

Digital Pedagogy Institute - August 16th - 17th, 2023 - Schedule

Last updated: July 20th, 2023

All times are EST

August 16th, 2023

10:00 am - 11:30 am	
Plenary Session One: Dr. Brenna Clark Grey - Machinations: Artificial Intelligence, Ethics of Care, and the Future(s) of EdTech	
11:30 am - 11:45 am - Break	
11:45 am - 1:15 pm - Concurrent Sessions	
Session 2	<p>Academic Integrity in the Age of ChatGPT Shu Wan, University at Buffalo</p> <p>The emerging technology of ChatGPT proves its potential impacts on the menace of academic integrity. An increasing number of humanities scholars and teachers became concerned about how to avoid students' abuse of Large Language Models (LLMs) in completing writing assignments. Based on the pedagogical experiment in a history class at the University at Buffalo, this presentation aims to explore how to introduce this new technology and instruct its "threat" to academic integrity in the classroom.</p> <p>Challenging Dominant Beliefs and Practices in Digital Pedagogy: A Critical Approach to Augmented Reality Education Wonjae Lee, Washburn University</p> <p>In our forthcoming presentation, we will be exploring cutting-edge practices and innovative ideas in digital pedagogy through the lens of augmented reality (AR) in education. Our primary focus will be on the essential topics of fairness, social</p>

	<p>justice, and ethics in AR education, seeking to challenge the conventional beliefs and assumptions that are widely accepted. In addition, we will discuss how our pedagogical methods can work harmoniously with the current educational priorities and help bring about social change. Our approach emphasizes fostering critical thinking, introspection, and community-building while addressing inclusivity and diversity. By adopting a critical stance towards AR education, we can ensure that it benefits all students and brings about positive social change.</p> <p>Critical Ideologies and Digital Pedagogy in Post-Secondary Contexts: Exploring Dominant Beliefs and Practices Through the Lens of Adult Learning Theory Wendy Kraglund-Gauthier, Yorkville University</p> <p>Digital technologies are increasingly shaping pedagogical practices in higher education; While these technologies offer new possibilities for teaching and learning, they also bring new challenges and require critical reflection on the underlying ideologies and power structures that shape their use. In this session, participants will be invited to explore the relationship between digital pedagogy and critical ideologies, drawing on adult learning theory to examine how dominant beliefs and practices in the field can be questioned and challenged in a context being shaped by technology (and written by AI).</p>
<p>Session 3</p>	<p>Designing the Global Modernist Artist Map Bojana Videkanic, University of Waterloo</p> <p>This presentation will outline an assignment for my undergraduate art history course entitled Introduction to Global Modernisms which seeks to engage students in a research project that uses web platform Padlet as a way to create an online exhibition space for one artist that students are asked to research and create an online exhibition. Artists chosen are representative of the content of the course which covers modernist art as it developed in Asia, Africa, Latin America, Eastern Europe and to a small degree in the West.</p> <p>Evolution of An Online Workshop: Enhancing Openness and Accessibility in Digital Storytelling Education for Students and Educators Eve Kausch, Elliott Stevens, & Perry Yee, University of Washington - Seattle</p> <p>This presentation will show the many iterations of an online workshop in digital storytelling for graduate students. The focus will be on revisions the Storytelling Fellows coaches made to their learning platforms as well as how they made the</p>

	<p>workshop more Open and more accessible. Though the context here is academic libraries and graduate students, the content will be of interest and useful to any educator interested in teaching media making and digital storytelling.</p> <p>Teaching the Digital ‘Abbasids: Addressing Accessibility to Islamic Heritage through Digital Tools Sara Ann Knutson, University of British Columbia, Vancouver</p> <p>Offered at the University of British Columbia, “The Abbasids: History, Heritage, and Memory” focuses on the history of the Middle East and North Africa (MENA) region during the Abbasid Caliphate (750- 1258 CE). The course emphasizes cultural sensitivity in the classroom and the importance of challenging harmful biases and Eurocentric attitudes towards the study of the Islamic past as part of ongoing decolonial work. This presentation discusses a digital classroom activity in which students use Social Network Analysis to engage data on Islamic objects as part of discussions on accessibility to heritage and decentring Europe in narratives about the Islamic past. This presentation critically examines the successes and limitations of this classroom activity and the relevance of digital pedagogy to decolonial work in the classroom.</p>
<p>Session 4</p>	<p>Circulating and Evolving Covid-19 Narratives: A Call for Critical Information and Media Literacy Andrea Baer, Rowan University</p> <p>Over the past 3+ years, information from public health officials and from across news and social media channels about the Covid-19 pandemic has illustrated how difficult it has become to decide what is true and what sources and authorities to trust. The presenter will examine how public messaging and scientific research on Covid-19 have evolved over time, including the disconnects between dominant pandemic messages and policies and Covid-19 research. Finally, the presenter will explore the potential implications for practicing and teaching critical information and media literacy and invite further discussion.</p> <p>Integrating Generative AI in Entrepreneurship Pedagogy: Zooming in on Opportunity Identification Will Zhao, University of Waterloo</p> <p>In this presentation, we explore how generative AI tools can be incorporated into entrepreneurship education to enhance opportunity identification. By challenging traditional approaches, we propose a novel framework that employs AI tools to support the teaching of four established opportunity identification approaches, i.e., active search, passive search, fortuitous discovery, and opportunity creation. This framework aims to foster creativity, critical thinking, and digital literacy, aligning</p>

pedagogical practices with new educational priorities while contributing to democratizing entrepreneurship education.

The wild wild western assumption of tech progress=desirable progress: the harms of Large Language Models (LLMs)

Rebecca Sweetman, Queen's University

Amidst the cacophony of articles, OpEds, and webinars, serious considerations over the harms of LLMs in higher ed have gone amiss. Before we engage in conversations about how we can ethically use LLMs for teaching, learning, and assessment, we must ask if they are ethical, and if they create a more equitable future of learning. Instead of a fatalistic embrace of technology as progress, we must consider: is this progress? What ethics guide the design, operationalization, and future legacies of LLMs, and how are we complicit? Sharing an interactive graphic (<https://h5pstudio.ecampusontario.ca/content/51741>) to assess this harm landscape, this session will ask us to deeply consider the big picture ethics of LLMs in higher education, and our responsibility to address them.

