUC 452B (305)	39	18	3			
2019W2	EDUC 451B (305)	39	18	3			
2019W2	EDUC 500 (004)	39	30	3			
2019W1	EDCP 571 (031)	39	11	3			
2019W1	EDUC 450B (305)	39	18	3			
2018W2	EDUC 500 (004)	39	21	3			
2017W1	EDCP 571 (031)	39	11	3			
2017W1	EDUC 450B (305)	39	17	3			
2009W2	EPSE 423 (107)	39	36		3		

Session	Course Number	Total Scheduled Hours	Class Size	Hours Taught per Week			
				Lec.	Tut.	Lab	Other
2009W2	EPSE 423 (302)	39	36		3		
2009W2	EPSE 423 (310)	39	12		3		
2007W2	EPSE 423 (304)	39	36		3		
2007W2	EPSE 423 (306)	39	31		3		

Course Titles

EDCP 570 Seminar in the Teaching of ICT
 EDCP 571 History of Media and Technology in Education
 EDCP 474 Digital Media: Design and Pedagogy
 EPSE 423 Assessment of Classroom Learning

EDUC 452 Inquiry Seminar III Design & Technology
 EDUC 450 Inquiry Seminar I Design & Technology
 EDUC 451 Inquiry Seminar II Design & Technology
 EDUC 500 Research Methodology in Education

Courses Taught at UVic

Session	Course Number	Total Scheduled Hours	Class Size	Hours Taught per Week			
				Lec.	Tut.	Lab	Other
201701	EDCI 337 (A01)	Online	43	3			
201701	EDCI 335 (A01)	Online	43	3			
201605	EDCI 337 (A01)	Online	35	3			
201605	EDCI 337 (A02)	Online	43	3			
201601	EDCI 337 (A01)	Online	35	3			
201601	EDCI 335 (A01)	Online	20	3			
201401	EDCI 584 (A01)	Online	5	3			
201305	EDCI 335 (A01)	Online	33	3			
201305	EDCI 339 (A01)	Online	31	3			
201301	EDCI 335 (A01)	39	20	3			
201301	EDCI 336 (A04)	39	17	3			
201205	EDCI 584 (A01)	39	11	3			
201205	EDCI 335 (A01)	Online	26	3			
201201	EDCI 336 (A01)	39	27	3			
201201	EDCI 336 (A04)	39	26	3			

Course Titles

EDCI 335 Learning Design
 EDCI 336 Technology Innovation in Education
 EDCI 337 Interactive & Multimedia Learning

EDCI 339 Distributed & Open Learning
 EDCI 584 Mixed Methods Research

(c) Graduate Research Supervision

Student Name	Program Type	Year		Supervisory Role
		Start	Finish	
Karin Schmidlin	PhD	2023		Committee
Nesrine El Banna	PhD	2022		Supervisor

Student Name	Program Type	Year		Supervisory Role
		Start	Finish	
Leena Alkhamash ^{5, K}	PhD	2021		Co-Supervisor
Rachel Moylan [†]	PhD	2020		Supervisor
Kieran Forde ^{1, K}	PhD	2019		Supervisor
Cristina Soto	PhD	2018		Co-Supervisor
Erin Egeland	EdD	2019		Committee
Amelia Cole ⁴	PhD	2019	2022	Committee
Heather Lannon ³	DSSc	2017	2021	Supervisor
Stella Namae	PhD	2020	2020	Committee
Aimee Lutrin*	MA	2022		Supervisor
Zahira Tasabehji*	MA	2022		Supervisor
Charlene Chong	MA	2017	2022	Committee
David Wray	MA	2020	2020	Committee
Fabian Froehlich ²	MA	2018	2020	Supervisor
Graduate Research Supervision at UVic				
Lyndze Harvey	PhD	2016	2020	Committee
Michael Hammond-Todd	PhD	2012	2017	Committee
Andrew Marchand	PhD	2012	2017	Committee
Craig Behan	PhD	2012	2016	Committee
Jamie Elbert*	MA	2014	2017	Supervisor
Wade Strass	MA	2012	2014	Committee
Ian Cooper	MA	2012	2013	Committee
Jalbert, Rachel	MA	2013	2013	Committee
Brad Cunningham	MA	2011	2012	Committee
Abrami, Jessica	MA	2012	2012	Committee

¹Provost Fellow for Online Learning ²Teaching as Research Graduate Award Recipient ³Doctor of Social Science (RRU) ⁴UBC iSchool ⁵UBC ISGP ^KKillam Teaching Assistant Award [†]Doctoral Recruitment Award Recipient *SSHRC CGS Masters/Doctoral

Awards

Aimee Lutrin, Social Sciences and Humanities Research Council CGS Masters
 Zahira Tasabehji, Social Sciences and Humanities Research Council CGS Masters

Post-Doctoral Research Fellows

Fellow Name	Program Type	Year		Supervisory Role
		Start	Finish	
Dr. Rachel Ralph	SSHRC IDG 430-2016-00480	2018	2020	Supervisor

(d) Graduate Program Supervision

Student Name	Program Type	Year		Supervisory Role
		Start	Finish	
Elizabeth Donnelly	MEd	2022		Supervisor
Markus Beutel	MEd	2021		Supervisor
Alison Bloom	MEd	2021		Supervisor

Student Name	Program Type	Year		Supervisory Role
		Start	Finish	
Qihan Molly Chen	MEd	2021		Supervisor
Jonathan Eagles	MEd	2021		Supervisor
Russell Evanisky	MEd	2021		Supervisor
Julian Gargiulo	MEd	2021		Supervisor
Andrew McKenna	MEd	2021		Supervisor
Alana Meyer	MEd	2021		Supervisor
Levente Mihalik	MEd	2021		Supervisor
Duncan Reed	MEd	2021		Supervisor
Nigel Reedman	MEd	2021		Supervisor
Aaron Stariha	MEd	2021		Supervisor
Amanda Upton	MEd	2021		Supervisor
Katia Villeneuve	MEd	2021		Supervisor
Jiayu Zhang	MEd	2021		Supervisor
Katra Farah	MEd	2019	2022	Supervisor
Alicia Martin	MEd	2020	2022	Committee
Saman Yousefifard	MEd	2019	2021	Supervisor
Gary Lesperence	MEd	2019	2022	Supervisor
Mariacarmen Villareal	MEd	2017	2020	Committee
Kieran Forde	MEd	2017	2019	Committee
Graduate Program Supervision at UVic				
Jennifer Nixon	MEd	2012	2014	Supervisor
Halimat Alabi*	MEd	2012	2013	Supervisor
Aaron Maxwell	MEd	2010	2011	Committee

*Went on to a Ph.D. at SFU, received Social Science and Humanities Research Council funding, and is now on Faculty at UBC

(e) **Continuing Education Activities**

(f) **Visiting Lecturer (indicate university/organization and dates)**

(g) **Other**

Courses Created

Course No.	Course Title	Course Level / Program	Delivery Method
EDCP 474	Digital Media: Design and Pedagogy	Undergraduate / MEd in MTSE	Online
EDCP 570*	Seminar in the Teaching of ICT <i>Special Topic: Critical Thinking in the Age of Social Media</i>	Graduate / MEd/MA in MTSE	Online
EDUC 450B (305)*	Inquiry Seminar I Design & Technology	Bachelor of Education / Teacher Education	Online

Course No.	Course Title	Course Level / Program	Delivery Method
EDUC 451B (305)*	Inquiry Seminar II Design & Technology	Bachelor of Education / Teacher Education	Online
EDUC 452B (305)*	Inquiry Seminar III Design & Technology	Bachelor of Education / Teacher Education	Online
<i>Courses Created at UVic</i>			
EDCI 335	Learning Design	UGrad / BEd, Certificate	Campus, Online
EDCI 336	Technology Innovation in Education	UGrad / BEd, Certificate	Campus
EDCI 337	Interactive & Multimedia Learning	UGrad / BEd, Certificate	Online
EDCI 338	Social Media & Personalized Learning	UGrad / BEd, Certificate	Online
EDCI 339	Distributed & Open Learning	UGrad / BEd, Certificate	Online
EDCI 584	Mixed Methods Research	Grad / MA, PhD Elective	Campus, Online

*Due to the COVID-19 global pandemic, my instruction for 2020 and 2021 was transitioned and delivered remotely. The transition to online learning involved significant re-consideration, re-design, and different instruction from a traditional face-to-face setting. The 500-level courses were revised and moved to remote learning. EDCP 570 was designed and developed to run for the first time, specifically online, intended for the MTSE Online Cohort (ahead of schedule) but offered in 2020W2.

Note: The Design & Technology students (section 305) are a unique cohort of students with a non-traditional pathway through our joint Technology Teacher Education program with BCIT. The approach to teaching the suite of inquiry courses for this cohort is already outside the ‘norm’ for the Faculty of Education, and any centrally provided resources were *not applicable*. So, I took on the online design and development work independently.

Teaching related activities

Date	Activity Description
2018 – present	<u>MTSE Online Graduate Program</u> . In the Fall of 2018, I began initial plans and consultations with EDCP STEM colleagues to develop a proposal for a blended/online MEd program in MTSE. I am the Coordinator for this program submitted in 2019 to PDCE and FIC for approval. Approved in November 2020, the MTSE Online program began in September 2021.
2017	<u>Pilot Canvas for Faculty of Education</u> . For the Fall 2017 term, I integrated UBC’s new learning management system, <i>Canvas</i> , as a pilot project with the Faculty’s Educational Technology Support (ETS) team. I designed, developed, and utilized various tools with my graduate course EDCP571, including integrating content from the course, direct linking to library resources, using the assignment dropbox and speed grading, and utilizing peer feedback on in-class presentations.
<i>Teaching related activities at UVic</i>	
2012 – 2014	<u>Educational Technology Learning Network (ETLN)</u> . The ETLN was a complete online social network with course materials, student profiles, and blogs. I designed, developed, and set up the ETLN to support the learning strategies and approaches required to meet the established outcomes of EDCI336.

Date	Activity Description
2011	<i>Course Re-design.</i> I worked collaboratively with Dr. Valerie Irvine to develop a standardized curriculum for our undergraduate educational technology course (EDCI336) to ensure alignment with UVic Teacher Education Standards, BC Teacher Regulation Standards, and the National Educational Technology Standards for Teachers (NETS*T; ISTE).

Invited Talks for Graduate and Undergraduate classes

1. **Code, J.** (2016, February). *Guest speaker* [Presentation]. EDD 523: Internship in Counselling. University of Victoria, Victoria, BC. (FA)
2. **Code, J.** (2015, November). *Cardiac Rehabilitation Post Heart Transplant* [Presentation]. EPHE 441: Exercise Physiology. University of Victoria, Victoria, BC. (FA)
3. **Code, J.** (2015, November). *Leadership in nursing: A patient perspective* [Presentation]. NURS 110: Professional Practice I. Camosun College, Victoria, BC. (FA)
4. **Code, J.** (2013, November). *An introduction to mixed methods research* [Presentation]. EDCI515 eResearch Graduate Course. University of Victoria, Victoria, BC.
5. **Code, J.** (2012, January). *After the Ph.D* [Presentation]. ED-D660 Educational Psychology Doctoral Seminar. University of Victoria, Victoria, BC.
6. Irvine, V. & **Code, J.** (2012, January). *The 21st-century university* [Webcast]. Change11 Massive Open Online Course. <http://change.mooc.ca>
7. **Code, J.** (2011, November). *Games for assessment* [Presentation]. SENG 435/CSC 485A: Computer-Supported Collaborative Work Seminar. University of Victoria, Victoria, BC.
8. **Code, J.** (2011, February). *Self-efficacy, assessment and motivation* [Presentation]. T545 Engagement and Learning: Technologies that Invite and Immerse. Harvard Graduate School of Education, Cambridge, MA, USA

9. SCHOLARLY AND PROFESSIONAL ACTIVITIES

(a) *Areas of special interest and accomplishments (150 words)*

Agency and identity development are central tenets of my scholarship and a key role in shaping my identity as a woman, researcher, and person with a medical disability. I advance my interdisciplinary scholarship by engaging in 3 questions: *How do we learn? Does technology make a difference? How does technology impact our agency as humans?* I explore these by examining the nature of human agency across ADST and STEM in:

Technology and its applications to educational contexts through

- Critical examination of learning environments (Code et al., 2020, 2022);
- Democratization of knowledge via social media (Code, 2013);
- Design of virtual environments for assessment purposes (Code & Zap, 2017);
- Public pedagogy and the psychosocial impacts of technology (Code et al., 2021).

