

Andrew J Coombs, PhD

Personal Information

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Current Positions

2021 – present **SSHRC Postdoctoral Fellow**, Memorial University
2021 – present **Instructor**, Faculty of Education, Memorial University
2021 – present **Assessment Evaluation and Reporting Committee Member**, Newfoundland & Labrador English District School Board
2021 – present **Editorial Advisory Board Member**, *Canadian Journal of Education*
2021 – present **CERA Executive Member**, Canadian Society for the Study of Education

Research Interests

- Teacher education and professional development in classroom assessment and evaluation
- Reconceptualizing assessment constructs (e.g., literacy, competence, capacity, capability, identity)
- Socio-cultural influences on teaching and learning

Teaching Interests

- Classroom Assessment
- Large-Scale Evaluation
- Educational Psychology
- Research Methodologies
- Teacher Education
- Educational Statistics

Education

2017 – 2021 **Doctor of Philosophy**, Faculty of Education, Queen's University, Ontario, Canada
How Early Career Experiences Shape Teachers' Approaches to Classroom Assessment
Supervisor: Dr. Christopher DeLuca
Committee Members: Dr. Michelle Searle, Queen's University
Dr. Eunice Jang, Ontario Institute for Studies in Education
Dr. Mary Hill, University of Auckland
Examining Members: Dr. Yueting Xu, Guangdong University of Foreign Studies
Dr. Sue Fostaty Young, Queen's University
Dr. Holly Ogden, Queen's University
Visiting Student: Ontario Institute for Studies in Education, University of Toronto

2015 – 2017 **Master of Education**, Faculty of Education, Queen's University, Ontario, Canada
Examining Teacher Educators' Approaches to Assessment
Supervisor: Dr. Christopher DeLuca
Committee Member: Dr. Lyn Shulha
Examiner: Dr. Liying Cheng

- 2012 – 2014 **Bachelor of Education**, Mount Saint Vincent University, Nova Scotia, Canada
Concentration: Elementary Education
- 2006 – 2011 **Bachelor of Science with Honours**, Dalhousie University, Nova Scotia, Canada
Characterization of the role of notch signaling and hematopoietic stem cells on the mast cell lineage in the zebrafish
Supervisor: Dr. Jason Berman

Research Grants

Confirmed

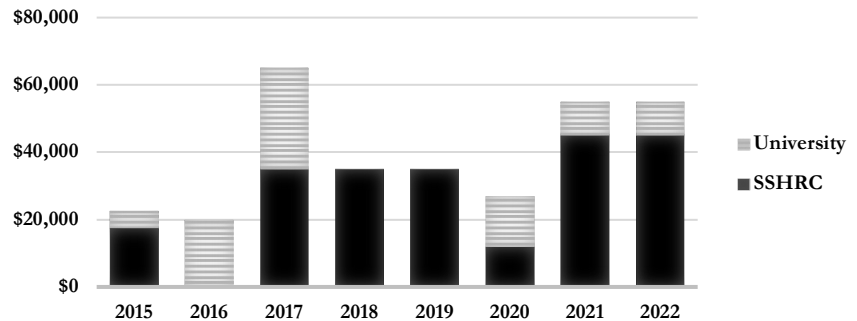
SSHRC Funding	\$224,500
University Funding	\$117,440

Under Review

SSHRC Funding	\$380,300
University Funding	\$107,992

Total **\$830,232**

CONFIRMED RESEARCH GRANT FUNDING



Research Grants by Project

- 2022– 2026 **Co-Investigator:** The Future of Assessment in Canadian Schools: Addressing Systemic Challenges through a Pan-Canadian Study of Teacher Innovation
 - Insight Grant, SSHRC (under review) \$380,300

Total **\$380,300**
- 2021–2023 **Principal Investigator:** Exploring Parental Attitudes Towards Classroom Assessment
 - Seed Fund, Memorial University \$9,940

Total **\$9,940**
- 2021–2023 **Co-Investigator:** Review and Analysis of Education Policy Trajectories in Newfoundland and Labrador: A 25-Year Retrospective
 - Seed Fund, Memorial University \$10,000
 - Smallwood Foundation Research Grant, Memorial University (under review) \$7,992

Total **\$17,992**
- 2021–2022 **Co-Investigator:** Classroom Approaches to CLIL [Content Language Integrated Learning] and Translanguaging Inventory
 - Seed Fund, University of Hong Kong \$17,500
 - Early Career Scheme (ECS), University Grants Committee, Hong Kong (under review) \$100,000

Total **\$117,500**
- 2021–2023 **Principal Investigator:** Supporting Teachers’ Assessment Practices: A Longitudinal Examination of Professional Development Models
 - Postdoctoral Fellowship, SSHRC (5TH/88) \$90,000

Total **\$90,000**

2017–2021	Principal Investigator: How Early Career Experiences Shape Teachers' Approaches to Assessment	
	<ul style="list-style-type: none"> • Joseph-Armand Bombardier CGS Doctoral Scholarship, SSHRC • Arthur B. McDonald Excellence Award, Queen's University (declined) • Ontario Graduate Scholarship, Queen's University • Tri-Agency Recipient Recognition Award – PhD, Queen's University 	<p>\$117,000</p> <p>\$30,000</p> <p>\$15,000</p> <p>\$10,000</p> <p>Total \$172,000</p>
2015–2017	Principal Investigator: Teacher Educators' Approaches to Assessment	
	<ul style="list-style-type: none"> • Joseph-Armand Bombardier Canada Graduate Scholarship-Master's, SSHRC • Ontario Graduate Scholarship, Queen's University • Tri-Agency Recipient Recognition Award – Master's, Queen's University • Queen's Graduate Award, Queen's University 	<p>\$17,500</p> <p>\$15,000</p> <p>\$5,000</p> <p>\$5,000</p> <p>Total \$42,500</p>

Academic & Conference Awards

Academic Awards & Achievements

2021	Banting Postdoctoral Fellowship Ranked 27 th out of 198 applications for this prestigious grant, with the top 23 receiving funding.	
2019	Robert J. Wilson Dissertation Development Award Awarded to a graduate student in the Faculty of Education with a demonstrated research interest in theoretical and practical contributions to the fields of (a) classroom assessment practice, (b) large-scale assessment practice, and/or (c) program evaluation.	\$500
2014	DeWolfe/Fortune Scholarship in Education, Nova Scotia Teachers College Awarded to a Bachelor of Education student in Nova Scotia who excels in math/science education.	\$500
2012	Team Excellence Award for Innovation, Cancer Care Nova Scotia This award recognizes the dedication and accomplishments of those who work to improve cancer prevention and care for patients and their families.	
2007	Academic Scholarship, Dalhousie University This award recognizes academic excellence.	\$1,000

