Schedule - Digital Pedagogy Institute 2025
DAY 1: August 12th, 2025

All times listed are EST

10:30 am - 11:45 am	**Plenary - Tingting Zhu**			
11:45 am - 12:00 pm	**Break 15 minutes**			
12:00 pm - 1:30 pm	**Session 1** **Post-truth**	**Session 2** **Accessibility**	**Session 3** **Decolonizing DP**	**Session 4** **Emerging Technologies**
	Critical Digital Pedagogy in a Post-Truth Society: Navigating Misogynoir through Open Educational Resources to Combat Misinformation - Dr. KáLyn Coghill - Virginia Commonwealth University	"Relaxing" a First-year Undergraduate Course: Student Insights on Digital Pedagogy Approaches - Chelsea Temple Jones, Anne Gagne, Jo-Anne Sinnige-Egger, Emma Rupcic - Brock University	Reimagining Curriculum: Anti-Racist and Decolonial Practices in Digital Learning Spaces - Dr. Shane Young; Sherry Yuan Hunter; Dr. Jessica Cammaert - The Chang School of Continuing Education at Toronto Metropolitan University	Gen AI and Alternative Assignments for Teaching the US-Sino Relationship History - Shu Wan - University at Buffalo
	This presentation explores the necessity of critical digital pedagogy in combating misinformation and algorithmic bias fueled by social media. Focusing on open educational resources (OER) and media literacy, it addresses topics such as digital misogynoir, activism, and the representation of Black women and non-binary femmes. The co-created OER aims to challenge dominant narratives and educate audience members on identifying misogynoir misinformation and utilizing OER to mitigate misinformation regarding marginalized communities.	Our research explores what it means to "relax" a large, 1,200-student course, and the interchange of in-person and virtual space evoked through this ambition. Our primary research question is: What can we learn from first-year students about accessibility by "relaxing" pedagogy? The learning outcomes of our inquiry include advancing understandings of: how first-year learners understand and experience virtual, hybrid, and in-person access-building in a postsecondary context; RelaxPed and its contextual application to different disciplines; and, evolving student needs in relation to accessibility in large classes. Our findings are based on survey (n=~150) and focus group data (n=~14) gathered at an Ontario university. Based on our discoveries, we assert that "relaxed" classroom building can teach us to centre access as a capacious, interdisciplinary practice across digital and hybrid contexts.	This presentation outlines a collaborative, reflexive approach to curriculum review through an anti-racist and decolonial lens. We move beyond "additive" inclusion toward embedding Indigenous Knowledges, community voices, and multiple ways of knowing as foundational to course design—particularly in digital spaces. Key strategies include integrating land acknowledgments, fostering student agency, and designing for relationality in asynchronous delivery modes. We also address barriers, whilst highlighting opportunities to reimagine assessment and storytelling through a non-Eurocentric lens. Finally, we share lessons learned for educators and institutions seeking to embed anti-oppressive approaches across disciplines and contexts.	Taking students' requests for non-traditional or "unessay," assignments into account, I designed an AI-assisted music composition assignment for an Asian history course in the winter of 2025. Students were asked to use the AI platform AI Music Generator (https://aimusic.so) to create a song about China and its global interactions (for example, a song about Chairman Mao and his diplomatic efforts).
	Professors versus Influencers: Understanding learning and trust of expertise in the modern college classroom - Bridget Haina and Shakuntala Rao - State University of New York (Plattsburgh), USA	Digital Scholarship as an On-Ramp: Offering Accessible Data Science Instruction in the Library - Halie Kerns - Binghamton University	Reclaiming the Digital: Centering Black Voices in DH Instruction - Iliana Burgos and Kiran Mohammadi-Williams - Cornell University Library	
	This paper investigates the correlation between the consumption of social media sites, and influencer content with shifting ways of learning and increased cynicism towards expertise among college students. In presenting their findings, the authors will try to gauge the level of cynicism towards disciplinary experts, including professors, and suggest ways to foster critical pedagogical methods which might help mitigate cynicism about expertise and classroom learning.	Data science can feel inaccessible in academic settings, especially for newcomers and more generalist librarians. At Binghamton University Libraries, the Digital Scholarship team developed inclusive, scaffolded programming rooted in digital scholarship pedagogy. Built around three pillars—programming, connections, and space—the initiative supports all learners through a three-semester model focused on data visualization, analysis, and management. This session shares strategies, frameworks, and outcomes from nearly two years of work, including expanded engagement and sustainable pathways for skill development.	As Safiya Noble pinpoints in her chapter "Toward a Critical Black Digital Humanities" in Debates in the Digital Humanities 2019: "The digital humanities can profoundly alienate Black people from participating in its work because of its silences and refusals to engage… [with] racial and gender oppression that are part of the society we live in" (29). In this talk, we discuss our approach to centering Black DH in introductory digital humanities sessions for undergraduate and graduate students at Cornell University Library. We describe digital pedagogy techniques that encourage anti-racist practice in teaching and research across different contexts. We also discuss our plans to expand this practice in the future within our local community.	

12:00 pm - 1:30 pm cont…	Epistemic Nullification & the Obliteration of Reality - Faith Agostinone - Aurora University The term fake news no longer captures the depth of the current assault on rationality, objectivity, and truth. This session explores how the erosion of objectivity—once a collective social endeavor grounded in testing ideas over time—has given way to algorithmically curated echo chambers that isolate individuals in epistemic silos. Unlike traditional propaganda, which sought to manipulate public opinion toward specific outcomes, today's disinformation landscape is marked by *epistemic nullification* : a deliberate effort to dismantle democratic norms by undermining the very foundations of knowledge. This form of informational nihilism is not about reforming systems—it's about their total destruction. Join us for a critical discussion on how this shift threatens democratic discourse.	Be there or be square: letting go of required attendance - Jennifer Szende - Toronto Metropolitan University This interactive session acknowledges the reality of absenteeism and tries to build pathways to engagement for students who cannot attend. My brief survey of the literature on attendance and performance suggests that engagement rather than attendance is the thing we should all be tracking. But, of course, engagement is very hard to track, so, the session will include a group activity brainstorming measurable forms of engagement beyond attendance.	Decolonizing Latino Higher Ed: An Omeka Classroom Activity - Gabriela Baeza Ventura - University of Houston This presentation examines how the US Latino Digital Humanities Center (USLDH) at the University of Houston leverages Omeka to involve students in the decolonization of Latino higher education. Through hands-on engagement with archival materials from the Recovering the US Hispanic Literary Heritage Program (Recovery), students develop skills in curating digital collections, generating bilingual metadata, and interrogating colonial assumptions embedded in traditional cataloging systems. Situated within a Hispanic-Serving Institution, this work empowers students to recognize themselves as cultural producers and stewards of their communities' histories. The classroom is transformed into a collaborative, critical space where digital tools support inclusive, community-centered scholarship and reimagine the humanities as a site of resistance and reclamation.	
1:30 pm - 2:00 pm	**Break 30 minutes**			
2:00 pm - 3:00 pm	**Workshop 1** NotebookLM for Innovative Pedagogical Practice - Heather Grierson & Jackie Tuason - University of Guelph and St. George's University Two learning strategists, or academic coaches who support students in developing effective, self-regulated learning habits share their applications of NotebookLM in this 20-minute tool demonstration. This session will highlight NotebookLM's versatility around active learning, personalized educational experiences, and identifying knowledge gaps. Participants will be guided through the NotebookLM interface ensuring they know how to: add sources; use the chat space for summaries, develop test questions, and identify themes; use the podcast feature (including interactive mode); and create and access personalized study guides. Throughout, participants will have the opportunity to consider how they can ensure students engage in NotebookLM through active learning techniques.	**Workshop 2** Curriculum Co-Creation through Relational Practice: Embedding Community Voices in Digital Nursing Education - Ashley McKeown - Western University This session explores how digital pedagogy can support curriculum co-creation by embedding newcomer community voices through trauma- and violence-informed and relational practices. We share our experience co-developing an open-access online module on newcomer health, embedded in a required undergraduate nursing course focused on social justice. Designed in partnership with community organizations, the module integrates lived experiences and storytelling to support culturally safe, anti-racist learning. We discuss persistent barriers—including institutional trust and digital access—and offer practical strategies for inclusive, ethical curriculum development. This session invites educators, researchers, and students to move beyond consultation toward authentic, accountable curriculum co-creation with equity-deserving communities.	**Workshop 3** The Art of Compliance: Empowering Faculty to Teach Inclusive Advertising - Marisa C. Peacock - University of Illinois Urbana Champaign Despite growing demand for inclusive and accessible marketing, advertising programs remain hindered by curriculum rigidity and limited faculty development. Traditional design instruction often takes precedence over inclusive frameworks, and professional development rarely prioritizes digital accessibility. Without updated tools and support, faculty struggle to align teaching with industry expectations, creating gaps in student readiness. This research examines how inclusive design principles can be more effectively embedded into advertising curricula through faculty training, instructional tools, and institutional strategies. It assesses faculty perspectives and industry demands to identify scalable, sustainable interventions.	**Workshop 4** Bye, Booleans: Maryville University's AI-Powered Library Discovery Layer - Amber Spratlin and Sara Bronson - Maryville University of St. Louis Imagine a world where students can effortlessly navigate the library's subscriptions without the hassle of complex search queries. In an attempt to address this problem directly, the Maryville University Library unveiled its groundbreaking AI-Powered Library Search Companion. This transformative tool, developed collaboratively by Amber Spratlin and Sara Bronson, harnesses the power of artificial intelligence to convert natural language inquiries into precise, contextually-relevant search results from our EBSCO Discovery Service. Join us as we not only showcase this revolutionary tool but also delve into the thoughtful development process and ethical considerations that ensure we uphold copyright compliance and academic integrity while empowering learners in their research journeys.

