

## Digital Pedagogy Institute - August 9th - 10th, 2022 - Schedule

Last updated August 8, 2022

All times are EST

August 9th, 2022

<b>10:00 am - 11:30 am</b>	
<b>Plenary Session One: Dr. Roopika Risam - Associate Professor of Film and Media Studies and of Comparative Literature at Dartmouth</b>	
<b>11:45 am - 12:45 pm</b>	
<b>Session 2</b>	<p>Who Wrote This? The Use of Artificial Intelligence in the Academy <b>Rahul Kumar, Michael Mindzak, Rachel Racz, Brock University</b></p> <p>Artificial technology has improved in many spheres, including large language models (LLM). It seems that text generated by LLMs might be indistinguishable from the human-written text. This research study reports on how accurately participants can identify whether a text composition is written by a human being or by a computer. Implications for teachers, assessment scholars, policymakers, and administrators are discussed.</p> <p>Archival literacy <b>Elliott Kuecker and Rebecca Fitzsimmons, University of Georgia</b></p> <p>Archival literacy has become a popular mode of literacy in the last ten years, given that archival research is not the exclusive purview of historians. Given the amount of open collections and exhibits, the possibility of teaching archival literacy skills is more accessible than ever. Importantly, archival literacy asks us to critically read against the common narrative that archival objects are pure evidence and archivists are neutral agents. We will describe the importance of digital archival literacy using an example from an undergraduate Women's, Gender and Sexuality Studies class that engaged with the digital exhibit "Underpinnings and equal terms: How the suffrage movement changed American women changed the nation" to critically examine curation and research methodologies. We emphasize that all knowledge is a synthesis of various sources and knowledges, and thus all archival collections and exhibits should be understood as curated.</p>

<p><b>Session 3</b></p>	<p>Exploring Digital Critical Pedagogy Post(?)–COVID  <b>Lauren Angelone and Ashley Hinck, Xavier University</b></p> <p>Digital Critical Pedagogy is an emerging term defined in part by the work of bell hooks, interrogating the intersection of critical pedagogy and the use of technology for teaching and learning. This session presents the results of two different collaborative narrative literature reviews of the term from universities in the US and the UK. Following two years of increased technology use born of necessity, we interrogate the term to consider how to continue work around an equitable approach to teaching with digital tools moving forward.</p> <p>Instructor presence in the context of e-learning  <b>Linda Carozza and Hilary Davis, York University</b></p> <p>In a questionnaire study of students enrolled in philosophy and general education asynchronously delivered courses (during the 2020-2021 academic year), students’ experiences and preferences with respect to accessibility, community, instructor presence, and student satisfaction were investigated. We found, through a regression analysis, that online class size was predictive of students’ ratings of “instructor presence.” This presentation will focus on exploring the interdependence of instructor presence, class size, and experiential education. Participants will be encouraged to analyze the study and evaluate potential biases we each have in our different roles when it comes to e-learning design and delivery, and students’ experiences of them. We will encourage comrades from different spaces in the education sector to respond to the study’s findings and our analysis.</p>
<p><b>Session 4</b></p>	<p>Rattletrap Platforms: Modded Minecraft and Digital Pedagogy  <b>Darren Wershler and Bart Simon, Concordia University</b></p> <p>Notoriously, many of the platforms we use for digital pedagogy at the university level are *not very good*: a farrago of poorly documented, inflexible off-the shelf packages, conflicting plugins, and glitchy scripts that utilizes computer resources poorly and spends nearly as much time down as up and running. But are there pedagogical advantages to teaching with rattletrap platforms? Drawing on our current SSHRC-funded research project "Material Allegories and Minecraft" and our use of heavily modified ("modded") versions of the game in classrooms since 2014, this paper argues that sometimes rattletrap tools are *better* for teaching because they defeat consumerist expectations; they allow for failure and rethinking; and they allow for genuine emergent phenomena to occur.</p> <p>Immersive Pedagogy: Teaching New Media in the Metaverse  <b>Nicole K. Stewart, Simon Fraser University</b></p>

