CURRICULUM VITAE

Martha Attridge Bufton

Research Support Services
Carleton University Library
1125 Colonel By Drive
Ottawa, ON K1A 5B6

(W) 613-520-2600

marthaattridgebufton@cunet.carleton.ca

EDUCATION

Graduate Certificate in Technology-Based Distributed Learning (2018)
Faculty of Education, University of British Columbia, Vancouver, British Columbia

Master of Library and Information Science (2017)
Faculty of Education, University of Alberta, Edmonton, Alberta

Master of Arts, History (2014)
Faculty of Arts and Social Sciences, Carleton University, Ottawa, Ontario
Research interests: Labour and gender history

Bachelor of Business Administration, *Honours* (1984)
Faculty of Business Administration, Simon Fraser University, Burnaby, British Columbia

Professional teaching training
Digital Curation for GLAMP Professionals - Stewardship in the Age of AI (2026)
Henry Stewart Conference Studies

Teaching students to ask their own questions: Best practices in the Question Formulation Technique (2023), The Right Question Institute and the Harvard Graduate School of Education

The Fundamentals of OCAP® online course (2023), First Nations Information Governance Centre

Student Support Certificate (2019), Carleton University, Ottawa, Ontario

Certificate in University Teaching (2018), Carleton University, Ottawa, Ontario

Facilitator Development Workshop—ISW (2017), York University, Toronto, Ontario

Instructional Skills Workshop (2016), Ryerson University, Toronto, Ontario

ACRL Immersion Training: Teacher Track (2016), Association of College and Research Libraries, Burlington, Vermont

PROFESSIONAL PROFILE

- Extensive post-secondary experience in the design and delivery of information literacy (IL) curricula that are informed by learning theory and professional librarian IL frameworks. These curricula respond to diverse student needs by using pedagogically appropriate strategies to create a positive, culturally responsive, and experiential learning environment.
- Longstanding track record of selecting/deselecting and maintaining appropriate materials for collections that support teaching, learning and research in interdisciplinary subject areas as well as supporting the ongoing development of collections policies, both in assigned disciplines and all library holdings.
- Demonstrated ability to effectively liaise or build collaborative relationships with faculty that support teaching, learning, and research at Carleton through information literacy sessions, collections development, and research projects. These liaison activities include communicating effectively about library resources and services and key issues such as trends in scholarly communications (e.g., open access).
- Proven commitment to ongoing enhancement of professional knowledge, skills, and abilities in relation to library and information science and chosen area of specialization (history), in part by engaging in original research projects.
- Willingness to assume leadership roles, including acting as the coordinator for the Arts, Social Sciences, and Humanities (ASHT) subject area team.

Teaching

Carleton University (2008 – date)

First-year seminar (FYSM1001): Critical foundations in undergraduate research

- Design and deliver a 14-week for-credit course on information literacy in the Faculty of Arts and Social Sciences.

Program-specific teaching

- Create and implement two workshop suites for the Digital Humanities: *Coding for the humanities* and *Metadata for Social Justice*.
- Design and deliver face-to-face and online learning modules on a range of research skills-related topics, such as citation chaining, finding primary sources, and creating strategic search term strategies.
- Teach in large, lecture-style classrooms as well as small, seminar-style settings.
- Support undergraduate and graduate students in several social science disciplines (Canadian Studies, Childhood and Youth Studies, Indigenous Studies, Women and Gender Studies, History) as well as students in the Digital Humanities. Also teach students in the core seminar for the Indigenous Enriched Support Program (IESP) and those enrolled in seminars offered in the Enriched Support Program (a first-year bridging program).
- Partner with faculty to create and implement original hands-on IL research skills lessons that are aligned with course learning outcomes. These sessions may be delivered as one stand-alone session or as a suite of IL lessons.
- Assess for student learning using both formative and summative strategies such as pre- and post-assessment, student surveys, one-minute papers, and graded assignments.

- Design and create appropriate print and web-based learning objects such as program-based subject guides.

Professional development (in-house)

- *Ask the right questions: Two strategies for teaching undergrads to formulate research questions*. (2025). Knowledge sharing. RSS.
- *What open access publishing can do for you: Case studies in technology and scholarly rigour*. (2025). A 1.5 teaching workshop for faculty co-taught with Prof. Irena Knezevic.
- *Designing and developing effective academic skills sessions* (2018). A 1.5 teaching workshop for Library and Centre for Student Academic Support staff.