Methodological innovation for understanding self-processes and agency in:

- Measurement (Code, 2020) and learning analytics (Code, 2021);
- Public pedagogy and knowledge translation (Code, 2019);
- Autoethnography (Code, 2019, 2022).

(b) *Research or equivalent grants*

Total: \$2,783,306 | At UBC: \$2,340,029 | At UVic: \$443,277

External Grants

Agency	Competition / Subject	C/NC *	\$	Year	PI	Co-I
CIHR	CHF Alliance / <i>Promoting Agency Through Innovative Education and Networked Teams (PATIENT): A Pilot Study</i>	C	\$25,000	2023 – 2025	Code, J	
SSHRC	Insight Development Grant / <i>NARRATE: learNer Agency emeRgence thRough Algorithmic liTEracy</i>	C	\$75,000	2023 – 2025	Code, J	

Agency	Competition / Subject	C/NC *	\$	Year	PI	Co-I
CIHR ²	Planning Grant / <i>Exploring self-care and family caregiving among older adults with heart failure through an intersectional lens: Developing a research agenda, network, and partnerships</i>	C	\$5,755	2023	Alana, S	Code, J ; Ross, Heather J; Caceres, Billy; Clark, Alexander M; Ezekowitz, Justin A; Hankivsky, Olena; Holroyd-Leduc, Jayna M; Lizotte, Daniel J; Mckelvie, Robert S; Moser, Debra; Norris, Colleen; Porter, Michelle M; Schindel Martin, Lori J; Smith, Maxwell
SSHRC	Insight Grant / <i>Agency for Learning in Immersive and Virtual Environments</i>	C	\$399,003	2022 – 2027 5 years	Code, J	Ralph, R Zap, N <u>Collaborator</u> MacDowell, P
CIHR ² PA: Patient-Oriented Research: Early-Career Investigator	Project Grant / <i>Patient treatment preferences and decisional needs for heart failure medications</i>	C	\$100,000	2022 1 year	<u>NPA</u> ⁴ Turgeon, R (UBC) <u>PA</u> ⁴ Harrison, M (UBC)	Bansback, N Bains, M Code, J Snow, E Virani, S
SSHRC ¹	Partnership Engage Grant / <i>Beyond the academy: Professional agency and learning in virtual contexts</i>	C	\$25,000	2021 1 year	Code, J	Webb, A Machulak, E <u>Partner Organization:</u> Hikma Strategies
CIHR ² Gender, Sex & Health	Project Grant / <i>From the heart: Canadian women's lived experiences of heart failure</i>	C	\$355,725	2021 – 2024 3 Years	<u>NPA</u> ⁴ Susan Law (UofT) <u>PA</u> ⁴ Code, J Smilovitch, M (McGill).	<u>Co-Applicants:</u> Marwaha, S, Marzolini, S, Colella, T, Dionne, E Giannetti, N, Kuluski, K, Mansfield, L, Colantonio, A, Wright, D.

Agency	Competition / Subject	C/NC *	\$	Year	PI	Co-I
CIHR ² COVID-19 Mental Health COVID-19 MH/SU - Developing Innovative Adaptations of Services/Delivery	Operational Grant / <i>vCHAT-MH (a Virtual Community promoting Health literacy, self-care, and peer support for those living at increased risk of COVID19) – Mental Health</i>	C	\$199,049	2020 – 2021 1 year	Nolan, R (UofT)	Akbari, A Code, J Huszt, E Ong, S Thomas, S Arcand, J Posada, J Ibrahim, A Pope, B Torbay, C Auguste, B Farkouh, M Kaczorowski, J Rac, V Chan, C Grover, S Maunder, R Ross, H
CIHR ² Psychosocial, Sociocultural & Behavioural Determinants of Health	Project Grant / <i>vCHAT-HF (a Virtual Community promoting Health literacy, self-care, and peer support for HF) – Pilot RCT</i>	C	\$304,009	2020 – 2022 2 years	Nolan, R (UofT)	Arcand, J Code, J Huszt, E MacIver, J Rac, V Ross, H Thomas, S Tomlinson, G Pope, B
CIHR ² Health Services Evaluation & Interventions Research	Project Grant / <i>Virtual Clinics to Improve Quality of Care and Outcomes in Heart Failure: A Multi- Centre Randomized Controlled Trial</i>	C	\$320,596	2020 – 2023 3 years	Van Spall, H (McMast er)	Code, J Lear, S Lee, S F Scott, T Whitelaw, S Xie, F
CIHR ² Personalized Health - novel e- health applications	Catalyst Grant / <i>Personalized health – Improving heart failure outcomes through apps that support self- management and adherence</i>	C	\$146,368	2018 – 2020 2 years	Arcand, J (UOIT)	Sommers, J Blackburn, D Code, J Ezekowitz, J Farmer, A Lemond, M Mak, S
SSHRC ¹	Insight Development / <i>Assessment for learning in immersive virtual environments (ALIVE)</i>	C	\$70,600	2018 – 2020 2 years	Code, J	Zaparyniuk, N
Networks of Centres for Excellence – Government of Canada: Letter of Intent	Technology, Research Analytics, Network, Systems FOR Managing Heart Failure (TRANSFORM-HF) www.transformhf.com	C	\$25,000	2018 1 year	Ross, H Scientific Director (UofT)	My role: Co-Investigator, Board of Directors, Member; Patient Engagement Leader
External Grants at UVic						
Heart & Stroke Foundation	National Roundtable on Heart Failure, Travel grant	NC	\$5,000	2016	Code, J	

Agency	Competition / Subject	C/NC *	\$	Year	PI	Co-I
SSHRC ¹	Insight / <i>Personalized learning in practice in British Columbia (Grades 6-9)</i>	C / 4A ³	\$103,427	2016 – 2019	Tobin, R	Code, J
Doctors of BC	Institute for Healthcare Improvement, Orlando, Florida; Travel grant	NC	\$5,000	2015	Code, J	
MITACS	Accelerate / <i>CanDo: A smart app for cognition</i>	C	\$150,000	2013 – 2015	Coady, Y	Livingston, R Skelton, J Code, J
Society for Learning Analytics	Learning Analytics Summer Institute; Travel grant	C	\$2,000	2013	Code, J	
BC Ministry of Education + partners	edCampWest for K12 and Higher Ed	NC	\$6,000	2013	Irvine, I	Code, J
SSHRC	Insight Development / <i>Assessment for learning in immersive virtual environments (ALIVE)</i>	C / 4A ³	\$75,000	2012	Code, J	
Canadian Networks of Innovation in Education (CNIE)	AMTEC Trust Award	C	\$1500	2013	Code, J	
Apple Canada	iTunes University	NC	\$12,000	2011 – 2013	Irvine, V	Code, J
TELUS	Innovation Forum	NC	\$10,000	2011	Irvine, V	Code, J

*Grants were obtained competitively (C) or non-competitively (NC)¹Social Sciences and Humanities Research Council of Canada; ²Canadian Institutes for Health Research ³ Recommended for funding; ⁴PI: Principal Investigator, NPA: Nominated Principal Applicant, PA: Principal Applicant, Co-I: Co-Investigator, Co-Applicant

Internal Grants

Agency	Competition / Subject	C/NC*	\$	Year	PI	Co-I
David F. Robitaille Endowment Research Awards	Intergenerational STEAM in Action	C	20,000	2023	Nicol, C	Bedard, M-F Code, J Gerofsky, S
UBC / EDUC	SSHRC Explore / <i>Learner agency in the human-algorithm relationship: A systematic literature review</i>	C	\$6995	2022	Code, J	
UBC Educ. Research Infrastructure Support Services	STEM 2020 Changing the Story Conference	C	\$8,250	2019	Petrina, S	Adler, D Anderson, D, Banack, H Code, J Milner-Bolotin, M Nashon, S Scott, S

Agency	Competition / Subject	C/NC*	\$	Year	PI	Co-I
UBC Educ. Research Infrastructure Support Services	ALIVE Research Lab Web and Database Research Full Stack Development	C	\$1,000	2019	Code, J	
SSHRC GRF / Internal UBC	Equipment support for SSHRC IDG ALIVE	C	\$12,450	2018	Code, J	
David F. Robitaille Endowment Research Awards	STEM 2020 Changing the Story Conference	C	\$11,000	2019	Petrina, S	Adler, D Anderson, D, Banack, H Code, J Milner-Bolotin, M Nashon, S Scott, S
David F. Robitaille Endowment Research Awards	Exploring STEM Education through Community Engagement: Case Studies across Maker Spaces, Communities, and Teacher Professional Learning	C	\$65,000	2019	Nicol, C	Anderson, A Anderson, D Hartley B Code, J Gerofsky, S Milner-Bolotin, M Nashon, S Petrina, S Scott, S Tan, M
Hampton New Faculty Grant	Unbundled Learning: Agency in Online Social Learning Networks for Education and Support – A Pilot Project with Heart Failure Patients	C	\$10,000	2018	Code, J	
UBC / Faculty of Education	Doctoral Recruitment Award (DRA) Annual value: \$30,000 stipend + tuition/year for 4 years	C	\$140,000	2017	Code, J	
<i>Internal Grants at UVic</i>						
UVic / ORS	Travel Grant	NC	\$1,000	2016	Code, J	
UVic / TIL	Technology Integrated Learning Grant	C	\$10,000	2015 – 2016	Code, J	Zap, N
UVic / LTC	Learning Without Borders Grant	C	\$7,000	2013 – 2014	Code, J	Irvine, V
UVic / University Systems	Educational Technology Faculty Fellow	NC	\$7,500	2013	Code, J	
UVic / Education	Constructivist Education Research Network (CER-Net)	C	\$10,000	2013	Code, J	
UVic / LTC, University Systems	Gamifying the Classroom	NC	\$5,000	2013	Leach, D	Code, J Bebbington, T
UVic / LTC, University Systems	TIE Talks Colloquium/Public Lecture Series	NC	\$4,000	2012	Irvine, V	Code, J
UVic / Education	SSHRC 4A Dean's Grant	NC	\$2,500	2012	Code, J	

Agency	Competition / Subject	C/NC*	\$	Year	PI	Co-I
UVic / ORS	Travel Grant	NC	\$1,350	2011	Code, J	
UVic / VPAC	Start-up Grant	NC	\$25,000	2011	Code, J	
UVic / ORS	Travel Grant	NC	\$1,000	2016	Code, J	

*Grants were obtained competitively (C) or non-competitively (NC)

Grants Currently Under Review

Agency	Competition / Subject	C/NC*	\$	Year	PI	Co-I
MSFHR	MSFHR Reach / : <i>Open Heart to Open House: Experiencing the Bruce McManus Cardiovascular Biobank</i>	C	\$15,000	2023-2024	Wang, Y	Code, J

*Grants under development are competitive (C) or non-competitive (NC) ¹PI: Principal Investigator, NPA: Nominated Principal Applicant, PA: Principal Applicant ²Co-I: Co-Investigator, Co-Applicant

Grants Under Development

Agency	Competition / Subject	C/NC*	\$	Year	PI	Co-I

*Grants under develop are competitive (C) or non-competitive (NC) ¹ NPA = nominated principal applicant; ² PA = principal applicant

(c) Research or equivalent contracts

(d) Invited Presentations

Note: Names of graduate students and post-docs are underlined.