2:00 pm - 3:00 pm cont…		Leveraging AI-Driven Reflexive Learning to Enhance Equity and Competency in Healthcare Education - Karline Wilson-Mitchel and Sandra Mutilva - Toronto Metropolitan University	AI-Powered Accessibility: Tools and Techniques for Inclusive Digital Pedagogy - Delandrus Seales - University of North Carolina at Wilmington	Bloom's Taxonomy - StAIrcase: A Tool for the Pedagogical Integration of AI - Brigette Meskell and Nicole Baker - SUNY Brockport
		Competency-based education in midwifery requires timely, equitable, and reflective feedback, yet traditional assessment methods often fall short. Reflex2Learn (R2L) is an AI-driven, cloud-based platform designed to enhance midwifery education by providing real-time feedback, reducing bias, and aligning with national competency frameworks. This presentation will explore how R2L leverages emerging technologies to support clinical training, improve assessment practices, and foster an inclusive learning environment. Attendees will gain insights into the platform's pedagogical impact, implications for digital pedagogy, and potential applications beyond midwifery education.	This session explores how generative AI tools can be leveraged to enhance accessibility and inclusivity in digital pedagogy through the lens of Inclusive Pedagogies such as Universal Design for Learning (UDL). Participants will be introduced to AI-powered tools that generate captions, transcriptions, alt-text, translations, texts with adapted complexity, and more—supporting learners with various needs and abilities. Aligned with the conference theme, the session addresses persistent barriers to inclusive education and offers practical, scalable solutions. Designed for a diverse audience, the session includes a foundational overview of generative AI, interactive demonstrations, and space for collaborative discussion. Attendees will leave with actionable strategies to implement these tools in their own contexts and a deeper understanding of how generative-AI can enhance teaching and learning.	This session introduces an interactive, AI-enhanced version of Iowa State's 2012 revision of Bloom's Taxonomy. Designed to help educators integrate AI literacy into their learning objectives, the tool overlays AI-relevant activities onto Bloom's cognitive and knowledge dimensions. Participants will see practical examples of how generative AI can be ethically and effectively embedded into course and assignment design, without compromising critical thinking. The demonstration will explore how this model supports intentional, student-centered pedagogy in a rapidly changing digital landscape. Attendees will leave with ideas for aligning emerging technologies with authentic learning outcomes using a familiar educational framework.
3:00 pm - 3:30 pm	**Break 30 minutes**			
3:30 pm - 5:00 pm	**Post-truth** **Session 5**	**Accessibility** **Session 6**	**Decolonizing DP** **Session 7**	**Emerging Technologies** **Session 8**
	The Answer is in Your Body: Focusing on Sensory Input to Understand an Online Archive - Noa Yaari - University of Toronto	JSTOR Reimagined: Expanding an Inclusive and Accessible Pedagogical Community - Rumika Hillyer, Amy Gay - JSTOR/ITHAKA	Digital (De)colonialism through Augmented Reality (AR) Mural Narratives - Wonjae Lee - Washburn University	Extent and Acceptability of AI Use in Postsecondary Education: Evidence from a Global Survey of Students - Rahul Kumar and Robert McGray - Brock University
	This talk analyzes a three-step exercise I assigned to students: browse an online museum archive, select an item that inspires you to physically feel it as part of research, and explain your experience. The term "feel" in the instructions encouraged the students to focus on their sensory input; at the same time, they could articulate why they prefer to interact with the collection solely on-screen. Each student posted a photo of their chosen item along with an explanation on the course website. The posts are profound and personal, indicating the power of self-reflection to yield meaningful insights. Utilizing digital tools while attending to sensory input and emotions can cultivate students' trust in themselves in a post-truth society.	JSTOR is widely known as a repository of academic articles, but educators are using our content and tools in creative ways beyond traditional research. As we build the Teaching and Research website on JSTOR, we invite educators from universities, libraries, and secondary schools to share best practices, assignments, and pedagogical strategies. In this session, we'll highlight open educational resources (OER), open access primary sources, and lessons learned from educator collaborations. We'll also share how attendees can get involved. As a nonprofit committed to expanding access to knowledge, JSTOR supports the Open Education movement by fostering a collaborative space for educators to share resources globally. Looking ahead, we aim to be a hub for inclusive, sustainable teaching practices that empower educators and enrich student learning.	This session explores how Augmented Reality (AR) can support anti-racist and decolonial pedagogy through immersive, student-centered storytelling. Highlighting the AR conversion of the *Brown v. Board of Education* mural and student-created digital murals about Topeka, Kansas, the presentation demonstrates how AR tools engage learners in critical design practices that challenge dominant historical narratives. Attendees will gain insights into accessible AR workflows, cross-disciplinary project ideas, and ethical considerations when using emerging technologies to amplify marginalized voices. Ideal for educators, designers, and researchers, this session offers practical strategies for integrating AR into classrooms to foster civic engagement, critical reflection, and an inclusive curriculum.	This presentation reports findings from a global survey of nearly 1,000 postsecondary students, focusing on their views regarding acceptable uses of generative AI in academic contexts. The study also investigates how age, gender, level of study, and socioeconomic status influence both past and planned future use of AI technologies, including ChatGPT. Results highlight widespread engagement with AI tools and reveal nuanced student perspectives on ethical and appropriate use. By foregrounding the student experience, this session contributes to ongoing discussions about how emerging technologies are reshaping learning practices, offering data-informed insights relevant to instructors, instructional designers, and policy makers.

3:30 pm - 5:00 pm cont…	Digital Publishing as Digital Pedagogy for a Post-Truth Age - John Randolph - University of Illinois Urbana-Champaign	On Demand Career Research: Building Inclusive Library Tools in Partnership with Career Services - Malisa Anderson-Strait; Nora McKenzie - Emory University	Decolonization through Open Educational Resources: A practical approach to working together for change - Kathleen Peets, David Arromba, Sally Goldberg Powell, Santiago Sanz, Anisah Ramdeo - Toronto Metropolitan University	Examining the intersections of generative AI and critical social work pedagogy: Shall we dance? - Susan Preston, Dawn Onishenko, Susan Silver - Toronto Metropolitan University
	The publication of historical sources is an old form of scholarship, practiced by a number of humanistic disciplines, with highly-developed traditions and standards. In our age of ubiquitous computing and social media, everyone is potentially a publisher now. Yet in recent decades, undergraduate students at US universities were rarely taught this craft. SourceLab, based at the University of Illinois at Urbana-Champaign, seeks to respond to this challenges. A Digital Humanities collective involving students, faculty, and the public at large, SourceLab pursues three main activities: education, publishing, and research. This presentation will discuss SourceLab's experience in using digital publishing as a means for pedagogy in a post-truth age.	Job seeking students often prioritize resources provided by their university career centers, using a just-in-time mindset. This session will highlight how two business librarians from Emory University have partnered with career services to integrate recommended library resources and career search strategies on platforms where students are already active with their job search. The librarians' goal was to provide accessible and approachable career instruction by experimenting with digital tools including video tutorials, online toolkits, LibGuides, embedded content in Canvas pages, and a career tips blog series. The librarians focused on creating accurate close captions, screen reader friendly documents and images, and emphasized content that would fit a variety of learning styles.	Often, traditional learning materials, such as textbooks, limit our ability to challenge and expand beyond the status quo. With the aim of taking a more global and student-centred approach to the course, Children's Thinking and Learning, Professor Kathleen Peets worked with a team from Toronto Metropolitan University's Centre for Excellence in Learning and Teaching to create a digital learning tool. The result was an interactive e-text that was fully integrated into the course's delivery. In this session, the development team reunites to discuss the process and results of this project. In particular, they will explore how developing digital tools can provide an opportunity to not only break down barriers and decentralize content, but can have a transformative impact on all involved in the process, including learners, educators, and digital learning professionals.	This presentation considers the dance between generative AI and social work pedagogy, examining how genAI impacts social work's anti-oppression and critical pedagogy principles. We see genAI as a dance partner, sometimes leading, sometimes stepping on our toes, always reshaping how and what we teach including revised assignments, new critical engagements, and expanded teaching tasks. Recognizing how genAI can be both problematic and helpful, we consider student access to and proficiency with genAI, our observations of how genAI does and does not engage with social justice content, and carries the potential of both promoting and limiting equity and transformation within and beyond social work education. We consider this genAI dance the ultimate competition in which we need to execute perfect steps while embodying grace and creativity.
	Empowering Students to Critically Evaluate AI Powered Research Tools - Shauna-Kay Harrison, Kevin Adams, Maria Planansky - Alfred University	Embedding Accessibility: From Compliance to Proactive Inclusivity - John Lewis, Samantha Stevens-Hall - University of Toronto School of Continuing Studies		From Research to Practice: Enhancing Workplace Communication Skills with VR and AI - Lynn Long and Jeff Marshall - University of Waterloo
	The Alfred University Libraries Information Literacy Team saw an opportunity to center student perspectives in the process of educating about AI-powered research tools. Drawing on critical pedagogy, the team developed a Generative AI Evaluation Rubric and accompanying instruction session that prompted users to assess AI tools on privacy, source evaluation, functionality, and socio-ethical considerations. By framing this conversation through a problem-posing lens, we sought to empower students to consider the systemic issues at play in the development and implementation of AI tools for research and other applications. Rubric and teaching materials will be shared with attendees.	Accessibility in education must go beyond compliance—it must be a mindset embedded across all aspects of teaching and learning. This presentation explores how a proactive, pedagogical approach to accessibility can transform learning environments. By weaving accessibility into instructor development and course design as a foundational value we can foster more inclusive, barrier-free learning experiences. Grounded in Universal Design for Learning (UDL), Equity, Diversity, and Inclusion (EDI), and authentic assessment, this approach equips educators to anticipate and remove barriers before they arise. Attendees will gain strategies for embedding accessibility into professional learning and design practices and define what it means to adopt an "accessibility mindset" in support of inclusive digital pedagogy.		This two-part session presents findings from a recently published PRISMA-guided systematic literature review examining how immersive virtual reality (VR) technologies support oral presentation skill development in entrepreneurship education. The review explores six key areas: types of VR used, optimal learning conditions, effective feedback strategies, the role of artificial intelligence, commonly studied commercial tools, and future research needs. The second half of the session highlights Preparing for Difficult Conversations with Ovation VR, a University of Waterloo initiative that applies one of the reviewed tools to help staff practice high-stakes workplace conversations such as interviews, performance reviews, and conflict resolution. This initiative demonstrates how research-informed VR applications can extend beyond academic settings to support professional development and communication confidence in real-world contexts.