Session 5

Inspiring Students with Creative Multimodal Content in Anti-Racism Education Courses

Steven Bookman, Pace University

As many states are banning books and criticizing legislation that is derided as being “woke,” many students want to express their feelings about this movement. Anti-racism education (ARE) designated classes are the perfect place for faculty to inspire students to write about activism, and to have them learn about their heritage and other people’s heritage. The purpose of this proposal is to offer an alternative way of creating content that uses multimodal, open educational resources (OER), covering ARE materials to create stimulating, enjoyable and impactful assignments that foster in students a passion to make changes in society. Attendees will learn how to incorporate text and words into multimodal OER assignments. They will also learn which OER sites are valuable resources to use for these assignments.

Do our collection policies do enough to support digital pedagogy?

Mona Elayyan & Joshua Chalifour, Wilfrid Laurier University

Libraries place a lot of emphasis on maintaining collection policies that support traditional educational needs; however, these policies lack criteria and guidance for selecting software integral to enhancing digital pedagogy. In this session, two Canadian librarians from Concordia and Laurier universities, will share their preliminary research findings about building support for digital scholarship work; work that requires student researchers to learn new technologies. The research focuses on processes for selecting and making digital scholarship technologies available, thus furthering digital pedagogy. They will discuss existing areas of success and failure in creating software selection policies that ensure digital pedagogy supports are available, equitable, accessible, and inclusive.

Embodying an Inclusive Approach: Collaborating with Students to Create an Open Educational Resource on Designing Virtual Gaming Simulations

Caitlin Cosgrove, Toronto Metropolitan University

This presentation will discuss the creation of an open educational resource (OER) developed by nursing students and educators on how to design virtual gaming simulations. There are resources available on how to create virtual simulations, however, the resources have limited guidance on how to effectively include and collaborate with students throughout each step of the development process. The creation of this OER opened up conversations of different perspectives and critical dialogue on how to address inclusive practices within nursing education. The project fostered student-educator collaboration, facilitated innovative development strategies, and encouraged student-focused nursing education. At this session, you will learn about: how students’ unique perspectives and lived experiences can enhance the development process and how to create inclusive and accessible virtual simulations that support a diverse student body.

<p>Short Workshop Session One</p>	<p>Bringing DH to the Classroom with StoryMaps Casey Marina Lurtz & Elena Palazzolo, John Hopkins University</p> <p>This presentation introduces a template on ArcGIS StoryMaps designed to teach research methods in Humanities and Social Sciences resulting in a public-facing, digital project incorporating primary and secondary sources as well as careful analysis. First, presenters will walk through the development process, initial use/beta semester, and revision. From there, the demonstration will turn to student examples from over two semesters of implementation. The session concludes with sharing of online resources and introduction of next steps to bring the tool into the undergraduate or high school classroom.</p> <p>Building an Equity-Focused Lens with Digital Technology Dane Marco Di Cesare, Leanne Taylor, & Obianuju Ikeaka, Brock University</p> <p>This workshop highlights the potential of using digital technology to enhance engagement in the context of equity, diversity, and inclusion work. The workshop will showcase the use of the GooseChase scavenger hunt app to deliver a 21-day Equity Habit Building Challenge in a Faculty of Education with the aim of overcoming common barriers associated with EDID and promoting action. Participants can expect to gain increased awareness of the GooseChase platform, deeper understanding of barriers to implementing EDID, and possible strategies to implement engaging equity approaches in educational contexts.</p>
<p align="center">1:15 pm - 1:45 pm - Lunch Break</p>	
<p align="center">1:45 pm - 3:45 pm - Concurrent Sessions</p>	
<p>Session 6</p>	<p>Chancellor’s Challenge: A Faculty-Librarian Digital Partnership Mona Elayyan, Greg Sennema, & Kevin Spooner, Wilfrid Laurier University</p> <p>This presentation highlights a digital pedagogy partnership between a history faculty member and two academic librarians to integrate KnightLab’s StoryMapJS and TimelineJS into a cross listed special topics undergraduate course in North American Studies and Political Science. Each presenter will share their perspectives on the challenges and benefits this collaboration had on this partnership and the students’ education. It will demonstrate the approaches and strategies the instructional team used to prepare a scaffolded learning experience that engaged students’ critical thinking and digital skills. The presentation will also provide samples of student work, student feedback, and reflections on past and future iterations</p>

of the course.

Zooming towards social justice: Remote teaching an anti-oppressive curriculum to large classes.

Susan Preston, Dawn Onishenko, & Susan Silver, Toronto Metropolitan University

Over the past 3+ years, information from public health officials and from across news and social media channels about the Covid-19 pandemic has illustrated how difficult it has become to decide what is true and what sources and authorities to trust. The presenter will examine how public messaging and scientific research on Covid-19 have evolved over time, including the disconnects between dominant pandemic messages and policies and Covid-19 research. Finally, the presenter will explore the potential implications for practicing and teaching critical information and media literacy and invite further discussion.

Integrating learning spaces: engaging students in-person and online

Naomi Levy-Strumpf, University of Toronto

This session features the implementation of an active learning cycle, integrating the in-class and out of class learning spaces. To facilitate out of class interactions and collaborative engagement with the material, I used a social annotation platform (Perusall) where students analyzed scientific publications collaboratively in preparation for a discussion-based seminar session. The asynchronous group interaction prompted active reading and peer-to-peer learning, created a sense of community and facilitated social interactions in and outside of class. Students were engaged in conversation across learning spaces and actively participated in a meaningful way. In-class discussions were tailored to address the gaps, solidify and connect concepts. The active learning cycle inspired motivation and engagement, and greatly enhanced student's ability to apply the knowledge and get a firm grasp of complex concepts.

Digital Creation as Digital Literacy

KT Lowe, Indiana University East Campus Library

In order for college students to become fully fledged digital citizens, they will need to understand both the creation and the reception of digital information. While many librarians use checklist models like SIFT and Four Moves and a Habit, information creation offers an easy to implement method for integrating information literacy concepts across the curriculum.