Conference Presentation Awards

2017	David Bateson New Scholar Award, Canadian Educational Researchers' Association Awarded for the best paper presented by a graduate student in a CERA session (CSSE conference).	\$500
2015	1 st Place Poster Presentation Prize, 4 th North Atlantic Zebrafish Research Symposium Awarded for the best poster presentation at the conference.	
2012	1 st Place Poster Presentation Prize, Interdisciplinary Research Conference Awarded for the best poster presentation at the conference.	
2011	1 st Place Paper Presentation, Interdisciplinary Research Conference Awarded for the best poster presentation at the conference.	
2011	2 nd Place Poster Presentation Award, Atlantic Provinces Council of the Sciences Conference Awarded for the 2 nd best poster presentation at the conference.	
2011	Top 2 Poster Presentation Prize, Dalhousie University Cameron Conference Awarded for one of the best poster presentations at the conference.	
2010	1 st Place Poster Presentation Prize, Beatrice Hunter Cancer Research Institute Symposium Awarded for the best poster presentation at the conference.	

Conference Travel Awards

2020	Queen's University Travel Award, Queen's University	\$600
2019	Queen's University Travel Award, Queen's University	\$600
2018	Queen's University Travel Award, Queen's University	\$600
2017	Classroom Assessment SIG Travel Award, American Educational Research Association (AERA)	\$500
2017	Queen's University Travel Award, Queen's University	\$600
2016	CERA Travel Award, Canadian Educational Researchers' Association (CSSE)	\$200
2016	Queen's University Travel Award, Queen's University	\$500

Other Awards

2017	Rosa Baier and Luis Bruno Fund Award, Queen's University Awarded on the basis of academic excellence to fund eligible Master's or PhD students enrolled in the Faculty of Education.	\$500
2012	Career Fair Best Booth Award and Top Presenter, IWK Health Centre Annual event for K-12 students to explore careers available in healthcare and medical research.	

Publications

Refereed Papers (21)

- Henderson, G., Beach, P., & **Coombs, A. J.** (2021). Financial literacy education in Ontario: A survey of elementary teachers' perceptions, attitudes, and practices. *Canadian Journal of Education*, 44(2), 308-336. doi: <https://journals.sfu.ca/cje/index.php/cje-rce/article/view/4249/2989>.
- DeLuca, C., Rickey, N., & **Coombs, A. J.** (2021). Classroom assessment and student mobility across learning cultures: A comparison of teachers' approaches to assessment in the U.S., China, and Canada. *Cogent Education*. doi: <https://doi.org/10.1080/2331186X.2021.1921903>
- Schneider, C., DeLuca, C., Pozas, M., & **Coombs, A. J.** (2021). Personality influences on teacher candidates' assessment practices. *Educational Research and Evaluation*. doi: <https://doi.org/10.1080/13803611.2021.1902354>
- Coombs, A. J.**, Rickey, N., DeLuca, C., & Lui, S. (2021). Chinese teachers' approaches to classroom assessment. *Educational Research for Policy and Practice*, online. doi: 10.1007/s10671-020-09289-z
- Gareis, C., Barnes, N., **Coombs, A. J.**, DeLuca, C., & Uchiyama, K. (2020). Exploring the influence of assessment courses and student teaching on beginning teachers' approaches to classroom assessment. *Assessment Matters*, 14, 5-41.
- Coombs, A. J.**, Ge, J., & DeLuca, C. (2020). From sea to sea: The Canadian landscape of assessment education. *Educational Research, Special Issue: Changing times, changing assessments: International perspectives*, online. doi: <https://doi.org/10.1080/00131881.2020.1839353>
- MacGregor, S., Cooper, A., **Coombs, A. J.**, & DeLuca, C. (2020). A scoping review of research-media interactions for research communication. *Heliyon*, 6(9), online. doi: <https://doi.org/10.1016/j.heliyon.2020.e04836>
- Coombs, A. J.**, DeLuca, C., & MacGregor, S. (2020). A person-centered analysis of teacher candidates' approaches to assessment. *Teaching and Teacher Education*, 87, online. doi: <https://doi.org/10.1016/j.tate.2019.102952>