Presentations

- Forde, K., Moylan, R., & **Code, J.** (2022, August). *Digital tattoos and privacy* [Invited presentation]. Science World STEAM Days of Summer, Vancouver, BC.
- Moylan, R., **Code, J.**, & Forde, K. (2022, August). *Learner agency and algorithm literacy* [Invited presentation]. Science World STEAM Days of Summer, Vancouver, BC.
- Code, J.** (2022, March). *Pandemic transformed pedagogy* [Invited presentation]. EdTech Talk, Vancouver, BC. (FA)
- Ralph, R., Forde, K., & **Code, J.** (2020, October). *Pandemic designs for the future: Perspectives of technology education teachers during COVID-19* [Invited presentation]. Association for Information Science and Technology (ASIS&T) Annual Meeting, Hong Kong. (CA)
- Code, J.**, Ralph, R. & Forde, K. (2020, October). *Pandemic designs for the future: Perspectives of technology education teachers during COVID-19* [Invited presentation]. BCTEA Annual Conference, Vancouver, BC. (FA)

6. Virani, S., & **Code, J.** (2018, May). *What patient advocacy means in 2018* [Invited presentation]. Heart Failure Update, Canadian Heart Failure Society, Toronto, ON.
7. **Code, J.** (2017, May). *The who, what, why & how of advocacy for heart failure patients* [Invited presentation]. Heart Failure Update, Canadian Heart Failure Society, Toronto, ON.
8. **Code, J.** (2015, December). *It's a Wonderful Life: Cardiac Christmas Rounds* [Invited presentation]. University of British Columbia Division of Cardiology, Vancouver, BC. (FA)
9. Todd-Whiting, R., Tolentino, A. & **Code, J.** (2015, September). *Opening doors: Embracing family-centred care in a cardiac surgery intensive care unit* [Invited presentation]. In A. Kaan (Chair), Heart Centre Nursing Rounds, Providence Health Care, Vancouver, BC. (SA)
10. **Code, J.** (2015, September). *My journey to heart transplant* [Invited presentation]. WomenHeart Support Group, Royal Jubilee Hospital, Victoria, BC. (FA)
11. **Code, J.** (2015, September). *My transplant story* [Invited presentation]. BC Transplant Society, Vancouver, BC. (FA)
12. Coady, Y., **Code, J.**, Ravelli, B., & Yoon, J. (2015, August). *Dynamic learning: Effective technology and learning in the classroom (face to face, online and blended)* [Invited presentation]. In J. Aragon (Chair), Technology Integrated Learning Session. Panel at the New Faculty & Librarian Orientation, University of Victoria, Victoria, British Columbia, Canada. (SA)
13. **Code, J.** (2015, August). *My journey to heart transplant* [Invited presentation]. Service BC, Ministry of Technology, Innovation & Citizen's Services, Victoria, BC. (FA)
14. **Code, J.** (2014, June). *Heart failure to Harvard* [Invited presentation]. The Heart Centre Cardiac Nurse Education Day, University of British Columbia, Vancouver, BC. (FA)
15. **Code, J.** & Irvine, V. (2012, January). *Teaching and learning with technology* [Invited presentation]. Inspiration Series: New Ways of Teaching and Learning, BC Ministry of Education, Victoria, BC.
16. **Code, J.** & Irvine, V. (2011, November). *21st-century teaching, learning and assessment* [Invited presentation]. Inspiration Series: New Ways of Teaching and Learning, BC Ministry of Education, Victoria, BC.
17. Clarke-Midura, J., Mayrath, M., **Code, J.**, Dede, C. & Kane, L. (2010, June). *Exploring the potential of immersive virtual environments for summative assessments* [Invited presentation]. Institute for Education Sciences (IES) Research Conference, National Harbor, MD. (CA)

(e) Other Presentations

Peer-Reviewed Conference Papers, Presentations & Posters

i) International

1. Mamataz, T., Lee, D., Turk-Adawi, K., Hajaj, A.M., **Code, J.**, Grace, S.L. (2023, May 8). Factors affecting healthcare provider referral to Heart Function clinics: A mixed-method study. *International Conference on Aging, Innovation and Rehabilitation (ICAIR)*. Toronto, ON.

2. **Code, J., Forde, K., Moylan, R., & Ralph, R.** (2023, May 4). The impact of pandemic transformed pedagogy on technology educators: A mixed methods study. *American Educational Research Association Annual Conference*. (FA)
3. **Code, J., Forde, K., Ralph, R., Zap, N., Mehta, A., Chang, C., Wei, Z., Hu, L., Wang, S., & Wu, B.** (2023, May 4). *Assessment for learning in immersive virtual environments: An evidence-centred game design*. American Educational Research Association Annual Conference. (FA)
4. **Alkhamash, L., Lo, E., Tian, D., Dixit, I., Jeon, S., Lin, T., Shao, A., Liu, E., Zhang, S., Li, J., Kvaale, A., Sidharth, A., Pennefather, P., Palombo, D., Code, J., and Krebs, C.** (2023, March 25). Comparing the student journey in physical and virtual anatomy labs. *American Association for Anatomy Annual Conference*. (CA)
5. **Ross, E., Sakakibara, B., Mackay, M., Whitehurst, D., Singer, J., Toma, M., Corbett, K., Rutherford, K., Gheorghiu, B., Code, J., & Lear, S.** (2020, May). *User experiences with a pilot text messaging intervention aimed to support patients with acute coronary syndrome after discharge* [Poster presentation]. International Behavioral Trials Network (IBTN) Global 2020 Conference, Montreal, Canada. <https://www.ibtnetwork.org/conference/posters/ross/> (CA)
6. **Code, J.** (2012, April). *Agency as a mediator of academic achievement* [Paper presentation]. American Educational Research Association Annual Meeting, Vancouver, Canada. (FA)
7. **Irvine, V., Hermanson, D., & Code, J.** (2012, April). *Evaluation of web presence in K12 education* [Paper presentation]. American Educational Research Association Annual Meeting, Vancouver, Canada. (CA)
8. **Clarke-Midura, J., Code, J., Zap, N., & Dede, C.** (2011, Sept). *Exploring the utility of a virtual performance assessment* [Paper presentation]. Society for Research on Educational Effectiveness (SREE): Building and Education Science: Improving Mathematics and Science for all Students Conference, Washington, DC. (SA)
9. **Code, J., Clarke-Midura, J., Mayrath, M., & Dede, C.** (2011, April). *Student perceptions of the assessment utility of immersive virtual environments* [Paper presentation]. American Educational Research Association Annual Meeting, New Orleans, LA. (FA)
10. **Clarke-Midura, J., Code, J., Mayrath, M., & Dede, C.** (2011, April). *Using evidence-centred design to develop immersive virtual assessments* [Paper presentation]. American Educational Research Association Annual Meeting, New Orleans, LA. (SA)
11. **Clarke-Midura, J., Code, J., Mayrath, M., & Dede, C.** (2011, April). *Exploring inquiry processes in immersive virtual environments* [Paper presentation]. American Educational Research Association Annual Meeting, New Orleans, LA. (SA)
12. **Mayrath, M., Clarke-Midura, J., Dede, C. & Code, J.** (2011, April). *A framework for designing assessment activities for virtual worlds* [Paper presentation]. American Educational Research Association Annual Meeting New Orleans, LA. (CA)

13. Clarke-Midura, J., **Code, J.**, & Dede, C. (2011, April). *Measuring students' scientific inquiry processes and skills with immersive performance assessments* [Paper presentation]. National Association of Research on Science Teaching Annual Meeting, Orlando, FL. (SA)
14. Clarke-Midura, J., **Code, J.**, & Dede, C. (2011, April). *Assessment 2.0: Rethinking how we assess science inquiry with technology-based assessments* [Paper presentation]. National Science Teachers Association 2011 Annual Conference, San Francisco, CA. (SA)
15. **Code, J.**, Clarke-Midura, J., & Dede, C. (2011, April). *Assessing authentic science inquiry in immersive virtual worlds* [Paper presentation]. Cyberlearning Tools for STEM Education Conference, Berkeley, CA. (FA)
16. **Code, J.** (2009, April). *Validating the epistemic belief inventory using item response theory* [Paper presentation]. American Educational Research Association Annual Meeting San Diego, CA. (FA)
17. Nesbit, J. C., Winne, P. H., Zhou, M., Xu, Y., **Code, J.**, & Weatherby, M. (2007, August). *Technology-based assessments of learning strategies and self-regulation of learning* [Paper presentation]. European Association for Research on Learning and Instruction Biennial Conference, Budapest, Hungary. (CA)
18. **Code, J.**, Nesbit, J. C., Adesope, O., & Zhou, M. (2007, April). *The role of agency in self- and other-regulation* [Paper presentation]. American Educational Research Association Annual Meeting Chicago, IL. (FA)
19. Leacock, T., **Code, J.**, & Weatherby, M. (2007, April). *Usability in self-regulated learning software* [Paper presentation]. American Educational Research Association Annual Meeting Chicago, Chicago, IL. (SA)
20. Weatherby, M., **Code, J.**, Nesbit, J. C., & Winne, P. H. (2007, April). *Learning argumentation with cognitive tools* [Paper presentation]. American Educational Research Association Annual Meeting Chicago, IL. (SA)

ii) National

1. **Code, J.**, Forde, K., Ralph, R., Zap, N., Mehta, A., Chang, C., Wei, Z., Hu, L., Wang, S. & Wu, B. (2023, May). Evidence-centred game design in assessment for learning in immersive virtual environments. *Canadian Society for the Study of Education Annual Conference*. Toronto, Canada. (FA)
2. **Code, J.**, Forde, K., Moylan, R., & Ralph, R. (2023, May). Head, heart and hands: A multilevel mixed methods study. *Canadian Society for the Study of Education Annual Conference*. Toronto, Canada. (FA)
3. Dosanjh, A., Bains, M., **Code, J.**, Virani, S., & Turgeon, R., (2021, October). *Patient educational needs and treatment preferences for heart failure medications* [Poster presentation]. Canadian Cardiovascular Congress, Quebec City, Canada. (CA)
4. **Code, J.** (2019, June). *Design and validation of the agency for learning questionnaire across multiple contexts* [Paper presentation]. *Canadian Society for the Study of Education Annual Meeting* Vancouver, Canada. (FA)

5. Ross, E., Sakaibara, D., Mackay, M., Toma, M., Whitehurst, D., Van Spall, H., Rutherford, K., Jung, L., Gheorgiu, B., Hagan-Johnson, A., **Code, J.**, Iannone, I., & Lear, S. (2016, June). *The use of text messaging to improve the hospital community transition and prevent readmission in patients with cardiovascular disease (Txt2Prevent) - Study protocol* [Poster presentation]. Canadian Student Health Research Forum 2016, Winnipeg, MB. (CA)
6. Ross, E., Sakaibara, D., Mackay, M., Toma, M., Whitehurst, D., Van Spall, H., Rutherford, K., Jung, L., Gheorgiu, B., Hagan-Johnson, A., **Code, J.**, Iannone, I., & Lear, S. (2016, February). *The development of a text messaging intervention to improve the hospital-community transition in patients with cardiovascular disease* [Poster presentation]. Heart + Lung Fest 2016, Institute for Heart + Lung Health, Vancouver, BC. (CA)
7. **Code, J.** (2013, June). *Agency as a mediator of academic achievement* [Paper presentation]. Canadian Society for the Study of Education Annual Meeting Victoria, Canada. (FA)
8. Alabi, H. & **Code, J.** (2013, June). *Visualizing learning analytics: A roadmap for student success* [Paper presentation]. Canadian Society for the Study of Education Annual Meeting Victoria, Canada. (SA)
9. **Code, J.** (2008, May). *Assessing agency as an emerging property of will, skill, and action* [Paper presentation]. Canadian Society for the Study of Education 2008 Annual Meeting Vancouver, Canada. (FA)
10. **Code, J.** & Zaparyniuk, N. (2008, May). *Agency emergence in online social networks* [Paper presentation]. Canadian Society for the Study of Education 2008 Annual Meeting Vancouver, Canada. (FA)
11. Zaparyniuk, N., & **Code, J.** (2008, May). *Video games as a tool for self-regulated learning* [Paper presentation]. Canadian Society for the Study of Education 2008 Annual Meeting Vancouver, Canada. (SA)

Non-Refereed Conference Presentations

i) National

1. **Code, J.** (2015, October). *At the heart of flexible learning* [Conference session]. Canada's Collaboration for Online Higher Education and Research (COHERE) Annual Conference, Victoria, BC. (FA)
2. **Code, J.**, & McGrath, J. (2002, November). *Developing faculty technology centres for learning and exploration* [Conference session]. Hybrid Learning: Keys to Instructor and Student Success, Edmonton, Alberta, Canada. (FA)
3. Stewart, V., & **Code, J.** (2002, June). *Workshops that work!* [Conference session]. International Conference on Distance Education & the Canadian Association of Distance Education, Calgary, Alberta, Canada. (CA)

ii) Provincial

1. Stokes, P., **Code, J.**, Lamberson, M. & Atkinson, F. (2013, May). *Learning technology ecosystem thinking: Broader than a learning management system alone* [Conference session]. BCNET-HPCS Annual Conference, Vancouver, Canada. (CA)