	<p>This case study examines how I used two digital tools – Adobe Pages and Audacity – to teach concepts of digital literacy to first year students in two different courses.</p>
<p>Session 7</p>	<p>Indigenizing Online Group Discussions Using Talking Circles Leanne Roderick, Simon Fraser University</p> <p>Online discussions are often impersonal walls of texts that do little to boost student motivation, meaning, engagement, or connection with the land. My goal with this presentation is to introduce to others ways of Indigenizing the discussion board experience in online, asynchronous courses as a means of promoting relationality between students, instructor(s), and the land. This project is built upon the following principles of Indigenous pedagogy: personal and holistic, experiential, place-based, intergenerational (Huguenin, 2020).</p> <p>Critical information literacy in curricula: Designing for librarian and faculty collaboration Nicole Pagowsky, University of Arizona</p> <p>Teaching critical information literacy can be a challenge for librarians working to fully incorporate library instruction throughout curricula. These are complex topics that are difficult to address in one 50-minute session. UArizona Libraries developed a series of critical information literacy tutorials to augment instructor course design and integrate these concepts throughout a semester. These materials were created to help instructors and students address anti-racist and decolonization practices and to encourage disciplinary faculty + librarian collaboration rather than reverting to one-off requests where these concepts can appear tacked on or ephemeral for student learning. In this session, an experienced instruction librarian will discuss the pedagogical design behind these tutorials as well as how they are intended to be used by disciplinary faculty.</p> <p>Building Latinx DH Projects Centered on Students’ Community cultural Wealth Elena Foulis, Texas A&M--San Antonio</p> <p>This presentation argues for the need to center Latinx DH projects on students’ own cultural, community and linguistic</p>

	<p>wealth. It details the development of student projects that pays attention and care put into the process of building, engaging, and even critical analysis that reflect personal commitments to build accessible, multilingual archives, that center on the knowledge of our communities.</p> <p>Fostering digital literacy among Latin American sociology students: experiences from Mexico and Argentina Rosario Rogel-Salazar, Gastón Becerra, and Alan Colin-Arce, Universidad Autónoma del Estado de México, Consejo Nacional de Investigaciones Científicas y Tecnológicas, Universidad de Flores, and the University of Victoria</p> <p>The inclusion of digital literacy in social science curricula is important as more and more of social life takes place online. However, in Latin America, social science programs often dismiss the development of digital literacy as one of their outcomes. Recently, some sociology programs have addressed this issue through digital pedagogy. In this presentation, we will compare two initiatives to promote digital literacy among sociology students: in Mexico, the creation of digital resources about different sociological theorists, and in Argentina, the inclusion of mandatory programming and data analysis courses in the curriculum. We will discuss the challenges and possibilities of both approaches, including the development of critical thinking, the long-term retention of digital skills, the infrastructure required for this type of initiatives, and the balance between theoretical and practical components in social science education.</p>
<p>Session 8</p>	<p>Fostering Digital Literacy and Metacognitive Skills through AI-assisted Content Creation and Analysis James Hutson & Daniel Plate, Lindenwood University</p> <p>This presentation explores the integration of AI in education, with a focus on developing digital literacy and metacognitive skills in a post-truth society. Students engage in AI-assisted content creation and critical evaluation, emphasizing the development of prompt engineering and editing competencies. We introduce innovative assignments and pedagogical approaches, utilizing AI-powered virtual assistants like ChatGPT to provide personalized feedback and support. This blended approach balances AI technology with traditional classroom instruction, fostering digital literacy, critical thinking, and metacognitive skills essential for success in the evolving job market.</p> <p>Digital Images in the Era of AI and Photorealistic Virtual Media—Critical Lenses on Emerging Creative Practices Michael Filimowicz, Simon Fraser University</p> <p>Curriculum in photography must respond to emerging technologies such as artificial intelligence-based image generation and ultra high resolution photorealistic virtual media. For decades, ‘post photography’ has referred to the differences</p>

	<p>between digital and analog photography. Today, new technologies can produce images based on machine learning, neural networks and virtual environments of the kind used to produce video games, animation and virtual reality experiences. These new ways of producing photographs dispense with physical cameras and their associated equipment—tripods, lights, studio spaces, diffusers and reflectors etc.—altogether. The creative possibilities are exciting and will revolutionize industry practices. At the same time, these new technologies create opportunities to bring critical pedagogies into focus as these tools open up theoretical conversations about the relationships between truth, reality and representation.</p> <p>Algorithm literacy toolbox: Leveraging academic libraries support to cultivate critical views of algorithms in Higher Education Marta Samokishyn, Saint Paul University</p> <p>Algorithms are becoming an integral part of our socio-digital eco-system: Facebook’s impact on voting practices, Amazon’s resume screening, racial-profiling software, and even one’s ability to get a loan. As a result, there is an urgent need to address the issue of algorithmic awareness and algorithm literacy in Higher Education to promote critical thinking skills, understanding algorithm biases, and reflect on their impact on social infrastructure. This presentation will address the issue of algorithm literacy from an information literacy and metaliteracy perspective. The presenter will discuss the role of information literacy education in promoting algorithm awareness in higher education and address an adoption of teaching practices to promote critical awareness about algorithms in post-secondary institutions in Canada.</p> <p>Harnessing Artificial Intelligence in the Humanities Classroom Dellannia Segreti & Teresa Lobalsamo, University of Toronto</p> <p>This talk centers around the use of generative artificial intelligence (AI) applications in a variety of methods of assessment to develop digital literacy. Within the context of a second-year Culture Studies course on offer at the University of Toronto Mississauga (Italian Food Studies; enrollment cap: 150), presenters will emphasize the ways in which AI can be harnessed to teach learners how to evaluate sources and assess their validity and reliability, highlighting the importance of developing the skills of parsing through both scholarly and popular sources. Participants are encouraged to bring forward their own best practices and exchange ideas on how to best navigate the contemporary post-truth society.</p>
<p>Session 9</p>	<p>Journaling for Personal Well Being and Relationship Repair: A self-directed, asynchronous initiative Lynn Long, University of Waterloo</p>

The Journaling for Wellbeing program aims to provide students with a self-directed, asynchronous learning program that builds skills and knowledge needed to enhance personal wellbeing while also exploring opportunities for repairing strained relations with friends, colleagues, or supervisors. Based on Lengelle & Meijers' (2009) Transformation Through Writing model, this program introduces students to tools and exercises that can help them develop their journaling practice, identify negative personal narratives that are negatively impacting their personal wellbeing and how they interact with others, and then begin to turn these narratives around, allowing them to embrace new, healthier, more life-giving thinking. Audio and video journaling are presented as options for students who feel writing is not an accessible mode of reflection for them.