- Pringle, E., Wertman, J., Melong, N., **Coombs, A. J.**, Young, A., O'Leary, D., Veinotte, C., Robinson, C., Ha, M., Dellaire, G., Druley, T., McCormick, C., & Berman, J. N. (2020). The zebrafish xenograft platform – a novel tool for modeling KSHV-associated diseases. *Viruses*, *12*(1), 1-12. doi: <https://doi.org/10.3390/v12010012>
- DeLuca, C., Schneider, C., **Coombs, A. J.**, Pozas, M., & Rasooli, A. (2019). A cross-cultural comparison of German and Canadian student teachers' assessment competence. *Assessment in Education: Principles, Policy & Practice*, *27*(1), 26-45. doi: <https://doi.org/10.1080/0969594X.2019.1703171>
- DeLuca, C., **Coombs, A. J.**, & LaPointe-McEwan, D. (2019). Assessment mindset: Exploring teacher mindset and approach to classroom assessment. *Studies in Educational Evaluation*, *61*, 159-169. doi: <https://doi.org/10.1016/j.stueduc.2019.03.012>
- DeLuca, C., Willis, J., Cowie, B., Harrison, C., **Coombs, A. J.**, Gibson, A., & Trask, S. (2019). Policies, programs, and practices: Exploring the complex dynamics of assessment education in teacher education across four countries. *Frontiers, Special Issue: Teacher Assessment Literacy*. doi: <https://doi.org/10.3389/educ.2019.00132>
- DeLuca, C., **Coombs, A. J.**, MacGregor, S., & Rasooli, A. (2019). Toward a differential and situated view of assessment literacy: Studying teachers' responses to classroom assessment scenarios. *Frontiers, Special Issue: Advances in Classroom Assessment Theory and Practice*. doi: <https://doi.org/10.3389/educ.2019.00094>
- Coombs, A. J.**, DeLuca, C., LaPointe-McEwan, D., & Chalas, A. (2018). Changing approaches to classroom assessment: An empirical study across teacher career stages. *Teaching and Teacher Education*, *71*, 134-144. doi: <https://doi.org/10.1016/j.tate.2017.12.010>
- DeLuca, C., Valiquette, A., **Coombs, A. J.**, LaPointe-McEwan, D., & Luhanga, U. (2018). Teachers' approaches to classroom assessment: A large-scale survey. *Assessment in Education: Principles, Policy & Practice*, *25*(6), 355-375. doi: <https://doi.org/10.1080/0969594X.2016.1244514>
- Youmans, A., **Coombs, A. J.**, & Colgan, L. (2018). Early Childhood Educators' and Teachers' Early Math Education Knowledge, Beliefs, and Pedagogy. *Canadian Journal of Education*, *41*(4), 1079-1104. doi: <https://journals.sfu.ca/cje/index.php/cje-rce/article/view/3442>
- Schaeffli, L., Godlewska, A., **Coombs, A. J.**, Rose, J., Morcom, L., & Korteweg, L. (2018). What do first-year university students in Ontario, Canada know about First Nations, Métis and Inuit people and topics? *Canadian Journal of Education*, *41*(3), 689-725. doi: <https://journals.sfu.ca/cje/index.php/cje-rce/article/view/3247>
- Fernandez-Murray, P., Prykhozhiy, S., Dufay, J. N., Steele, S. L., Gaston, D., Nasrallah, G., **Coombs, A. J.**, Fernandez, C., Berman, J. N., & McMaster, C. (2016). Glycine and folate ameliorate models of congenital sideroblastic anemia. *PLOS Genetics*, *12*(1), e1005783. doi: <https://doi.org/10.1371/journal.pgen.1005783>
- Dhanraj, S., Rao Gunja, S. M., Deveau, A. P., Nissbeck, M., Boonyawat, B., **Coombs, A. J.**, Renieri, A., Mucciolo, M., Marozza, A., Buoni, S., Turner, L., Li, H., Jarrar, A., Sabanayagam, M., Kirby, M., Shago, M., Pinto, D., Berman, J. N., Scherer, S. W., Virtamen, A., & Dror, Y. (2015). A novel syndrome with bone marrow failure and developmental delay caused by mutations in poly(A)-specific ribonuclease. *Journal of Medical Genetics*, *52*, 738-748. doi: <http://dx.doi.org/10.1136/jmedgenet-2015-103292>

- Deveau, A. P., Forrester, A. M., **Coombs, A. J.**, Wagner, G. S., Grabher, C., Chute, I., Leger, D., Lewis, S., Look, A. T., & Berman, J. N. (2015). Epigenetic therapy restores normal hematopoiesis in a transgenic zebrafish model of NUP98-HOXA9-induced myeloid disease. *Leukemia*, 29, 2086-2097. doi: <https://doi.org/10.1038/leu.2015.126>
- Da'as, S. I., **Coombs, A. J.**, Balci, T. B., Grondin, C., Ferrando, A., & Berman, J. N. (2012). The zebrafish reveals dependence of the mast cell lineage on notch signaling in vivo. *Blood*, 119(15), 3585-3594. doi: <https://doi.org/10.1182/blood-2011-10-385989>

Refereed Papers Under Review (2)

- Coombs, A. J.**, & DeLuca, C. (Submitted May, 2020). Mapping the constellation of assessment discourses: A scoping review study on assessment competence, literacy, capability, and identity.
- Mendoza, A., **Coombs, A. J.**, & Rajendram, S. (Submitted September 2021). CACTI: Raising Teachers' Awareness of Translanguaging with a Professional Development Survey Instrument.

Books (1)

- DeLuca, C., Willis, J., Harrison, C., Cowie, B., & **Coombs, A. J.** (Under Contract, Completion June 2022). *Learning to assess: Cultivating assessment capacity in teacher education*. Springer.

Book Chapters (3)

- Barnes, N., Fives, H. & **Coombs, A. J.** (2021). Classroom assessment tasks as a source of motivational messages. In O'Donnell, Barnes, & Reeves (Eds.), *The Oxford Handbook of Educational Psychology* (pp.1-87). United Kingdom: Oxford.
- MacGregor, S., & **Coombs, A. J.** (2021). Implementing your sample strategy in an educational setting. In A. Harbaugh & U. Luhanga (Eds.), *Basic Elements of Survey Research in Education: Addressing the Problems Your Supervisor Never Told You About*. North Carolina: Information Age Publishing Inc.
- DeLuca C., **Coombs A. J.**, & Sherman A. (2018). Preparing teachers for assessment in schools: The influence of teacher educators In C. Wyatt-Smith & L. Adie (Eds.), *Innovation and Accountability in Teacher Education: Teacher Education, Learning Innovation and Accountability* (pp. 171-186). Singapore: Springer.

Practitioner Articles (3)

- Piekarski, L., **Coombs, A. J.**, & DeLuca, C. (2021). New teachers and assessment: How can we best support them. *Canadian Teacher Magazine*. <https://canadianteachermagazine.com/2021/04/21/10482/>
- DeLuca, C., **Coombs, A. J.**, & Ge, J. (2019). Former à évaluer les élèves en classe: Une perspective canadienne sur les programmes de formation initiale des enseignants [Training to Assess Students in the Classroom: A Canadian Perspective on Initial Teacher Education Programs]. *Administration et Éducation*, 165(1), 249-255. <https://www.cairn.info/revue-administration-et-education-2020-1-page-249.htm>
- Coombs, A. J.**, DeLuca, C., & LaPointe-McEwan, D. (2018). Beyond trial and error: How early career teachers navigate the challenges of classroom assessment. *Education Canada*, 58(3). <https://goo.gl/qJicHd>

Evaluative and Technical Reports (4)

- LaPointe-McEwan, D., **Coombs, A. J.**, & Klinger, D. (2017). Bachelor of Education satisfaction survey: Key findings and recommendations. A technical report for the Faculty of Education, Queen's University, (pp. 44).
- Coombs, A. J.** (2017). World YMCA Change Agents. A technical report for The Students Commission of Canada, (pp. 31).
- Coombs, A. J.** (2016). OPHEA: Sexual violence prevention. A technical report for The Students Commission of Canada, (pp. 10).
- Coombs, A. J.** (2016). YMCA Canada Young Ambassadors Program. A technical report for The Students Commission of Canada, (pp. 9).

Editorials (2)

- Coombs, A. J.** (2019). The importance of a supportive collaborative culture. *Canadian Journal for New Scholars in Education* 10(2), 5-6.
- Coombs, A. J.** (2019). 10 Years of CJNSE. *Canadian Journal for New Scholars in Education* 10(1), 1-3.

