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HIGHLIGHTS

Recipient, Tim McTiernan Student Mentorship Award, Ontario Tech, 2020
Recipient, Ontario Tech Teaching Excellence Award, 2007, 2013
Recipient, Teaching Excellence Award, Faculty of Social Science and Humanities, 2009, 2019
Primary Investigator, SSHRC Insight Development Grant (Student Mental Health), 2019-2022
Primary Investigator, eCampus VLS (Equity Diversity, and Inclusion in Assessment), 2021-2022
Nominee, Ontario Confederation of University Faculty Associations (OCUFA) Teaching Award, 2020
Nominee, Tim McTiernan Student Mentorship Award, 2018, 2019
Nominee, Ontario Tech Student Choice Award, 2018, 2019
Nominee, 3M National Teaching Fellowship, 2020
Over 15 years of experience using technology in teaching at a variety of levels and disciplines

EDUCATION

PhD	UNIVERSITY OF CAMBRIDGE, ENGLAND Social Demography Funded by full scholarship: Rotary International	1994-1998
BA	WHEATON COLLEGE, Norton, MA, USA European History, Women's Studies Magna Cum Laude, Departmental Honors	1990-1994
JYA	UNIVERSITY OF EDINBURGH, SCOTLAND	1992-1993

RESEARCH FUNDING

Primary Investigator, eCampus Ontario Digital Fluency Grant: Creating equitable, diverse, and inclusive assessments in online and blended learning. (Total funding, \$67,076).

Primary Investigator, SSHRC Insight Development Grant: Constructing the Mental Health Crisis: Narrative sources and media consumption by emerging adults and postsecondary institutions. (Total funding, \$70,936)

ADDITIONAL QUALIFICATIONS

Higher Education Teaching Certificate, The Derek Bok Center for Teaching and Learning, Harvard University, 2021.

Teacher Certification (Provisional), Grades 9-12: Massachusetts Department of Education, 2000.

EMPLOYMENT

Professor, Ontario Tech Faculty of Social	Design and teach courses in the communication program. Work within international and university	2021 – Present; 2014-present,
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Science and Humanities	research teams to conduct studies in education and communication. Serve the university and community with dedication to students, faculty, staff and community members.	Associate Professor; 2008-2014, Assistant Professor
Lecturer, Ontario Tech (UOIT) Faculty of Education and Criminology	Designed and taught courses in education and philosophy. Learned and implemented the use of new educational technologies. Served the university and community on committees and participation in events.	2003-2008
Manager, Research Services, Ontario Tech (UOIT)	Built the university's research administration structure. Communicated with faculty on funding opportunities. Liaised with funding bodies on behalf of the university.	2002-2003
Director of Research, D-Code, Inc.	Supervised qualitative and quantitative research/consulting projects at a research, strategy and consulting firm. Managed firm's intellectual capital. Wrote research reports for public and client purposes. Managed client relations and delivered presentations.	2001-2002
Director of Research, The NRG Group, Inc.	Analyzed market trends in information technology for a consulting and venture capital firm.	2000-2001
Full-Time Certified Teacher, Whitman-Hanson Regional High School, MA, USA	Developed curriculum delivery for grades 9-12. Pioneered use of school information technology labs for grades 9-12.	1998-2000

CURRENT RESEARCH INTERESTS

Learning with Technology	Research focuses on the benefits and challenges of using technology in higher education and a variety of communication tools used in and out of the classroom.
Digital feminist identities	Women are present, participate, and shape online, digital spaces. My research focuses on how women construct and maintain their online digital identities, with a particular focus on gender performance and digital silencing in social media.
Spiritual communication	Research focuses on prayer as a form of inter- and intra-personal communication, the use of spiritual practices during times of personal difficulty, and the acquisition of mindfulness meditative techniques.

Published Refereed Articles and Chapters

- Lauricella, S.** & Edmunds, T. (2022). Ludic Pedagogy: Taking a serious look at fun in the COVID-19 classroom and beyond. *Educational Considerations*, 48(1).
<https://newprairiepress.org/cgi/viewcontent.cgi?article=2324&context=edconsiderations>
- Lauricella, S.,** & Kay, R. H. (2022). Fair and formative feedback in online learning. In, R. H. Kay, & W. J. Hunter (Eds.), *Thriving online: A guide for busy educators* (pp. 236-247). Ontario Tech University.
<https://doi.org/10.51357/DLSC5521>