DPI 2025 Day 2 August 13, 2025

All times listed are EST

	Zoom: DPI 1 Session 9	Zoom: DPI 2 Session 10	Zoom: DPI 3 Session 11	Zoom: DPI 4 Session 12
10:00 am - 11:30 am	Decoding the Past: Digital Tools and Critical Pedagogy in Chinese History - Lik Hang Tsui - City University of Hong Kong	Enhancing Inclusive Language Education Through VR: A Case Study - Giulia Staggini - University of Siena	Making Meaning with Machines: Digital Tools, Critical Reflection, and Undergraduate Research - Dr. Marina del Sol and Dr. Eliseo Jacob - Howard University	Generative AI in Education: Exploring Its Impact on Student Well-Being - Hiroko Kanoh - National University Corporation Yamagata University, Institute of Arts and Sciences
	This presentation explores how digital pedagogy can transform the teaching of Chinese history in the post-truth era by fostering critical information literacy and equipping students to evaluate digital content. In an age where AI-generated narratives, algorithmic bias, and misinformation challenge truth, history education must empower students to navigate these complexities while amplifying non-Western perspectives. Drawing on my experiences teaching premodern Chinese history, I demonstrate how tools like CTEXT, a digitized repository of Chinese texts, and Hypothesis, a collaborative annotation platform, enable students to critically engage with primary sources, question reliability, and analyze conflicting narratives. Additionally, AI-powered tools are used to critique and reverse-engineer AI-generated content, helping students identify biases and challenge dominant interpretations. This session highlights how digital pedagogy globalizes learning and equips students with critical, ethical, and analytical skills for a diverse, interconnected world.	Dyslexic students often struggle with vocabulary acquisition in foreign language learning (Kormos & Kontra, 2018). Since vocabulary, motivation, and language proficiency are closely linked (Lee, Ahn & Lee, 2022), multisensory approaches can enhance engagement and learning outcomes. This study explores how Virtual Reality (VR) and immersive environments impact English vocabulary acquisition and intrinsic motivation in university students with dyslexia. A case study with 89 learners compared dyslexic students in a VR-based course with those in a traditional classroom. Results indicate that students in immersive environments outperformed their peers in writing and reading comprehension tasks. Additionally, they reported higher motivation levels and greater engagement with language learning. These findings highlight the potential of VR to enhance vocabulary retention and overall language acquisition, advancing Inclusive Language Education.	This presentation explores a pilot project at a historically Black College and University (HBCU) integrating Digital Humanities (DH) methods into the undergraduate experience. Designed as a digital playground, the project introduced students to tools like Voyant, Credo Reference, and Adobe Express for text mining, background research, data visualization, and multimodal storytelling. The course encouraged critical engagement with digital writing, examining how it shapes self-expression and representation. By combining technical skill with critical reflection, students questioned whose knowledge systems are embedded in digital tools. This session shares strategies for using DH tools to foster creativity, inquiry, and inclusive practices in undergraduate humanities education.	This presentation will discuss the relationship between awareness of generative AI usage and students' lifestyle, characteristics, and well-being. Based on survey results, we will introduce practical examples of classroom activities utilizing generative AI and share students' reactions to these approaches. By examining both positive and negative aspects, the session will highlight the potential impacts of generative AI on student well-being. Additionally, we will provide insights into effectively integrating generative AI into classroom practices, offering practical suggestions to enhance student engagement and well-being.
	Welcome to Plato's Cave: Designing AI Characters for a Hybrid Escape Room - Lauren Woolbright - Flinders University	Brilliant Silence: Hybridity & The Invitation to Create - Or: Multimedia Devising Performance and Disability Access - Dr. Daniella Vinitski Mooney - Yorkville University	From Comic Panels to Digital Praxis: Building a Feminist and Decolonial Comics Archive in the Classroom - Felipe Gómez - Carnegie Mellon University	Interactive Exercises on the Ethical Use of AI - Inesa Stolper & Kaitlin Lucas - European Humanities University
	This presentation examines our experiences designing an escape room game as a hybrid digital theatre performance designed for the Void motion capture studio at Flinders University. Through this project, we engaged players in a dialogic game inspired by Plato's Allegory of the Cave with the goal of examining the role of artificial agents as co-players alongside human participants who may be improv performers, game players, or more passive audience/viewers. We will discuss our approaches to design, particularly how we applied Stanislavski's method acting model to our character prompts and what was revealed in our playtesting and gameplay through surveys and interviews with our players.	Brilliant Silence (2023) was a workshop performance of Measure for Measure that I devised with an intimate group of BFA students, exploring feminist and Disability Studies frameworks through post-pandemic, empathy-driven methodologies. Prompted by a student with disabilities who contracted COVID-19 and couldn't attend in person, the project became an urgent experiment in digital access and inclusive design. Over ten days, students collaborated across physical and virtual spaces, integrating dance, puppetry, and multimedia to enable real-time participation and foster what Mia Mingus calls "access intimacy." A final-day technical failure erased the digital contributions of our self-identified disabled student, exposing the fragility of access in pedagogical settings. Brilliant Silence argues that digital inclusion can drive artistic rigor and warns against institutional ableism and subsequent harm.	This presentation introduces the Latin American Comics Archive (LACA), a digital project and pedagogical platform dedicated to the feminist and decolonial curation of Latin American comics. Built collaboratively with students at Carnegie Mellon University, LACA prioritizes multilingualism, minoritized creators, and open-access digital humanities practices. Through examples of classroom engagement and student-encoded comics, the session highlights how markup (via Comic Book Markup Language, CBML) can serve as a critical tool for analyzing race, gender, language, and power in visual storytelling. Participants will leave with adaptable strategies for building inclusive, justice-oriented digital projects that empower students as co-creators of knowledge.	This presentation introduces a set of interactive, role-based exercises that explore ethical dilemmas in the use of AI across fields such as recruitment, healthcare, and migration. Developed as open-access resources, these exercises place learners in professional roles and guide them through decision trees involving bias, fairness, and accountability. Designed for non-technical audiences, the materials promote reflection, inclusivity, and critical thinking. Exercises offer learning materials that foster digital literacy and ethical reasoning, skills essential for making complex decisions in AI-driven environments.

10:00 am - 11:30 am cont…	Black Trans Epistemic Resistance and Digital Literacy in the Post-Truth Era - Chris Wiley - University of Illinois Urbana-Champaign Digital literacy in today's world filled with algorithm-curated content and viral misinformation demands abilities beyond simple information searching and sharing. Critical analysis is necessary to understand which knowledge is shared while others remain hidden and how systems create visibility and invisibility. I present findings from my dissertation research which examines digital information practices of Black trans men to analyze their resistance to dominant epistemologies within online spaces driven by anti-Blackness, transphobia and algorithmic systems. The study encourages teachers and researchers to explore teaching methods and learning experiences from communities engaged in critical digital literacy as a means of survival. The study confronts established understandings of "truth" in today's post-truth world while demonstrating how marginalized users' information practices contribute pedagogically. This presentation maintains that our concept of digital literacy needs to grow to encompass the various resistance strategies and creative reimagining that emerge at the edges of digital spaces which algorithms typically cannot detect.	From Theory to Practice: Redesigning Nursing Theory OERs to Support Licensing Exam Success - Dr. Kateryna Metersky, Tommy Lin, Caitlin Cosgrove, Amr Abdalla, Dr. Roya Haghiri-Vijeh - Toronto Metropolitan University The session will present the redesign of two nursing theory Open Educational Resources (OERs) to support student preparation to succeed on the National Council Licensure Examination (NCLEX-RN) Next Generation (NGN) licensing exam. The project leverages digital pedagogy to enhance critical thinking and real-world application of theory into clinical practice through case studies that are accompanied by interactive NGN-style questions. Participants will explore the use of Pressbooks as a platform to create accessible, inclusive, and adaptable resources that align with evolving educational requirements. The session offers practical strategies to develop OERs that promote exam readiness, improve learning equity, and support digital innovation in professional health education for educators.	Reading the Gaps: Critical Approaches to Chronicling America and the Politics of the Digital Archive - David Bishop - University of Illinois Urbana Champaign This paper critically examines the Library of Congress's Chronicling America project as both a powerful scholarly resource and a site of digital (de)colonial tension. While the archive enables large-scale access to nineteenth-century U.S. newspapers, it also reflects structural exclusions—most notably the erasure of Black press materials prior to 1865. Drawing on work by Benjamin Fagan, Ryan Cordell, and Katherine Bode, the paper argues for a critical archival practice that foregrounds gaps, resists claims of comprehensiveness, and adopts ethical strategies for data interpretation. Ultimately, it offers a model for digital pedagogy and scholarship that leverages scale while actively confronting the racial and political biases embedded in digital preservation.	Innovative Digital Pedagogy for Expanding Pharmacist Practice in the Gulf and MENA Region: A Collaborative Approach to Vaccination Qualification - Dr. Wissam Tawileh - Qatar University In this session, we will present a collaborative project aimed at establishing an evidence-based, digitally enabled training and certification program to expand pharmacist practice in the Gulf and MENA region. By harnessing the collaboration of faculty, educational developers, and undergraduate students, we bridge Basic and Clinical Sciences and leverage digital pedagogy to innovate the use of established Massive Open Online Courses (MOOCs) for accessible and engaging vaccination qualification for pharmacy students and practitioners. In this session you will learn how we implement digital pedagogy to design and develop flexible, accessible, interactive, and practice-oriented training and certification programs, employ interdisciplinary collaboration to tailor customized educational content, and leverage traditional digital pedagogy tools can be enriched with innovative emerging technologies and proper instructional design.
11:30 am - 12:00 pm	**Break 30 minutes**			