Theses and Dissertations (3)

- Coombs, A. J.** (2021). How early career experiences shape teachers' approaches to assessment. (Unpublished Doctoral Dissertation). Queen's University, Kingston, Canada.
- Coombs, A. J.** (2017). Teacher educators' approaches to assessment. (Unpublished Master's Thesis). Queen's University, Kingston, Canada.
- Coombs, A. J.** (2011). Characterization of the role of notch signaling and hematopoietic stem cells on the mast cell lineage in the zebrafish. (Unpublished Honours Thesis). Dalhousie University, Halifax, Canada.

Other Articles (7)

- Coombs, A. J.** (2020, June). How does teacher education influence teacher candidates' assessment literacy? *Research in a Nutshell*, 4(3).
- Coombs, A. J.** (2020, January). How do teachers become assessment capable? *Research in a Nutshell*, 4(2).
- Coombs, A. J.** (2019, January). What does math education look like for young students? *Research in a Nutshell*, 3(2).
- Coombs, A. J.** (2018, April). What shapes teachers' approaches to assessment? *Research in a Nutshell*, 2(3).
- Coombs, A. J.** (2018, April). My path to graduate school. *Queen's University: Student Experiences*.
<http://educ.queensu.ca/student-experiences-my-path-graduate-school>
- Coombs, A. J.** (2017). The impact of cognitive architecture and cognitive load theory on classroom assessment. *Graduate Student Symposium Selected Papers*, 11, 117-129.
- Coombs, A. J.** (2008, October 10th). Russia Plays for Power. *Dalhousie Gazette*, pp. 7.

Conference Presentations (28)

- Rickey, N., **Coombs, A. J.**, DeLuca, C., & Baidoo-Anu, D. (April, 2021). Classroom Assessment and Student Mobility: Comparing Teachers' Assessment Approaches in the U.S., China, and Canada. Roundtable presentation at the American Educational Research Association, Virtual Conference.
- Tejpar, S., Silver, K., Rickey, N., **Coombs, A. J.**, & DeLuca, C. (March, 2021). Examining the intersection between teachers' assessment fairness and attitudes towards inclusion. Poster presentation at the Council for Exceptional Children Convention, Virtual Conference.
- Schneider, C., DeLuca, C., Pozas, M., & **Coombs, A. J.** (September, 2020). Do student teachers' personality features impact perceptions and preferences concerning educational assessment? A study on Canadian and German teacher candidates. Paper presented at the European Conference for Educational Research, Glasgow, Scotland. (Conference canceled).
- DeLuca, C., Willis, J., Cowie, B., Harrison, C., **Coombs, A. J.**, & Gibson, A. (June, 2020). Cultivating Assessment Capacity in Teacher Education: Toward a Theoretical Framework. Paper presentation at the Joint SIG1 (Assessment & Evaluation) and SIG4 (Higher Education) Conference, Cadiz, Spain. (Conference cancelled).
- Coombs, A. J.**, Rickey, N., & DeLuca, C. (May, 2020). Assessment cultures as a challenge to student mobility: A cross-cultural comparison of teachers' approaches to assessment. Paper Presentation at the Canadian Society for the Study of Education, London, Canada. (Conference cancelled).
- Coombs, A. J.**, Baidoo-Anu, D., & DeLuca, C. (May, 2020). Canadian teachers' approaches to assessment. Paper Presentation at the Canadian Society for the Study of Education, London, Canada. (Conference cancelled).
- DeLuca, C., Willis, J., Cowie, B., Harrison, C., & **Coombs, A. J.** (April, 2020). Preparing assessment capable teachers: A multi-dimensional framework for initial teacher learning in assessment. Paper presentation at the American Educational Research Association, San Francisco, United States. (Conference cancelled).
- DeLuca, C., & **Coombs, A. J.** (December, 2019). Assessment education across the Canadian landscape: An analysis of pre-service program courses and teacher educator practices. Paper Presentation at the Australia Association for Research in Education Conference, Brisbane, Australia.
- Barnes, N., DeLuca, C., **Coombs, A. J.**, Gareis, C., & Uchiyama, K. (September, 2019). Pre-service Teachers' Approaches to the Importance of Providing Formative Feedback to Students. Paper Presentation at the National Council on Measurement in Education 2nd Annual Special Conference on Classroom Assessment, Boulder, United States.
- Coombs, A. J.**, Ge, J., & DeLuca, C. (June, 2019). How teacher educators operationalize assessment policies. Paper Presentation at the Canadian Society for the Study of Education, Vancouver, Canada.
- Coombs, A. J.**, DeLuca, C., & MacGregor, S. (June, 2019). Teacher candidates' approaches to assessment: A latent class analysis. Paper Presentation at the Canadian Society for the Study of Education, Vancouver, Canada.
- Coombs, A. J.**, Lorenz, D., DeLuca, C., & Winchester, I. (June, 2019). Navigating the hidden curriculum of the peer review process. Panel presentation at the Canadian Society for the Study of Education, Vancouver, Canada.