- Lauricella, S.** (2022). Equitable assessment in online environments. In, R. H. Kay, & W. J. Hunter (Eds.), *Thriving online: A guide for busy educators* (pp. 248-256). Ontario Tech University. <https://doi.org/10.51357/CEFD2689>
- Lauricella, S.** (2022). Alternative grading in online learning. In, R. H. Kay, & W. J. Hunter (Eds.), *Thriving online: A guide for busy educators* (pp. 257-265). Ontario Tech University. <https://doi.org/10.51357/VBAS3039>
- Lauricella, S.,** Banks, L., & Craig, C. D. (2022). Interactive online lectures. In, R. H. Kay, & W. J. Hunter (Eds.), *Thriving online: A guide for busy educators* (pp. 193-204). Ontario Tech University. <https://doi.org/10.51357/PCPH7148>
- Lauricella, S.,** & Edmunds, T. K. (2022). Ludic pedagogy online: Fun, play, playfulness, and positivity. In, R. H. Kay, & W. J. Hunter (Eds.), *Thriving online: A guide for busy educators* (pp. 205-216). Ontario Tech University. <https://doi.org/10.51357/HGJK8068>
- Lauricella, S.** & Small, E. (In Press). “We’re here for you during this pandemic, just not financially or emotionally”: What TikTok reveals about student life 🧑🏻 during the COVID-19 🤖 pandemic. In V. Kannen & A. Langille (Eds.), *We Live Online: Virtual Identities and Digital Culture*.
- Lauricella, S.,** Pegoraro, A., & Scott, H. (2022). “After years of counseling, I stopped stabbing men”: The use of feminist humor on Twitter to dismantle rape culture. *Feral Feminisms*.
- Lauricella, S.** (2021, March 15). Using media to teach media: How the scholarship of teaching and learning slayed the online scene. *Flow TV*. Retrieved from <https://www.flowjournal.org/2021/03/using-media-to-teach-media/>
- Lauricella, S.** & McArthur, F. (2021). Taking a student-centred approach to alternative digital credentials: Multiple pathways toward the acquisition of microcredentials. In D. Piedra (Ed.), *Handbook of research on innovations in the use of alternative digital credentials*. IGI Global.
- Lauricella, S.** (2021). Ancient text, modern context: Patanjali’s *Yoga Sutras* and the twenty-first century veg(etari)an. *Rhetorics of Vegetarianism*. Edited by C. Haganu-Bresch and K. Kondrlik, The Palgrave Macmillan Animal Ethics Series. 119- 139. doi.org/10.1007/978-3-030-53280-2_5
- Lauricella, S.** (2020). *Dirty John* [Television series]. Cunningham, A. & Goffard, C. (Writers). *Women’s Studies in Communication*, 43(3), 320-322, DOI: [10.1080/07491409.2020.1803653](https://doi.org/10.1080/07491409.2020.1803653)
- Lauricella, S.** (2020). Pandemic prime time for the Cuomo brothers. Case study: Ethics, objectivity, and relationships in journalism. Media Ethics Initiative, University of Texas at Austin Centre for Media Engagement. Retrieved from <https://mediaengagement.org/wp-content/uploads/2020/05/80-Brothers-in-News-Case-Study.pdf>
- Lauricella, S.** (2020). A feminist autoethnography of academic performance on Twitter: Community, creativity, and comedy. *Critical Reflections and Politics on Advancing Women in the Academy*. Edited by S. Cote-Meek, T. Moeke-Pickering, & A. Pegoraro. Hershey, PA: IGI Global.
- Lauricella, S.** (2019). The practice of nonviolence: Teaching an undergraduate course in nonviolent communication. *Journal of Communication Pedagogy*, 2, 103-110. doi: 10.31446/JCP.2019.19
- Lauricella, S.** (2019). Prime time for prayer: An analysis of prayers offered and answered in the reality series *Answered Prayers*. *Journal of Religion and Popular Culture*, 31 (3), 208-222. doi: [10.3138/jrpc.2017-0050](https://doi.org/10.3138/jrpc.2017-0050)