	Workshop 5	Workshop 6	Workshop 7	Workshop 8
12:00 pm - 1:00 pm	Integrating Technology with Pedagogy: Enhancing Language Teaching through Mentimeter - Sophia Bello and Rosa Saverino - University of Toronto	Practicing Knowledge Justice: An Open Educational Resource - Heather Campbell, Ashley McKeown, and Dani Dilkes - Western University	AgentLab: Multi-Agent Collaborative AI for Enhancing Student Innovation and Critical Thinking - Vishal Sachdev - University of Illinois at Urbana Champaign	Scalability and Accessibility in Digital Scholarship Training: Launching an asynchronous training website for Emory University - Bailey Betik, Alexander Cors - Emory University Center for Digital Scholarship (ECDS)
	Discover how Mentimeter, an interactive digital tool, can enhance language teaching by aligning technology with pedagogical goals. Drawing on the SAMR model for technology integration, this session will demonstrate how Mentimeter supports learning outcomes and student engagement through features like anonymous feedback and interactive presentations. Participants will explore its practical functions and consider how it fosters an inclusive environment responsive to diverse learning styles. By highlighting the principle of "pedagogy before tech", we ensure that digital tools are selected for their ability to support learning objectives, rather than simply for their novelty. Join us to gain practical strategies for integrating technology with language pedagogy and creating dynamic, learner-centred classrooms, while thoughtfully navigating the ethical and practical considerations of digital tools.	This session will introduce a new open educational resource (OER) from Western University that introduces the practice of knowledge justice (also known as epistemic justice). While initially developed for the helping professions, the OER offers a framework for instructors, librarians, and educational developers to engage in critical reflection and decolonization work alongside students. Through videos, self-reflection activities, and case studies, the six chapters help learners to identify how knowledge systems are shaped by power, how academia perpetuates harm, and how we can build more inclusive and justice-oriented knowledge practices. The resource, created collaboratively by librarians, nursing and education faculty, and curriculum specialists, will be openly available through eCampusOntario in August 2025.	AgentLab demonstrates how multi-agent AI systems can transform educational approaches to innovation and critical thinking. This tool demonstration showcases a collaborative AI framework where specialized agents work together to help students generate ideas, validate concepts, and develop detailed product requirements. Unlike single-prompt AI interactions, AgentLab's multi-agent approach mirrors real-world collaborative problem-solving, teaching students both creative ideation and structured analytical thinking. Participants will see how this emerging technology can be integrated into various disciplines to enhance student learning while maintaining critical student agency and reflection in the creative process.	The Emory Center for Digital Scholarship (ECDS) has launched a new digital training website to meet the growing demand for digital scholarship training. This presentation will discuss the changing landscape of support needs from the campus community and goals for building the training website. We demonstrate the site from a user perspective, then discuss the back-end infrastructure and our experiences with the development of the site as an inter-departmental collaboration. The site, which is open-access, asynchronous, and self-paced, aims to reduce pedagogical barriers and extend the reach of digital pedagogy. This session will be of interest to digital scholarship practitioners, instructors, and faculty looking to scale up digital scholarship support and make it more accessible to their campus community.
	Make Your Own Language Adventure: Empowering Learners as Co-Developers of Interactive Fiction Games - Kathrin Kaiser - University of Queensland	Better Personalized Feedback with AI - Anna Hopper - NYU Shanghai	Harnessing the Power of your LMS to Increase Student Engagement and Motivation - Kerry Carlson and Dr. Joshua Wolfson- Suffolk County Community College	Teaching with Compute: Expanding Access to Advanced Tools Through CoCalc - Jose Hernandez - Florida State University
	This tool demo introduces the IF-Maker, a new editor that empowers learners to create their own interactive fiction (IF) games — digital, story-based tools for language learning and beyond. Rooted in Participatory Design, IF-Maker fosters deep engagement with content while building collaboration, technical, and project management skills. Drawing on a project with Indigenous teenage learners in Australia, the session highlights how IF supports cultural expression and learner agency. The approach's flexibility enables integration into STEAM domains including digital storytelling, narrative problem-solving, design, and systems thinking. Challenges around inclusivity and Eurocentric pedagogical norms during game development are also addressed, with practical strategies for creating safe, participatory, and culturally responsive project spaces.	This session demonstrates how generative AI tools can be used to provide students with more frequent and meaningful feedback on creative projects, while ensuring that educators retain full control over the content and tone. Through practical examples and classroom-tested strategies, the talk showcases effective workflows for using AI to streamline, organize, and enhance the feedback process.	We often let our students know when they are falling behind, but we don't always reward them for positive behavior. There are many possibilities and opportunities for positive reinforcement for students. In this workshop, you will learn how to use Brightspace/D2L LMS Badges tool to motivate your students and add a gamification element to your course. Setting up badges is easy and they can be set to be automatically awarded based on criteria that you establish or you can manually award the badge after the student has completed a task spectacularly! You will also learn how to personalize the badges using Canva and add your own flair to the badges that you award. Access to a how-to instruction booklet will be provided.	This presentation introduces CoCalc, an online collaborative environment that allows us to provision individual servers for our students so they can practice skills in high-performance computing, large language model training, and more. We will explore how CoCalc allows us to facilitate file sharing, assignment grading and hadware control all from a single unified platform for emerging technology instruction. Examples for both humanities and STEM learners will be provided for the benefit of all of our instructors.
1:00 pm - 1:30 pm	**Break 30 minutes**			

	Session 13 Join Zoom Meeting	Session 14 Join Zoom Meeting	Session 15 Join Zoom Meeting	Session 16 Join Zoom Meeting
1:30 pm - 3:00 pm	Creating a Source of Truth: How research information management systems foster informed learning experiences - Alexandra Winzeler - Digital Science	Leveraging AI for Equitable Information Literacy - Leslie Ross, MLIS - New Mexico State University	Empowering Multilingual Students: A Three-Phase Model for Critical AI Literacy and Development of Authorial Voice - Elaine Khoo and Nikita Roy - University of Toronto Scarborough	User Experience and Emerging Technology Librarian - Kelly Karst - CUNY Brooklyn College
	One of the key challenges for seeking truth in today's learning environment is the multitude of sources where information is found and stored. Explore how a research information management system (RIMS) like Symplectic Elements uses both on- and off-campus data from disparate systems to create one source of truth, and bring your institution's research into a single, curated interface. Explore how this search engine optimized solution can meet your users where they search and accurately link students directly to your faculty, publications, and services.	This session reimagines AI as an ally in information literacy instruction, particularly for addressing equity gaps affecting underrepresented students. I'll demonstrate how thoughtfully integrated AI tools can enhance critical research skills while promoting metacognition and critical thinking. Rather than supplanting information literacy instruction, AI can serve as a scaffold that democratizes access to sophisticated research strategies. Participants will explore practical techniques for using AI to level the information playing field for first-generation college students, international students, and others who may lack traditional information privilege.	As Generative AI transforms higher education, its dual potential to support and undermine learning is especially acute for multilingual students. This presentation contrasts GenAI usage by experts versus novices with limited language facility and shares a three-phase model implemented in a Canadian undergraduate course to empower linguistically disadvantaged learners. Phase 1 introduces a GenAI-powered tool for language acquisition and academic reading. Phase 2 builds evaluative awareness and critique of clear authorial voices in oral presentations. Phase 3 engages all learners as junior scholars, presenting research on GenAI, providing inclusive peer feedback, and fostering critical AI literacies. Participants will explore adaptable activities, and peer-feedback protocols to harness AI's affordances while mitigating over-dependence, fostering equitable, agency-driven digital pedagogy.	Younger students are increasingly turning to TikTok and other social media platforms as tools for finding information, sometimes bypassing traditional search engines like Google. This shift in information-seeking behavior has implications for their academic work, as habits formed on these platforms can influence how they approach research and coursework. This presentation will introduce attendees to this emerging trend, explain how TikTok functions as a discovery tool, and explore how it may intersect with students' academic experiences. Designed to spark dialogue, this session invites faculty, librarians, and educational developers to consider the impact of social media-driven student research and begin strategizing ways to address it within higher education.
	Role-Play as Authentic Assessment in Online Synchronous Classrooms: Ethics, Values and Critical Digital Pedagogy - Lauren Spring - Conestoga College	Managing the Many: A Role-Based Toolkit for Oversubscribed Project-Based Modules - Dr Antonina Puchkovskaia - King's College London	Creating a Monster: Fostering Critical AI Literacy in an Undergraduate Research Course - Spencer D. C. Keralis - University of Missouri - Kansas City	The Intersection of AI and the Academic Writing Process - David Hutchison - Brock University
	This session explores the use of live-actor role-play as an authentic, evaluated assessment in a synchronous online diploma-level elective course focused on autobiography and memoir. As part of a summative assessment, students engage in Zoom-based role-plays that place them in ethically complex scenarios—such as deciding whether to use AI tools despite institutional prohibitions— where they are encouraged to draw on their own values and experiences to navigate ambiguity. Aligned with the conference theme of Critical Digital Pedagogy, this presentation demonstrates how role-play can foster ethical reasoning, digital literacy, and critical reflection beyond what is "right" and "wrong". Attendees will gain adaptable role-play templates, inclusive facilitation strategies, and insights into how this approach cultivates critical digital citizens across diverse learning contexts.	Oversubscribed project-based modules in higher education present significant challenges for equitable participation and workload distribution. This paper presents findings from a King's Academy-funded initiative that developed a formalised project management toolkit for project-based modules at King's College London. Drawing on empirical data from the User-Centred Research module, we demonstrate how structured project manager and team roles address participation barriers for international and first-generation students while developing transferable professional skills. Our solution includes role definitions, communication frameworks, and customised Notion template that create more sustainable learning environments. The toolkit responds directly to challenges in large-group dynamics (Wheelan, 2009) and aligns with emerging research on role-based approaches to collaborative learning (Apostolellis et al., 2023). This paper offers adaptable strategies applicable across diverse educational contexts.	The ubiquity of Large Language Models, collectively branded as artificial intelligence, has generated more than its share of horror tropes. In a freshman level English undergraduate research class "Literary Monstrosities," themed around Barbara Creed's theory of the monstrous feminine, I designed a critical making assignment in which students used AI to design female monsters. This exercise in critical AI Literacy allowed students to reflect on some of the big questions around using AI for creative works, including issues of intellectual property, labor, and environmental impact.	This presentation explores the intersection of writing and artificial intelligence (AI), particularly the integration of natural language processing tools (e.g., ChatGPT) into the academic writing process. The academic contexts for AI assisted writing include both student writing for course assignments and professorial writing for scholarship purposes. The presentation will focus on how AI can be effectively integrated into each stage of the writing process, including ideation, scoping, research, analysis, drafting, refinement, verification, and copyediting.