Diversifying and Decolonizing the DH Classroom: A Case Study

Yunxin Li, Simmons University

Based on the presenter's experience teaching a Digital History course for MA students, this presentation discusses pedagogical strategies and tools for decolonizing and diversifying the classroom. To achieve this goal, I integrated multilingual materials into readings and case studies, invited students to contribute to a DH resources spreadsheet, and scaffolded students' DH projects through research proposals, Digital Archives presentations, and peer feedback. Students reported that they enjoyed the course because they were able to pursue their own research interests while practicing DH tools for data collection, cleaning, and analysis.

How to Develop Virtual Gaming Simulations for an International Audience of Nursing Students: Details on Experience

Caitlin Cosgrove, Toronto Metropolitan University

Recognizing a gap in nursing pedagogy, a team of international educators and students collaborated on the development of a virtual gaming simulation (VGS) which requires students to provide nursing actions to a client with acute exacerbation of chronic obstructive pulmonary disease. There are many benefits to delivering simulations through a virtual medium as it provides an excellent experiential and interactive learning opportunity for students to demonstrate clinical judgement, reasoning, decision making, and reflection within a safe environment. The VGS is hosted in the H5P branching tool to incorporate interactive elements to increase student engagement and accessibility. This presentation will discuss the development process of the VGS, share the VGS components, and learning that took place.

Digital Mapping Pedagogies at the Intersection of Transborder Feminist Literary Studies

Sylvia Fernandez, University of Texas at San Antonio

Based on a digital transborder feminist storytelling project, GeoTestimonios Transfronterizos, this course emerged with the aims to retrace border women stories found in bilingual (English and Spanish) testimonios and literature. The course

	<p>explored and critically analyzed a wide variety of border women's literature and border issues with geographical materials and digital research tools having an emphasis in the Texas-Mexico borderlands within various genres and its intersectional, geographical, and historical contexts. Students enhance in close reading and literary critic through a transnational feminist framework to comprehend, identify, discuss and analyze different forms of narrating about women's experiences living and perceiving topics in borderland spaces and geography. Similarly, students gain digital literacy by exploring various methods to convert these excerpts into multilingual geohumanities data and create multilineal-modal narratives using digital mapping techniques and platforms.</p>
<p>Short Workshops Session Two</p>	<p>Building web components & pages with Bootstrap.io Randal Sean Harrison, University of Notre Dame</p> <p>I will demonstrate how to use the Bootstrap.io app to rapidly create customized web components in the Bootstrap v3 frontend frameworks, for use with third party platforms, such as Springshare's LibGuides. Moreover, Bootstrap.io allows you to create components and even entire sites in just minutes using the Bootstrap v4 framework. I will demonstrate how to create an entire custom Bootstrap v4 site in minutes. We use the tool here at Notre Dame for our hackathon participants, and students studying computer science and various technology-oriented majors which require them to be able to create a simple but elegant web presence. It's also useful to faculty and other practitioners, such as Digital Humanities scholars, who need to quickly generate mobile-friendly web pages to host their multimedia embeds.</p> <p>Tech Stewardship: Fostering Inclusive and Responsible Innovation in the Digital Sphere Alex Tveit, Tech Stewardship - MaRS Discovery District</p> <p>This workshop will introduce participants to Tech Stewardship (TS), a collaborative approach to developing and deploying technology with an emphasis on inclusivity, responsibility, and sustainability. We will explore the concept's three core commitments (Advance Understanding, Deliberate Values, and Practice Behaviours) and demonstrate how it can be integrated into various fields, including education. Participants will engage in hands-on activities to understand the potential of TS in addressing digital (de)colonialism, inclusivity, accessibility, and environmental sustainability within the digital pedagogy landscape.</p>
<p>4:00 pm - 5:00 pm - 60 minute workshops</p>	
<p>Long Workshop 1</p>	<p>Playing with Stories: Developing a Digital Resource for Critical Video Game Analysis Dr. Sonja Nikkila, Luna Chen, Jesse June-Jack, Lucas McGee, Brennen Penney, & Toey Saralamba, University of Toronto</p>

	<p>In this workshop, a team of undergraduate researchers will detail their efforts to produce a resource for the critical analysis of video games as narrative texts. The team will showcase the initial framework of this new virtual resource, lead workshop attendees through an interactive gaming demo, and lead a discussion about challenges and next steps, including unique research complications, accessibility concerns, the elevation of marginalized voices and perspectives (within both academia and gaming communities), and mechanisms for ensuring that the resource itself can evolve alongside the rapid changes in the gaming industry.</p>
<p>Long Workshop 2</p>	<p>Networked Stories - Examining the Myriad of Influences on Inclusive Practices in Higher Education Dani Dilkes, Western University; University of Toronto; University of Victoria</p> <p>This workshop will invite participants (instructors, students, academic staff) to engage in critical storytelling, allowing them to examine inclusion and exclusion in education. Individuals will map the multiple factors, including people, policies, technologies, and curricular designs, that constrain or support inclusive praxis in higher education learning environments. This form of storytelling builds on Haraway's (1994) understanding of social practice as a game of Cat's Cradle - a complex web of strands, knots, tensions and tangles. Through these stories, we will collectively reveal the complexities of inclusion and exclusion in order to increase mutual understanding of how exclusion is socially constructed and how we can do better.</p>
<p>Long Workshop 3</p>	<p>Leveraging Knight Lab tools for engaging with topics in language, history and culture Taylor Faires and Abigail Haile, University of Michigan- Language Resource Center</p> <p>Northwestern University's Knight Lab has been pioneering open source tools for media and academia alike. Two of their most popular tools, TimelineJS and StorymapsJS, are especially useful in engaging with topics such as history and culture. In this workshop, we will explore how these two tools can be used in the classroom to foster conversations around contested spaces, culture, and legacies of violence. Participants will also learn the basics of how to get started with these free tools.</p>
<p>Long Workshop 4</p>	<p>Using Gamification to Teach Information Literacy Delandrus Seales, University of North Carolina at Wilmington</p> <p>Today's digital environment is full of false information, which is eroding trust in society and threatens students' abilities to make informed decisions based upon facts. It is difficult to stop the spread of misinformation through using new</p>