	<p>In October 2021, Mark Zuckerberg rebranded Facebook as Meta to symbolize a shift towards a super-platform whose mission is to bring the metaverse to life (The Guardian, 2021). The first mention of “the metaverse” appeared in the 1992 novel Snow Crash by Neal Stephenson, before it was later reimagined as the OASIS in Ernest Cline’s text Ready Player One (Herrman &amp; Browning, 2021; Weinberg, 2021). Meta’s vision for the metaverse entails an embodiment of digital avatars in virtual meta-spaces that are as immersive as reality. I define the metaverse as cyberspace that occurs inside of a fully-immersive virtual reality (VR) environment. In December 2021, Zoe Weinberg theorized in The New York Times that students may one day take classes inside the metaverse. Two months prior, one of “the first fully-immersive virtual reality university course[s]” was already underway (Simon Fraser University, 2022a). The metaverse course was designed for a second-year class in spring 2022 in the School of Communication at Simon Fraser University in Vancouver, Canada. The course offers an introduction to communication technologies with a focus on new media. The objective of the course was to introduce students to VR technologies (e.g., Google Cardboard, Oculus Quest 2) and applications as communication technologies. Throughout the course, ninety percent of lectures and tutorials were run from inside an Oculus Quest 2 headset using applications like Engage, Spatial, Horizon Worlds, Echo VR, Bait, Gun Raiders, Rec Room, and Oculus 360 films like Traveling While Black. The conference presentation will discuss the immersive pedagogy model developed for the courses and some of the key findings from the course related to immersion, presence, field trips, and changing definitions of space.</p>
<p><b>Session 5</b></p>	<p><b>Shifting Power: Emphasizing Student Agency Through Inclusive Approaches to Digital Pedagogy</b>  <b>Beth Caruso and Christin Lampkowski, University of North Carolina Charlotte</b></p> <p>As librarians teaching with emerging technologies, we seek to challenge traditional methods for implementing immersive learning, since immersive content is often presented to students much the same as text-based content. We recognized this need while working with a Black Civil Rights course, realizing the immersive content could be triggering for some; therefore, we developed methods for students to know what they could expect from the experience to make their own decisions about how to interact with the content. This presentation will give instructors of all types employable methods of universally designing immersive experience activities in higher education classrooms, will offer best practices for using immersive technologies and experiences with students, and will unpack how to use these techniques to move toward anti-racist and inclusive experiences.</p> <p><b>Case study: History of Indigenous-settler Relations Learning Module</b>  <b>Diane Michaud, University of Toronto</b></p> <p>In a spirit of reconciliation, the E.J. Pratt Library launched a series of events to facilitate learning about particular episodes in the history of Indigenous people in Canada. This session presents one part of that series, an online learning module, as a case study. The module was designed for participants to view and discuss a nineteenth-century archival document (a petition requesting formal schools for the Mississaugas of the Credit First Nation). Question about the</p>

	presentation of materials with potentially harmful language and the decolonization of library and archival collections will be discussed.
<b>12:45 pm - 1:45 pm</b>	
<b>Lunch Break</b>	
<b>1:45 pm - 3:15 pm</b>	
<b>Session 6</b>	<p>Media Archeology as a Method in Online Instruction  <b>Henry Adam Svec, University of Waterloo</b></p> <p>The pandemic has pushed just about every university instructor towards greater familiarity with digital tools. But how to bring critical theories of media and information to bear on our quickly changing pedagogical practices? How does one avoid over-relying on or even fetishizing, not only particular digital corporations, but “the new” more broadly? My presentation will explore the need for self-reflexivity in the usage of digital technologies for the teaching of, specifically, media history, which will hopefully be of use and interest to any fellow humanities scholars with a historical angle. After a theoretical discussion of the problem and a proposal of some possible principles, I will explore two of my courses that I am in the process of adopting for a “blended” delivery format.</p> <p>A Domain of Our Own: Digital Scholarship Centre Instruction in the Undergraduate Fine Arts Classroom  <b>Lydia Zvyagintseva, University of Alberta</b></p> <p>This presentation presents a case study of a year-long collaboration between two Media Arts undergraduate courses and the University of Alberta’s Digital Scholarship Centre as a case study in materialist feminist pedagogy and digital literacy. The class collaboration required significant planning, resource allocation, classroom presence, and staff training, but it also challenged students to develop 2D and 3D skills while building relationships with non-faculty academics as they progressed from the foundational to the advanced section of the course. While such partnerships may be used as exemplary “innovative” pedagogical practices by academic administrators, I reflect on the incompatibility of LIS conceptualization of instruction with an increasingly performance-based valuation of postsecondary education in Canada in an informal learning organization like a digital scholarship center or lab.</p> <p>Open Education Resource (OER) in Chemical Engineering showcasing pilot-scale distillation  <b>Felicia Pantazi, John Zhang, Eric Croiset, and Mario Ioannidis, University of Waterloo</b></p> <p>We created an Open Education Resource (OER) in Chemical Engineering that showcases the pilot-scale distillation column, unique in Ontario and used in all years of study at University of Waterloo. Through this OER we support deep</p>