1:30 pm - 3:00 pm cont…	Mastery, Effort and AI: AI Literacy as Critical Analysis Training - Maria Doyle - University of West Georgia	Beyond the Field - Digital Pedagogy and ESP Strategies for Elite Athletes in Higher Education - Mariam Kilanava - The Georgian State University of Physical Education and Sport	Perceptions of Connectedness and Learning in the Online Classroom - Linda Carozza, Alice S. N. Kim, Hilary E. Davis - York University, University of Guelph-Humber	You're the Boss: Encouraging Digital Leadership in Undergraduate Internships in Archives & Special Collections - Marissa Caico - SUNY Oswego
	Both the process of taking in and internalizing new information and the struggle involved in working out complex problems are key to developing mastery of a subject or skill, the kind of mastery that is also crucial to judging the value and limitations of an AI output. Creating true AI literacy means dispelling the myth of AI as a "magic" repository of knowledge and instead training students to use AI, but to use it with a critical eye. This presentation will draw from my experience incorporating AI-related classroom activities into a course on literary research: collaborative, interactive engagement with the technology can help students incorporate it into an intellectually active learning process, one that asks them to apply the effort required to promote deeper learning.	Elite athletes enrolled in higher education face unique challenges due to demanding training schedules, travel commitments, and the pressures of competitive performance. This presentation explores how digital pedagogy and English for Specific Purposes (ESP) can be strategically integrated to support their academic and linguistic development. Drawing on a sport-specific ESP course designed for elite student-athletes, the session highlights the use of mobile-friendly platforms, AI-supported feedback, and real-world tasks such as match reports and press briefings. Grounded in Universal Design for Learning (UDL) principles, the course offered flexible, inclusive learning pathways. Participants will gain insight into how targeted, digitally mediated instruction can foster learner autonomy, enhance motivation, and support academic success for high-performance students often underserved by traditional educational models.	In a technologically changing society, and consequently a changing e-learning landscape when it comes to higher education, the authors investigated how important a sense of community is to students who are enrolled in online courses. This study investigated i) whether students' self-reported sense of connectedness was predictive of their final grades, and ii) whether students' self-reported sense of connectedness was predictive of their self-reported sense of learning. The results showed that while a sense of connectedness was not predictive of students' final grades, it was predictive of their sense of learning. In this presentation, we discuss how our findings complement the extant literature on classroom community and reinforce its importance concerning the student experience and student satisfaction.	To develop responsible digital citizens, students need to learn how to evaluate technologies available to them and make decisions accordingly. However, undergraduate students don't often get the chance to make big decisions on real-world projects. By integrating digital pedagogy into internships for undergraduate students in Archives & Special Collections, students learn valuable skills that better prepare them to be critical and effective problem solvers while taking ownership of the projects that they contribute to. This session will detail two individual internship projects involving undergraduate students' work on segments of a large scale digital project and will also provide strategies for fostering collaborations between librarians and undergraduate students through individualized learning experiences.
3:00 pm - 3:30 pm	**Break 30 minutes**			
3:30 pm - 5:00 pm	**Post-truth** **Session 17**	**Inclusivity** **Session 18**	**Emerging Technology** **Session 19**	**Emerging Technology** **Session 20**
	"Lateral Thinking with Withered Technology": Teaching Research Skills in an Era of Information Anarchy - Cameron Nielsen - Utah State University	Critical Perspectives on Using UDL, Digital Accessibility Practices, and Accessible Pedagogies to Foster Inclusive Learning Communities in Post-Secondary. - Kim Ashbourne, Dr. Mariel Miller - University of Victoria	Balancing AI Benefits and Risks in Education: A Dual Approach with AIHRIAE and AIHRIAS - Lynn Long - University of Waterloo	Essay Writing with ChatGPT: A Risk to Student Learning? - Nathan Murray and Elisa Tersigni - University of Toronto
	In higher education, we continue to train our students in library research procedures which were originally designed for a bygone era of authoritatively structured facts, leaving them ill-equipped for the chaotic information environment of the outside world. One concept that has proven useful in misinformation-combating media literacy pedagogy applications is 'lateral' thinking, a type of creative connection-making that also crops up in Nintendo's design philosophy for making the most of last-generation technology. Inspired by this commonality, and drawing on the presenter's experience designing and teaching an online introductory research skills course, this session will consider how university faculty and instructional designers can develop assignments that encourage students to become more adaptable and lateral researchers, using the "withered" tools already at our disposal.	UDL has gained significant visibility and institutional support in many Canadian post-secondary institutions, while digital accessibility and accessible pedagogical approaches are consistently overlooked despite a wealth of research. This session explores this imbalance and questions whether UDL's popularity can be leveraged to advance critical, accessibility-centered practices. Drawing on scholarship from post-secondary contexts, (Dolmage, 2017, Oswal and Melonçon 2017, Melonçon 2018, Seale, 2020, Gagné, Episode 3, Ashbourne 2025), we aim to foster critical and collaborative discussion around the future of inclusive teaching. Presenters will ground conversation in their scholarship, praxis and lived experience: one a former instructional designer and college instructor, now graduate student with disabilities; the other a former director in a post-secondary learning and teaching unit, and current faculty at a Canadian research university.	The release of ChatGPT in November 2022 significantly disrupted post-secondary education, presenting educators with the challenge of navigating the growing variety and complexity of AI tools. This workshop introduces the AI Human Rights Impact Assessment for Educators (AIHRIAE) and the AI Human Rights Impact Assessment for Students (AIHRIAS), structured guides developed to help educators and students assess AI applications. Participants will explore real-world examples, share insights, and discuss how these tools can benefit their educational initiatives. By the end of the session, participants will gain practical knowledge and actionable insights to foster responsible AI use in educational settings.	Do essays remain effective teaching tools when student use of ChatGPT is endemic? In this presentation, we will report the findings of our recent study examining what students learn when they write an essay with and without AI support. Overall, our research suggests that students writing essays via traditional means, without AI support, practice a more varied and more sophisticated set of skills than students using AI to construct essays. As such, we will conclude with suggestions to encourage students to practice higher-level skills that could otherwise be compromised.