Specialized IL sessions

Carleton University Educational Development Centre (2011 – date)

- Design and deliver a four-week suite of workshops for the digital humanities: *Metadata for beginners*.
- Design and deliver a seven-week suite of workshops for the digital humanities: *Coding for the humanities.*
- Co-design and co-deliver a graduate student professional development course: *Thesis and Dissertation Layout Made Easy*.
- Deliver an annual TA training session: *Teaching new dogs old tricks: Engaging students in research*. The session is designed for TAs in the arts and social sciences and assesses learning using formative strategies.
- Consistently receive positive student evaluations for the sessions.
- Typical seminar size: 12 – 22 participants.

Carleton University Library (2010 – date)

Design and deliver specialized sessions on writing literature reviews and using qualitative research software (NVivo).

- Assess for student learning using formative strategies including pre- and post-assessments.

Elearning

Carleton University (2013 – date)

Program-specific teaching

- Collaborate with faculty and instructional designers to fully integrate information literacy into online course curricula. The IL curricula are aligned with course learning outcomes. and delivered primarily through instructional videos and online communication with students via cuLearn, the in-house course management system.
- Deliver these modules both synchronously and asynchronously online.
- Develop original learning objects to assess student learning. Tools include a multiple-choice quiz, and results count towards students' final grades.
- Designed and developed a Carleton University Collaborative Indigenous Learning Bundle entitled *Accessible information: Library-based research and Indigenous communities*.

Individual research consultations
Carleton University (2008 – date)
Program-specific teaching

- Provide individualized research consultations.
- Students and faculty self-select to request these consultations, although sometimes faculty will offer bonus marks in a course for attending such a session.
- Consultations are designed as experiential learning experiences in which students both observe and conduct searches for resources using library tools.

Student supervisions
Carleton University (2017 – date)

- Supervise third-year students in the IRM3007: Practicum for IRM
- Supervise third-year student placement for CHST3905: Service learning in community settings.
- Hire and supervise students with funding from the Carleton University Experiential Learning Fund to develop a Reacting to the Past immersive role-playing game.
- Hire and supervise students through the Students as Partners Program to assist with curriculum development.
- Supervise experiential learning activities for first and second-year student placements in the Childhood and Youth Studies program.
- Supervise placements for third-year students in the Bachelor of Information Technology—Information Resource Management program
- Supervise graduate students in Digital Humanities or related programs (e.g., History)

Collections development
Carleton University (2008 – date)

- Actively select, maintain, and deselect from collections in assigned subject areas. This includes consulting with faculty on both new materials to purchase as well as materials that can be discarded or put into storage.

Provide regular input into the formulation, implementation, and revision of collection policies in assigned subject areas. This includes attending regular team meetings in addition to working with the faculty library liaison to develop subject profiles and

- monitoring trends in acquisitions, such as demand-driven acquisition models and video streaming packages, to ensure that appropriate materials are purchased in a cost-effective manner.
- Collaborate with colleagues to ensure that special holdings within the collection are visible and accessible (e.g., developing the Indigenous Film Collection and the acquisition of video streaming products).
- Contribute to the preparation of library statements for academic and quality assurance documents.

Research projects

Carleton University (2008 – date)