- Lauricella, S.** (2019). Darkness as the frenemy: Social media, student shaming, and building academic culture. *Communication Education*, 68(3), 396-393. doi: 10.1080/03634523.2019.1609055
- Lauricella, S.** (2019). What ever happened to Academic Batgirl? Special Issue: Buzzademia: Scholarship in the Internet Vernacular. *Hyperrhiz*, 21. doi:10.20415/hyp/021.let03
- Lauricella, S.** (2018). Bam! Pow! Vanish? A feminist autoethnography of gender performance and covert influences on Twitter. *Women & Language*, 41(2), 62-78.
- Lauricella, S.** (2018). Does the photo fit the news? The ethics of powerful images in the immigration debate. *Media Ethics* 30(1). Retrieved from <https://mediaethicsinitiativeorg.files.wordpress.com/2018/11/mem-2-immigration-photo-case-study.pdf>
- Lauricella, S. & Pankhurst, K.** (2018). The safe tweet: Social media use by Ontario Fire Services. *International Journal of Emergency Services*. <https://doi.org/10.1108/IJES-09-2017-0048>
- Lauricella, S.** (2018). Praying for reality: The invisible hand in Downey and Burnett's *Answered Prayers*. In M. Einstein, K. Madden & D. Winston (Eds.), *Religion and Reality TV: Faith in Late Capitalism* (165-185). London: Routledge.
- Crichlow, W. & **Lauricella, S.** (2018). An analysis of anti-Black crime reporting in Toronto: Evidence from news frames and Critical Race Theory. Monish Bhatia, Waqas Tufail, & S. Poynting (Eds.), *Media, Crime, and Racism* (301-316). New York: Palgrave MacMillan.
- Lauricella, S.** (2018). "You don't know" you're a misogynist: Sexism in One Direction's lyrics. *Misogyny in American Culture: Causes, Trends, Solutions*. L. Guglielmo, Ed. ABC-CLIO publishers, 441-442.
- Lauricella, S.** (2018). No crying, no falling in love: Digital identity of female chemists on Twitter. C. Sorensen-Unruh, L. B. Jones, T. Gupta (Eds.), *Communicating Chemistry through Social Media* (103-119). Washington, D.C., ACS Publications, Routledge. doi: 10.1021/bk-2018-1274.ch006
- Lauricella, S. & Scott, H. M.** (2018). Anatomy of a wedding: Examining religiosity, feminism, and weddings in Grey's Anatomy. *Journal for Religion, Film, and Media* 4(2). doi: 10.25364/05.4:2018.2.3
- Lauricella, S.** (2016). The ancient-turned-new concept of "spiritual hygiene": An investigation of media coverage of meditation from 1979-2014. *Journal of Religion and Health* 55(5), 1748-1762. doi: 10.1007/s10943-016-0262-3
- Lauricella, S.** (2016). Acknowledgement: A way toward spiritual communication. *Spirituality Studies* 2(2). Retrieved from <http://www.spirituality-studies.org/dp-volume2-issue2-fall2016/#20>
- Lauricella, P. & **Lauricella, S.** (2016). Hitchhiking, hospitality, and spiritual communities. *Cloverleaf: Journal of Education in Evolvement and All Encompassing Spirituality* 1(1). Retrieved from <http://cloverleaf.spiritualeducation.org/v1n1/Lauricella>
- Kay, R. H. & **Lauricella, S.** (2016). Assessing laptop use in higher education: The Laptop Use Scale. *Journal of Computing in Higher Education*, 28(1), 18-44. doi: 10.1007/s12528-015-9106-5 Retrieved from <http://link.springer.com/article/10.1007%2Fs12528-015-9106-5>
- Lauricella, S.** (2016). Spiritual hygiene in modern times. In J. Mata-McMahon, T. Kovac & G. Miller (Eds). *Spirituality in the twenty-first century: Formations* (111-122). Oxford: Inter-disciplinary Press.
- Lauricella, S. & Koster, K.** (2016). "Refueling" athletes: Social media's influence on the consumption of chocolate milk as a recovery beverage. *American Communication Journal* 18(1). Retrieved from

<http://ac-journal.org/journal/2014-2017/Vol18/Issue%201/ACJ%202016%20Issue%201%20Article%202.pdf>