	<p>learning in project-based laboratories and implement cross-curricular engineering design. Our focus was: deep learning through in-depth understanding of relevant theories, process equipment, and process simulation and design. To achieve this, our pedagogical approach was supported by the use of various assets we created:</p> <ul style="list-style-type: none"> <li>● 360° virtual reality (VR) tour (provided the opportunity for students to explore this unique distillation column),</li> <li>● demo videos and theoretical content for key equipment components,</li> <li>● process fundamentals including theories and applications to process performance and design</li> <li>● Python-based mathematical simulators for process simulation and design</li> </ul>
<p><b>Session 7</b></p>	<p>Reparative Processing in the Digital Humanities Classroom  <b>Mattie Burkert and Kate Thornhill, University of Oregon</b></p> <p>This presentation discusses a module on anti-oppressive and anti-racist metadata remediation and reparative processing designed for an upper-division undergraduate course in UO's Digital Humanities minor. As part of a community-engaged partnership with a local nonprofit, Beyond Toxics, students cataloged and enriched a collection of digitized archival materials related to environmental racism in Eugene, Oregon. Together, a digital humanities professor and digital scholarship librarian developed a series of digital collections management exercises designed to scaffold students' awareness of power and inequity in digital collection projects and a workflow to help them build both technical and cultural competencies necessary to undertake this work while minimizing further harm.</p> <p>Community of Inquiry (CoI) model with other frameworks  <b>Dr Michael Kozakowski, Iurii Rudnev, and Kaitlin Lucas, Central European University</b></p> <p>Higher education institutions (HEIs) adopted multiple responses to the COVID-19 pandemic, including recourse to established online learning models, such as Community of Inquiry (CoI). While useful, such models systematically undertheorize how HEIs have become highly international in recent decades. In this session, the facilitators will present a case study analysis of a highly international university in Central Europe that illustrates how internationalization has shaped digital teaching and learning in the pandemic. The facilitators will share how they have extended the CoI model through Universal Design for Learning (UDL) – and other relevant frameworks – to foster more inclusive and accessible digital learning experiences for international students and faculty at their university.</p> <p><b>Karin Admiraal, Xavier University</b>  Digital Pedagogies for Empowering Students: What Faculty Learned from COVID-19</p> <p>The acute implementation of online education in response to the COVID-19 pandemic gave instructors worldwide the opportunity to experiment with digital pedagogies. For faculty at one university in Japan, the transition served as a critical incident, leading them to reflect on their teaching practices and consider pedagogical changes. Their experience</p>

	<p>and reflections provide insight into challenges that digital pedagogies may pose to instructors who value engaged and empowered learning. At the same time, they also offer indications of the affordances of specific digital pedagogies for decolonizing the classroom by empowering broad student participation, enabling greater equality among instructor and students, and creating connections outside the bounds of the LMS and other “sanctioned” tools.</p>
<p><b>Session 8</b></p>	<p><b>Alex Motut, Dana Boyko and Mariela Giuliano, University of Toronto</b> Development of Oral Communication Skills in and Undergraduate Finance class</p> <p>Development of Oral Communication Skills. This session will share a virtual approach designed to support student development of oral communication skills in an undergraduate finance course. Oral communication is an important skill that applies to multiple academic and professional environments. However, it is seldom explicitly addressed in higher education, which may have a negative impact on students’ experience and their learning processes. To mitigate these challenges, the presenters have designed an evidence-based virtual approach to provide students with equal opportunities to build these skills, regardless of previous experience or current expertise level. The session will outline the virtual strategies used in this course, share ideas for implementation in different courses beyond business and finance, and highlight the impact of these supports on students’ skill development.</p> <p><b>Mary Naydan and Liora Selinger, Princeton University</b> Active Learning with Digital Humanities Archives</p> <p>This presentation will offer case studies of three archive-based digital humanities projects built by Princeton faculty and staff: ABC Books, The Princeton Prosody Archive, and The Shakespeare and Company Project. More than mere repositories for online reading, these data-rich archives have been used in undergraduate courses at Princeton to foster interdisciplinary inquiry and introduce both STEM and humanities students to key concepts in working with humanities data. In this session, we will share several active learning exercises and sample student-centered lesson plans that use these digital archives to facilitate not only knowledge acquisition in literary history, but also critical and creative thinking and data literacy more broadly for today’s students.</p>
<p><b>3:30 pm - 4:30 pm</b></p>	
<p><b>Session 9</b></p>	<p>From Curation to Creation: Becoming a Connected Educator <b>Ruth McQuirter, Brock University</b></p> <p>Digital pedagogy in Higher Education should move beyond skill acquisition of digital tools. Instructors should model and</p>