- "*High stakes information": Investigating the effectiveness of game mechanics to achieve learning outcomes*: A project to research the effectiveness of game-based learning.
- *Hit the books: Student reviews of contemporary children's literature.* A project to engage students in critical reading of children's books in the Carleton University Library collection. https://htb.interdisciplinarylib.ca/
- *Do we take shelter? Evaluating "high stakes" information*. An immersive role-playing game, based on the Reacting to the Past pedagogy.
- *Book Arts Lab publishing project*: Publishing a children's book.
- *Creating historical artefacts in the Book Arts Lab: Expanding experiential learning in FYSM 1405C: The long civil rights movement.* This project will expand existing experiential learning opportunities in the first-year seminar, *FYSM 1405C: The long civil right movement*. Sessions in the Book Arts Lab will allow students to create their own historically plausible print artifacts, which they could then use to support their core participation in the fall term historical game.
- *A research foundations course for first-year undergraduate students in the arts and social sciences:* A collaborative digital initiative, an eCampusOntario Digital Content project.
- *Library support for the Digital Humanities* (DH): A multi-dimensional research project to identify a strategic approach to library support for digital humanists. The project includes a scoping review, an environmental scan, and the design and piloting of a DH tool bench that will include a suite of workshops on coding, metadata, and digital repositories.
- *Creating Maud Malone*: *Developing a role for library instruction in Reacting to the Past*, an immersive role-playing historical pedagogy.
- *Mobilizing Traditional Knowledge for Community Well-Being*: The Native North American Travelling College (Collaborator, SSHRC Individual Partner Engage Grant)
- *Play your cards right*: Game-based learning for information literacy.
- *Aditawazi Nisoditadiwin:* Between two worlds, understanding both: A new approach to cataloguing an Indigenous film collection.

PROFESSIONAL HISTORY

Carleton University, Ottawa, Ontario

Carleton University Library, Research Support Services

Interdisciplinary Studies Librarian (May 2018 – date)

Teaching and Learning Librarian (November 2017 – April 2018)

Subject Specialist (Canadian Studies, Child Studies, Indigenous Studies and Social Work), August 2008 – 2017)

Department of University Communications
Editor, Internal Communications, October 2006 – 2008

University Recruitment Communications Officer, May 2004 – October 2006

Department of Advancement Services
Donor Communications Officer (secondment), February – May 2004
Scholarship Development and Stewardship Specialist, May 2003 – February 2004

Program Officer, Fundraising, February 2001 – May 2003

Founder and coordinator, Carleton University Writing Competition
May 2008 – 2016

North Dundas Community Hospice, Williamsburg, Ontario
Trainer, 2000 – 2014

Bereaved Families of Ontario, Ottawa Region
Public Education Coordinator and Facilitator Trainer, June 1998 – 2003

Chair, Steering Committee, April 1997 – June 1998

Facilitator/Peer Counselor, May 1992 – 1997

LivingWorks Education Inc., Suicide Intervention Trainer
Master Trainer, 1999–2011

PUBLICATIONS AND PRESENTATIONS

Open educational courses

Imagine | Question | Search | Synthesize: Critical foundations in undergraduate research. (2023). An open educational resource (OER). eCampusOntario.

Learning bundle

Attridge Bufton, M. (2019). *Accessible information: Library-based research and Indigenous communities*. [Carleton University Indigenous Learning Bundles]. D2L/Brightspace. https://brightspace.carleton.ca/d2l/home

Textbooks and manuals

Attridge Bufton, M. (2024). *Do we take shelter? Evaluating "high stakes" information: Gamer handbook*. *https://ecampusontario.pressbooks.pub/gamerguidedowetakeshelter/*

Attridge Bufton, M. (2023). *Critical foundations in undergraduate research. A reading guide (second edition)*. https://ecampusontario.pressbooks.pub/undergradresearchreadingguidesecondedition/

Attridge Bufton, M., & Samokishyn, M. (2022). *Critical foundations in undergraduate research.*

A reading guide (first edition).
https://ecampusontario.pressbooks.pub/undergradresearchreadingguide/

Book chapters

Samokishyn, M., & Attridge Bufton, M. (2023). "Imagine | Question | Search | Synthesize. A case study in fostering intellectual curiosity with inquiry-based learning." In C. Tysick et. al. (Eds.). *Intellectual curiosity and the role of libraries.* Chapter 7. https://intellectualcuriosity.pressbooks.sunycreate.cloud/

Attridge Bufton, M., Harkness, C., & Tucci, R. (2020). "Play your cards right: An information literacy card game for undergrads." (2020). In Ellyssa Valenti (Kroski), (Ed.), *52 Ready-to-use gaming programs for libraries*, American Library Association.

Attridge Bufton, M. (2014). "A "honey" of a union deal: Gender and status in the labour action of Carleton University librarians, 1948–1975". In Mary Kandiuk and Jennifer Dekker (Eds.), *In solidarity: Academic librarian labour activism and union participation in Canada*, Library Juice Press.