3:30 pm - 5:00 pm cont…	Make It Til You Fake It: Helping Early Career Students Understand Digital Disinformation Through Creation - Arthur Harper; Amanda Clossen - Duquesne University	Transforming Cultural Spaces: The Role of Digital Pedagogy and Community-Engaged Practices in Weaving Collective Narratives - Marianne Botros - University of Toronto	GenAI in Writing Classroom: Teaching and Learning Experiences of a Graduate Student and Writing Instructor - Tasnuva Tabassum - Florida State University	The Feedback Equation: Peer Collaboration, AI Innovation, and the Future of Learning in Higher Education - Noah T. Striker & Dr. Stacey L. MacKinnon - University of Prince Edward Island
	Knowing that there can be disinformation on social media platforms is different from understanding how and why disinformation is created. We've found that having our students create their own social media posts full of disinformation with the intent to trick their peers, is a much more engaging way of looking at disinformation. It allows students to understand how they should be evaluating posts based off of how they are created. This session will discuss the design of this assignment, the various tools that can be used to create fake social media posts, and a demonstration of how those posts created by students can be used in a classroom.	This qualitative research aims to use digital practices as a tool for transformative learning while also subverting traditional learning approaches. It explores the ethnographic social and cultural institutional spaces by engaging international students in digital humanities practices activities geared towards learning through the hands-on activities, art-making process, communicating meanings, and translating students lived experiences. It jumps into multi-layered digital humanities methodologies, digital culture and explores the liminalities of cultures within the context of migrant students in higher education and their rapidly evolving learning journey, by examining both theoretical and empirical applications, connects digital pedagogical practices such as photovoice, digital storytelling, arts workshops as a process for communication in a classroom setting in Canada (Delanty, 2010). This creative pedagogy approach purposefully practices social interactions between diverse students to build more socially, educationally, and culturally connected communities of learning (Wenger, 1990). A key question explored is how various creative arts methods help immigrants find their suppressed narrative voices within experiential learning, contributing to transformative practices that reshape collective consciousness and challenge the struggles faced by international and newcomer students entering Canadian institutions. These students often face difficulties in reaching a harmonious understanding of themselves, their liminalities, and their group dynamics (Wang, 2023).	New technologies, particularly GenAI, are rapidly entering writing classrooms, sparking debate about their impact on student learning. While technology integration aims to simplify learning, concerns arise about whether AI tools hinder the development of critical thinking and rhetorical analysis skills, the core goals of writing instruction. This presentation explores the ethical implications of AI use in teaching and learning. Drawing on my experiences as both a writing instructor and a graduate student, I will share insights into the potential challenges and opportunities of incorporating AI tools in writing classes and address questions about the evolving nature of writing in the age of artificial intelligence.	As higher education grapples with increased class sizes and evolving technological landscapes, scalable feedback mechanisms are crucial. This qualitative study explores undergraduate perceptions of generative AI (GenAI) versus peer feedback in a first-year psychology sequence. Students experienced both modalities—peer feedback in Fall 2023 and GenAI feedback via Stemble in Winter 2024. Using constructivist grounded theory, three insights emerged: (1) peer feedback fostered community but was inconsistent; (2) GenAI feedback was immediate and structured, though often impersonal and lacking learning context; and (3) many students preferred a hybrid approach, blending AI precision with human connection. Findings emphasize the continued importance of community, trust, and learner agency in feedback ecosystems, offering implications for pedagogy, student engagement, and the thoughtful integration of GenAI tools in higher education.
			Educational Responses to Generative AI: Strategies and Challenges in Canadian Academic Libraries - Marta Samokishyn, Jairo Buitrago Ciro; Rachel Moylan; Jaide Bern; Carol-Anne Crépeau Prud'Homme - Saint Paul University	Panic to Purpose: Cultures of teaching and learning amidst GenAI hype -Mathilda (M) Dougherty, PhD (they/them), Kris Erickson, PhD (he/him), Sally Goldberg Powell (she/her) - Toronto Metropolitan University
			As generative AI tools become more prevalent in higher education, academic libraries are facing new challenges in fostering AI literacy and educating students about these technologies. This session will present findings from an environmental scan of Canadian academic libraries and demonstrate how academic libraries in Canada are responding to the challenges associated with generative AI through educational programming, instructional resources, and other educational interventions. Participants will gain insights into current themes covered by these resources, identify gaps and opportunities in institutional responses, and explore the role of libraries in promoting inclusive and ethical AI literacy. The session will feature concrete examples of library-led initiatives and foster dialogue on scalable approaches to AI education.	Generative artificial intelligence (Gen AI) has begun to radically transform the ways postsecondary students gain degree knowledge and build professional skills. Yet many faculty remain silent on the topic: reluctant, perhaps, to invest energy in a still evolving aspect of their teaching and learning; or possibly exhausted by another global challenge to pile onto their workload. This session will explore one teaching centre's approach to fostering a responsive and supportive context for instructional development in the face of these dilemmas. Participants can expect to leave with knowledge of digital tools and pedagogical strategies that may benefit to the relational work of empowering faculty to effectively and collaboratively respond to continuing change in evolving classrooms.

DPI 2025 Day 3 - August 14

All times listed are EST

	Session 21	Session 22	Session 23	Session 24
10:00 am - 11:30 am	Teaching Critical AI Literacy through “Lab”-Based Learning - Mary Naydan - Princeton University Today’s students are encountering AI everywhere, whether they realize it or not. As such, it is more imperative than ever to teach students how to be critical users of this emerging technology. In this presentation, I discuss the hands-on, experiential “lab” activities I developed to teach critical AI literacy to a group of first-year students in an interdisciplinary seminar. These activities used various browser-based, multimodal AI tools – from image generators to emotion detectors to voice interfaces – all of which have a low barrier to entry for non-expert students and instructors alike. By having students experiment with these AI tools in a scaffolded way, I suggest that we can help students better grasp how AI works, confront key dangers of AI like bias, and develop their own ethical consciousness about the role of AI in their lives.	Teaching AI Bias through Digital Decolonial Pedagogy - Shelby Ramsey - Florida State University This project responds to the need for a digital and decolonial pedagogy by exploring how AI literacy instruction can become a site for critique and resistance. Drawing on classroom work at the intersection of writing technologies and decolonization, I show how students engage with LLMs not as neutral tools, but as ideological systems shaped by colonial legacies and systemic bias, particularly in relation to Indigenous communities and other historically underrepresented groups. Through critical readings, reflective writing, and direct experimentation with LLMs, students investigate how AI reinforces dominant cultural norms and erases underrepresented voices. This session supports broader conversations about power, knowledge production, and rhetorical agency in writing with GenAI and offers adaptable strategies for helping students surface and challenge bias in these increasingly influential systems.	Digital Debris and Critical Making: Rethinking Sustainability in the Classroom - Yuxing Zhang - University of Toronto While digital pedagogy is often championed for its flexibility, accessibility, and innovation, it is not immune to environmental critique. The infrastructure required to sustain digital teaching and learning—servers, networks, and devices—relies on energy-intensive systems and extractive supply chains that contribute to global environmental degradation. This paper interrogates the tension between the pedagogical benefits of digital tools and their environmental costs, asking: can digital pedagogy proponents also be responsible environmental stewards? Drawing on a case study from an undergraduate course in Information Studies, this paper illustrates how critical sustainability and infrastructural studies were integrated into course content and design. Students were encouraged to critically engage with the material and express their insights through research-creation projects, including collaborative repair practices and artistic interventions with "digital debris." These works served as a means of grappling with the material afterlives and long supply chains of digital tools—revealing the socio-environmental entanglements that accompany our digital assumptions. This approach aims to cultivate reflexivity and care in how we think about, teach with, and dispose of digital technologies.	AI Across the Research Lifecycle: AI-Powered Research Mentors for Your Students - Delandrus Seales - University of North Carolina at Wilmington This session introduces a pedagogical model for integrating AI-powered tools across the academic research lifecycle. Attendees will explore how five emerging tools—JSTOR’s Interactive Research Tool, ProQuest’s Research Assistant, Oxford’s AI Discovery Assistant, Chronicle’s Ask Chron, and Statista’s Research AI—can support students from topic exploration to final presentation. Each tool will be briefly demonstrated in relation to a specific research phase, highlighting practical applications for teaching and learning. The session will also address the pedagogical benefits and limitations of AI integration, including concerns around transparency, bias, and student agency. Designed for a diverse audience, this session offers adaptable strategies for faculty, librarians, and educational developers seeking to enhance research instruction through emerging technologies.

10:00 am - 11:30 am cont…	Authenticity, Truth, and Power: Seeing Critically in a World Where Everything Old Is New Again - Rebecca Fitzsimmons - Illinois State University	Postcolonial Criticism, Post-humanist Performances, and Critical Cartographies with the Apple Vision Pro in the Media Studies Classroom - Dr. Dennis Lo - James Madison University	An Educator's Guide to the Environmental Impact of Generative AI - Mandi Goodsett, Michael Flierl, Olivia Chin - Cleveland State University, The Ohio State University, University of Tennessee Knoxville	Leveraging AI-insights to help students thrive in the ever-changing job market - Tonya Elliott, Nithyla Chandrakumar, and Brent McCready-Branch - University of Waterloo
	Visual materials record—or exclude—information about societies where they circulate and shape narratives for future generations. In this context, photography and video have been widely considered evidentiary records. This dominant perception has been radically disrupted by the rapid rise and adoption of AI imaging technologies, creating a crisis around our ability to navigate truth, authenticity, ownership, authorship, and shared realities. Despite the perceived speed of this recent technological transition, these fears and questions are not new. Examining visual culture through both historical and contemporary lenses provides a way for faculty and students to unpack issues related to truth, power, and constructions of meaning in a manner that acknowledges ways technology has always altered our perceptions and what it means to navigate a "post-truth" society.	This presentation offers a case study from a graduate film and media theory seminar recently instructed by the presenter at James Madison University, employing tools like the Apple Vision Pro, Meta Quest, and Insta360 X3 camera. We focus on the XR experimental video essay final project, where XR signifies extended reality including VR/AR/MR, as a mode of creative Digital Humanities (DH) scholarship. We will demonstrate how student projects addressed "digital decolonialism" through postcolonial, posthumanist, and critical geographical frameworks, showcasing illustrative scenes and curator's notes (also known as creative statements). The session will reflect on the pedagogical complexities and limitations of using proprietary XR and how students developed reparative approaches to decolonizing these technologies, sharing insights for critical pedagogies.	As artificial intelligence becomes increasingly integrated into education, its concerning environmental impact is often overlooked. This session will explore the environmental costs of AI, from the energy-intensive process of training large language models, to the environmental footprint of data centers. Educators at all levels and from all backgrounds play a crucial role in fostering digital literacy, and that includes consideration of the environmental impacts of the digital tools we use. By the end of this session, attendees will be equipped with practical, easy-to-implement strategies to teach students how to balance AI's benefits with responsible environmental stewardship.	This session will discuss Waterloo's Co-operative and Experiential Education (CEE) department, which has been leveraging Artificial Intelligence (AI)-driven insights of the 1Mentor platform to address two primary objectives that are applicable across disciplines. In partnership with Waterloo's Teaching Innovation Incubator, this session will showcase some of the work we've been doing identifying and prioritizing courses, volunteer opportunities, and other methods by which students can gain skills that align with their career goals and that 1Mentor can help highlight for them.
			Reflections on Teaching Minimal Computing with Jekyll - Ryan Chartier, Chelsea Miya - University of Guelph	Live from South Africa: Digital Pedagogy Flowing Across the Atlantic - Cyrus Sundar Singh - University of Toronto and Toronto Metropolitan University
			This session will discuss the value of teaching minimal computing and working with static site generators like the Jekyll framework. Minimal computing is a counterpoint to the currently accepted norm of maximal computing, where websites are very often bloated with unnecessary systems that increase energy costs and environmental degradation due to needing the support of vast data centres. Minimal computing, on the other hand, is meant to operate on smaller computers with smaller energy footprints that generate less waste, as the static sites are intentionally resource-light. This presentation is a reflection on the presenters' experience of teaching a minimal computing workshop at DH@Guelph, and will discuss the concept and practice of minimal computing and why it is important to a sustainable internet.	Live from South Africa: Digital Pedagogy Flowing Across the Atlantic is a case study unpacking the successful live lecture series I introduced to my students on UTSC Campus live from Cape Town, South Africa for two winter courses with a total enrollment of 220 students. This impromptu live lecture series and digital pedagogical opportunity flowed from my present in South Africa for a conference presentation in winter 2025.
11:30 am - 12:00 pm	**Break 30 minutes**			