	<p>technologies or regulations, so we need to improve students' ability to critically evaluate information online. Gamification is one pedagogical approach for information literacy instruction that can be used to increase engagement, motivation, and promote critical thinking with designs that include immersive, inclusive, and real-world experiences. This session will provide instructors with a toolbox of game-based methods they can utilize when designing information literacy instruction.</p>
--	--

August 17th, 2023

10:00 am - 11:30 am	
Invited talk/workshop: Heather Campbell, Kim Carson, Christie Sich, Dan Sich, and Bobby Glushko - Embracing vulnerability: Interrogating colonialism as a team	
11:30 - 11:45 am - Break	
11:45 am - 1:15 pm - Concurrent Sessions	
<p>Session 11</p>	<p>Digital Tool Training at the Digital Research Institute Di Yoong and Leanne Fan, The Graduate Center, CUNY</p> <p>The current humanities graduate education lacks formal training in digital tools, particularly in the arts and humanities, and learning these tools can be costly. The Digital Research Institute (DRI) at The Graduate Center provides a tuition-free alternative to address this gap by offering peer-facilitated instruction that emphasizes the interplay between theory and digital skills. Our peer-developed curriculum prioritizes the use of open-access languages to reduce barriers to entry and equip scholars with new methods of inquiry. Our presentation will showcase our approaches and curriculum materials, and provide examples of how to implement it in other institutions and organizations.</p> <p>A Vindication of Digital Learning Tools in Engineering Education Adan Amer, W Booth School of Engineering Practice and Technology, McMaster University</p> <p>The COVID-19 pandemic caused a paradigm shift in how teachers, instructors and students approach teaching and learning upon migrating to online learning environments. One of the most challenging aspects of adapting to virtual</p>

	<p>education is evaluating students' knowledge acquisition through learning assessments. The lack of face-to-face proctoring renders many of the traditional written assessment techniques impractical, especially in the context of an engineering education that is heavily focused on applied learning. We discuss various virtual assessment methods that are applicable to most engineering educational situations, with a particular focus on qualitatively-graded ePortfolio as a pedagogical tool that acts as both a vehicle and container for optimal learning outcomes. We also discuss our findings after implementing these methods on a Software Engineering program at McMaster University.</p> <p>Docile Bodies: Critically Examining Assessment as a Mechanism of Control Dani Dilkes, Western; University of Toronto; University of Victoria</p> <p>This session is intended as a provocation, asking participants to examine their own assumptions about assessment, what it is, and what it does. The provocation will build on the idea that assessment is often a mechanism for control and that it serves multiple competing, often hidden, sometimes nefarious, roles in higher education, which can create undemocratic and inequitable learning environments. This discussion will draw parallels between contemporary assessment practices in education to Foucault's critique of penal systems, in particular considering how assessment practices can create 'docile bodies' through the control of time and space, often supported by digital technologies. The session will end on a note of hope, with a brief discussion of ways of making assessment more equitable and democratic.</p>
<p>Session 12</p>	<p>Building a Data Advocacy Curriculum Cameron Blevins, University of Colorado Denver</p> <p>Data Advocacy For All is an open-access curriculum project geared towards helping students learn how to inquire with data, communicate with data, and deploy data with a goal of creating more just futures. This presentation will offer an overview of the project's pedagogical principles and underlying infrastructure before walking through one of the project's eight online modules. This project will serve as a jumping off point for a larger discussion with attendees about how to effectively teach technical skills like data analysis and visualization through an ethical lens of civic engagement and social justice.</p> <p>Information & Influence: a collaboratively built foundations course Leah Shafer, Lisa Patti, Rebecca Burditt, Jiangtao Harry Gu, and Iskandar Zulkarnain, Hobart and William Smith Colleges</p> <p>Inspired by the proliferation of misinformation on social media, the structures and effects of influencer culture, and</p>

	<p>algorithmic biases, a group of faculty collaborated with students to design a foundations course in critical media literacy called “Information & Influence: digital media literacies.” Designed to teach strategies for critically apprehending the cultural, economic, technological, and political factors that shape the mediated worlds in which we all live, the course will be collaboratively taught by faculty, librarians, and digital learning team staff. This presentation describes the evolution of the course from initial idea through collaborative research and syllabus planning with an emphasis on the roles played by participatory research, lateral reading, and careful attention to resource affordances.</p> <p>The Blurred Line: Documenting the Truth in a Post-Truth World Joshua Thorud and Bethany Mickel, University of Virginia</p> <p>This session presents an undergraduate course integrating information and media literacies with media production - using documentary film to explore bias, misinformation, and evidence-based research. The capstone, a student-produced documentary, demonstrates their mastery of the technical and content-related objectives of the course. We will discuss these foundational objectives, provide rationale for combining information and media literacies, and explore digital pedagogy to create an engaging learning experience. Though aimed at undergraduates, the content is highly adaptable and will include openly licensed materials such as lesson plans, readings, and ‘best practices’. Attendees will discover the powerful impact of documentaries as teaching tools to examine media bias and consider digital pedagogy as a tool to push back against our contemporary post-truth landscape.</p>
<p>Session 13</p>	<p>Teacher Candidates’ Creation and Curation of Inclusive Digital Educative Materials Mohammed Estaiteyeh, Brock University</p> <p>Differentiated instruction (DI) is an inclusive teaching approach that aims to achieve learning for diverse students. This research focuses on teacher candidates’ (TCs’) training to promote DI using digital tools. The presentation explores how TCs can create and curate digital educative materials while attending to equity, diversity, and inclusion principles and practices such as DI. The analysis of TCs’ coursework in one of the B.Ed. program courses at a Canadian university shows that with effective guidance, scaffolding, and authentic feedback, TCs were able to design lessons and digital educative curriculum materials that are differentiated to meet various learners’ needs, interests, and backgrounds. The research also shows the potential of technology in facilitating inclusive pedagogies such as DI.</p> <p>Making Decolonial Pathways: Activist Design in Educational Multimedia</p>