- Hochheimer, J., Huffman, T., & Lauricella, S. (2016). The states of spiritual communication (in part): Exploring the sharing of meaning. In M. de Souza, J. Bone & J. Watson (Eds). *Spirituality across disciplines: Research and Practice* (259-271). Switzerland: Springer International.
- Lauricella, S. & MacAskill, S. (2015). Exploring the potential benefits of holistic education: A formative analysis. *Other Education*, 4(2), 54-78. Retrieved from <http://www.othereducation.org/index.php/OE/article/view/102/119>
- Kay, R. H. & Lauricella, S. (2015). Investigating and comparing communication media used in higher education. *Journal of Communication Technology and Human Behaviors*, 2(1), 1-20.
- Lauricella, S. (2014). Mindfulness meditation with undergraduates in face-to-face and digital practice: A formative analysis. *Mindfulness*, 5(6), 682-688. [10.1007/s12671-013-0222-x](https://doi.org/10.1007/s12671-013-0222-x)
- Lauricella, S. (2014). Judging by the way animals are treated: Gandhi as a manifestation of Patanjali's Yoga Sutras. *Gandhi Marg*, 35(4), 655-674.
- Douai, A. & Lauricella, S. (2014). The "terrorism" frame or "neo-Orientalism": How Western media cover Islam's Sunni-Shia sectarian relations after 9/11. *International Journal of Media and Cultural Politics*, 10(1), 7-24.
- Kay, R. H. & Lauricella, S. (2014). Investigating the benefits and challenges of using laptop computers in higher education. *Canadian Journal of Learning and Technology*, 40(2), 1-25.
- Lauricella, S. (2013). Performing spirituality: Lil' Wayne's letters from a New York jail. *Urban God Talk: Rap, Religion and a Spirituality of Hip Hop*. Andre Johnson, Ed. Lanham, MD: Lexington Books.
- Baesler, E. J. & Lauricella, S. (2013). Teach peace! Assessing instruction of the nonviolent communication and peace course. *Journal of Peace Education*. doi: [10.1080/17400201.2013.777899](https://doi.org/10.1080/17400201.2013.777899)
- Lauricella, S. & Kay, R. H. (2013). Exploring the use of text and instant messaging in higher education classrooms. *Research in Learning Technology*, 21. <http://dx.doi.org/10.3402/rlt.v21i10.19061>
- Lauricella, S. (2012). The lifetime of prayer: A review of literature on prayer throughout the life course. *Journal of Communication and Religion*, 35(3), 209-236.
- Lauricella, S. & Kyereme, S. (2012). A religious hustle: T.I. and Jay-Z's lyrical narratives from "the trap" to the spiritual. *Journal of Religion and Society*, 14. Retrieved from <http://moses.creighton.edu/jrs/2012/2012-25.pdf>
- Lauricella, S. & Alexander, M. (2012). Voice from Rikers: Spirituality in hip hop artist Lil' Wayne's prison blog. *Journal of Religion and Popular Culture*, 24(1). doi:10.3138/jrpc.24.1.15
- Brown, D., Lauricella, S., Zaidi, A. & Douai, A. (2012). Consuming television crime drama: A uses and gratifications approach. *American Communication Journal*, 14(1). Retrieved from http://ac-journal.org/journal/pubs/2011/winter/ACJ_2011-022_Douai%5B1%5D.pdf
- Lauricella, S. (2011). Making sense of spiritual media: An audience study of The Secret DVD, book, and website. *Nebula*, 8(1). Retrieved from <http://www.nobleworld.biz/images/Lauricella.pdf>
- Baesler, E. J., Lindvall, T., & Lauricella, S. (2011). Assessing predictions of Relational Prayer Theory II:

Media and interpersonal inputs, public and private prayer processes, and spiritual health. *Southern Communication Journal*, 76(3), 191-209. doi: 10.1080/10417940903474438

Kay, R.H., & Lauricella, S. (2011). Gender differences in the use of laptops in higher education: A formative analysis. *Journal of Educational Computing Research*, 44(3), 357-376.

Kay, R.H., & Lauricella, S. (2011). Unstructured vs. Structured Use of Laptops in Higher Education. *Journal of Information Technology Education*, 10, 33-42. Retrieved from <http://www.jite.org/documents/Vol10/JITEv10IIPp033-042Kay840.pdf>

Kay, R.H., & Lauricella, S. (2011). Exploring the Benefits and Challenges of Using Laptop Computers in Higher Education Classrooms: A Formative Analysis. *Canadian Journal of Learning and Technology* 37 (1), 1-18.

Lauricella, S. & Kay, R. (2010). Assessing Laptop Use in Higher Education Classrooms: The Laptop Effectiveness Scale (LES). *Australasian Journal of Educational Technology*, 26 (2), 151-163. Retrieved from <http://www.ascilite.org.au/ajet/ajet26/lauricella.pdf>

Lauricella, S. (2009). Is this for real?! Web literacy for the web savvy. *Communication Teacher*, 23 (1-4), 137-141.

Select Academic Presentations

Lauricella, S. & Edmunds, T. K. (2022, February 3). An introduction to Ludic Pedagogy: engagement, creativity, and fun in higher education. 4th Annual ISSOTL Conference: Lausanne, Switzerland.

Lauricella, S. (2021, 9 December). "This is a tough time for you, but we aren't gonna help at all": Student TikTok videos 🤖 during the COVID-19 🦠 pandemic. Innovations in Education Conference, MacPherson Institute, McMaster University, Hamilton, Ontario.

Lauricella, S. (2021, October 27). Grading for equity, diversity, and inclusion: How to reconsider assessing students. Maskwacis Cultural College Continuing Education (Four Nations of Maskwacis, Alberta).

Lauricella, S. & Edmunds, T. K. (2021, October 20). An Introduction to Ludic Pedagogy. Maskwacis Cultural College Continuing Education (Four Nations of Maskwacis, Alberta).

Lauricella, S. (2021, October 22). Mote for personalized voice notes: Connection, feedback, and accessibility via edtech. OpenEd Conference. <https://opened21.sched.com/event/moO9>

Lauricella, S. (2021, August 24). "Notes and Motes: New edtech for student feedback." SMASH Lab Teaching Workshop, Memorial University, Newfoundland.