	Workshop 9	Workshop 10	Workshop 11	Workshop 12
12:00 pm - 1:00 pm	Fluently. An Intuitive Web Tool to Enhance Learning with Precision Teaching - Giuseppe Ferrara, Domenico Ferrara - University of Siena	Teaching Creative Thinking with AI - Anna Hopper - NYU Shanghai	WonderCat: A Tool to Encourage Actual Reading - Mary Isbell and Bill Quinn - University of New Haven	Making open textbooks more accessible with Sa11y- Adam Chaboryk, Kelly Dermody, Ann Ludbrook - Toronto Metropolitan University
	The aim of the session is to present Fluently, a web tool to apply Precision Teaching (PT) in individual and class settings to foster students' learning process and meet Special Education Needs. The session begins with an introduction to PT and its main tool, the Standard Celeration Chart (SCC), the function of which is to track student's progress in the acquisition of educational skills. Fluently is then presented, with a focus on how it facilitates the use of the SCC, a possible challenge for teachers that may hinder the adoption of PT in spite of its efficacy. Other features of the platform are also presented. Instructions on how to effectively use it are provided, along with a case study of its application.	This session demonstrates how generative AI tools, such as ChatGPT, can be used to support—rather than replace—student creativity in project-based learning environments. Drawing from examples in creativity and innovation courses, the session showcases iterative brainstorming and discussion activities that combine AI-generated prompts with student-led ideation. These approaches help students expand and refine their ideas while maintaining ownership of their creative process. Attendees will gain practical strategies for preserving students' creative voice, guiding ethical and intentional use of AI in the classroom, and adapting these techniques for a wide range of creative assignments across disciplines.	We decided that we wanted to teach literature with student-selected texts. Then we started building a tool that would help students discover texts they might never find with proprietary recommender systems like Google or Goodreads. WonderCat is a relational database that combines users' story experiences with linked open data to produce interactive visualizations. We are designing this tool so it can grow each semester, providing future students with a sense of the experiences their peers have had with creative works. In this demonstration, participants will be invited to search and contribute to WonderCat. Though we've built WonderCat for use in the literature classroom, the underlying technology can support teaching with student-selected texts in any discipline. We encourage faculty from all disciplines to join the demonstration and help us imagine new use cases.	This session demonstrates the Sa11y WordPress plugin integrated into the Pressbooks publishing platform. Sa11y offers a straightforward, turnkey solution that helps authors identify and fix content accessibility issues at the source. Customized for Pressbooks, it supports academic and open textbook creators in producing more accessible content. The session connects to themes of digital accessibility, inclusive design, and open publishing. Attendees, including educators, technologists, and content creators, will learn how Sa11y simplifies accessibility checking and lowers barriers to equitable publishing.
	Use of OneNote Class Notebook as a Combined Electronic Laboratory Notebook and Content Delivery Tool - Ahlia Khan-Trottier - University of Toronto	Syllaboost: A Model for Faculty-Created AI to Foster Contextualized High-impact Instructional Practices -Camille Rutherford -Brock University	Panorama: Beyond Compliance – Transforming Digital Accessibility - Jay Kim and Danny Tran - YuJa	Minimal Web Design: Pedagogical Approaches that Maximize Access and Engagement - Ryan Chartier and Chelsea Miya - University of Guelph
	Prompted by the COVID-19 pandemic which forced many aspects of laboratory course delivery to become virtual or digitized, the OneNote Class Notebook (ONCN) was implemented in BCH370H, an introductory-level biochemistry laboratory course. Though not designed as an electronic laboratory notebook (ELN), per se, the ONCN has many useful features that are well suited for use in a laboratory course and overcomes many barriers including cost, accessibility, student reception, and lack of teaching-appropriate features which have discouraged instructors from adopting ELNs in their undergraduate courses. This workshop will describe the features and uses of the ONCN, the experiences and benefits from both the teacher and student perspectives in BCH370H, and considerations for implementation by instructors in other courses and disciplines.	Syllaboost is a customized GPT resource designed to support the implementation of high-impact instructional practices (HIPs) in postsecondary teaching and learning environments. In contrast to generic AI tools that require users to engage in skilled prompting to elicit useful responses, Syllaboost reviews an existing syllabus or conducts a user interview to generate contextualized, feedback that is aligned with evidence-based practices in syllabus design, student-centred language, clearly articulated learning outcomes, and the integration of HIPs. Sitting squarely at the intersection of pedagogy and emerging technologies, Syllaboost and its framework highlight the need to carefully consider how to pair faculty knowledge and insight with the affordances of AI to amplify student-centred teaching.	This session offers a hands-on demonstration of Panorama by YuJa, a digital accessibility platform that transforms how institutions support inclusive learning. Designed for seamless LMS integration and WCAG 2.2 compliance, Panorama automatically identifies and remediates inaccessible course materials while providing students with immediate alternative formats. Attendees will explore key features such as OCR for scanned and handwritten content, inline remediation tools, and institutional analytics. This session is ideal for educators, instructional designers, and academic leaders looking to scale accessibility efforts without placing additional burdens on faculty. Join us to learn how Panorama supports sustainable, student-centered digital pedagogy across disciplines.	This workshop introduces Pelican, a Python-based static site generator, as a practical tool for teaching web design and digital publishing through minimal computing—a sustainable, open-source, and needs-based approach. Participants will explore the pedagogical benefits of static sites, which offer secure, low-maintenance, and energy-efficient alternatives to platforms like WordPress. The session critiques the technical barriers of tools like Jekyll, which often deter newcomers due to their complexity. Drawing from experience, including a four-day workshop at DH@Guelph, the presenters advocate for more accessible tools like Pelican. They'll share classroom strategies and a case study from the University of Guelph, where students use Pelican to build portfolios and contribute to a student journal. The workshop blends theory and hands-on practice to empower learners with DIY digital publishing skills.
1:00 pm - 1:30 pm	**Break 30 minutes**			