Attridge Bufton, M. (2014). "Fair play or foul. Deborah Ann Norton." In *Memories, mementoes, memorabilia.1808school days past 1808 – 1965.* (2014). North Grenville Historical Society.

Magazine articles and editorials (a sample of recent publications)

Weeding practice as an anti-racist practice: A conversation with Dr. Monica Eileen Patterson
https://open-shelf.ca/20210613-weeding-as-an-anti-racist-practice-a-conversation-with-dr-monica-eileen-patterson/

Taking responsibility: An information-seeking journey to understanding Indigenous-federal relations, a three-part series co-written with Andrew Gemmell, *Open Shelf* (March – November 2020). Part I.
https://open-shelf.ca/20200310-taking-responsibility-an-information-seeking-journey-to-understanding-indigenous-federal-relations/
Part II https://open-shelf.ca/200706-taking-responsibility-why-state-imposed-governance/
Part III
https://open-shelf.ca/201106-taking-responsibility-a-single-source-may-be-crap-when-talking-about-governance/

Coming off the page: 3-D posters liven up the IFLA experience, with Aini Nur Farrah Hani bt Md Nor, *Open Shelf,* November 2019.
https://open-shelf.ca/191105-coming-off-the-page-3d-posters-liven-up-ifla-experience/

Sex, violence, and video games. Censorship in the academic library (co-authored with Wayne Jones), Freedom to Read 2015, *Current Censorship Issues in Canada,* the Book and Periodical Council. https://www.freedomtoread.ca/wp-content/uploads/kit2015.pdf

Podcast

Carleton Library Series Podcast. The eye of the master. (2023). An interview with Dalie Giroux and Jennifer Henderson on the translation of *The Eye of the Master*. An episode for the Carleton Library Series. https://library.carleton.ca/library-news/colonialism-and-everyday-life-quebec-images-stories

Websites (knowledge mobilization)

Attridge Bufton, M. (2025). *Hit the books. Student reviews of contemporary children's literature.* https://htb.interdisciplinarylib.ca/

Digital Pedagogy Project: https://carleton.ca/digitalpedagogy/ Assessing the benefits of incorporating multimedia and/or interactive materials into university teaching. Features two videos: *What can open access publishing do for you?* (with Irena Knezevic) and *Pressbooks basics*. https://carleton.ca/digitalpedagogy/

Juried conference presentations
International

2017-date

Modeling the information practices of the digital humanist as professional, Alliance of Digital Humanities Organizations: DH 2024 (Virtual, co-presented with Jenna Stidwill).

Do we take shelter? Evaluating "high stakes" information. Reacting to the Past Annual Summer Institute. Playtesting. (2025).

Harnessing students' curiosity: Inquiry-based approaches for student success in an online information literacy course for first-year students, Technology and Education Showcase and Seminar (TESS), eCampusOntario (2023). (Co-presented with Marta Samokishyn).

Play your cards right! The role of meaningful play in teaching information literacy to first-year students, International Conference on eLearning in the Workplace, Columbia University (2017). https://cuportfolio.carleton.ca/view/view.php?t=BXODE2ueol8Wzt3i7A15

Play your cards right! The role of meaningful play in teaching information literacy to first-year students, workshop, Irish Conference on Game-based Learning, Cork City, Ireland (Co-presented with Colin Harkness and Ryan Tucci) (2017).

Resistance through beautiful things: The rematriation of Inuit facial tattooing, British Association of Canadian Studies Annual Conference London, England (co-presented with Katherine Snow, Carleton University) (2017).

2016

Tell more stories: Culturally responsive instruction for Aboriginal undergrads, IFLA World Library and Information Congress, Columbus, Ohio.

Tell more stories: Culturally responsive instruction for Aboriginal undergrads, Building Bridges: Washington State Higher Education Technology Conference.

National
2023
The power of inquiry: Adopting a contextual approach to designing an information literacy credit-bearing course for first-year students, WILU 2023 (Workshop for Instruction in Library Use), McGill University, Montreal, Quebec (Co-presented with Marta Samokishyn, Saint Paul University and David C. Jackson, Carleton University).