- Bozek, E., & **Coombs, A. J.** (June, 2019). Do chronic health conditions influence adolescents' risk taking behaviours. Poster presentation at the Canadian Society for the Study of Education, Vancouver, Canada.
- Gareis, C. R., **Coombs, A. J.**, Barnes, N., DeLuca, C., & Uchiyama, M. (April, 2019). Assessment literacy development: Exploring the influence of assessment courses and student teaching on beginning teachers. Roundtable presentation at the American Educational Research Association, Toronto, Canada.
- DeLuca, C., & **Coombs, A. J.** (April, 2019). From sea to sea: Assessment education across Canadian preservice programs. Paper presentation at the American Educational Research Association, Toronto, Canada.
- Bozek, E., & **Coombs, A. J.** (April, 2019). Risk taking behaviours of Canadian Adolescents with chronic health conditions. Poster presentation at the American Educational Research Association, Toronto, Canada.
- Henderson, G., Beach, P., & **Coombs, A. J.** (April, 2019). This little piggy went banking: Elementary teachers' perceptions of financial literacy education. Poster presentation at the American Educational Research Association, Toronto, Canada.
- Coombs, A. J.**, DeLuca, C., & MacGregor, S. (October, 2018). Teacher candidates' approaches to assessment: homogeneous population or discrete classes. Paper presented at the Consortium for Research on Educational Assessment and Teaching Effectiveness, Williamsburg, United States.
- Coombs, A. J.**, Gareis, C., DeLuca, C., Uchiyama, K., & Barnes, N. (October, 2018). Exploring the influence of assessment education and student teaching on teacher candidates' assessment literacy. Paper presented at the Consortium for Research on Educational Assessment and Teaching Effectiveness, Williamsburg, United States.
- Schneider, C., DeLuca, C., **Coombs, A. J.**, & Pozas, M. (September, 2018). Exploring the structure and the foundations of assessment literacy: A cross-cultural comparison of German and Canadian Student Teachers. Paper presented at the European Conference for Educational Research, Bolzano, Italy.
- Coombs, A. J.** (October, 2017) Teacher educators' approaches to assessment. Paper presented at the Consortium for Research on Educational Assessment and Teaching Effectiveness, Virginia Beach, United States.
- Coombs, A. J.**, DeLuca, C., LaPointe-McEwan, D., Chalas, A., & Luhanga, U. (May, 2017). Examining variability in teachers' approaches to assessment. Paper presentation at the Canadian Society for the Study of Education, Toronto, Canada.
- Coombs, A. J.** (May, 2017). Examining teacher educators' approaches to assessment. Roundtable presentation at the Canadian Society for the Study of Education, Toronto, Canada.
- DeLuca, C., **Coombs, A. J.**, LaPointe-McEwan, D., & Chalas, A. (April, 2017). Changing approaches to classroom assessment: An empirical study across teacher career stages. Paper presentation at the American Educational Research Association Conference, San Antonio, United States.
- DeLuca, C., LaPointe-McEwan, D., Valiquette, A., & **Coombs, A. J.** (April, 2016). Exploring teachers' approaches to classroom assessment: An instrument development study. Paper presentation at the American Evaluation Research Association Conference. Washington, United States.

DeLuca, C., LaPointe-McEwan, D., Valiquette, A., & **Coombs, A. J.** (November, 2016). Exploring teachers' approaches to classroom assessment: An instrument development study. Paper presentation at the Association for Educational Assessment – Europe. Limassol, Cyprus.

Coombs, A. J. (May, 2016). The impact of cognitive architecture and cognitive load theory on classroom assessment. Poster presentation at the Canadian Society for the Study of Education, Calgary, Canada.

DeLuca, C., LaPointe-McEwan, D., Valiquette, A., **Coombs, A. J.**, Chalas, A. (May, 2016). Measuring teachers' approaches to assessment: An instrument development study. Paper presentation at the Canadian Society for the Study of Education, Calgary, Canada.

Conference presentations at non-educational research conferences are not listed (n=33).

Current Research Projects

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| 2021 – present | <p>Co-Investigator: Review and Analysis of Education Policy Trajectories in Newfoundland & Labrador</p> <ul style="list-style-type: none"> • Co-Investigators: Dr. Christine Arnold, Dr. Joelle Rodway, Dr. Gerald Galway, Dr. John Hoben, & Dr. Leslie Redmond (Memorial University) • Funding: <i>Research and Development Grant</i>, Memorial University; <i>Seed Fund Grant</i>, Memorial University • Methods: policy analyses |
| 2021 – present | <p>Principal Investigator: Exploring Parental Attitudes Towards Classroom Assessment</p> <ul style="list-style-type: none"> • Co-Investigators: Dr. Joelle Rodway (Memorial University) • Funding: <i>Seed Fund Grant</i>, Memorial University • Methods: surveys, interviews, analyses of social media interactions (NodeXL) |
| 2021 – present | <p>Co-Investigator: Planning for Classroom Assessment in the Post-Covid-19 Era</p> <ul style="list-style-type: none"> • Principal Investigator: Dr. Joelle Rodway (Memorial University) • Funding: <i>Social Science and Humanities Research Council (SSHRC)</i>, <i>Partnership Engage Grant</i> • Methods: surveys, focus groups |
| 2019 – present | <p>Co-Investigator: Classroom Approaches to CLIL [Content Language Integrated Learning] and Translanguaging Inventory</p> <ul style="list-style-type: none"> • Co-Investigators: Dr. Anna Mendoza (University of Hong Kong) & Dr. Shakina Rajendram (OISE, University of Toronto) • Funding: Seed Fund, University of Hong Kong • Methods: survey, focus group, instrument creation |

2017 –
present

Project Manager: Preparing Teachers for the Age of Accountability: An International Partnership for Enhancing Teacher Education in Assessment

- Co-Investigators: Dr. Christopher DeLuca (Queen’s University), Dr. Bronwen Cowie (University of Waikato), Dr. Jill Willis (Queensland University of Technology), & Dr. Chris Harrison (King’s College London)
- Funding: *Social Science and Humanities Research Council (SSHRC), Partnership Development Grant*
- Methods: surveys, interviews, document analysis, autobiographical reflections
- Role: Contributed to study design, data collection and analysis, manuscript and book preparation, and coordinated research team meetings
- Outputs: 1 peer reviewed manuscript and 1 book (in preparation)

Previous Research Projects

2017 – 2021

Primary Investigator: How Early Career Experiences Shape Teachers’ Approaches to Assessment

- Funding: *Social Science and Humanities Research Council (SSHRC) Joseph-Armand Bombardier CGS Doctoral Scholarship; Ontario Graduate Scholarship; Tri-Agency Recipient Recognition Award*
- Methods: surveys, interviews, document analysis
- Outputs: 4 peer-review publications

2020 – 2021

Research Assistant: Maximizing our investment in Canadian education: Strengthening student outcomes through a national research-practice network for teacher professional learning

- Principal Investigator: Dr. Christopher DeLuca (Queen’s University)
- Co-Applicants: Dr. Liying Cheng (Queen’s University), Dr. Amanda Cooper (Queen’s University), Dr. Michelle Searle (Queen’s University), Dr. Saad Chahine (Queen’s University), Dr. Kristy Timmons (Queen’s University), Dr. Joelle Rodway-Marci (Memorial University), Dr. Judy Halbert (Networks of Inquiry and Innovation), Dr. Lorna Earl (Canadian Assessment for Learning Network), Dr. Lori Jeschke (Prairie Spirit School Division), & Dr. Carol Campbell (University of Toronto).
- Funding: *Social Science and Humanities Research Council (SSHRC), Partnership Grant, Stage 1*
- Role: Contributed to writing and submission of Stage 2 application
- Outputs: *SSHRC Partnership Grant, Stage 2* application

2018 – 2020

Research Assistant: This Little Piggy Went Banking: Examining Conflicts of Interest in Financial Literacy Education Resources for Elementary School Teachers