2. **Code, J.** (2013, March). *Virtual performance assessments* [Conference session]. Games Without Frontiers, Ideafest 2013. University of Victoria, Victoria, BC. (FA)
3. Irvine, V. & **Code, J.** (2012, May). *The 21st-century university: Implications and benefits of choice of learner access and openness* [Conference session]. BCNET-HPCS Annual Conference, Vancouver, Canada. (CA)
4. **Code, J.** (2011, November). *Games for learning* [Conference session]. Fresh Minds Symposium, University of Victoria, Victoria, BC. (FA)
5. **Code, J.** (2011, October). *Games for teaching, learning & assessment* [Conference session]. Moving Beyond the Curriculum: Learning for a New Generation. University of Victoria Education Students Association Fall Conference Victoria, BC. (FA)
6. **Code, J.,** & Veugelers, E. (2005, June). *Sky captain and the world of tomorrow: Piloting WebCT Campus Edition 6* [Conference session]. Interface 2005 Conference, Edmonton, Alberta, Canada. (FA)
7. **Code, J.** (2003, October). *Ebox: Faculty centers for technology exploration, experimentation and exchange* [Conference session]. Netspeed 2003, Edmonton, Alberta Canada. (FA)
8. Stewart, V., & **Code, J.** (2002, May). *Preparing faculty for online instruction* [Conference session]. Alberta Colleges and Institutes Association (ACIFA) Conference Edmonton, Alberta, Canada. (CA)

(f) Other

(g) Conference Participation (Organizer, Keynote Speaker, Chair)

Keynotes

1. **Code, J.** (2022, August). *Scientific communication, patient-oriented research, and knowledge mobilization* [Peter Pare Lectureship]. In Heart-Lung Institute Research Day, Vancouver, BC.
2. **Code, J.** (2021, March). *MAKING a career: How the pandemic has changed STEM education and the jobs of tomorrow* [Keynote]. In STEM Enrichment Youth and Education for All Foundation's World STEM Conference, Online.
3. **Code, J.** & Pike, R. (2017, October). *The lived experience of cardiovascular nursing: A patient's perspective* [Keynote]. In Canadian Council for Cardiovascular Nurses Fall Conference, Vancouver, BC.
4. **Code, J.** (2017, June). *A patient's voice* [Keynote]. In M. Toma, K. Ramanathan & H. Nazzari (Chairs), UBC Heart Failure Symposium, Vancouver, BC.
5. Catlin, B. & **Code, J.** (2017, May). *The evolution of BC's provincial heart failure strategy: It's influence on clinical practice and patient care* [Keynote]. In Canadian Council for Cardiovascular Nurses Spring Conference, Victoria, BC.

Plenaries & Panels

1. **Code, J.** (2023, April 28). *Meaningful patient engagement in research*. Canadian Women's Heart Health Summit, Vancouver, BC.
2. **Code, J.** (2021, December). *Educating through the lived experience of guideline-directed medical therapy* [Plenary]. In N. Hartshorne-Evans & I. Pina (Chairs), *New HFrEF guidelines... so what? Is HFrEF therapy becoming too complicated, too expensive?* Invited plenary at the 18th Global CVCT Forum, Washington, DC, USA.
3. Andersson, T., Bat, S., **Code, J.**, Desvigne-Nickens, P., Ferreira, J., et al., (2021, December). *How implementation of HFrEF therapy may be made simpler and affordable?* [Panel]. In N. Hartshorne-Evans & I. Pina (Chairs), *New HFrEF guidelines... so what? Is HFrEF therapy becoming too complicated, too expensive?* Invited Panel at the 18th Global CVCT Forum, Washington, DC, USA.
4. **Code, J.** (2021, December). *Implementation science and quality evidence from the lived experience* [Plenary]. In G. C. Fonarow & C. O'Connor (Chairs), *Should not the future of HFrEF trials rather be implementation trials?* Invited plenary at the 18th Global CVCT Forum, Washington, DC, USA.
5. Andersson, T., **Code, J.**, Desvigne-Nickens, P., Ferreira, J., Fonarow, G., et al. (2021, December). *Moving towards heart failure therapy implementation strategies trials* [Panel]. In G. C. Fonarow & C. O'Connor (Chairs), *Should not the future of HFrEF trials rather be implementation trials?* Invited Panel at the 18th Global CVCT Forum, Washington, DC, USA.
6. **Code, J.** (2021, December). *Setting the stage for the lived experience in clinical trial research*. [Plenary]. In **J. Code** & R. Martinez (Chairs), *Patient voice in clinical trials – Going beyond lip service*. Invited plenary at the 18th Global CVCT, Washington, DC, USA.
7. Adams, B., Alikhaani, J., Alikhaani, S., Chauhan, C., **Code, J.**, et al. (2021, December). *The CVCT Forum Multi-Stakeholder Moderated Debate*. [Panel, listed alphabetically]. In **J. Code** & R. Martinez (Chairs), *Patient voice in clinical trials – Going beyond lip service*. Invited Panel at the 18th Global CVCT, Washington, DC, USA.
8. **Code, J.** (2021, August). *Patient agency in practice*. In A. Schnitzbauer & R. Thuraishingham (Chairs), *A 360-degree view of risk* [Plenary]. ESOT, Milan, Italy. <https://www.esotcongress.org/>
9. **Code, J.** (2021, August). *An education of [real] survival analysis – Learning it's about life, not failure*. In A. Forsberg & T. Berney (Chairs), *The end of Kaplan-Meier: New endpoints in transplantation* [Plenary]. ESOT, Milan, Italy. <https://www.esotcongress.org/>
10. **Code, J.**, Demers, C., Fogg, G., & Gragossian, A. (2021, April). *Rehab, nutrition, medications, apps for HF care for clinicians and patients* [Panel]. Heart Failure and Rhythm Summit 2021, McMaster University, Canada.
11. **Code, J.** (2020, June). *Democratization of heart failure: Connecting voices from Canada's other pandemic* [Plenary]. In H. Ross (Chair), EMPOWER-HF Virtual Roundtable, Toronto, ON.
12. **Code, J.** & Sloan, J. (2019, December). *How to report and critique major trials in cardiology from a statistical perspective, including recent statistical advances – Patient viewpoints* [Plenary]. In S. Pocock & J. Gregson (Chairs), CVCT Masterclass. Invited Panel at the 16th Global Cardiovascular Clinical Trialists Forum (CVCT), Washington, DC, USA.

13. **Code, J.** & Gunther, P. (2019, December). *The role of mental health studies in cardiovascular trials* [Plenary]. In C. Chauhan & D. Janssen (Chairs), *Empowering patients to be active participants in clinical trials*. Invited Panel at the 16th Global Cardiovascular Clinical Trialists Forum (CVCT), Washington, DC, USA.
14. **Code, J.** & Verbakel, M. (2019, December). *Patient-reported outcomes: Why CV prevention trials are critical for patients* [Plenary]. In B. Pitt & H. Ventura (Chairs), *Diet, hypertension and CV prevention trials*. Invited Panel at the 16th Global Cardiovascular Clinical Trialists Forum (CVCT), Washington, DC, USA.
15. **Code, J.** & Ross, H. (2019, October). *The heart failure continuum and the lived experience: Perspectives from diagnosis through transplant and beyond* [Conference session]. Canadian Cardiovascular Congress, Montreal, QUE. <https://www.eventscribe.com/2019/CCS/>
16. **Code, J.** et al. (2019, October). *Shifting the research to action paradigm: The complex connections among cardiovascular disease, stroke and vascular cognitive impairment* [Panel]. Invited Panel at the Heart and Stroke Foundation Spotlight Session at the Canadian Cardiovascular Congress, Montreal, QUE.
17. **Code, J.** (2019, September). *Unbundled learning with heart failure* [Plenary]. In R. Starling and S. Zieroth (Chairs), *Barriers to implementation of new therapies*. Invited Panel at the Heart Failure Society of America Annual Meeting, Philadelphia, PA, USA.
18. **Code, J.** (2019, March). Patient-led advocacy to support health system transformation and improved heart failure care [Plenary]. In A. Krahn, J. Pineiro & P. Torres (Chairs), *Heart failure advocacy and international perspectives*. Invited symposium at the American College of Cardiology Annual Meeting (ACC.19), New Orleans, LA, USA.
19. Ahmed, C., Chauhan, C., **Code, J.**, Dahlgren, K., Jefferson, N. et al. (2018, December). *CV Trial-related questions patients want answered* [Panel, listed alphabetically]. In C. Chauhan & A. Lenselink (Chairs), Invited Panel at the 15th Global Cardiovascular Clinical Trialists Forum (CVCT), Washington, DC, USA.
20. Abraham, W., Alonso, A., **Code, J.**, Clagget, B., Cowie, M., Januzzi, J., Rapezzi, C., & Zeiher, A. (2018, December). *Ongoing heart failure trials: Looking into the crystal ball* [Panel, listed alphabetically]. In C. Felker & C. O'Connor (Chairs), Invited Panel at the 15th Global Cardiovascular Clinical Trialists Forum (CVCT), Washington, DC, USA.
21. **Code J.** & Virani, S. (2017, October). *Heart failure advocacy: Engaging in a three-pronged approach to healthcare transformation from a patient, provider, and systems perspective* [Plenary]. Canadian Cardiovascular Society Public Policy Plenary Session at Canadian Cardiovascular Congress, Vancouver, BC.
22. **Code, J.**, Penner, B. & Kearly, S. (2016, November). *Are we meeting the health care needs of Canadians?* [Plenary] In S. Mahoney (Chair), 2016 Infoway Partnership Conference, Toronto, ON.
23. Chan, A., **Code, J.**, Miles, R. & Ridout, B. (2016, November). *Engaging in change: The power of storytelling to inspire action* [Plenary]. BC Health Leadership Conference, Canadian College of Health Leaders, Vancouver, BC.

24. **Code, J.**, Ezekowitz, J., Giannetti, N., & Howlett, J. (2016, October). *(Re)defining success in heart-failure management in Canada: Improving outcomes along the patient journey* [Plenary]. In P. Liu (Chair), Canadian Cardiovascular Congress, Montreal, QUE.
25. Ackenhausen, M., Brown, S., **Code, J.**, & Seckel, A., et al. (2016, February). *Opening plenary panel* [Plenary]. Joint Clinical Committee Showcase, 5th Annual Quality Forum; BC Patient Safety & Quality Council, Vancouver, BC.
26. Cheema, G., **Code, J.**, Ganesan, S., Hanson, J., Kisch, I., Law, J., & Root, M. (2015, November). *Get connected to better your health* [Plenary]. In K. Ho (Chair), Canada Health Infoway eHealth and Innovative Technology Showcase (eHITS), Vancouver, BC.

Organizer & Chair

1. Anderson, D., Milner-Bolotin, M., Nashon, S., **Code, J.**, Nicol, C., Petrina, S., Banack, H., Scott, S., Santos, R & Snyder, L. (2021, July). *The 6th International STEM in Education Conference (STEM 2021)* [Organizers]. University of British Columbia, Vancouver, BC.
2. **Code, J.** & Bains, M. (2022, May). *E3: Engage, Educate and Empower HeartLife Education Virtual Conference* [Organizers]. Vancouver, BC.
3. **Code, J.** & Bains, M. (2021, May). *E3: Engage, Educate and Empower HeartLife Education Virtual Conference* [Organizers]. Vancouver, BC.
4. Bains, M. & **Code, J.** (2021, May). *Patient and family carers education day* [Chairs]. Heart Failure Update 2021, Toronto, ON.
5. **Code, J.** & Bains, M. (2020, May). *Patient and family carers education day* [Chairs]. Heart Failure Update 2020, Toronto, ON.
6. **Code, J.** & Ross, H. (2019, October). The heart failure continuum and the lived experience: Perspectives from diagnosis through transplant and beyond [Chairs]. Canadian Cardiovascular Congress, Montreal, QUE.
7. **Code, J.** & Bains, M. (2019, May). *Patient and family carer round table* [Chairs]. Heart Failure Update 2019, Montreal, QUE.
8. Ostrovsky, A. & Miscavage, G. (2015, December). *Re-designing patient-centred care through digital health technology*. In **J. Code** (Chair), Institute for Healthcare Improvement National Forum on Quality Improvement in Healthcare, Orlando, Florida, USA.
9. Lawrence, A., Davis, C. & Scholtz, R. (2015, December). *Patient voice in quality: Beyond advisory councils*. In **J. Code** (Chair), Institute for Healthcare Improvement National Forum on Quality Improvement in Healthcare, Orlando, Florida, USA.