Lauricella, S. & Edmunds, T. (2021, August 20). Are we having fun yet? How using edtech for fun facilitates increased student retention, learning, and engagement. Teaching and learning with technology: What's next? Ontario Tech University Faculty of Education Conference.

Lauricella, S. (2021, August 17). Alternative assessments: No-stakes, low-stakes, and "ungrading" in higher education. Teaching and learning with technology: What's next? Ontario Tech University Faculty of Education Conference.

Lauricella, S. & Edmunds, T. K. (2021, 15 July). Mountain Moot: EdTech and online engagement. Helena, MT. https://www.youtube.com/watch?v=3L4Afs8OEtc&ab_channel=CarrollCite

- Navara, G. S., Scharfe, E. & **Lauricella, S.** (2021, June 21). Constructing the mental health crisis: Narrative sources and media consumption by PSE Senior Administrators. [Snapshot]. 82nd Canadian Psychological Association Annual National Convention, Virtual event.
- Scharfe, E., Navara, G. & **Lauricella, S.** (2021, June 22). Associations between views of relationships and perceptions of the student experience in the media [Poster]. 82nd Canadian Psychological Association Annual National Convention, Virtual event.
- Lauricella, S.** (2021, 1 June). Stan a professional: Teaching highkey professionalism for Communication students. International Communication Association. Online.
- Lauricella, S.** (2021, May). "It's actually kind of fun": Implementing Ludic Pedagogy and Perusall. Perusall Exchange. Harvard University.
- Lauricella, S.** (2021, May). Creating a culture of feedback with new edtech: Mote for personalized voice notes. We Connect and (Re)Collect: A symposium on remote practice-based learning. Ontario Tech University and OCADU.
- Lauricella, S.** (2021, May). Going gradeless: A pandemic-influenced, perpetual practice. Duke University Pandemic Pedagogy Research Symposium.
- Lauricella, S.** (2021, March). Joining the #OnlineTeaching community: How SoTL thrives online. Scholarship of Teaching and Learning in COVID times and beyond. International Society for the Scholarship of Teaching and Learning.
- Lauricella, S.** & Edmunds, T. K. (2021, April). Implementing a ludic pedagogy: Making courses more fun than they sound. CICAN: College and Institutes Canada.
- Lauricella, S.** (2020, October). Multiple pathways for microcredentials. E-Campus Ontario TESS Conference.
- Lauricella, S.** (2020, May). Get outside and listen: An active experiential learning workshop. *HEIT: Centre for Higher Education Research Convention*, Oshawa, ON [Cancelled due to COVID-19].
- Lauricella, S.** (2020, March). Listening: An experience. *International Listening Association Convention*. Seattle, WA. [Cancelled due to COVID-19].
- Lauricella, S.** (2019, November). The hero and the villain: A feminist autoethnography of online gender performance. *National Women's Studies Association Convention*, San Francisco, CA.
- Lauricella, S.** & Scott, H. M. (2018, November). Playing dangerous games with identity: Xenophobia in the media. *National Communication Association Convention*, Salt Lake City, UT.
- Lauricella, S.** & Scott, H. M. (2018, November). Playing with performance: Examining gender performativity, feminism, and weddings in *Grey's Anatomy*. *National Communication Association Convention*, Salt Lake City, UT.
- Lauricella, S.** (2018, November). Playing with prayer: Reality television and the interplay of asking and receiving via Answered Prayers. *National Communication Association Convention*, Salt Lake City, UT.
- Lauricella, S.,** Scott, H. M. & Pegoraro, A. (2018, November). "After years of counseling, I stopped stabbing men": The use of feminist humour on Twitter to dismantle rape culture. *National Communication Association Convention*, Salt Lake City, UT.