	<p>Rebecca Sweetman and Yasmine Djerbal, Queen's University</p> <p>How do we design an equitable future of learning? Advancing knowledge and skills for equity-informed activist multimedia design, this presentation will share a newly developed Open Educational Resource (OER) and training curriculum called “Activist Design in Educational Multimedia”. With the aim of sparking collaboration and building a replicable model for both pedagogical and technical skill development in educational designers, this session will offer us new, critical ways to consider justice as part of the learning experience by design.</p> <p>Testing Tech Tools: Barriers to Digital Accessibility Amanda Rybin Koob & Kathia Ibacache, University of Colorado Boulder</p> <p>Have you ever used a tech tool for student engagement without understanding how digitally accessible it might be? We did, too, especially during emergency remote learning. Our discomfort with this practice and our resulting curiosity led us to work with the Digital Accessibility Office at CU Boulder to test and evaluate five commonly-used tech tools (Jamboard, Kahoot!, Mentimeter, Padlet, and Poll Everywhere). Join us to learn about our process of testing these tech tools in collaboration with native users of screen readers, as well as some of the shared and unique digital accessibility barriers these tools presented. We'll also discuss better next steps for using tech tools in your classroom.</p>
<p>Session 14</p>	<p>Understanding the Impacts of COVID-19 on Academic Life: A Study on Digital Pedagogy, Equity, Diversity, and Inclusion Dr. Natalia Gajdamaschko and Dr. Sally Vinden, Simon Fraser University</p> <p>This presentation provides a comprehensive examination on the effects of the COVID-19 pandemic on academic life, specifically focusing on professors and graduate students in the Faculty of Education at a university in British Columbia. The abrupt adoption of Emergency Remote Delivery (ERD) teaching due to the global pandemic presented significant challenges and disruptions. Employing Cultural-historical activity theory and Q methodology, we investigated academic perceptions of the pandemic's impact and the shift to ERD. Our hypothesis considered individual experiences while anticipating shared contradictions within the activity system. This research illuminates the intricate interplay of digital pedagogy, equity, diversity, and inclusion, providing insight into the diverse impacts encountered by professors and graduate students in the academic setting.</p> <p>Enhancing Connectedness in Online Course Environments Linda Carozza, Hilary E. Davis, and Alice S. N. Kim, York University</p>

	<p>In this presentation, we explore the topic of community in the online classroom. Based on a questionnaire study of students enrolled in asynchronously delivered general education courses, we found that a feeling of connectedness can be predictive of students' final grades. In particular, we propose that purposeful facilitation of connectedness in the online classroom can help build a sense of community and address the potential social disconnect that students can experience in online courses and which can impede their success. Participants will be encouraged to analyze, reflect, and share their experiences related to what it means to have a course community and a larger institutional community to improve student learning and success.</p> <p>Online Playbuilding: Shaping a Digital and Equitable Pedagogy Drs. Snezana Ratkovic, Catherine Hands, Kari-Lynn Winters, and Julianne Burgess, Brock University</p> <p>For teachers of the performing arts, the transition from face-to-face teaching in educational institutions to remote, virtual teaching created multiple challenges and uncertainties, igniting the following questions: What is online performance? How might online performance be inclusive and accessible? Can online playbuilding be an optimal approach for reshaping equitable education during and after the pandemic? In this proposed study, we use a qualitative research methodology, to gain deeper understandings of digital pedagogy and art education, specifically exploring an innovative form of performance called online playbuilding. We believe this approach has the potential to inform educational praxis and to support social change.</p>
<p>Short Workshop Sessions 3</p>	<p>Deploying an OpenAI Chatbot as a Personalized Digital Tutor for Undergraduate Students in Higher Education, A workshop Dr. Sean Wise, Toronto Metropolitan University</p> <p>A cutting-edge workshop at the AI conference that will explore how to deploy OpenAI chatbots as personalized digital tutors for undergraduate students in higher education. This workshop will delve into the use of natural language processing and machine learning an OpenAI Chatbot as a Personalized Digital Tutor for Undergraduate Students in Higher Education.</p> <p>Incorporating Foundational Data Literacy Skills in Student Curriculum Mariana Jardim & David Kwasny, University of Toronto Scarborough Library</p>

In this session we will do a demo of a self-paced data literacy program. The program, created by the University of Toronto Scarborough Library as an internal learning tool for students in all disciplines, consists of videos, quizzes, and a self-reflection. Presenters will discuss different ways in which the training program may be used by learners, including within and outside of the curriculum, as well as externally by non-University students. In addition to getting a demo of the program, attendees will have an opportunity to reflect on OER (Open Educational Resource) use in their own practice.

1:15 - 1:45 pm - Lunch Break

1:45 pm - 3:15 pm - Concurrent Sessions

Session 15

Designing Shift: Transition Design, Transformative Pedagogies, and Operationalizing Ontological Change in Higher Ed

Rebecca Sweetman, Queen's University

To decolonize and affirm equity, we need to design for transition, operationalize a paradigm shift, and enact transformative justice — walk the talk — and move from theory to harm-reducing praxis. In this presentation, I examine the co-production of transition design, positing pathways to alternative futures, and transformative pedagogies to question how education is designed in the university. To mitigate harms, we must look beyond the western cognitive science instructional design canon. How might we expand our critical awareness of design considerations to highlight the cultural reproduction and ontological reification of oppressive norms in the design of educational materials? Drawing from feminism, world ecology, pluriversalism, and anti-capitalism, I put forth an operationalizing schematic for systemic change to centre anti-oppressive transition design as transformative pedagogy in educational design.