10. SERVICE TO THE UNIVERSITY

(a) *Areas of special interest and accomplishments (150 words)*

I am an active member of the Department and Faculty. I have served the Department on DSPC, GAC, and the UAC. I am the MTSE Undergraduate Area Coordinator and work closely with the TEO. I sit on the Technology Teacher Education Program Advisory Committee for BCIT, where our ADST teacher candidates complete the first three years of their program. At the University level, I recently served on the NSERC CREATE Internal Selection Committee for the VPRI.

In 2021 I served as a reviewer for the SSHRC Insight Grant competition and was a committee member of the CIHR SPOR Knowledge Translation competition. In addition to my service to the academic community, I became a public health advocate. I co-founded the heart failure charity, the HeartLife Foundation, through which I have been recognized with national and international awards (see Section 13).

(b) *Memberships on committees, including offices held and dates*

Standing Committees (Faculty / University Level)

<i>Office Held</i>	<i>Committee</i>	<i>Dates</i>
Member	Digital UBC – Academic Advisory Committee https://cio.ubc.ca/about-ocio/digital-ubc	2021 – present
<i>Standing Committees at UVic</i>		
Faculty of Education Representative	Teaching Learning and Technology Campus Advisory Committee	2015 – 2017
Member-at-Large	CanAssist Academic Steering Committee	2013 – 2017
Member	Technology & Society Minor Undergraduate Program Committee	2012 – 2017
Member	Online Academic Community Steering Committee	2012 – 2014

Ad-hoc Committees (Faculty / University Level)

Office Held	Committee	Dates
Member	Faculty of Education TLEF Committee	2022 – present
Member	Faculty of Education Graduate Scholarship Committee	2022 – present
Member	Business Education Lecturer Search Committee	2021 – present
Member	Killam Postdoctoral Research Fellowship Adjudication Committee	2021 – 2022
Member	NSERC CREATE Internal Selection Committee	2020 – 2022
Department Member	Associate Dean, Teacher Education Search Committee	2018
Department Member	Killam Faculty Teaching Prize and Sessional/Lecturer Teaching Prize Committee	2018
<i>Ad-hoc Committees at UVic</i>		
Department Member	Director, School of Exercise Science, Physical & Health Education Search Committee	2015
Member-at-Large	Academic Leadership Retreat Planning Committee, VPAC	2014

Office Held	Committee	Dates
Member	Director, Technology Integrated Learning Search Committee, VPAC	2013
Department Member	Associate Dean, Teacher Education Search Committee	2013
Faculty of Education Member	University of Victoria Internal Research Grants Adjudication Committee, ORS	2012
Member	Faculty of Education Retreat Planning Committee	2011 – 2012

Department Committees

Office Held	Committee	Dates
Member	Department Merit Committee	2022 – present
Member	Undergraduate Advisory Committee (UAC)	2017 – present
Co-Chair	Departmental Advisory Committee on Technology, Instruction and Communication (ACTIC)	2021 – 2022
Member	Departmental Advisory Committee on Technology, Instruction and Communication (ACTIC)	2020 – 2021
Member	Department Social Committee	2019 – 2022
Member	Departmental Standing Personnel Committee (DSPC)	2018 – 2019
Member	Graduate Awards Committee (GAC2)	2017 – 2018

Department Committees at UVic

Area Member	Math/Science Education MEd Graduate Cohort	2015
Area Member	Merit Committee	2012
Area Member	Graduate Advisory Committee	2011 – 2013
Member	Vancouver Island North Cohort Committee	2011 – 2012

(c) Other service

Role	Activity	Dates
Area Coordinator	Business Education	2022 – present
Area Coordinator	Media & Technology Studies Education	2019 – present
Member	STEM2021 Conference Steering Committee	2018 – 2021

Other service at UVic

Member	Member, Disability Committee, University of Victoria Faculty Association	2016 – 2017
Department Liaison	University of Victoria Faculty Association	2016 – 2017
Undergraduate Advisor	Undergraduate Advisor, Educational Technology Department of Curriculum & Instruction	2015 – 2017
Member	EdTech Focus Group TLTC Educational Technology Services Review Working Group	2015
Member	Privacy Focus Group TLTC Educational Technology Services Review Working Group	2015
Report Writer	Faculty of Education, Elementary B.Ed. Post Degree Curriculum Re-design Mapping	2014

Role	Activity	Dates
Report Writer	Faculty of Education, Experiential Learning Mapping Project for VPAC	2014
Host	50th Anniversary Open House; TIE Lab Tour and Presentation	2013
Host	Alumni Open House; TIE Lab Tour and Presentation	2012
Delegate	Faculty of Education Delegation to China to re-establish a formal partnership with East China Normal University (ECNU)	2012
Host	A delegation from East China Normal University (ECNU), TIE Lab Tour and Presentation	2012
Member	Member, Disability Committee, University of Victoria Faculty Association	2016 – 2017

11. SERVICE TO THE COMMUNITY

(a) *Scholarly Societies (current)*

Organization	Office Held	Dates
American Educational Research Association (AERA)	Member	2005 – present
British Educational Research Association	Member	2022 – present
Canadian Association of Curriculum Studies (CACS)	Member	2022 – present
Science Education Research Group (SERG)		2022 – present
Canadian Game Studies Association (CGSA)	Member	2019 – present
Canadian Society for the Study of Education (CSSE)	Member	2005 – present
Canadian Association for Teacher Education (CATE)		2011 – present
Canadian Association for Educational Psychology (CAEP)		2005 – present
European Association for Research on Learning and Instruction	Member	2022 – present
International Society for the Learning Sciences (ISLS)	Member	2018 – present
International Technology and Engineering Educators Association (ITEEA)	Member	2020 – present
Council of Technology and Engineering Teacher Educators (CTETE)		2020 – present

(b) *Other Societies*

(c) *Scholarly Committees*

Organization	Office Held	Dates
International Society for the Learning Sciences (ISLS), Communication Committee	Member	2021 – present
International Society for the Learning Sciences (ISLS), Education Committee	Member	2021 – present

(d) *Other Committees (current)*

Organization	Office Held	Dates
<i>International</i>		

Global Heart Hub	Member, Heart Failure Patient Council	2018 – present
<i>National</i>		
Canadian Women's Heart Health Alliance	Member, Education and Training Committee	2022 – present
Health Canada	Member, Scientific Advisory Committee on Medical Devices Used in the Cardiovascular System (SAC-MDUCS)	2019 – present
Heart & Stroke Foundation	Member, Heart Failure Mission Critical Area (MCA) Heart Failure Committee	2017 – present
Heart & Stroke Foundation	Member, Women's Heart & Brain Health Research Steering Committee	2017 – present
<i>Provincial</i>		
BCIT	Technology Teacher Education Program Advisory Committee	2020 – present
Government of British Columbia	Public Beneficiary Representative, Medical Services Commission of BC	2016 – present
Cardiac Services BC, PHSA	Senior Patient Advisor, Provincial Health Services Authority, Cardiac Services Steering Committee	2016 – present

(e) *Editorships (list journal and dates)*

Journal	Role / Subject	Dates
Journal of Cardiac Failure	Editor / <i>Education and Knowledge Translation</i>	2020 – present
Frontiers in Education	Review Editor / <i>STEM Education</i>	2018 – present
Journal of Online Learning and Teaching	Co-Editor / <i>Special issue on Massive Open Online Courses</i> [Volume 9, Issue 2, 249 pp]	2012 – 2013

(f) *Reviewer (journal, agency, etc. including dates)**Grant Reviewer*

Agency	Subject / Committee	Dates
Canadian Institutes for Health Research	THINC Implementation Science Team Grants (6 grants)	2023
Social Sciences and Humanities Research Council	Insight Grant / Assessor (2 Grants)	2022
Canadian Institutes for Health Research	Knowledge Mobilization and Implementation Science / Committee Member (3 Grants)	2022
Social Sciences and Humanities Research Council	Education & Social Work / Insight Development Grants Selection Committee (430-5E) (17 grants)	2017
National Science Foundation (US)	Science Education / Research and Evaluation on Education in Science and Engineering (REESE) (2 Grants)	2011

Journal / Book Reviewer

Journal	Subject	Dates
Education Sciences	Learning science, educational technology (1-2 / year)	2021 – present
Educational Assessment	Learning science, educational assessment (1-2 / year)	2021 – present

British Journal of Educational Psychology	Learning science, educational psychology (1-2 / year)	2021 – present
Journal of Educational Computing Research	Education technology, learning science (2-3 / year)	2021 – present
Journal of the Information and Learning Sciences	Information science, learning science (2-3 / year)	2020 – present
Canadian Journal of Education	Education (1/year)	2019 – present
Computers & Human Behaviour	Educational technology; learning sciences (2-3 / year)	2007 – present
Computers & Education	Educational technology; learning sciences (2-3 / year)	2016 – present

(g) External / University Examiner (indicate universities and dates)

Student Name	Program Type	Date	Role	Department / Institution
Novin, Alamir	PhD	2023, June	University Examiner	iSchool / UBC
MacNeil, Kimberley	PhD	2023, April	University Examiner	ECPS / UBC
Sumner, Todd	PhD	2016, Sept	External Examiner	EdTech. / UAlberta
Symmons, Janet	MEd	2013, July	External Examiner	Curriculum / Brock U

(h) Consultant (indicate organization and dates)

(i) Other service to the community

Executive and Board Appointments

Organization	Office Held	Dates
HeartLife Foundation of Canada	Board Member	2016 – present
HeartLife Foundation of Canada	Co-Founder, President	2016 – present

Examining Committee Chair (indicate universities and dates)

Student Name	Program Type	Date	Role	Department / Institution
Jungen, Philip	MEd	2016, September	Chair	Curriculum / UVic
Smith, Vivian	PhD	2013, February	Chair	Interdisciplinary / UVic
Shortreed, David	MEd	2012, December	Chair	Curriculum / UVic

12. AWARDS AND DISTINCTIONS

(a) Awards for Teaching

Name of Award	Organization / Title	Date
Killam Teaching Prize	University of British Columbia	2022

(b) Awards for Scholarship

Name of Award	Organization / Title	Date
CMDO Award of Merit for an Outstanding Poster Presentation	International Behavioral Trials Network / <i>User experiences with a pilot text messaging intervention aimed to support patients with acute coronary syndrome after discharge</i>	2020
Outstanding Paper Award	EdMedia 2016 World Conference on Educational Media and Technology / <i>Open badges in online learning environments: Peer feedback as an engagement intervention for promoting agency</i>	2016
Outstanding Paper Award	EdMedia 2013 World Conference on Educational Media and Technology / <i>Assessment for learning, of learning and as learning in 3D immersive environments</i>	2013
Outstanding Paper Award	EdMedia 2011 World Conference on Educational Media and Technology / <i>Student perceptions of immersive virtual environments for the meaningful assessment of learning</i>	2011
Graduate Student Research Award	AERA Studying and Self-regulated Learning SIG / <i>Validating the epistemic belief inventory using item response theory</i>	2009

(c) *Awards for Service*

Name of Award	Organization / Title	Date
Effective Voice of the Year	World Heart Federation / <i>Effective Voice of the Year HeartLife Foundation – Canadian Heart Failure Patient & Caregiver Charter</i>	2022
Dr. Harold N. Segall Award of Merit	Canadian Cardiovascular Society <i>In recognition of a significant contribution to the prevention of cardiovascular disease or the promotion of cardiovascular health in Canadians</i>	2019
Outstanding Team Award	MacEwan University / eBOX Instructional Team	2004

(d) Other Awards**13. OTHER RELEVANT INFORMATION (Maximum One Page)*****Career Interruptions and Special Circumstances***

I have had two significant interruptions in my career. Diagnosed with heart failure in 2005, I had to receive a heart transplant in 2014. I was on extended medical leave from March 2014 until April 2016, when I returned on a gradual return to work-arrangement. In December 2017, my body rejected my first donor heart, and in January 2018, I underwent a second heart transplant. I was on medical leave from January to June 2018.