	<p>build student proficiency in accessing online information, assessing it critically, and organizing it for efficient retrieval. Moreover, students should be encouraged to reciprocate the generosity of online communities by contributing their own knowledge in Open Access forums. Both curation and creation of digital information form the basis of this presentation on how Pre-service Education students became Connected Educators in a two-year Language Arts program.</p> <p>CLLEAR Framework for the Delivery of Online Classes in Nursing  <b>Dr. Kateryna Metersky, Toronto Metropolitan University</b></p> <p>The CLLEAR framework will be presented. CLLEAR stands for Connect, Look Back, Learn, Empower, Apply and Reconnect. Recognizing challenges of delivering classes online, such as Zoom fatigue, lack of student engagement, and difficulty of applying critical reasoning with students, this framework guides educators through delivery of conceptual and theoretical online classes. Participants will gather extensive understanding of the framework, its components, and ideas on how it can be applicable to their own disciplines and with their own students.</p>
<p><b>Session 10</b></p>	<p>Pathways to creating an inclusive and accessible digital humanities (DH) classroom  <b>Helene Williams, and Sarah Ketchley, University of Washington</b></p> <p>This presentation discusses pathways for creating an inclusive and accessible digital humanities classroom, from the perspective of educators with experience teaching in libraries and in academia. The demographics of the DH classes discussed are broadly interdisciplinary, and students come from a range of backgrounds, with differing experience levels and comfort with technology. Ensuring that all students have a meaningful learning experience can be challenging. The presentation will focus on identifying the core skills students need to learn, and how to develop pedagogical strategies for teaching them effectively.</p> <p>Teaching with Video Games: Students' Perceptions of the Opportunities and Challenges  <b>Jean Ketterling, Carleton University</b></p> <p>While video games have been recognized as potentially valuable educational tools for many years, implementation of these tools has been relatively slow, particularly in higher education and the humanities and social sciences. This presentation aims to provide strategies for using video games in classrooms, by exploring both the pleasures and perils of teaching with them from a student-centered perspective. I draw from the preliminary results of an ongoing research study, in which migration studies students are asked to play three 'border games' and reflect on the games' pedagogical potential. I present these students' reflections on the games' strengths and weaknesses as pedagogical tools, discuss common pitfalls, and suggest preliminary best-practices.</p>
<p><b>Session 12</b></p>	<p>Intercultural competence and purposeful assignment design.</p>

	<p><b>Shereen Seoudi and Alanna Carter, D2L</b></p> <p>The diversity of post-secondary campuses positions intercultural competence as a necessary skill for success in modern learning environments. Accordingly, purposeful assignment design can foster intercultural understanding and develop students' intercultural fluency. Three examples of assignments and their potential to foster intercultural understanding in online learning contexts will be examined. In the presenters' experiences, designing assignments that incorporate interculturalism has led to stronger online learning communities, increased comfort in diverse learning spaces, and the development of digital and social skills necessary for the 21st century.</p> <p>Podcasts, Paper Crafts, &amp; Padlets: Multimodality and Accessibility in Online and In-Person Settings  <b>Shawna Ross and Claire Battershill, University of Toronto</b></p> <p>The COVID-19 pandemic forced many teachers into online classes for the first time. The return to in-person learning has sparked conversations about what we can take from that online experience and bring forward into future online, hybrid, and in person offerings. In this talk, Claire Battershill and Shawna Ross report on the results of their recent research in updating Using Digital Humanities in the Classroom (Bloomsbury, 2016, revised 2nd edition 2022), which focuses on aspirational best practices in online teaching. Six general principles will be shared, along with paired tables that recommend particular technologies or platforms for enacting these practices.</p>
--	---

