

JASON HARLEY



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Jason M. Harley, Ph.D., is a tenure-track assistant professor of surgical education in the Department of Surgery, Faculty of Medicine at McGill University, a Junior Scientist at the Research Institute of the McGill University Health Centre (MUHC-RI), Associate Member of the Institute for Health Sciences Education at McGill University, and Director of the Simulation, Affect, Innovation, Learning, and Surgery (SAILS) Laboratory. Dr. Harley completed their FRQSC and SSHRC CGS-funded Ph.D. in Educational Psychology at McGill University in 2014. They held concurrent postdoctoral fellow/ research associate positions in the Department of Computer Science at the University of Montréal (FRQSC postdoc award) and in the Department of Educational and Counselling Psychology at McGill from 2014-2015 (SSHRC). Before returning to McGill, Dr. Harley was a tenure-track assistant professor in the Department of Educational Psychology at the University of Alberta and Director of the Computer-Human Interaction: Technology, Education, and Affect (CHI-TEA) Laboratory from 2016 until the summer of 2019.

Dr. Harley serves on the editorial board of the journal, Educational Technology Research and Development, as well as on program committees for Intelligent Tutoring Systems and Artificial Intelligence in Education. In 2018, they won the Outstanding Early Career Researcher Award sponsored by the Technology, Instruction, Cognition, and Learning (TICL) SIG of the American Educational Research Association (AERA). As a faculty member, their research has been supported by the Social Sciences and Humanities Research Council of Canada (SSHRC), the Killam Research Foundation, and MITACS. Dr. Harley's research and teaching have led to appearances in The Guardian, CBC News, Global News, Radio-Canada: Le Téléjournal, CTV News, The Toronto and Edmonton Star, The Edmonton Journal, and other broadcast and print media.

Current research interests: Surgical education, surgical data science, medical technology (VR/AR/AI), simulations, emotion regulation, psychological safety, burnout, and team training (e.g., communication, collaboration, leadership)