2022
Imagine, question, search, synthesize: Designing a credit-bearing information literacy course for undergraduates, Society for Teaching and Learning in Higher Education (STLHE) annual Conference, Ottawa, Ontario (2022).

2018
Something besides homework: Reframing research support for graduate students, Concordia University Library Research Forum, Montreal, Quebec (Co-presented with Nikki Tummon, McGill University).

Play your cards right! The role of meaningful play in teaching information literacy to first-year Students, Workshop on Instruction in Library Use (WILU).

2015-2016
Tell more stories: Culturally responsive instruction for Aboriginal undergrads, Workshop for Instruction in Library Use (WILU) (2016).

Solidarity by association: The unionization of professors, librarians, and support staff at Carleton University (1973 – 1976), invited panelist, panel discussion, Canada Conference, Trent University (2015).

Provincial and local
2019-2020
Entwined for learning: Creating Twine games for information literacy, Ontario Library Association, Super Conference (2020). *http://twine.interdisciplinarylib.ca/*

Your voice, your community: a content hack-a-thon for the next Open Shelf *issue,* Ontario Library Association, Super Conference (2019).

2018
Aditawazi Nisoditadiwin: Between two worlds, understanding both: A new approach to cataloguing an Indigenous film collection, Ontario Library Association, Super Conference (2018).

What next? Preserving and managing your data when the research is done, co-presented with Jane Fry, Ontario Library Association, Super Conference (2018).

"Reacting to the Past": How students experience history through game-based learning, Carleton University Experiential Learning Symposium 2018, in partnership with Prof. Pamela Walker (2018).

Webinars
OCUL Assessment Community. (2025). *Imagine|Question|Search|Synthesize. Assessing the research skills of first-year students*.

Juried poster presentations

International
Play your cards right! The role of meaningful play in teaching information literacy to first-year students, IFLA World Library and Information Congress, Wroclaw, Poland (2017).
Provincial
Play your cards right! The role of meaningful play in teaching information literacy to first-year students, Ontario Library Association Super Conference (co-presented with Colin Harkness and Ryan Tucci) (2018).

Other presentations
The making of Maud Malone: Making a place for library instruction in Reacting to the Past, commissioned workshop by the ROAAr (Rare & Special Collections, Osler, Art, and Archives) outreach team for McGill University librarians (forthcoming 2021).

Librarians need an MLIS: True or false, moderated live panel discussion*, Open Shelf,* March – May 2020
Round I https://open-shelf.ca/20200310-librarians-need-an-mlis-true-or-false/
Round II https://open-shelf.ca/200406-librarians-need-an-mlis-true-or-false-round-ii/
Round III https://open-shelf.ca/200604-librarians-need-an-mlis-true-or-false-round-iii/

DOCUMENTARY FILMS

Juried films

Women at the bargaining table. White collar unionization at Carleton University, a 22-minute documentary film that tells the story of union activism at Carleton University in the mid-1970s. Chosen as the opening film for the 2019 Canadian Labour International Film Festival. Co-produced with the Workers' History Museum (2019 release).

GAMES

Attridge Bufton, M. (2023). *Do we take shelter? Evaluating "high stakes" information*. An immersive-role playing game. https://ecampusontario.pressbooks.pub/gamerguidedowetakeshelter/

Attridge Bufton, M., Harkness, C., & Tucci, Ryan, (2017). *Sources: an information literacy card game*. http://sources.interdisciplinarylib.ca/

RESEARCH GRANTS

2026 I-CUREUS Research internship-grant (2700) for game-based learning project
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2026 SSHRC Partnership Engage Grant ($25,000), Co-applicant with Lead Investigator Dr. Anna Hoefnagels. Kanien'keha:ka (Mohawk) Cultural Resurgence and Akwesasne Community Renewal: Narratives, Initiatives, and Impacts of The Native North American Travelling College.

2024 Carleton University Students as Partners Program grant ($2000) to revise the curriculum For FYSM1001: Critical foundations in undergraduate research.

2023 Carleton University Experiential Learning Fund Grant ($2000) to develop the immersive role-playing game *Do we take shelter? Evaluating "high stakes" information*.

2023 Carleton University Experiential Learning Fund Grant ($1400) to develop templates for historical artefacts for a first-year seminar in partnership with the Book Arts Lab.