Community Engaged Scholarship and Education

Since arriving at UBC, I have enriched my scholarship by examining my journey and lived experience (e.g., Code, 2019, 2022) – aligning it with my ongoing scholarship in agency (e.g., Code, 2020), learning technology (e.g., Code & Zap, 2017) and technology education (Code et al., 2020, 2022). This alignment has resulted in a comprehensive research program with a breadth and depth of impact across education, public health, and medicine. Within ADST and STEM education, I am uniquely positioned as a teacher educator and educational researcher with the standards for technological and engineering literacy (ITEEA, 2020) that extend STEM and technology education at the secondary level to include medical and health-related technologies (MHRT), an area not currently implemented in secondary school curricula. With all of this combined, my renewed scholarship focus at UBC has resulted in a noteworthy increase in productivity.

The proposition that anchors my scholarship – that *learners-as-agents use technology to influence their learning* – through my lived experience, I have a renewed perspective on the potential impact of my work. I now extend the notion of learning, from students in schools to learning in communities and beyond the academy. I am involved in several research projects in public health and medical education. I am particularly interested in researching patients-as-agents, identifying and highlighting specific educational needs meant to improve the transition from hospital to home, empower patient self-management of chronic disease, and illustrate how technology can be used to democratise knowledge about disease conditions. “The use of text messaging to improve the hospital-to-community transition in acute coronary syndrome patients (Txt2Prevent)” was the first project I was involved in published in the *Journal of Medical Internet Research Protocols* (Ross et al., 2017, 2021). I followed this up by engaging in a call to action to clinicians on “The need for heart failure advocacy in Canada” for the *Canadian Journal of Cardiology* (CJC; Virani et al., 2017). I have since undertaken research projects such as “The heart failure state of mind: An informal survey of Canadians with lived experience and the importance of considering cognitive impairment” for the *Canadian Journal of Cardiology* (CJC; Code, Bains & Virani, 2019), “Social media in heart failure: A mixed-methods systematic review” appearing in *Current Cardiology Reviews* (Pellegrini et al., 2020a) and the *Journal of American College of Cardiology* (JACC; Pellegrini et al., 2020b), and “Automated digital counselling with social network support” for *BMJ Open* (Peiris et al., 2022).

HeartLife Foundation of Canada

In addition to my academic scholarship, I became a public health advocate following my diagnosis of heart failure, subsequent surgeries, and two heart transplants. In 2016, I co-founded the HeartLife Foundation, the first and only heart failure charity in Canada run by patients for patients whose mission is to engage, educate, and empower people living with heart failure. The HeartLife Foundation has patient members all across Canada. HeartLife is a strategic partner with the Canadian Cardiovascular Society, Canadian Heart Failure Society, the Heart and Stroke Foundation of Canada, the Global Heart Hub Alliance of Heart Patient Organizations, and the World Heart Federation. Along with HeartLife Foundation co-founders Marc Bains and Dr. Sean Virani (UBC), I received the Dr. Harold N. Segall Award of Merit from the Canadian Cardiovascular Society in 2019. This award recognised our significant contribution to the promotion and education of the cardiovascular health of Canadians. In 2022, HeartLife co-founders were further recognised with a World Heart Award from the World Heart Federation for *Effective Voice of the Year* for HeartLife’s *Canadian Heart*

Failure Patient & Caregiver Charter education campaign. The HeartLife Charter has been adopted by the Global Heart Hub, internationalised, and translated into 17 languages.



THE UNIVERSITY OF BRITISH COLUMBIA

Publications Record for Jillianne Code, PhD

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Google Scholar: <https://bit.ly/JillianneCode>

SURNAME: Code

FIRST NAME: Jillianne

INITIALS: JC

MIDDLE NAME(S): Reay

DATE: 07/16/23

Notes on Authorship: All authors on a publication have actively contributed to the manuscript; for mentoring work, the student is generally the first author; for peer collaborations, unless otherwise stated, authorship order is relative to the author's contribution. The names of **graduate students are underlined**. Citations use APA 7th Edition.

(FA) First Author – Conceptualized and led the study and wrote the bulk of the manuscript.

(SA) Senior Author – Conceptualized and led the study with the first author and jointly wrote the manuscript.

(CA) Contributing Author – Conducted the research with the first author and jointly wrote the manuscript.

Note: Articles in medical and health science journals are often shorter than social science journals; the number of pages included where necessary.

* In health sciences and medicine, peer-reviewed extended abstracts from high-impact scientific meetings are considered publications and often appear in journals. I have included these under 'Abstracts.' In addition, journal articles in health science tend to be restricted to the numbers of words / length. For these publications, I have indicated the page length and maximum allowable words from the respective Journal.

1. REFEREED PUBLICATIONS

(a) Journals

1. Moylan, R. & **Code, J.** (accepted). Algorithmic futures: An analysis of teacher professional digital competency frameworks. *Teachers and Teaching* [Special Issue]. <https://doi.org/10.35542/osf.io/z3fpc> (SA; Accepted July 11, 2023).
2. Butler, J., Petrie, M., Bains, M., Bawtinheimer, T., **Code, J.**, Levitch, T., Malvolti, E., Monteleone, P., Stevens, P., Vafeiadou, J., and Lam, C. (accepted). Challenges and opportunities for increasing patient involvement in heart failure self-care programs and self-care in the post-hospital discharge period. *Research Involvement and Engagement*, 9(23), 1-11. <https://doi.org/10.1186/s40900-023-00412-x> (CA)
3. Ralph, R., **Code, J.** & Petrina, S. (2023). Measuring theory of mind (ToM) with preschool-aged children: Storybooks and observations with iPads. *International Journal of Early Years Education*, 31(1), 251-268. <https://doi.org/10.1080/09669760.2019.1685468> (CA) [18 pages]

4. Joyce, E., Mcillvennan, C. K., Esquivel, J. H., Sauer, A. J., Correa, A., Blumer, V., Youmans, Q. R., Alvarez-Garcia, J., Chang, H., Overbey, J., Deych, E., Sinha, S. S., Morris, A., Defilippis, E. M., Reza, N., **Code, J.**, Hajduczuk, A. G., Fudim, M., Rollins, B., ... Lala, A. (2023). Participating in the peer review process: The Journal of Cardiac Failure Construct. *Journal of Cardiac Failure*, 29(2), 181–192. <https://doi.org/10.1016/j.cardfail.2022.11.007>
5. Lannon, H., **Code, J.**, Poole, J., Simpson, C. & Badh, V. (2023). Patient and caregiver perspectives of the connection between home and the transplant journey. *Heart and Lung*, 57, 265-270. <https://doi.org/10.1016/j.hrtlng.2022.10.008> (CA) [6 pages]
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7. **Code, J.** (2022). From patient to agent. *Journal of Cardiac Failure*, 28(7), 1230-1234. <https://doi.org/10.1016/j.cardfail.2022.04.007> (FA) [4 pages; Journal max words: 4000]
8. **Code, J.**, Ralph, R. & Forde, K. (2022). A disorienting dilemma: Teaching and learning in technology education during a time of crisis. *Canadian Journal of Science, Mathematics, and Technology Education*, 22(1), 170-189. <https://doi.org/10.1007/s42330-022-00191-9> (FA) [20 pages]
9. **Code, J.**, Zap, N. & Ralph, R. (2021). Academic success online: Mediating the effects of personality and self-efficacy in online learning. *International Journal on E-Learning* 20(4), 377-410. <https://www.learntechlib.org/p/212813/> (FA) [34 pages]
10. Ross, E., Sakakibara, B., Mackay, M., Whitehurst, D., Singer, J., Toma, M., Corbett, K., Rutherford, K., Gheorghiu, B., **Code, J.**, & Lear, S. (2021). The use of text messaging to improve the hospital-to-community transition in acute coronary syndrome patients (Txt2Prevent): Results from a pilot randomized controlled trial. *Journal of Medical Internet Research (JMIR) uHealth and mHealth*, 9(5), e24530. <https://doi.org/10.2196/24530> (CA) [17 pages]
11. Pellegrini, D., Eliya, Y., Gavert, A., **Code, J.**, & Van Spall, H. (2021). Social media in heart failure: A mixed-methods systematic review. *Current Cardiology Reviews* 17(2), 161-170. <https://doi.org/10.2174/1573403X15666191210143657> (CA) [10 pages]
12. **Code, J.**, Ralph, R. & Forde, K., (2020). Pandemic designs for the future: Perspectives of technology education teachers during COVID-19. *Information and Learning Science*, 121(5/6), 419-431. <https://doi.org/10.1108/ILS-04-2020-0112> (FA) [13 pages]
13. Roston, T., Bains, M., **Code, J.**, & Virani, S. (2020). Heart failure in the young: Patient perspective and the lived experience. *Canadian Journal of General Internal Medicine*, 15(1), 36-39. <https://doi.org/10.22374/cjgim.v15iSP1.418> (CA) [4 pages; Journal max words: 4000]
14. **Code, J.** (2020). Agency for learning: Intention, motivation, self-efficacy and self-regulation. *Frontiers in Education*, 5(19), 1-15. <https://doi.org/10.3389/educ.2020.00019> (FA) [15 pages + supplement]
15. Behan, C. M., Meldrum, J. T., Pinel, B., & **Code, J.** (2020). The binding force: A practical model for building and maintaining the coach-athlete relationship in Canadian intercollegiate team sport.

- International Journal of Contemporary Research and Review*, 11(05), 20205–20226.
<https://doi.org/10.15520/ijcrr.v11i05.807> (CA) [22 pages]
16. Behan, C. M., Meldrum, J. T., Pinel, B., & **Code, J.** (2020). Reciprocating coach-athlete relationship model (R-CARM): Trustworthiness for a useful tool. *International Journal of Contemporary Research and Review*, 11(5), 20227–20266. <https://doi.org/10.15520/ijcrr.v11i05.808> (CA) [41 pages]
 17. **Code, J.** (2019). I am the clinical trial. *Journal of the American College of Cardiology: Heart Failure*, 7(5), 439-441. <https://doi.org/10.1016/j.jchf.2018.12.019> (FA) [3 pages; Journal max words: 2000]
 18. Virani, S., Bains, M., **Code, J.**, Ducharme, A., Harkness, K., Howlett, J., Sussex, B., & Zieroth, S. (2017). The need for heart failure advocacy in Canada. *Canadian Journal of Cardiology*, 33(11), 1450-1454. <https://doi.org/10.1016/j.cjca.2017.08.024> (SA) [5 pages; Journal max words: 2000]
 19. **Code, J.** & Zap, N. (2017). Assessment in immersive virtual environments: Cases for learning, of learning, and as learning. *Journal of Interactive Learning Research*, 28(3), 235-248. <https://www.learntechlib.org/primary/p/172803/> (FA) [14 pages]
 20. Ross, E., Sakakibara, B., Mackay, M., Whitehurst, D., Singer, J., Toma, M., Corbett, K., Rutherford, K., Gheorghiu, B., **Code, J.**, & Lear, S. (2017). The use of text messaging to improve the hospital-to-community transition in acute coronary syndrome patients (Txt2Prevent): Intervention development and pilot randomized controlled trial protocol. *JMIR Research Protocols*, 6(5), 1-11. <https://doi.org/10.2196/resprot.6968> (CA) [11 pages]
 21. **Code, J.** & Hatzipanagos, S. (2016). Open badges in online learning environments: Peer feedback as an engagement intervention for promoting agency. *Journal of Educational Multimedia & Hypermedia*, 25(2), 126-142. <https://www.learntechlib.org/primary/p/173261/> (FA) [16 pages]
 22. **Code, J.**, Clarke-Midura, J., Zap, N. & Dede, C. (2013). The utility of using immersive virtual environments for the assessment of science inquiry learning. *Journal of Interactive Learning Research*, 24(4), 371-396. <https://www.learntechlib.org/primary/p/41534/> (FA) [26 pages]
 23. Elbert, J., **Code, J.** & Irvine, V. (2013). iPads on practicum: Perspective of a student-teacher. *The Arbutus Review*, 4(1), 1-18. <https://doi.org/10.18357/tar41201312703> (SA) [18 pages]
 24. Irvine, V., **Code, J.** & Richards, L. (2013). Re-aligning higher education for the 21st-century learner through multi-access learning [Special issue]. *Journal of Online Learning and Teaching*, 9(2), 172-186. https://jolt.merlot.org/vol9no2/irvine_0613.pdf (SA) [15 pages]
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 26. Hadwin, A. F., Nesbit, J. C., Jamieson-Noel, D., **Code, J.**, & Winne, P. H. (2007). Examining trace data to explore self-regulated learning. *Metacognition and Learning*, 2(2-3), 107-124. <https://doi.org/10.1007/s11409-007-9016-7> (CA) [18 pages]
 27. Nesbit, J. C., Winne, P. H., Jamieson-Noel, D., **Code, J.**, Zhou, M., MacAllister, K., et al. (2006). Using cognitive tools to investigate how study activities co-vary with achievement goals. *Journal of*