- Blinne, K. & Lauricella, S. (2018, November). Mindfulness Matters: A collaborator dialogue. *National Communication Association Convention*, Salt Lake City, UT.
- Kay, R. H. & Lauricella, S. (2018, June). Exploring the use of mathematics apps for elementary school students. *EdMedia*, Amsterdam.
- Kay, R. H. & Lauricella, S. (2018, June). Investigating elementary school teachers' attitudes toward and use of STEM-based apps. *EdMedia*, Amsterdam.
- Comeforo, K., Lauricella, S., E. Ryalls & A. Firestone. (2016, November). 'Miss' (ogyny): Popular cultural messaging to girls and why they (we) need feminism. *National Communication Association Convention*, Philadelphia, PA.
- Blinne, K., Lauricella, S., & Hrenak, T. (2016, November). Offsetting convention fatigue: A spiritual sound healing meditation session. *National Communication Association Convention*, Philadelphia, PA.
- Comeforo, K., Lauricella, S., Korn, J., Jackson, S., & Blinne, K. (2016, November). Does what happened in Vegas have to stay in Vegas? Revisiting #WhyFeminism and (re)hashing the call for hashtag feminism. *National Communication Association Convention*, Philadelphia, PA.
- Lauricella, S., Holba, A., & Blinne, K. (2015, November). Practicing mindfulness: Spiritual self-care practices for teachers and researchers. *National Communication Association Convention*, Las Vegas, NV.
- Lauricella, S., Hochheimer, J., Redick, K., & Huffman, T. (2015, November). The opportunity for research in Spiritual Communication: Ideas, methods, and colleagues. *National Communication Association Convention*, Las Vegas, NV.
- Lauricella, S. (2015, November). Missed opportunities: A framing analysis of the Got Milk? Campaign. *National Communication Association Convention*, Las Vegas, NV.
- Lauricella, S. (2015, November). A new opportunity in spiritual communication theory: "Spiritual hygiene" as depicted in media coverage of meditation from 1979-2014. *National Communication Association Convention*, Las Vegas, NV.
- Lauricella, S. (2015, November). (Re)Imagining woman through digital media: Toward an NCA #hashtag initiative. *National Communication Association Convention*, Las Vegas, NV.
- Lauricella, S. (2015, April). Sacred cows make the best milk: A framing analysis of the Got Milk? campaign. *Popular Culture Association/American Culture Association Convention*, New Orleans, LA.
- Lauricella, S. (2015, March). Spiritual hygiene in modern times: An investigation of media coverage of meditation from 1979-2014. *Spirituality in the 21st century, Inter-Disciplinary Press Convention*, Lisbon, Portugal.
- Lauricella, S., Hochheimer, J., Huffman, T., & Clark, K., (2014, November). The emerging field of spiritual communication studies. *National Communication Association Convention*, Chicago, IL.
- Lauricella, S., Hosterman, A., & Johnson, J. (2014, April). Teaching with Pop Culture: Strategies and Best Practices. *Southern States Communication Association Convention*, New Orleans, LA.

- Lauricella, S.,** Redick, K., Baesler, J., & Huffman, T. (2013, November). Spiritual connections: Creating internal space and external place at the Washington National Cathedral. *National Communication Association Convention, Washington, D. C.*
- Lauricella, S.** (2012, November). Sanga and solitude: Exploring the acquisition of mindfulness-based meditation practices. *National Communication Association Convention, Orlando, FL.*
- Lauricella, S.** (2012, November). Growing as a COMMunity: Responding to everyday issues through a global techno-community. *National Communication Association Convention, Orlando, FL.*
- Lauricella, S.** (2012, November). Food as contradiction: From famine to foodies. *National Communication Association Convention, Orlando, FL.*
- Lauricella, S.** (2012). Crying over spilled milk: The problem(s) with animal products and advertising. *Southern States Communication Association Convention, San Antonio, TX.*
- Lauricella, S.** (2011). Voice from Rikers: Spirituality in hip hop artist Lil' Wayne's blog from prison. *National Communication Association Convention, New Orleans, LA.*
- Lauricella, S.** (2011, November). Speak up, speak out: The power of digital voices from the cloud. *National Communication Association Convention, New Orleans, LA.*
- Lauricella, S.** (2010, November). Prayer and coping: An examination of communicative prayer and personal challenges. *National Communication Association Convention, San Francisco, CA.*
- Lauricella, S.** (2010, August). Making sense of spiritual media: An audience study of The Secret DVD, book, and website. *International Conference on Media, Religion and Culture, Toronto, ON.*
- Lauricella, S.** (2010, April). Yoga nidra with university students: F2f and digital self-talk. *Southern States Communication Association, Memphis, TN.*
- Kay, R. H., & **Lauricella, S.** (2010). Exploring the benefits and challenges of using laptops in higher education classrooms, *Global Learn Asia Pacific, Penang, Malaysia.*

TEACHING ACTIVITIES

Select Undergraduate Courses

COMM4210U	Special Topics: Listening Developed the Faculty of Social Science and Humanities first alternative delivery course. The course included a week camping at the Ganaraska Forest as an experiential learning component of the course and program.	2019
COMM4610U	Communication and Conflict: Nonviolent Communication Designed fourth-year level course on conflict management using nonviolent approaches and strategies. Course addresses international, interpersonal, intrapersonal and other conflicts, including political, economic, social, environmental and personal issues. Special attention is focused on peaceful negotiations between people and nations.	2012- 2021
COMM3110U	Communication Ethics Sole responsibility for designing and teaching face-to-face course with online content, assignments, and learning materials. Utilized YouTube	2010- 2020

videos, created Jing videos for students, and instructed development of Wordpress skills for student reflection.