- Principal Investigator: Dr. Pamela Beach & Dr. Gail Henderson (Queen’s University)
- Funding: *Social Science and Humanities Research Council (SSHRC), Insight Grant*
- Method: survey
- Role: quantitative analysis and manuscript preparation
- Outputs: 1 peer-reviewed manuscript

- 2018 **Research Assistant:** Maximizing our investment in Canadian education: Strengthening student outcomes through a national research-practice network for teacher professional learning
- Principal Investigator: Dr. Christopher DeLuca (Queen’s University)
 - Co-Applicants: Dr. Amanda Cooper (Queen’s University), Dr. Joelle Rodway (Memorial University), Dr. Judy Halbert (Networks of Inquiry and Innovation), Dr. Lorna Earl (Canadian Assessment for Learning Network), Dr. Carol Campbell (University of Toronto), Dr. Don Klinger (University of Waikato), & Dr. Liying Cheng (Queen’s University).
 - Funding: *Social Science and Humanities Research Council (SSHRC), Partnership Grant, Stage 1*
 - Role: Contributed to writing and submission of Stage 2 application
 - Outputs: *SSHRC Partnership Grant, Stage 2* application
- 2017 – 2021 **Project Manager:** Examining the Impact of Canadian and German Teacher Education Programs on Teachers’ Assessment Literacy
- Principal Investigators: Dr. Christopher DeLuca (Queen’s University) & Dr. Christoph Schneider (University of Trier)
 - Method: survey
 - Role: Contributed to study design, data collection and quantitative analysis, manuscript preparation, and coordinated research team meetings
 - Outputs: 2 peer-reviewed manuscripts
- 2017 – 2020 **Project Manager:** A Sociocultural Perspective on American Teachers’ Assessment Literacy
- Principal Investigators: Dr. Christopher DeLuca (Queen’s University), Dr. Nicole Barnes (Montclair State University), Dr. Chris Gareis (College of William & Mary), & Dr. Kay Uchiyama (University of West Florida)
 - Methods: survey
 - Role: Contributed to study design, data collection and quantitative analysis, manuscript preparation, and coordinated research team meetings
 - Outputs: 1 peer-reviewed manuscript
- 2017 **Research Assistant:** Constructing an Integrated Assessment Framework for Play-Based Kindergarten
Principal Investigators: Dr. Christopher DeLuca (Queen’s University), Dr. Angela Pyle (Ontario Institute of Technology)
- Funding: *Social Science and Humanities Research Council (SSHRC), Insight Grant*
 - Method: video-recording of ECE and kindergarten teachers’ assessment practices during classroom play, focus groups, and interviews
 - Role: In-class observations and video recording
- 2016 – 2017 **Quantitative Consultant:** Sharing the Stories (Student’s Commission of Canada)
- Clients: YMCA Canada, Ontario Physical and Health Association
 - Method: Survey and interviews
 - Role: Quantitative data analysis and report preparation
 - Output: 3 technical reports

- 2015 – 2017 **Principal Investigator:** Teacher Educators’ Approaches to Assessment
- Funding: *Social Sciences and Humanities Research Council (SSHRC)*, *Joseph-Armand Bombardier Canada Graduate Scholarship*; *Ontario Graduate Scholarship*; *Tri-Agency Recipient Recognition Award*; *Queen’s Graduate Award*
 - Output: 1 peer-reviewed manuscript, 1 book chapter, and 1 practitioner article
- 2015 – 2017 **Research Assistant:** Approaches to Classroom Assessment Inventory
- Principal Investigator: Dr. Christopher DeLuca (Queen’s University)
 - Funding: *Social Sciences and Humanities Research Council (SSHRC)*, *Insight Grant*
 - Method: Survey
 - Role: Quantitative analysis and manuscript preparation
 - Outputs: 4 peer-reviewed manuscripts

Teaching Experience

Graduate Student Supervision

- 2021 – present **Co-Supervisor:** Nevra Ozoren Sener, MEd, Faculty of Education, Memorial University
- Co-supervised with Dr. Dorothy Vaandering
- 2022 – present **Co-Supervisor:** Madison Long, MEd, Faculty of Education, Memorial University
- Co-supervised with Dr. Joelle Rodway
- 2022 – present **Co-Supervisor:** Stephanie Bourque, MEd, Faculty of Education, Memorial University
- Co-supervised with Dr. Joelle Rodway

Higher Education Teaching (Instructor)

Graduate

- 2021 ED 6100: **Research Design and Methodology**, Memorial University
- Supported learning of two sections of students (n=17) through *in-person* instruction
 - Topics covered included: research paradigms; quantitative and qualitative methodologies; statistical analyses; qualitative data analyses
- 2021 ED 6100: **Research Design and Methodology**, Memorial University
- Supported learning of two sections of students (n=39) through *online* instruction
 - Topics covered included: research paradigms; quantitative and qualitative methodologies; and critical approaches to educational research

Undergraduate

- 2018 FOUN 101: **Foundations of Assessment**, Queen’s University
- Co-instructed 599 students with a team of eight graduate student teaching assistants
 - Topics covered included: purposeful classroom assessment; how to enact fair assessment practices; the design, use, and scoring of rubrics; performance assessments; item and test construction; formative assessment practices; and grading and reporting.

Higher Education Teaching (Teaching Assistant)

Graduate

- 2019 EDUC 892: **Quantitative Methods**, Queen's University
- Provided in-class support to M.Ed. and Ph.D. students (~20 students)

Undergraduate

- 2020 PROF 501: **Building a Professional Career as a Teacher**, Queen's University
- Assessed student assignments and provided in-class support (~500 students)
- 2020 CURR 386: **Numeracy (Primary/Junior)**, Queen's University
- Assessed student assignments and provided in-class support (~80 students)
- 2019, 2017, 2016, 2015 FOUN 101: **Foundations of Assessment**, Queen's University
- Instructed one, two, or four tutorial sections (~40 students per section; number of sections varied by year), and assessed student assignments
- 2019, 2016 FOUN 100: **Psychological Foundations of Education**, Queen's University
- Instructed one or two tutorial sections (~40 students per section; number of sections varied by year) and assessed student assignments
- 2018, 2017, 2016 CURR 384: **Literacy and Numeracy**, Queen's University
- Assessed student assignments, guided lessons, provided in-class support (~40 students) and assessed student assignments
- 2017 PROF 500: **Supporting Learning Skills**, Queen's University
- Assessed student assignments and provided in-class support (~500 students)
- 2013 EDUC 5442: **Teaching English as a Second Language**, Mount Saint Vincent University
- Assisted in revising syllabus and evaluated assignments (~20 students)