Educational Computing Research, 35(4), 339-358. <https://doi.org/10.2190/H3W1-8321-1260-1443> (CA) [20 pages]

28. Johnson, G. M., Howell, A. J., & **Code, J.** (2005). Online discussion and college student learning: Toward a model of influence. *Technology, Pedagogy, and Education*, 14(1), 61-75. <https://doi.org/10.1080/14759390500200193> (SA) [17 pages]

(b) Abstracts

1. Desmarais, O., Doucette, S., Desbiens, M., Nash, A., Ratz, J., Lannon, H., **Code, J.**, Bains, M., Ducharme, A., Virani, S. & Lindsay, M. P. (2023). An exploratory analysis of the experiences of women living with heart failure. *Canadian Journal of Cardiology*, 39(5), S3. <https://doi.org/10.1016/j.cjca.2023.02.027> (CA)*
2. Ross, E., Sakakibara, B., Mackay, M., Whitehurst, D., Singer, J., Toma, M., Corbett, K., Rutherford, K., Gheorghiu, B., **Code, J.**, & Lear, S. (2022). User experiences with a pilot text messaging intervention aimed to support patients with acute coronary syndrome after discharge, *Annals of Behavioral Medicine*, 56(5/6). (pp. 529). <https://doi.org/10.1093/abm/kaab058> (CA)*
3. Turgeon, R., Dosanjh, A., **Code, J.**, Bains, M., & Virani, S. (2021). Patient educational needs and treatment preferences for heart failure medications. *Canadian Journal of Cardiology*, 37(10), S63-S64. <https://doi.org/10.1016/j.cjca.2021.07.132> (CA)*
4. Pellegrini, D., Eliya, Y., Gavert, A., **Code, J.**, & Van Spall, H. (2020). Social media in heart failure: A mixed-methods systematic review. *Journal of American College of Cardiology*, 75(11), 3536. [https://doi.org/10.1016/S0735-1097\(20\)34163-2](https://doi.org/10.1016/S0735-1097(20)34163-2) (CA)*

(c) Proceedings

1. **Code, J.**, Forde, K., Petrina, S., Ralph, R., & Zhao, J. (2021). Designerly ways, means, and ends: From STEM to STEAM to STEAMD [Symposia]. In D. Anderson, M. Milner-Bolotin, R. Santos, & S. Petrina (Eds.), *Proceedings of the 6th International STEM in Education Conference (STEM 2021)*. (pp. 435-437). The University of British Columbia. <https://dx.doi.org/10.14288/1.0402129>
2. **Code, J.**, Forde, K., Ralph, R. & Zap, N. (2021). Assessment for learning in immersive and virtual environments – Evidence-centred game design in STEM. In D. Anderson, M. Milner-Bolotin, R. Santos, & S. Petrina (Eds.), *Proceedings of the 6th International STEM in Education Conference (STEM 2021)*. (pp. 459-465). The University of British Columbia. <https://dx.doi.org/10.14288/1.0402129>
3. **Code, J.** & Zap, N. (2019). A preliminary exploration of the effects of personality and self-efficacy for online learning in higher education. In J. Theo Bastien (Ed.), *Edmedia + Innovate Learning 2019* (pp. 1511-1517). AACE. (FA)
4. **Code, J.** & Hatzipanagos, S. (2016). Open badges in online learning environments: Peer feedback as an engagement intervention for promoting agency. In C. Fulford & G. Veletsianos et al. (Eds.), *World Conference on Educational Multimedia, Hypermedia and Telecommunications (EDMEDIA 2016)* (pp. 1332–1342). AACE. (FA)

5. Zap, N. & **Code, J.** (2016). Virtual and augmented reality as cognitive tools for learning. In C. Fulford & G. Veletsianos et al. (Eds.), *World Conference on Educational Multimedia, Hypermedia and Telecommunications (EDMEDIA 2016)* (pp. 1317–1324). AACE. (SA)
6. Leach, D., Laur, B., Bebbington, T., **Code, J.**, & Broome, D. (2014). Gamification for online engagement in higher education: A randomized controlled trial. In A. Ochsner et al. (Eds.), *Games Learning + Society Conference (GLS10)* (pp. 153-159). Madison, WI, USA. (CA)
7. **Code, J.** & Zap, N. (2013). Assessments for learning, of learning, and as learning in 3D immersive virtual environments. In J. Herrington et al. (Eds.), *World Conference on Educational Multimedia, Hypermedia and Telecommunications (EDMEDIA 2013)* (pp. 159-166). AACE. (FA)
8. Elbert, J., **Code, J.** & Irvine, V. (2013). Integrating iPads: Perspectives and possibilities in a high school ELA context. In J. Herrington et al. (Eds.), *World Conference on Educational Multimedia, Hypermedia and Telecommunications (EDMEDIA 2013)* (pp. 1739-1742). AACE (SA)
9. Alabi, H. & **Code, J.** (2013). Visualizing learning analytics: Designing a roadmap for student success. In J. Herrington et al. (Eds.), *World Conference on Educational Multimedia, Hypermedia and Telecommunications (EDMEDIA 2013)* (pp. 951-959). AACE. (SA)
10. Irvine, V., Lee, M., **Code, J.** & Richards, L. (2013). Multi-access learning: Increasing flexibility and choice for on-campus and remote students. In J. Herrington et al. (Eds.), *World Conference on Educational Multimedia, Hypermedia and Telecommunications (EDMEDIA 2013)* (pp. 840-845). AACE. (CA)
11. **Code, J.**, Clarke-Midura, J., Zap, N. & Dede, C. (2011). Student perceptions of immersive virtual environments for the meaningful assessment of learning. In T. Bastien & M. Ebner (Eds.), *World Conference on Educational Multimedia, Hypermedia and Telecommunications (EDMEDIA 2011)* (pp. 358-367). AACE. (FA)
12. Zap, N. & **Code, J.** (2011). Education in the third dimension: 3D stereoscopies as a cognitive tool for learning. In T. Bastien & M. Ebner (Eds.), *World Conference on Educational Multimedia, Hypermedia and Telecommunications (EDMEDIA 2011)* (pp. 3718-3727). AACE. (SA)
13. Johnson, G., Zaparyniuk, N. & **Code, J.** (2007). Internet use and cognitive skills: Planning, attention, simultaneous and successive processing. In C. Montgomerie & J. Seale (Eds.), *World Conference on Educational Multimedia, Hypermedia and Telecommunications (EDMEDIA 2007)* (pp. 3273-3278). AACE. (CA)
14. Johnson, G., **Code, J.** & Zaparyniuk, N. (2007). Online behaviour and cognitive development. In C. Montgomerie & J. Seale (Eds.), *World Conference on Educational Multimedia, Hypermedia and Telecommunications (EDMEDIA 2007)* (pp. 3279-3288). AACE. (SA)
15. **Code, J.**, MacAllister, K., Gress, C. L. Z., & Nesbit, J. C. (2006). Self-regulated learning, motivation, and goal theory: Implications for instructional design and e-learning. *International Conference on Advanced Learning Technologies (ICALT06)* (pp. 872-874). IEEE. (FA)
16. Winne, P. H., & The Learning Kit Project Team (2006). The learning kit project: Advancing research on learning as learners learn in everyday settings. *International Conference on Advanced Learning Technologies (ICALT06)* (pp. 975-979). IEEE. (CA)

17. **Code, J.**, & Zaparyniuk, N. (2006). Individual differences in self-regulated learning: The role of cognitive style in adaptive e-Learning. In E. Pearson & P. Bohman (Eds.), *World Conference on Educational Multimedia, Hypermedia and Telecommunications (EDMEDIA 2006)* (pp. 2673-2678). AACE. (FA)
18. Irvine, V., Mappin, D., & **Code, J.** (2003). Preparing teachers to teach online: Roles of faculties of education. In D. Lassner & C. McNaught (Eds.), *World Conference on Educational Multimedia, Hypermedia and Telecommunications (EDMEDIA 2003)* (pp. 1978-1981). AACE. (CA)
19. **Code, J.**, & Stewart, V. (2002). Action learning: Applications in technology training and professional development. In P. Barker & S. Rebelsky (Eds.), *World Conference on Educational Multimedia, Hypermedia and Telecommunications (EDMEDIA 2002)* (pp. 323-324). AACE. (FA)
20. Zaparyniuk, N., & **Code, J.** (2002). Accessible multimedia for the web. In G. Richards (Ed.), *World Conference on E-learning in Corp., Gov't., Health, & Higher Ed (ELEARN 2002)* (pp. 1063-1068). AACE. (SA)

(d) Other

1. **Code, J.**, Bains, M. & Virani, S. (2019). The heart failure state of mind: An informal survey of Canadians with lived experience and the importance of considering cognitive impairment. *Canadian Journal of Cardiology*, 35(7), 941. <https://doi.org/10.1016/j.cjca.2019.03.019> (FA)

2. NON-REFEREED PUBLICATIONS

(a) Journals

1. Forde, K., Ralph, R. & **Code, J.** (2020, Sept/Oct). Tech ed during COVID-19: Safety, engagement, and access. *Teacher Magazine*, 33(1), 12-13.

(b) Conference Proceedings

(c) Other

1. Forde, K., **Code, J.** & Clarke, A. (2020, Nov). *Social media policy across school districts in British Columbia*. Centre for the Study of Teacher Education. <http://dx.doi.org/10.14288/1.0400083> (CA)

3. BOOKS

(a) Authored

1. **Code, J.** & Zaparyniuk, N. (2003). *WebCT Campus Edition Spoonfed*. Edmonton, AB: Spoonfed Press. (FA)

(b) Edited

(c) Chapters

1. Ralph, R., Pennefather, P., **Code, J.** & Petrina, S. (2019). Too many apps to choose from: Using rubrics to select mobile apps for preschool. In S. Papadakis & M. Kalogiannakis (Eds.) *Mobile learning applications in early childhood education* (pp. 20-38). IGI Publishing. <https://doi.org/10.4018/978-1-7998-1486-3.ch002> (CA) [18 pages]