**August 10th, 2022**

<b>10:00 am - 11:30 am</b>	
<b>Plenary Session One: Dr. Aimée Morrison</b>	
<b>11:45 am - 12:45 pm</b>	
<b>Workshop 1</b>	<p><b>Control By Design – Examining control mechanisms of digital environments</b>  <b>Dani Dilkes, University of Western Ontario</b></p> <p>This session will offer participants an opportunity to reflect on the digital learning spaces that they work in and how these spaces constrain and afford student and instructor behaviour. The session will introduce participants to the concept of Hostile Architecture and explore how this idea can be applied to digital spaces and tools. We will examine hostile and unpleasant digital designs, including Learning Management Systems, surveillance technologies and other</p>

	digital tools, and reflect on how the design of these spaces and tools can impact the design of courses and the learning experience. We will conclude the workshop by collaboratively brainstorming ways of recognizing and subverting designs of control or recognizing when designs of control are desirable or beneficial.
<b>Workshop 2</b>	<p>Establishing &amp; Extending Classroom Chat Options  <b>Sonja Nikkila, University of Toronto Scarborough</b></p> <p>Discussing Discord: Establishing &amp; Extending Classroom Chat Options  “Go ahead and throw your response into the chat.” As many of us discovered, the chat function was one of the most energizing — perhaps even essential — components of emergency online teaching. Chat engagement allows for engagement from students who might be quieter or even unheard in a traditional classroom, and can greatly increase the sense of community and camaraderie among students. How can we continue to incorporate this pedagogical tool as we transition back to in-person teaching? Using test cases from the semester just concluded, data from student surveys, as well as direct student feedback and collaboration, this session will explore the possibilities and the stumbling blocks for integrating the Discord chat app across various aspects of teaching.</p>
<b>Workshop 3</b>	<p>Using H5P: Student Preparation Modules for Experiential Learning in French  <b>Corrine Beauquis, University of Toronto Scarborough</b></p> <p>In the Department of Language Studies at the University of Toronto Scarborough, students can take experiential learning courses taught in French, with placements also conducted in French. During the pandemic, both courses and placements were offered online. In order to respond to (a) community partners’ expectations and (b) and students’ needs for targeted language communication skills, as well as soft skills and professional skills, we have created 15 French experiential learning student preparation modules in H5P. These modules were created to increase equitable access to placement resources in order to enhance student performance and community partners’ level of satisfaction. In this workshop, we will assess the use of H5P for content creation and the effectiveness of these modules for student preparation.</p>
<b>12:45 - 1:45</b>	
<b>Lunch Break</b>	
<b>1:45 pm - 2:45 pm</b>	
<b>Session 13</b>	The Power in UN’s Sustainable Goals: Transforming Language Classrooms into Incubators of Critical Environmental Thought

	<p><b>Violetta Cupial and Sally Abu Sabaa, Toronto Metropolitan University</b></p> <p>Strengthening learners' awareness of global sustainability is imperative for future generations. We articulate a model for language pathway programs by instilling the UN's pillars of Sustainable Development Goals allowing learners to shape their role in sustainable citizenship. Framing language curriculum through sustainability goals allows pedagogy to move beyond simple language teaching and learning by connecting sustainability action to the development of learners' academic language skills. Further, this model has the potential to reflect on deeper and more complex issues of digitalization in educational contexts while recognizing the environmental costs that result from such pedagogical advancements in the digitalization of learning processes. With the strategic use of UN Sustainability Goals, learners can grow to be environmental stewards who positively affect the future through sustainability practices.</p> <p>OER for Core Skills for Actionable Professional Communication  <b>Michael Dick; Rob Bajko; Dan Cantiller; Rebecca Halliday and Zorianna Zurba, Toronto Metropolitan University</b></p> <p>Open Educational Resources (OERs) are emerging as innovative, attractive, and fundable ways to enhance learning and teaching at no cost to the student. This represents a paradigm shift in higher education pedagogy. This presentation will discuss our recent one-year curriculum development initiative, Core Skills for Actionable Professional Communication, funded through the eCampusOntario Virtual Learning Strategy (VLS). In this session, we will highlight the novelty and utility of the content we developed and will also discuss our experience working with the VLS grant, namely the practical and institutional challenges involved in creating OERs (at an especially rapid pace due to the pandemic). Furthermore, we will share best practices for project management, curriculum development, instructional design, content production, accessibility, inclusivity, and copyright compliance.</p>
<p><b>Session 14</b></p>	<p>Python Bites: Learning to code over lunch  <b>Paige Scudder, Dartmouth College</b></p> <p>Python is a powerful, open-source, and popular programming language with a wide variety of applications that is an excellent first step into programming. The Python Bites Series was created with an emphasis on "anyone who wants to attend can attend", meaning that care was taken to ensure learners felt comfortable asking their questions and that any materials used would enhance rather than distract the learning experience. Over the course of 7 weeks, participants of Python Bites learned how to program in 30-45 minute chunks with real-world examples. The goal of the series was to have participants join during their lunch break and learn a new skill. In addition to the virtual workshop series, online tutorials annotated slides, and downloadable python worksheets were created in order to provide additional avenues to learn and practice coding. Looking to view the series? Check out this library guide:  <a href="https://researchguides.dartmouth.edu/pythonbites">https://researchguides.dartmouth.edu/pythonbites</a></p> <p>What's .WARC got to do with it? Towards a set of pedagogical principles for teaching students how to work</p>