2023 Carleton University Students as Partners Program grant ($2000) to develop a digital information literacy game.

2023 Digital Pedagogy project ($1,000) to develop Twine-based information literacy game.

2021 eCampusOntario Digital Content Grant ($76,160.65) to develop online undergraduate course in information literacy. Partnered with the University of Ottawa and the University of Saint Paul.

2021 Carleton University Students as Partners program ($2,000) to develop digital humanities coding workshops.

AWARDS

2019 Brilliancy in Reacting Award (Historical pedagogy), awarded by the Reacting to the Past selection committee for a particularly ingenious or creative idea or pedagogical practice that advances Reacting games.

2019 Carleton University Professional Achievement Award (Librarian), awarded by the Carleton University Library Peer Evaluation Committee in honour of excellence in teaching and

research.

2017 Award for Graduating Online MLIS Students (University of Alberta), awarded to a student graduating from the online MLIS who has displayed outstanding academic performance (as indicated by overall program GPA), excellent professional potential, and ongoing contributions to professional practice and service.

2016 IFLA Student Paper Award, honours students of Library and Information Science whose abstract submissions have been accepted by any IFLA Section or IFLA Unit and presented at the IFLA World Library and Information Congress.

2014 Eugene A. Forsey Prize for the best thesis on labour history, awarded by the Canadian Historical Association

2014 Winner, Carleton University Three-Minute Thesis Competition, an academic competition in which graduate students explain the breadth and significance of their research project in three minutes to a non-specialist audience.

2010 A. Andras Memorial Award, Carleton University, awarded in alternate years to a graduate student in Jewish Studies or trade union history in memory of Mr. A. Andras (member, Carleton Board of Governors) and in support of a research project or paper.

PROFESSIONAL SERVICE

International and national committees

Reacting to the Past Consortium Board of Directors, 2024 – date
Elected Board member
International Federation of Library Associations
Member, History Special Interest Group
Member, Indigenous Matters Standing Committee, 2017 – 2020
Association of College and Research Libraries
Information Literacy Committee, July 2018 – 2020
Canadian Association of Professional Academic Librarians
Member, Education and Professional Development Committee, 2013 – date
Founder and coordinator, Game-based learning community of practice, 2020 – date
Canadian Federation of Library Associations
Member, Indigenous Matters Committee, 2017 – date)
Member, Truth and Reconciliation Committee, 2016 – 2017

Provincial committees

Ontario College and University Library Association, Toronto, Ontario
Editor*, InsideOCULA,* January 2013 – January 2015
Deputy Editor, *InsideOCULA,* November 2009 – December 2012

Local organizations
Workers History Museum
Board Chair, March 2026 – date
Board member at large, March 2025 – date

University committees

Carleton Library Series
CUASA representative, July 2021 – date
Carleton University Pension Committee
CUASA representative, May 2018 – April 2020
CUPE 2424 representative, May 2008 – October 2017

Carleton University Research Ethics Board (A)
Member, January 2018 – date

Carleton University Library committees
Librarians' council
Co-Chair, December 2021 – date

Conference service committees

Ontario College and University Library Association, Toronto, Ontario
Fall Conference Co-planner, 2014 – 2015

Mentoring and judging
Ontario Ethics Bowl Judge (February 2026)
Ontario Library Association MentorMatch, March 2026 – June 2026

Editing and peer-review
eCampusOntario OER Review
Peer reviewer, 2023

Reference Services Review
Peer reviewer, 2022 – date

Ontario Library Association, Toronto, Ontario
Editor-in-Chief, *Open Shelf*, February 2017 – February 2021
https://open-shelf.ca/

International Federation of Library Associations
Reviewer, special Indigenous Matters issue of *The IFLA Journal*, 2020-2021

Editorial Board, *Capstone Seminar Series Journal*, 2017 – 2020
https://capstoneseminarseries.wordpress.com/2011/03/31/anne-trepanier/

Editorial Board, *Southern Journal of Canadian Studies*, July 2015 – 2017

Ontario College and University Library Association, Toronto, Ontario
Editor*, InsideOCULA,* January 2013 – January 2015
Deputy Editor, *InsideOCULA,* November 2009 – December 2012