COMM1320U	Oral Communication and Public Speaking Delivered in face-to-face format with online content, assignments, and learning materials.	2010- 2019
SSCI4098U	Practicum Designed fourth-year experiential learning course which focuses on combining academic and professional experiences.	2019- 2021
COMM2310U	Advanced Professional Writing Designed first hybrid course in UOIT's Communication program.	2009- 2011
COMM1110U	Fundamentals of Professional Writing Delivered in face-to-face format with online content, assignments, and learning materials. Extensive use of WebCT, Camtasia, Jing. Created podcasts (.mp3) for delivery of course information.	2008 2009
COMM1310U	Developments in Human Communication Delivered in face-to-face format with online content, assignments, and learning materials. Extensive use of WebCT, Camtasia, Jing. Created podcasts (.mp3) for delivery of course information.	2008
SSCI2021U	Issues in the Family Designed course. Delivered in hybrid format with online content, assignments, and learning materials. Primary responsibility for developing online content and development for hybrid course. Supervised two teaching assistant contracts. Extensive use of WebCT, Camtasia, Jing.	2006 2008
PHIL1000U	Issues in Social and Political Philosophy Delivered in hybrid format with online content, assignments, and learning materials. Sole responsibility for developing online content and development for hybrid course. Supervised 5.5 teaching assistant contracts. Extensive use of WebCT and online learning materials.	2003 2005 2006
EDUC4240U	Understanding Research, Intermediate/Senior Understanding Research, Primary/Junior Designed course. Delivered in traditional format with online content, assignments and learning materials. Created e-book to accompany course. Piloted use of Turning Point Technology, virtual "clicker" tools.	2005 2006 2007
EDUC1020U	Technical Communication Designed course. Delivered in traditional format with online assignments. Supervised four teaching assistants.	2005 2006
SSCI4098U	Practicum Supervisor to fourth-year FSSH/CJPS students Hannah Scott (2018) Kayla Koster (2013) Natalie Dallaire (2012) Andrew Chauhan (2011) Andrew Musick (2010) Ryan Ganga (2010) Darrin Brown (2010) Karen Demers (2007)	2007- 2018

Amanda Beaudry (2007)

Supervisions

SSCI4101U/
4102U

Primary Supervisor, Honours Thesis

Megan Weales, "The role of satire in anti-feminist movements on Facebook and Twitter." Academic year 2017-18

Shelly Kowalski, "Everyone wants everyone to crush: Discovering sense of community in indoor rock-climbing gyms." Academic year 2016-17

Kristin Lemmon, "Reel world example: Mental health, disability, and audience responses to Finding Dory on Twitter." Academic year 2016-17.

Taylor Enright, "Are attitudes toward rape victims changing? An analysis of Facebook responses to Carleen Turner's letter in the defense of her son." Academic year 2016-17.

Stephanie MacAskill, "A holistic lesson: Exploring education as an infinite commitment to wisdom, community and excellence." Academic year 2012-2013

Darrin Brown, "Crime Drama Viewership: A Uses and Gratifications Study." Academic year 2009-2010

Public Scholarship and Media Appearances

Lauricella, S. & Edmunds, T. K. (2021, March 10). COVID-19 stressors invite a serious look at fun in higher education. *Inside Higher Education*. Retrieved from <https://www.insidehighered.com/advice/2021/03/10/importance-injecting-fun-and-humor-classes-opinion>

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SERVICE (Select activities)

University Service (select)