	<p>with web archives  <b>Cal Murgu and Tim Ribaric, Brock University</b></p> <p>One of the main bottlenecks that hamper web archives from taking off as a 'go-to' primary source is relatively serious challenges to accessibility. To work with web archive collections, students and researchers would traditionally need significant resources and knowledge of the infrastructure required to collect and analyze large collections; relatively few could meet these requirements. Recent developments in cloud computing, as well as the advent of 'plug-and-play' analysis tools have dropped this barrier to access considerably; however, we have yet to identify a set of pedagogical best practices to guide our use. This presentation will focus on how a team of librarians and faculty at Brock University are approaching this problem.</p>
<p><b>Session 15</b></p>	<p>Italian-Canadian FOODWAYS  <b>Teresa Lobalsamo, Dellannia Segreti, Samantha Arpas, University of Toronto</b></p> <p>Using a sociocultural, geographical, statistical, and historical lens, the project highlights the impact and contributions of the Italian community on Ontario's food industry, tracing the growth and enduring legacies of Italian-Canadian restaurants in the face of cultural demographic shifts towards the turn of the twenty-first century through digital pedagogy. The humanities in the face of the pandemic have proven to be more important than ever recognizing that the humanities document our histories. This project serves as a pilot to the bigger picture of the inclusion of all cultures, analyzing their influence on our lives through our stomachs. The pedagogical practices of the Foodways Project demonstrates the ever needed adaptability of the humanities through sustainable digital mapping.</p> <p>Digital Zines: Amplifying Student Authority and Voice  <b>Steve Bookman, Susan Thomas, and Isabella Regini, Pace University</b></p> <p>Since research essays are ubiquitous in rhetoric and composition classes, new formats should be explored to stimulate students. A digital zine assignment provides a novel format and approach to research without abandoning learning objectives. Zines have traditionally been analogue creations that lack citation due to a remix, appropriation ethos. Our case study disrupts the zine ethos that zines do not belong in institutions and the academic norm that zines do not belong in composition classrooms. Digital zines produce learning outcomes, such as skills development in summary, synthesis, and citation, as well as page design and publishing. Our social justice zine assignment is unique and timely, and our pedagogy addresses authority, technology, audience, student agency, publishing, accessibility, experiential learning, and librarian collaboration.</p>
<p><b>Session 16</b></p>	<p>Internationally Educated Students and Higher Education expectations</p>