Invited Lectures

Graduate

- 2021 **Probability or non-probability, that is the question: An introduction to survey design and sampling**
MSL 2302H, OISE, University of Toronto
- 2021 **Survey Research: From Design to Dissemination**
CLT 30001, OISE, University of Toronto
- 2019 **Foundations of Reliability**
EDUC 940, Queen's University
- 2018 **Classroom Assessment Research**
EDUC 809, Queen's University

Undergraduate

- 2020 **Classroom Assessment**
PROF 310 (Aboriginal Teacher Education Program), Queen's University
- 2020 **Academic Research and Conferences: Tips and Tricks**
EDUC 805, Queen's University
- 2019 **Test and Item Design for K-12 Teachers**
FOUN 101, Queen's University
- 2019 **Classroom Assessment for English Language Learners**
PROF 506, Queen's University
- 2019 **Understanding How Your Teaching Experience Have Shaped your Approach to Assessment**
FOCI 210, Queen's University
- 2019 **How Policy Shapes Teachers' Approaches to Assessment**
EDST 210, Queen's University
- 2019 **Exploring your Approaches to Assessment**
EDST 210, Queen's University
- 2017 **Classroom Assessment**
PROF 310, Queen's University

General Public

- 2018 **The Promise and Peril of Global Data Collection**
4th Annual Data Day, Queen's University
- 2018 **Diversity of Voices**
Celebrating Graduate Studies, City of Kingston/Queen's University
- 2015 **Journey of Hope**
Leukemia and Lymphoma Society of Canada, Halifax

Workshops

Graduate

- 2021 **How to prepare for your comprehensive exams**
Faculty of Education, Queen's University
- 2020 **Statistically Significant or Practically Significant?**
Statistical Teaching and Training for Students (S.T.A.T.S.), Queen's University
- 2020 **Setting up for Success in Assessment & Evaluation Research**
Faculty of Education, Queen's University
- 2020 **Latent Class Analysis Crash Course**
Statistical Teaching and Training for Students (S.T.A.T.S.), Queen's University
- 2018 **Demystifying Statistics: So you have data, now what?**
Statistical Teaching and Training for Students (S.T.A.T.S.), Faculty of Education,
Queen's University
- 2017 **The Ins and Outs of Conferences**
Rosa Bruno-Jofre Symposium, Queen's University
- 2016 **How to Create and Present a Conference Poster**
Rosa Bruno-Jofre Symposium, Queen's University

Undergraduate

- 2020 **Accommodating and Modifying Assessment**
Practical Assessment Strategies Series, Faculty of Education, Queen's University
- 2020 **Answering Your Frequently Asked Classroom Assessment Questions**
Practical Assessment Strategies Series, Faculty of Education, Queen's University
- 2018 **Contemporary Classroom Assessment**
Concurrent Education Association, Queen's University

K-12 Classroom Teaching

- 2014, 2011 **Substitute Teacher**
Armbrae Academy, Halifax, Nova Scotia, Canada
Fulfilled regular duties of full-time teacher
- 2013 **Elementary Teacher (Practicum)**
Armbrae Academy, Halifax, Nova Scotia, Canada
Grade 3 class with 15 students, 3 advanced mathematics students
- 2012 – 2013 **Elementary Teacher (Practicum)**
South Woodside Elementary School, Dartmouth, Nova Scotia, Canada
Grade 5 class with 20 students and Grade 4 class with 27 students

Non-Classroom Teaching

- 2009 – 2015 **Pediatric Oncology Research Associate**
Berman Laboratory/IWK Health Centre, Halifax, Nova Scotia, Canada
Interim lab manager (2011, 2013) and trained new lab members (Post-Doctoral, PhD, Master's, undergraduate Honours, and undergraduate co-operative education students)
- 2014 – 2015 **Red Cross First Aid Instructor**
Canadian Red Cross, Dartmouth, Nova Scotia, Canada
Instructed Emergency, Standard, and Health Care Professional First Aid
- 2014 – 2015 **Halifax Grammar School Science Fair Mentor**
Halifax Grammar School, Halifax, Nova Scotia, Canada
Mentored three Grade 8 students who went on to Winner the Halifax Grammar School Science Fair and receive the Medal of Excellence at the Halifax Sci-Tech Expo
- 2012 **Atlantic Region Women in Science and Engineering Camp Organizer**
Women in Science and Engineering, Halifax, Nova Scotia, Canada
Created camp schedule and helped to design lesson plans and activities

Service

Editorships

- 2021 – present Editorial Advisory Board Member, *Canadian Journal of Education*
- 2019 Managing Editor, *Canadian Journal of New Scholars in Education*
- 2018 Associate Editor, *Canadian Journal of New Scholars in Education*
- 2016 – 2018 Founder & Managing Editor, *Research in a Nutshell*
- 2015 – 2017 Editor, *Graduate Student Symposium Selected Papers*

Peer Review Activities

Academic Manuscripts

2020 – 2021	<i>Teaching & Teacher Education</i> (n=6)
2021	<i>Social Science Research</i> (n=1)
2021	<i>Heliyon</i> (n=1)
2021	<i>Alberta Journal of Educational Research</i> (n=2)
2021	<i>Journal of Teaching and Learning</i> (n=1)
2017 – 2021	<i>The Teacher Educator</i> (n=7)
2020	<i>Educational Assessment</i> (n=2)
2020	<i>Educational Psychology Review</i> (n=1)
2020	<i>SAGE Open</i> (n=1)
2017 – 2020	<i>Studies in Educational Evaluation</i> (n=4)
2018	<i>Teaching Education</i> (n=1)
2015	<i>Disease Models & Mechanisms</i> (n=1)
2013	<i>Experimental Hematology</i> (n=1)
2010	<i>BioTechniques</i> (n=1)

Book Chapters

2020	V. Tavares (Ed.) (2020). <i>Multidisciplinary Perspectives on International Student Experience in Canadian Higher Education</i> . Pennsylvania: IGI Global. (1 chapter).
2019	G Harbaugh & U. Luhanga (Eds.) (2020). <i>Basic Elements of Survey Research in Education: Addressing the Problems Your Advisor Never Told You About</i> . North Carolina: Information Age Publishing Inc. (1 chapter).

