



Dr. Samantha-Kaye is currently a Researcher within the Department of Education at The University of Oxford. She was formally educated in Jamaica, where she completed her Bachelor of Science in Psychology. In England, she received her Master of Arts in Education and then completed her Ph.D. in Psychology in Australia. Using a cognitive psychology lens, Samantha's expertise and interest lie at the intersection of education and psychology. She aims to link these areas with evidence-based e-learning technologies to improve teaching, learning, and assessment outcomes.

Samantha has been actively involved in education development initiatives over the last 10 years. In 2016, Samantha founded the Marlon Christie scholarship, which provides a scholarship for Jamaican students with reading difficulties to attend university. As an extension of this project, Samantha founded Reading for Humanity, to elevate the science of reading, the science of learning, and the science of technology within the classroom. Her work is informed by her experience as an education advocate and researcher in Jamaica, England, and Australia, primarily within the K-12 sector, as well as within non-governmental, private, community organisations, and United Nations bodies. She has experience as a University Associate at Curtin University and Teaching Associate at Monash University in Australia, as part of their undergraduate and graduate psychology teaching teams. Within this space, she has been teaching and/or assessing various psychology units.

Dr. Johnston is currently an affiliate at the Berkman Klein Centre for Internet and Society at Harvard University, where she seeks to strengthen internet governance within online learning. In particular, she is interested in ensuring that the rights of young students are protected while they interact within the digital space, including elevating the voices of students in decision-making processes.



Above all, Samantha believes that every child should have the same opportunity to shape their destiny, emphasizing that we cannot always build the future for them, but we can build them for the future. Consequently, her goal is to ensure that teachers implement evidence-based teaching approaches that will strengthen 21st-century skills, including, critical thinking and creativity, in all students.