2. **Code, J.** & Zap, N. (2014). Assessments for learning, of learning, and as learning in 3D immersive virtual environments. In T. Bastiens & G. Marks (Eds.), *Education and information technology 2014: A selection of AACE award papers* (pp. 209-219). AACE. (FA) [10 pages]
3. **Code, J.** (2013). Agency and identity in social media. In S. Warburton & S. Hatzipanagos (Eds.), *Digital identity and social media* (pp. 37-57). IGI Publishing. <http://doi:10.4018/978-1-4666-1915-9.ch004> (FA) [20 pages]
4. **Code, J.**, Clarke-Midura, J., Zap, N., & Dede, C. (2012). Student perceptions of immersive virtual environments for the meaningful assessment of learning. In T. Bastien & G. Marks (Eds.), *Education and information technology 2012: A selection of AACE award papers* (pp. 185-194). AACE. (FA) [9 pages]
5. Clarke-Midura, J., **Code, J.**, Mayrath, M., Dede, C., & N. Zap (2012). Thinking outside the bubble: Virtual performance assessments for measuring inquiry learning. In M. Mayrath, J. Clarke-Midura, D. Robinson & G. *Technology-based assessments for 21st-century skills: Theoretical and practical implications from modern research* (pp. 125-147). Information Age Publishing. (SA) [22 pages]
6. Clarke-Midura, J., **Code, J.**, Zap, N. & Dede, C. (2012). Assessing science inquiry in the classroom: A case study of the virtual assessment project. In L. Lennex & K. Nettleton (Eds.), *Cases on inquiry through instructional technology in math and science: Systemic approaches* (pp. 138-164). IGI Publishing. <http://doi.org/10.4018/978-1-4666-0068-3.ch006> (SA) [26 pages]
7. **Code, J.**, Clarke-Midura, J., Zap, N., & Dede, C. (2012). Virtual performance assessment in immersive virtual environments. In H. Wang (Ed.), *Interactivity in e-learning: Case studies and frameworks* (pp. 230-252). IGI Publishing. <http://doi:10.4018/978-1-61350-441-3.ch011> (FA) [22 pages]
8. **Code, J.**, & Zaparyniuk, N. (2009). The emergence of agency in online social networks: Implications for education. In S. Hatzipanagos & S. Warburton (Eds.), *Handbook of research on social software and developing community ontologies* (pp. 102-118). IGI Publishing. <http://doi:10.4018/978-1-60566-208-4.ch008> (FA) [14 pages]
9. **Code, J.**, & Zaparyniuk, N. (2009). Social identities, group formation, and analysis of online communities. In S. Hatzipanagos & S. Warburton (Eds.), *Handbook of research on social software and developing community ontologies* (pp. 86-101). IGI Publishing. <http://doi.org/10.4018/978-1-60566-208-4.ch007> (FA) [16 pages]
10. Zaparyniuk, N., & **Code, J.** (2009). Self-regulated learning in video game environments: Implications for educational gaming. In R. Ferdig (Ed.), *Handbook of research on effective electronic gaming in education* (pp. 738-756). IGI Publishing. <http://doi.org/10.4018/978-1-59904-808-6.ch042> (FA) [19 pages]

(d) Reprints

1. Ralph, R., Pennefather, P., **Code, J.** & Petrina, S. (2023). Too many apps to choose from: Using rubrics to select mobile apps for preschool [Reprint]. In Information Resources Management Association (Ed.), *Research anthology on early childhood development and school transition in the digital era* (pp. 277-295). IGI Publishing. <https://doi.org/10.4018/978-1-6684-7468-6.ch014> (CA) [18 pages]

2. **Code, J., & Zaparyniuk, N.** (2011). The emergence of agency in online social networks. In Information Resources Management Association (Ed.), *Virtual communities: Concepts, methodologies, tools and applications* (pp. 2378-2394). IGI Publishing. <http://doi.org/10.4018/978-1-60960-100-3.ch716> (FA) [17 pages]
3. **Code, J., & Zaparyniuk, N.** (2010). The emergence of agency in online social networks. In S. Dasgupta (Ed.), *Social computing: Concepts, methodologies, tools, and applications* (pp. 1906-1922). IGI Publishing. <http://doi.org/10.4018/978-1-60566-984-7.ch125> (FA) [17 pages]
4. **Code, J., & Zaparyniuk, N.** (2010). Social identities, group formation, and analysis of online communities. In S. Dasgupta (Ed.), *Social computing: Concepts, methodologies, tools, and applications* (pp. 1346-1361). IGI Publishing. <http://doi.org/10.4018/978-1-60566-984-7.ch086> (FA) [16 pages]

4. PATENTS

5. SPECIAL COPYRIGHTS

6. ARTISTIC WORKS, PERFORMANCES, DESIGNS

1. **Code, J.** (2018). *Borrowed Time* [Mixed media on paper]. Canadian Cardiovascular Congress, Toronto, ON.
2. **Code, J.** (2018). *Journey – A study in black and white* [Mixed media on paper]. Canadian Cardiovascular Congress, Toronto, ON.
3. **Code, J.** (2018). *Journey* [Mixed media on paper]. Canadian Cardiovascular Congress, Toronto, ON.

7. OTHER WORKS

(a) Conference Workshops

1. **Code, J., Kataoka, H. & McLellan, K.** (2015, September). *Leveraging social media at UVic: Using the online academic community for teaching and learning* [Conference workshop]. Let's Talk About Teaching Conference, University of Victoria, Victoria, British Columbia, Canada.
2. **Code, J., & Wilson, G.** (2003, May). *Dreamweaver course builder: Building interactivity* [Conference workshop]. Interface 2003 Conference, Edmonton, Alberta, Canada.
3. **Stewart, V., & Code, J.** (2003, May). *Active lecturing with PowerPoint interactivity* [Conference workshop]. Innovative Instructors Institute, University of Alberta, Edmonton, Canada.
4. **Code, J., Wilson, G., & Stewart, V.** (2002, October). *Dreamweaver coursebuilder for teachers interactivity* [Conference workshop]. Online Learning Symposium, Edmonton, Alberta, Canada.
5. **Code, J., & Stewart, V.** (2002, February). *Dreamweaver course development for teacher-developers interactivity* [Conference workshop]. Alberta Online Consortium Online Developers Series, Edmonton, Alberta, Canada.

6. **Code, J.,** & Stewart, V. (2001, December). *Dreamweaver and fireworks for teacher-developers interactivity* [Conference workshop]. Alberta Online Consortium Online Developers Series, Edmonton, Alberta, Canada.
7. **Code, J.** (2001, May). *Teaching with technology: Progressive practices interactivity* [Conference workshop]. Leaders in Learning Online 2001, University of Alberta, Edmonton, Alberta, Canada

(b) Software Development

1. **Code, J.,** Ralph, R., Forde, K., Zap, N., Mehta, A., Chang, C., Wei, Z., Hu, L., Wang, S. & Wu, B. (2022). *Assessment for learning in immersive virtual environments (ALIVE) Investigator: Level 1 Falling skies! (Version 2.0)* [Mobile app]. The University of British Columbia.
2. **Code, J.,** Ralph, R., Forde, K., Zap, N., Mehta, A., Chang, C., Wei, Z., Hu, L., Wang, S. & Wu, B. (2021). *Assessment for learning in immersive virtual environments (ALIVE) Investigator: Level 1 Falling skies! (Version 1.0)* [Mobile app]. The University of British Columbia.
3. **Code, J.** & Zap, N. (2017). *Assessment of Learning in Immersive Virtual Environments (ALIVE): Falling skies!* [3D virtual environment]. University of Victoria.
4. Clarke-Midura, J., **Code, J.,** Zap, N. & Dede, C. (2011). *Virtual performance assessment (VPA): Silence of the bees* [3D virtual environment]. Harvard Graduate School of Education.
5. Clarke-Midura, J., **Code, J.,** Zap, N. & Dede, C. (2011). *Virtual performance assessment (VPA): There's a new frog in town* [3D virtual environment]. Harvard Graduate School of Education.
6. **Code, J.,** Torgerson, C., & Fuchs, A. (2001). Director 8 MacAcademy/Windows academy training series [Computer software]. Florida Marketing International.
7. Zaparyniuk, N., & **Code, J.** (2001). Alberta Teachers Association Science Conference 2000 CD-ROM [Computer software]. Alberta Teachers Association Science Council.

(c) Articles

1. **Code, J.** (2021, February 21). *Heart failure patients need equitable access to high-quality care, and we need it now.* The Province. <https://theprovince.com/opinion/dr-jillianne-code-heart-failure-patients-need-equitable-access-to-high-quality-care-and-we-need-it-now/wcm/9ad2fcc2-aa89-49f9-a99c-594aea6212ae/amp/> [Syndicated in Vancouver Sun, Calgary Herald]
2. **Code, J.** (2007). Knocking on the door: An Interview with Dr. Philip H. Winne. *Canadian Association of Educational Psychology Newsletter*. CAEP.

(d) Media Engagement

1. Global News Morning BC. (2022, February 3). *Health Matters: Heart failure.* Global TV. <https://globalnews.ca/video/8592136/health-matters-heart-failure>
2. Heart & Stroke Foundation. (2019, May 7). *The time is now! Learning more about living with Heart Failure.* <https://www.youtube.com/watch?v=wsis9kQyzNc>

3. Global National News. (2019, February 6). *Heart problems can affect your brain, too, report says*. GlobalTV. <https://globalnews.ca/news/4932656/heart-conditions-cognitive-impairment/>
4. Heart & Stroke Foundation. (2019, February 1). *(Dis)connected: How unseen links are putting us at risk*. 2019 Report on Heart, Stroke and Vascular Cognitive Impairment. <http://bit.ly/HSFCVCI2019>
5. CBC Early Edition. (2018, June 1). *Heart failure symposium: Patient engagement at conferences*. CBC Radio.
6. Breakfast TV. (2018, April 26). *Two patients, four transplants*. CTV Vancouver. <https://www.btvancouver.ca/videos/organ-donor-awareness/>
7. Harnett, C. E. (2016, February 3). *Heart failure patient: 'Without these people, I wouldn't be alive.'* Victoria Times Colonist. <https://www.timescolonist.com/news/local/heart-failure-patient-without-these-people-i-wouldn-t-be-alive-1.2164264>
8. Wong, K. (2016, January 13). *New heart saves Fairfield woman's life*. VicNews. <https://www.vicnews.com/news/new-heart-saves-fairfield-womans-life/>
9. **Code, J.** (2016). *5 ways a heart transplant saved my life*. PHC News. <http://phcnews.ca/news/5-ways-heart-transplant-saved-my-life>
10. Government of BC. (2015, December 23). *The decision that someone made to donate their organs not only saved my life – it gave me a new sense of purpose*. BC Gov News. <https://news.gov.bc.ca/10045>
11. PHC News. (2015, December 16). *It's a wonderful life* [Press release]. PHC News. <http://phcnews.ca/news/its-wonderful-life>
12. CBC News. (2015, October 12). *Heart transplant recipient completes 8 km race 1 year after surgery*. <https://www.cbc.ca/news/canada/british-columbia/heart-transplant-recipient-completes-8-km-race-1-year-after-surgery-1.3267588>
13. CBC Early Edition. (2015, October 12). *One woman's journey: Heart transplant to road races in 1 year*. <https://www.cbc.ca/player/play/2676975684>

8. **WORK SUBMITTED**

(a) *Accepted*

1. Moylan, R. & **Code, J.** (accepted). "There is so much I don't know!": Future directions for algorithm literacy in teacher education. *World Federation of Associations for Teacher Education (WFATE) Seventh Biennial Conference*. (CA)

(b) *Submitted or In review*

1. Mamataz, T., Lee, D., Turk-Adawi, K., Hajaj, A.M., **Code, J.**, Grace, S.L. (2023, May 8). Factors affecting healthcare provider referral to Heart Function clinics: A mixed-method study. *The Journal of Cardiovascular Nursing*. (CA, Submitted June 5, 2023)

2. Moylan, R., **Code, J.**, & O'Brien, H. (submitted). Enacting educational imaginaries: ChatGPT, Liminality, and social studies education. *Learning, Media and Technology*. (SA; Submitted May 19, 2023).
3. **Code, J.**, Moylan, R., Forde, K., & Ralph, R. (submitted). Teachers' sense of efficacy during a time of crisis. *Canadian Journal of Science, Mathematics and Technology Education*. (FA; Submitted June 28, 2023). <https://doi.org/10.31219/osf.io/xcnj8>
4. Froehlich, F., **Code, J.**, & Macfadyen, L. (submitted). Social network analysis as a socio-constructive tool for learning analytics: An exploration of teacher candidate interactions with Threadz on Canvas. *Journal of Computer Assisted Learning*. (SA; Submitted May 4, 2023).

(c) *In revision*

9. WORK IN PROGRESS

1. **Code, J.**, El Banna, N., Lutrín, A., Tasabehji, Z. & Zumbo, B. (in progress). Agency for Learning in Middle School Science Inquiry. *Journal of Science Education and Technology*. (FA; 50%)
2. **Code, J.** (in progress). Agency for learning online. *Manuscript in preparation*. (FA; 40%)
3. **Code, J.** (in progress): From heart failure to heart life – An autoethnography. *Manuscript in preparation*. (FA; 65%)
4. **Code, J.**, Bains, M., Forde, K., & Virani, S. (in progress). Unbundled learning: Online social networks for education and support. *Journal of the Learning Sciences*. (FA; 50%).
5. **Code, J.** (in progress). Representations of student agency emergence in learning analytics: A systematic review of self-regulated online learning. *Manuscript in preparation*. (FA)
6. **Code, J.** (in progress). Empowering student voices along the engagement continuum. *Manuscript in preparation*. (FA; 40%)