Hybrid, Culturally-Appropriate Approaches to Developing Capacities for Community Digital Archiving

Corina Qaagraq Kramer, Cana Uluak Itchuaqiyag, Chris Lindgren, & Kara Long, Virginia Tech

The Rematriation Project—led by Aqqaluk Trust, an Inuit-led and Inuit-serving organization in Kotzebue, Alaska, in partnership with a team of scholars from Virginia Tech—aims to create capacity for and access to digital archives related to Inuit cultural, tribal, and scientific knowledges and history to assist tribes and local communities in developing localized, culturally appropriate approaches and solutions to their own self-determined needs. This presentation will discuss the process of effectively and respectfully developing capacities for digital archiving in rural Ifupiat communities by combining

	<p>e-learning techniques with the “I do, we do, you do” experiential learning method. We will focus on relationship building, critical reflection, and collaborative learning that challenge the dominant practices in the field of Digital Pedagogy.</p> <p>"Digital decolonial": Collective and Social Annotation as Engaged Digital Decolonial Feminist Pedagogy Zeinab Farokhi & Arun Jacob</p> <p>In this paper we take up bell hooks’ (1994) conception of “engaged pedagogy,” a collaborative effort of teaching that is rooted in student empowerment, critical thinking, and inclusive classroom environments that nurture the growth of everyone’s learning. In particular, this paper examines the engaged, intersectional, feminist, and digital pedagogical opportunities of Hypothes.is—a web-based tool that allows users to annotate any page on the web, to ask collective questions, and to give and receive feedback among peers. As an open-source, online platform, Hypothes.is has become a tool of choice for instructors in online learning contexts for its advocacy of social reading and discussion of course materials—a hugely important component of digital humanities praxis. Through reflections of our own experiences with Hypothes.is in our classrooms, we argue how social annotation can be adopted as an important mode of intersectional and digital feminist pedagogy. In particular, we will focus on how students: become actively involved through interactions with instructors and peers; collectively generate a sense of community in the classroom; and learn to develop community awareness, especially regarding intersectional power dynamics imbued in our community lives. Thus, in this talk we will discuss the immediate feminist praxis applications and potentials of Hypothes.is in our classrooms, as well as some preliminary thoughts and reflections about how using Hypothes.is can enable all of us to further develop our critical and intersectional feminist digital pedagogical praxis overall.</p>
<p>Session 16</p>	<p>Institutional Responses to Generative AI Susan McCahan & Avi Hyman, University of Toronto</p> <p>While generative AI (Artificial Intelligence) tools have been available for a number of years, only since the public release of ChatGPT in late 2022 has the impact of Generative AI on higher education teaching and learning begun to be felt in earnest. And this is only the beginning. In our session we will share how the University of Toronto has responded thus far. Our goal is to facilitate a comparative discussion with session participants and identify some emerging best practices.</p> <p>Generative AI and Humanities Pedagogy Nathan Murray & Elisa Tersigni, University of Toronto</p> <p>Over the past few years, AI text-generator softwares (such as ChatGPT) have improved to the point that the user need only provide a short prompt and coherent and original texts can be generated. How are these softwares changing pedagogy in</p>

	<p>the Humanities, a discipline in which long-form original writing is the dominant mode of discourse? Our presentation will explore this question and present our experiments involving AI and Humanities pedagogy at the post-secondary level.</p> <p>AI text generators in the writing classroom: A case study Tina Huey, University of Connecticut</p> <p>The use of tools such as ChatGPT and Quillbot pose fundamentally unsettling questions to teachers, especially teachers of writing. In this session I offer a case study from a recent class in which a student relied on text generation tools to draft and revise assignments and to engage in class discussions. For this student, AI tools increased the accessibility of my course. Yet their use violated key commitments in writing pedagogy. I will share my reflections on dialogues with the student about the affordances of AI for accessibility. I will also share the workarounds and compromises that emerged, building on frameworks for dialogic teaching, teachable moments, and the burgeoning literature on assignments that embrace AI.</p>
<p>Session 17</p>	<p>Digital Survival Skills: Developing and Applying a Digital Competencies Framework Claire Cahoon, Brandon Karcher, & Jill Hallam-Miller, Bucknell University</p> <p>How much do students really know about technology? At Bucknell University, a group of faculty and staff spent the 2022-23 academic year discussing "digital competencies" and creating a framework that provides guidance about skills that are important for participating in, understanding, and critically engaging with the evolving digital world. In this session, we will share our framework, the strengths and challenges of our process, and ways to modify our approach to fit other types of institutions. Using an equity mindset, we are planning to work with students, faculty, and staff at key moments in their time on campus on the "how," "why," and "should" of several key areas of digital literacy.</p> <p>Small Details, Big Impact: Accessibility Lessons Learned from 300,000 Children Michal Hudecek, Levebee</p> <p>In this talk, Michal Hudecek, CEO of Levebee, shares lessons learned during the development of a learning app for kids struggling with math, including students with special education needs or different first languages (such as Ukrainian refugees). The takeaways are based on experience with 300,000 children who have used the app. What is needed to support these children? What accessibility features should educators require from digital tools? Michal argues that helping these kids doesn't require huge investments, but rather more attention to small details that make a big difference.</p>

	<p>Failing Forward: Incorporating Failure into Virtual Classroom Activities Tina Liu & Skylar Cotnam, Wilfrid Laurier University (Tina), Independent Researcher (Skylar)</p> <p>Online discussions are often impersonal walls of texts that do little to boost student motivation, meaning, engagement, or connection with the land. My goal with this presentation is to introduce to others ways of Indigenizing the discussion board experience in online, asynchronous courses as a means of promoting relationality between students, instructor(s), and the land. This project is built upon the following principles of Indigenous pedagogy: personal and holistic, experiential, place-based, intergenerational (Huguenin, 2020).</p>
<p>Session 18</p>	<p>Developing an Inclusive Digital Scholarship & Pedagogy Project Workflow Heather V. Hill & Nicole Zeidan, Fordham University</p> <p>Our team in Fordham University's Office of Information Technology has steadily expanded our support services for digital scholarship and pedagogical projects over the past several years. This experience, along with our professional backgrounds in digital humanities and education, has provided us with insight into the project development process, inspiring our new digital scholarship and pedagogy project workflow. For our session, we will share case studies describing the process of developing these projects, including many of the challenges we faced and how we used them to develop a stronger project management process. We will then share our digital scholarship and pedagogy project workflow, which has been created to guide future projects in fields across the humanities, sciences, and beyond. Our presentation will also address collaborations within and outside the academy in a higher education environment and how we can expand a project's audience through crowdsourcing and collaboration.</p> <p>How Student Contributions to Wikipedia Foster Critical Thinking and Improve Inclusivity Alexandra Wong, Dawn R Bazely, & John Dupuis, York University</p> <p>Wikipedia and Wikidata Editathons are a means of fostering critical thinking and closing gaps in Equity, Diversity and Inclusion in science, technology, engineering and mathematics fields and marginalized communities. By editing Wikimedia platforms, students practice those critical thinking skills, learn about peer-review, how to fact-check sources, and gain insight into how knowledge and data are constructed. Since students can participate in these collaborative writing activities both in person and online, synchronously and asynchronously, themed Wikipedia editathons provide inclusive learning spaces.</p> <p>Using a social robot to introduce coding to post-secondary students</p>