Mentoring Activities

2016 – 2021	Graduate Student Mentor, Queen's University Nathan Rickey, MEd Student Sunaira Tejpar, MEd Student Emma Bozek, MEd Student Jenny Ge, PhD Student/Candidate David Baidoo-Anu, PhD Student/Candidate
2014 – 2015	Emma Cummings (B.Sc. Honours Student), Dalhousie University
2013 – 2014	Katherine Fraser (University Cooperative Student), IWK Health Centre
2012 – 2014	Gretchen Wagner (Research Technician), IWK Health Centre

University and Academic Community Involvement

2021 – present	Member, Executive Board, Canadian Educational Researchers' Association (CERA, CSSE)
2019 – 2020	Member, Faculty Board, Queen's University
2018 – 2020	Graduate Student Representative, Classroom Assessment Special Interest Group, American Educational Research Association (AERA)
2018 – 2019	Member, Graduate Studies and Research Committee, Queen's University
2019	Social Media Coordinator at AERA 2019 for Faculty of Education, Queen's University
2018 – 2019	Member, Library Advisory Committee, Queen's University
2018	Founder, Statistical Teaching and Training for Students, Queen's University

2017 – 2018	Coordinator, Assessment and Evaluation Group, Queen’s University
2016 – 2018	Founder & Coordinator, Assessment & Evaluation Roundtables, Queen’s University
2017	Host, Webinar for Prospective M.Ed. Students, Queen’s University
2016 – 2017	Member, Renewal, Tenure, and Promotions Committee, Queen’s University
2016	Reader, Teacher Candidate Personal Statements of Experience, Queen’s University
2015	Reviewer, Research Ethics Review Board, Dalhousie University
2013 – 2016	Member, Hiring Committee, Dalhousie University Medical School Core Facility

Conference and Event Facilitation

2019	Submissions Committee Chair, Rosa Bruno-Jofre Symposium, Queen’s University
2017	Advisory Committee, Kindergarten Forum for Action, University of Guelph
2017	Planning Committee, Academic Research Showcase, Queen’s University
2016 – 2017	Advisory Committee, Rosa Bruno-Jofre Symposium, Queen’s University
2016	Planning Committee, Schiralli Graduate Student Forum, Queen’s University
2015 – 2016	Workshop Committee, Rosa Bruno-Jofre Symposium, Queen’s University
2015 – 2016	Advisory Committee, Let’s Talk Cancer, Queen’s University
2015 – 2016	Advisory Committee, Canadian Assessment for Learning Network Conference (CA/LN), Queen’s University

Discussant, Chair, and Conference Reviewer

2019 – present	Conference Reviewer, American Educational Research Association (AERA) <ul style="list-style-type: none"> • Classroom Assessment Special Interest Group • Educational Statisticians Special Interest Group • Division K – Section 5: Preservice Teacher Education Coursework
2016 – present	Conference Reviewer, Canadian Society for the Study of Education (CSSE) <ul style="list-style-type: none"> • Canadian Educational Researchers’ Association (CERA) • Canadian Association for Teacher Education (CATE) Canadian Committee of Graduate Students in Education (CCGSE)
2019	Paper Session Chair, Rosa Bruno-Jofre Symposium, Queen’s University
2018	Paper Discussant, EDUC 895 Roundtables, Queen’s University
2017	Paper Session Chair, CERA-CSSE, University of Toronto
2017, 2016	Roundtable Session Chair, Rosa Bruno-Jofre Symposium, Queen’s University
2017	Roundtable Discussant, Research Roundtable, Queen’s University
2016	Conference Proposal Reviewer, Jean-Paul Dionne Symposium, University of Ottawa

Community Involvement

2018	Community Partner, Steer Clear of Drugs
2015 – 2016	Outreach Leader, Let’s Talk Science
2015	LTRC Volunteer, International Language Testing Association
2014, 2013, 2012	Medical Research Representative, IWK Career Fair
2014, 2012	Discovery Days Consultant and Presenter, Dalhousie University
2012	IWK Representative, Halifax Chamber of Commerce

Professional Affiliations

2016 – present	American Educational Research Association (AERA) <ul style="list-style-type: none"> • Classroom Assessment Special Interest Group • Educational Statisticians Special Interest Group • Research on Teacher Induction Special Interest Group • Division D - Measurement and Research Methodologies • Division H – Research, Evaluation, and Assessment in Schools • Division K – Teaching and Teacher Education
2015 – present	Canadian Society for the Study of Education (CSSE) <ul style="list-style-type: none"> • Canadian Association for Educational Psychology (CAEP) • Canadian Association for Teacher Education (CATE) • Canadian Educational Researchers' Association (CERA) • Comparative and International Education Society of Canada (CIESC)
2015 – present	Queen's University, Assessment and Evaluation Group (AEG)
2016 – 2021	Queen's University Education Graduate Student Society (EGSS)
2017 – 2019	Consortium for Research on Educational Assessment and Teaching Effectiveness (CREATE)
2015 – 2016	National Council on Measurement in Education (NCME)

Media Appearances

2021	Expanding knowledge: Education researcher lands SSHRC post-doctoral fellowship, <i>Memorial University Gazette</i> (September 1), https://gazette.mun.ca/research/expanding-knowledge/
2018	Interview with <i>Teaching Academia</i> . June 1 st . https://goo.gl/Utpv3U
2018	Queen's researchers to discuss ways they give VOICE to their research. <i>Queen's Gazette</i> , May 1. https://goo.gl/nqny9q
2017	Graduate Student Spotlight. Canadian Educational Researchers' Association. https://goo.gl/qQborv
2017	Interview with Colette Steer, CFRC 101.9FM on April 18 th . https://goo.gl/C4a1Kj

Certifications

2021	COVID-19 Awareness Training, Memorial University
2021	Workplace Violence Prevention Training, Memorial University
2016	TCPS 2: CORE, Panel of Research Ethics, Queen's University
2016	Ethical Conduct for Research Involving Humans, Queen's University
2016	Human Rights 101, Queen's University Equity Office
2016	Accessible Instruction for Educators, Queen's University Equity Office
2016	Employment Equity Training, Queen's University Equity Office
2015	Health and Safety Awareness Training, Queen's University Equity Office
2014	First Aid Instructor (EFA, SFA, HCP-FA), Canadian Red Cross
2014	Beyond the Hurt Prevention Educator, Canadian Red Cross
2014	10 Steps to Creating a Safe Environment, Canadian Red Cross
2014	Respect in Schools, Canadian Red Cross
2013	Improving Student Body Image and Mental Health, Mount Saint Vincent University
2013	Working with Challenging Parents, Mount Saint Vincent University