<i>Provost's Delegate</i>	Ontario Tech Teaching and Learning Committee	2019-22
<i>Voting Member</i>	Tenure and Promotion Committee, FSSH	2019-22
<i>Undergraduate Program Director</i>	Communication and Digital Media Studies Program (CDMS): Responsibilities include but are not limited to Quality Control Cyclical Program Review, training for recruiters, sessional hiring, assessment of transfer credits, revision of prerequisites	2018-20
<i>Volunteer</i>	Faculty of Social Science (FSSH) and CDMS Recruitment: Events include but are not limited to Ontario Universities Fair, On-Campus Open House, Virtual/Online Open House, email campaigns	2008-22
<i>Voting Member</i>	FSSH Teaching Professional Development Committee	2019-22
<i>Voting Member</i>	FSSH Experiential Learning Committee	2018-22
<i>Voting Member</i>	FSSH Curriculum Committee	2018-22
<i>Voting Member</i>	Dean's Leadership Committee	2018-20
<i>Volunteer</i>	Ontario Tech Open Education Stewards Advocacy Group	2019-22
<i>Voting Member</i>	Ontario Tech Learning Management Systems Review Committee (selection, review, and "champion" training)	2018-20
<i>Volunteer</i>	Ontario Tech Open Forum on Student Success	2017-20
<i>Volunteer</i>	FSSH Writing Across the Curriculum Task Force	2017-18
<i>Volunteer</i>	FSSH Social Media Committee	2017-20
<i>Volunteer</i>	FSSH Website Overhaul Committee	2017-20
<i>Voting Member</i>	FSSH Research Committee, Communication representative	2017-22
<i>Voting Member</i>	FSSH Search Committee, Experiential Learning Coordinator	2018
<i>Voting Member</i>	Ontario Tech (UOIT) Search Committee, Provost/VP Academic	2018-19
<i>Voting Member</i>	Ontario Tech Search Committee, Deputy Provost	2022
<i>Voting Member</i>	FSSH Search Committee, Communication Coordinator	2018
<i>Volunteer</i>	FSSH Representative, UOIT branding focus group	2018
<i>Voting Member</i>	FSSH Faculty Review Committee	2016-18
<i>Voting Member</i>	Ontario Tech (UOIT) Academic Council	2009-12 2015-18
<i>Guest Speaker</i>	"What can you do with your BA" Event, sponsored by the Social Science and Humanities Student Association	2014
<i>Voting Member</i>	UOIT Performance Indicators Committee	2013-14
<i>Voting Member</i>	FSSH Faculty Council	2009-20
<i>Voting Member</i>	Faculty Council, Communication Program	2008-17
<i>Advisor</i>	Communication Student Association	2008-18
<i>Volunteer</i>	UOIT "First Gen" Project (Online writing modules)	2008-10
<i>Voting Member</i>	UOIT IRPS Committee	2008-10
<i>Voting Member</i>	Faculty Council, Faculty of Education and Communication	2008-09
<i>Voting Member</i>	Program Committee, Faculty of Education and Communication	2008-09
<i>Voting Member</i>	Mental Health Community Partners Committee (CMHA, Oshawa)	2008-09

Voting Member	Research Committee: Faculty of Education	2008-09
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Professional Service (Select)

<i>Reviewer</i>	<i>Feminist Pedagogy</i> <i>Signs: Journal of Women in Culture and Society</i> <i>Computers & Human Behavior</i> <i>Journal of Communication Inquiry</i> University of California Press Social Science and Humanities Research Council <i>Journal of Popular Culture</i> <i>Feminist Media Studies</i> <i>Journal of Religion and Popular Culture</i> <i>Society for Teaching and Learning in Higher Education</i> convention <i>Computers & Education</i> <i>Advancing Women in the Academy (edited volume)</i> <i>Listening Across Differences: From Self-Compassion to</i> <i>Compassionate Action</i> <i>Australasian Journal of Educational Technology</i>	2021-22 2017-22 2015-19 2016-19 2018 2016 2016-20 2019 2017 2020 2015 2020 2019 2012
<i>Division Chair</i>	National Communication Association, Spiritual Communication Division	2015-18
<i>Vice-Chair/Program Planner</i>	National Communication Association, Spiritual Communication Division	2014-15
<i>Vice-Chair Elect</i>	National Communication Association, Spiritual Communication Division	2013-2014
<i>Secretary</i>	National Communication Association, Spiritual Communication Division (two consecutive terms)	2011- 2013
<i>Reviewer</i>	National Communication Association, Mass Comm Division, Spiritual Communication Division, Health Communication Division and Great Ideas for Teaching Students Division	2010- 2019
<i>External Examiner</i>	Pake Newell, Master's Thesis, Trent University Amber Vibert, Master's Thesis, UOIT Elizabeth Elliott, Ph.D., UOIT Steven Roberts, UOIT	2018 2019 2017 2011

AWARDS/NOMINATIONS

<i>Recipient</i>	Outstanding published paper award, National Communication Association (article published in <i>Journal of Religion and Popular Culture</i>)	2020
<i>Recipient</i>	Tim McTiernan Student Mentorship Award, Ontario Tech University	2020
<i>Nominee</i>	3M National Teaching Fellowship	2020
<i>Nominee</i>	Ontario Confederation of University Faculty Associations (OCUFA) Teaching Award	2020
<i>Nominee</i>	UOIT Student Mentorship Award	2018 2019
<i>Nominee</i>	UOIT Student Choice Award	2018 2019
<i>Nominee</i>	Teaching Excellence Award, FSSH	2013-2018
<i>Nominee</i>	UOIT Teaching Award, Core Faculty	2013-2018
<i>Recipient</i>	UOIT Teaching Award, Core Faculty	2011

<i>Recipient</i>	Teaching Excellence Award, Faculty of Criminology, Justice and Policy Studies	2009, 2019
<i>Nominee</i>	TVO Best Lecturer Competition	2009
<i>Recipient</i>	UOIT Teaching Innovation Fund	2009
<i>Supervisor/Recipient</i>	Student Training in Research Award	2009
<i>Recipient</i>	UOIT Teaching Award, Complementary Faculty	2008
<i>Nominee</i>	Leadership in Faculty Teaching (LIFT) Award	2007