	<p><b>James N. Papple, Dennis York, David Hazell - York University</b></p> <p>Giving internationally educated students content and feedback about the expectations of higher education can be a critical and often under-explored part of preparatory language programs. Prioritizing exposure to university norms and expectations for international students adds value to a language education, but can be daunting for project developers to make engaging. This presentation will explore the collaboration between English language professionals and a Learning Management Team and how they were able to come together to design a unique 9 part video series dedicated to preparing international students for higher education. This presentation will explore the approaches the team developed to create content to support academic skills and the careful consideration for the audience.</p> <p>Digital pedagogy and adult learners <b>Emily McQuillan, Luther Seminary</b></p> <p>What is currently drawing adult learners to engage with online education after graduation? How do we use this information to shape our own digital pedagogy? The reasons adult professionals give for joining a large online learning network are analyzed in this presentation that examines data from over 1,000 adult learners.</p>
<p><b>3:00 pm - 4:00 pm</b></p>	
<p><b>Session 17</b></p>	<p>Using Digital Pedagogy to teach ethics, civics, and its unintended consequences in an STS Freshman History Course <b>Kimberly Breuer and Eric Spenk, University of Texas Arlington</b></p> <p>Digital technologies are utilized to teach the socially transformative power of science/technology. The ability of students to recognize ethical responsibilities of scientists, engineers, and technologists and the impact of their advancements and concomitant unintended consequences on the development of American society is the key learning outcome. The pedagogical linchpin is a semester-long team project creating interactive H5P and other materials for the course OER Pressbooks textbook. Experiential learning librarians work with students in the campus maker spaces/video labs to create original research-based content. Scaffolding for the project and teaching of critical thinking/historical analysis skills are done through LMS based H5P interactive activities, live backchannel chat facilitated by the GTA to hone critical thinking skills, and Mentimeter embedded classroom activities to increase active learning in the classroom space.</p> <p>Offering Choices of Written or Digital Assignments: Critical Reflections on Alternative Assessments <b>Aidan Moir, University of Toronto Mississauga</b></p> <p>This presentation reflects on my experiences incorporating digital pedagogy into my teaching practice where students could choose between written and digital assessments. Digital assessments, such as podcasting, digital drawing, and</p>

	<p>TikTok videos, were implemented as a choice between written essays with students selecting the assessment method that best suited their skill sets and learning styles. Many students who submitted digital assessments exhibited a different form of agency and creativity due to how their selected method enabled them to learn in an inclusive manner. However, barriers remain, particularly regarding issues of access and vulnerability.</p>
<p><b>Session 18</b></p>	<p>The Effective Incorporation of Scaffolding Within Digital Pedagogies  <b>Steve Joordens, University of Toronto Scarborough</b></p> <p>One of Vygotsky's major contributions to educational enhancement was his focus on the importance of scaffolding. For students to reach new levels of skill and performance they often need just in time support and, without it, they may become demotivated by the learning experience. Given many of our activities are now technology driven, are there effective ways of providing just in time support in a manner that scales? My presentation will show how we are implementing micro-learning within peerScholar to support student learning, and to maximize the use of evidence-based practices, at every step of the process. We'll also present research data linking the use of micro-learning on student motivation.</p> <p>Accessibility Review &amp; Revision: From Reactive to Proactive Designers of Online Tutorials  <b>Robin M. Katz, Michael Yonezawa, Donovan Frazier, University of California Riverside</b></p> <p>Two librarians and one undergraduate worker from the University of California, Riverside Library's Teaching and Learning Services Department will present methods used, lessons learned, and best practices established from an accessibility review of digital learning objects. Participants will learn practical, actionable steps to ensure that their own online tutorials meet accessibility standards in order to be more inclusive and better serve a wide range of students of different abilities.</p>
<p><b>Session 19</b></p>	<p>The Global History Classroom: An Experiment in Intercultural Digital Humanities Education  <b>Elisa Tersigni, University of Toronto</b></p> <p>International education can be a transformative experience for students, increasing cultural awareness. But for most students, international experiences are inaccessible: even study abroad programs, designed to be lower cost, can be prohibitively expensive, and many students have commitments at home (such as elder and child care) that prevent them from travelling. The shift to online learning has provided an opportunity for this education without travel. Where better to trial virtual international education than in the DH classroom, where innovative uses of technology are expected? This presentation will share the approach to and results of experiments in collaborative, intercultural DH education aimed at making international education inclusive and accessible.</p> <p>OER highlight a library's resources relating to equity, diversity, and inclusion education.</p>

**Matthew Rohweder, Wilfrid Laurier University**

This session explores one librarian's hope at creating an OER to highlight a library's resources while also starting a larger conversation around equity, diversity, and inclusion education. Addressing the question of how to best educate and promote greater understanding around EDI, this session will explore the capabilities of H5P and OERs to achieve that goal. This session will focus on the practical application of H5P in creating an OER focused on EDI, including issues around indigeneity, decolonisation, gender, anti-racism, and LGBTQ2S+ rights. The OER adopts principles of Universal Design for Learning to reduce barriers for learners and promote accessibility. Practically, the OER will include case studies (short videos or readings) and have students engage with active learning tools to reflect on what they have encountered.