	<p>Tracy Zahradnik, Lauren Lacey, Ginny Ekvall, Michelle Spence, & Marcellin Tran, University of Toronto</p> <p>In this case study, we describe how we used a programmable interactive zoomorphic robot, MiRo-E from Consequential Robotics, for outreach and instruction at the Engineering & Computer Science Library at the University of Toronto. Social robots can be used to build computer science literacy for students who have all levels of familiarity with coding and to introduce key issues in AI and robotics. MiRo-E can be programmed using Python or the simple visual language Blockly, and its approachable, cute appearance helps make the robot and programming both inclusive and accessible. The culmination of this initiative was a hybrid online and in-person competition where participants developed code to program interactive behavior in MiRo-E using a cloud-based simulator software.</p>
<p>Short Workshops Session Four</p>	<p>Innovating Instruction with Open Digital Pedagogy Projects : FIND and LEARN Paulina Rousseau, and David Kwasny, University of Toronto Scarborough Library</p> <p>Join this showcase of two pedagogical digital projects developed at the UTSC Library by the Digital Scholarship Unit. The first, LEARN, is an enriched bibliography of open OERs made accessible via modern search and indexing capabilities, with OERs stored outside of the tool in centralized locations by format. It responds to barriers for OERs currency and encourages contributor participation. The second, FIND, hosts a dataset emerging from the Digital Scholarship (DS) Knowledge Base project at the UTSC Library, responding to the difficulty of sharing and updating information about digital tools used in DS. An experiment in crowdsourcing and data sharing, FIND aims to be useful and accessible to a broad audiences who want to explore methodologies and tools in DS.</p> <p>Collaborating in New Pedagogical Spaces: The Digital Integration Teaching Initiative's Faculty-Partnership Model Benjamin Grey & Juniper Johnson, Northeastern University</p> <p>This workshop is a demonstration of the modular teaching model used by Northeastern University's Digital Integration Teaching Initiative (DITI). Developed over the past five years, the DITI focuses on student learning about discrete digital skills and tools which are adapted and combined to suit the needs of our faculty partners. This demonstration will detail the DITI's workflows and unique faculty-partnership model which has resulted in over 200 successful visits to classrooms which would otherwise likely not include digital components. Learn how the DITI teaches tool demonstrations and tutorials from computational text analysis to best practices in digital publication to help humanities and social sciences faculty expand the digital content of their syllabi, all while being staffed by a rotating cohort of graduate student fellows.</p>
<p>3:15 pm - 3:30 pm - Break</p>	

3:30 pm - 4:30 pm - 60 minute workshops

Workshop 5

Course and Assignment Innovations Based on Universal Design and Gameful Learning Principles

James Alexander & Phill Cameron, University of Michigan

During this session participants will learn about Gameful learning (<https://www.gamefulpedagogy.com/>) as a pedagogical approach that takes inspiration from the ways good games function then applies those principles to the design of learning environments. We will then combine these principles with Universal Design for Learning (UDL) (<https://www.cast.org/impact/universal-design-for-learning-udl>) to further increase accessibility in education. During this workshop, we will talk broadly about how universal design and gameful learning may help empower students while bringing transparency and equity into your curriculum. We will show ways in which GradeCraft (a Learning Management System) allows for the implementation of gameful and UDL strategies focusing on competency and autonomy before discussing how you may implement some of these frameworks in your classrooms too.

Workshop 6

Reimagining the Role of Generative AI in Meeting Diversity, Equality and Inclusion Outcomes

Johnny Calavitta dos Santos, South Seattle College

This workshop will explore how artificial intelligence may enhance teachers' roles as catalysts in designing and visualizing AI-enabled teaching and learning. Artificial Intelligence (AI) is fast becoming a ubiquitous concept and tool already found across society and an integral part of everyday life. As such, basic understanding and knowledge of AI should be a critical component of a college education to foster successful global citizens and in meeting DEI goals. This workshop will demonstrate project based learning that employs AI to enhance student interest, motivation and ability to see the relevance of classroom activities to solving real world problems.

Workshop 7

Maximizing the Potential of Zotero: Innovative Case Studies from the University of Waterloo

Agnes Zientarska-Kayko, Sarah Brown, & Timothy Ireland, University of Waterloo

The University of Waterloo library is promoting Zotero, citation management software that takes (most of) the pain of writing papers with citations. In this hands-on session, we will provide an overview of the software and help participants develop a level of familiarity with it so that they can begin working on their academic projects more efficiently. We will explore some

	<p>unique case studies we have facilitated and provide insights into how Zotero can be used in a variety of academic contexts, allowing participants to gain a deeper understanding of how the software can benefit their research. Participants will have the opportunity to collaborate with others to annotate a PDF in Zotero and share it in real-time. This interactive exercise will enable participants to apply their newfound knowledge to practical scenarios, enhancing their understanding of how the software can streamline their citation management processes.</p> <p>Participants should set up their Zotero accounts and download Zotero for Windows and Zotero Connector before the session. Links and information is available from our Zotero at University of Waterloo Research Guide.</p>
<p>Workshop 8</p>	<p>Are you still with me? Digital tools and techniques for inclusive engagement Marcela Y. Isuster, McGill University</p> <p>Finding inclusive ways of generating engagement in the classroom can be challenging. Oftentimes, traditional approaches operate under a one-size-fits-all approach that does not take into account students' needs, identities, and experiences. Digital tools lend themselves naturally to collaborative work, they can be modified and adapted to students' needs and identities, and they can be a safer choice for more reserved students making them an effective and inclusive way of generating engagement. Examples of digital tools include Google Docs, Poll Everywhere, social media, and Voyant Tools. This presentation will explore the use of digital tools in the classroom as a way of fostering engagement and leading with a student-centered approach.</p>