	Emerging Technology Session 25	Inclusivity Session 26	Emerging Technology Session 27	Emerging Technologies Session 28
1:30 pm - 3:00 pm	Leveraging a Library Chatbot to Support Teaching and Learning at a Large Academic Institution Using an Interdisciplinary and Collaborative Approach - Amy Lim & Tom Harding - University of Waterloo	Learning Spaces for Us All: Embracing Change for an Inclusive, Equitable Practice - Tamar Salibian, PhD - Claremont Graduate University	Enhancing Course Creation with Google AI Studio: Supporting Professors and Instructors with AI Tools - Dr. Ryan Lahti - University of Toronto	Collaborating with Lightboard Technology to Create an Innovative Digital Learning Experience - Cecile Farnum, Fiona Kovacaj, Sally Goldberg Powell, Michelle Schwartz - Toronto Metropolitan University
	The University of Waterloo Libraries developed a rules-based chatbot in order to support the unique teaching and learning needs of the campus community at the University of Waterloo. As academic support units look to implement emerging technologies to support their institutions, the implementation of chatbots are being considered to replace existing staff chat-based services to meet institutional needs. This session will provide attendees with insights on the processes that were undertaken during the development, implementation, and post-implementation phase of the chatbot project at the University of Waterloo Libraries.	Despite immense advances in hybrid and online learning since 2020, many challenges that stem from resistance to change remain. How do we continue to innovate in online learning by continuing to make learning communities engaging, equitable, and accessible? In this presentation, we explore some of the existing challenges in online learning, confront common areas of pushback against remote learning, and center student-focused, collaborative, and meaningful approaches to teaching and learning multimodally. Drawing from learning science, personal and professional experience, and student feedback from learners at different stages of their academic careers, the presentation highlights liberatory, expansive approaches that challenge conventional and often antiquated pedagogy. Attendees will engage with practical, creative, and easily applicable tools and strategies to foster robust spaces of co-creation.	This presentation shows how Google AI Studio helps professors and instructors create courses with AI-powered tools. AI can make content development, assessment design, and student engagement easier, but it works alongside educators, not as a replacement. In a live demonstration, you'll see how AI generates course materials, quizzes, and automated feedback, all while keeping teaching grounded in human knowledge and creativity. We'll highlight practical uses of AI, like structuring course outlines, creating interactive learning activities, and improving accessibility with automated captions and transcripts. We'll also discuss how AI tools personalize learning experiences and streamline course management tasks, giving educators more time to focus on teaching and engaging with students.	The TMU Libraries collaborated with the Tech for Teaching Studio at the Centre for Excellence in Learning & Teaching to create elearning videos explaining the research process using the Lightboard, an open source hardware. Using the Lightboard allowed us to combine some of the best parts of analogue and digital teaching techniques to create inclusive and accessible teaching resources that focus on underlying concepts. In this presentation, we will discuss the process of collaborating on the creation of our video series, some of the lessons learned, and the key takeaways from anyone who wants to create their own lightboard videos.
	Gap the Mind: Key AI Literary Elements for Future-ready Creative School Students - Claudia Soares Gordilho & Wendy Freeman - Toronto Metropolitan University	Introducing Troubles Online: Critical Accessible Digital Pedagogy - Fady Shanouda and Chelsea Jones - Carleton University	A Comparison of Teaching Digital Public History through Platforms and Minimalist Frameworks - Christopher Thomas Goodwin - University of Florida	Querying Wikidata in the Classroom Using ChatGPT Canvas - Melanie Conroy - University of Memphis
	As artificial intelligence reshapes creative industries, post-secondary education must evolve to prepare students for AI-integrated careers. This session presents findings from a study exploring the key elements of AI literacy tailored to Creative School students. Through thematic analysis of existing AI literacy courses with creative outcomes, the findings revealed four key elements: the identification of four main themes (AI Overview, AI Co-Creation, Responsible AI Use, and Critical Approaches to AI), the importance to differentiate general and creative understanding of AI, the significance of integrating interdisciplinary learning with practical and theoretical applications, and the relevance on equipping students with future-ready skills such as adaptability, lifelong learning, creative and critical thinking. This aims to ensure that creative school students are not only prepared to navigate an AI-driven job market but also empowered to lead in shaping the future of their industries.	Digital classrooms are commonly heralded as ready and available for all. However, debates over what accessible knowledge looks and feels like for sidelined groups require more critical attention. This presentation chronicles seven specific “troubles” that inform and introduce the new concept of ‘critical accessible digital pedagogy’ outlined in Troubles Online (Athabasca University Press, 2025), including those that accompany education in times of uncertainty, and that help us frame the context for ‘critical accessible digital pedagogy’ into the future.	This presentation offers a field report comparing public digital history courses using the Scalar platform and the ScholarMinPub minimalist framework. While comprehensive “point and click” platforms like Scalar produce visually polished projects and require few technical skills, they consume significantly more classroom time. Minimalist frameworks demand slightly more technical engagement but require less instructional time, minimal institutional infrastructure, and allow broader device accessibility. Comprehensive platforms such as Scalar may suit graduate-level courses preparing students for public history careers, while minimalist frameworks may better serve undergraduates by teaching transferable technical skills. The presentation argues that instructors should align digital tools with learning objectives and time constraints, which can significantly aid students and publics of underfunded American institutions and in the Global South.	ChatGPT has a new and improved interface called Canvas, launched in October 2024, which has improved ChatGPT’s coding abilities such that it can now write SPARQL queries that are readable by Wikidata. For students who are new to coding and to the Wikidata schemas, ChatGPT Canvas can provide a bridge to writing queries. In this paper, I present some examples of LLM generated scripts and a lesson plan for integrating these examples of prompt engineering into humanities courses; equally for history, literature, or language classrooms. Wikidata contains data relevant to the study of people, books, and locations which students can retrieve in order to begin a data-driven project or to add to an existing project.

	Embedding AI Literacy Frameworks in University Classrooms - Yadira Lizama Mué -Western University	Digital Library Development as Creative Care and Inclusion - April Mandrona; Shakara Russell - NSCAD University; Dalhousie University	Plotting a Usable Past: Queer and Trans Histories and Digital Mapping in the Classroom - Elio Colavito - University of Toronto	Empowering Underprepared International Students through Video-Based Digital Literacy Projects - Moon Altinter - LaSalle College Vancouver
1:30 pm - 3:00 pm cont…	As AI becomes embedded in higher education, students must be equipped not only to use it, but to understand, critique, and engage with it ethically. This presentation proposes integrating AI literacy frameworks into university curricula across disciplines. It reviews leading models from the DQ Institute, Digital Education Council, and OECD, emphasizing their alignment with digital equity, critical thinking, and interdisciplinary learning. A modular framework, centered on understanding AI systems, critically evaluating outcomes, and practicing responsible use, is presented with sample assignments and learning objectives. The goal is to foster reflective, socially aware engagement with AI and empower educators to scale responsible AI literacy.	We present on the development of a digital library designed to facilitate community access to university resources, including technology and creative tools, which are often prohibitively expensive or institutionally restricted. The work is a nexus between technology, pedagogy, and community connections. This collaboration aims to broaden access to creative and technological resources by embedding inclusivity and care values into its technical infrastructure and user experience.	As the course instructor for “Queer and Trans History in Canada and the US,” my primary goal was to develop a collaborative class project that allowed students to follow their individual interests within the class framing. I designed a final assignment that used ArcGIS StoryMaps to tell a spatial history of the development of queer and trans communities across Turtle Island. We negotiated the parameters of our class interests together: the students divided themselves into groups across thematic and geographic interests to complete different micro-exhibits that narrate the map. This approach to historical pedagogy focuses on micro-spatial and thematic approaches to learning, which deemphasizes the nation-state in favour of a more nuanced understanding of physical space and community relations across difference and sameness.	How can digital pedagogy support international students who have to start higher education with limited technological literacy? This session shares a case study from a Canadian college, where international students engaged with government-produced financial literacy e-learning videos and created digital presentations on Canva. Designed to develop digital skills alongside academic communication, this presentation offers insight into how instructors can integrate free and accessible digital tools to foster student-centered, active learning. The case study here connects emerging technologies to questions of equity, agency, and empowerment in higher education classrooms.
3:00 pm - 3:30 pm	**Break 30 minutes**			

	Session 29	Session 30	Session 31	Session 32
3:30 pm - 4:30 pm	Feminist Pedagogy for Teaching Online: Applying Ed-Tech in Digital Learning Spaces - Jacquelyne Thoni Howard, Clare Daniel, Liv Newman - Tulane University	Beyond the Textbook: AI-Powered Feedback for Inclusive Language Learning - Francisco Lopez-Martin - Denison University	Double Vision: Lessons from/on the VR Classroom - Michael Hall - University of Arkansas	The visual essay as pedagogical tool: developing the digital capabilities of humanities students - Michelle Crowther - Canterbury Christ Church University
	In this session, editors of the new volume, Feminist Pedagogy for Teaching Online (Athabasca University Press, 2025) will discuss the book's contributions and the digital guide that inspired it. Building on the extant literature theorizing feminist pedagogy and examining its uses in distance and online educational spaces, this edited volume provides both theoretical and practical insights from practitioners across the globe to help educators implement feminist pedagogy in the increasingly online world of higher education. Each panelist will share her own contribution to the book about what they consider when implementing new ed-tech tools and how they use emerging technologies in digital learning spaces.	My presentation will address the impact of artificial intelligence on higher education and the pedagogical opportunities it creates in language learning. I will present a digital humanities project that is in progress at Denison University. This project involves developing an open-access, free platform for language instruction, designed to overcome traditional materials' limitations through artificial intelligence. One of the platform's core features is immediate, personalized feedback. Unlike conventional materials, AI analyzes written and spoken student responses, provides detailed explanations, and generates individual reports with targeted recommendations for improvement. I will also share the challenges we have faced during development, including training the AI models, coordinating interdisciplinary collaboration among computer science and humanities students, and addressing issues of privacy and the ethical use of AI.	The World Languages and Digital Humanities Studio at the University of Arkansas has offered the Virtual Reality (VR) Classroom: a service that offers classes the ability to incorporate VR into their class period efficiently and effectively. Over the past few years and around 700 students in headsets, the VR Classroom has the broad landscape of peaks and valleys of utilizing this form of personal-esque technology from the frequent computer bug to how to reduce risk of a cold bug. This presentation will cover how the VR Classroom grew from an extracurricular activity to a structured class experience and how best to scaffold immersive technology to make the experience impactful and useful for students and the learning objectives of the class.	Kent Maps Online is a digital humanities project which uses Github and JSTOR's Juncture platform to host visual essays about the county of Kent. By using open-source tools it allows users to create multidisciplinary and multimedia essays consisting of visual narratives featuring interactive map and image components derived from open-source platforms such as Allmaps, Wikidata and Wikimedia. This presentation will discuss how the project team has embedded JSTOR's innovative technologies to reshape the teaching and learning experiences of undergraduate and postgraduate humanities students in three skills-based modules at a UK university.
		ARK persistent identifiers: affordable long-term citation and access to digital pedagogy - John Kunze - Drexel University Metadata Research Center	The New Writer: Reflections on the Impact of Emerging Technologies on Creative Wriiting Practices - Bernardo Bueno - PUCRS University	Digital platform migrations and pedagogy - Nondumiso Thango - Syracuse University
		The average URL breaks in 100 days, which is a minor disaster for people who care about durable access to teaching and learning resources. This tutorial introduces ARK (Archival Resource Key) persistent identifiers (PIDs). As non-paywalled PIDs, ARKs mitigate against link rot. ARKs are similar to DOIs used in traditional publishing in that they both were introduced over 24 years ago, exist in large numbers, and support teaching, research, and scholarship. In contrast, ARKs are cheaper, more flexible, and less centralized, letting providers create any kind of metadata and unlimited identifiers without paying for the right to do so. ARK adoption is now accelerating in under-resourced institutions in the global South.	Creative writing courses often do not pay enough attention to how emerging technologies impact the practice of writing. Recently, students started to express concerns about the role of emerging technologies in their creative work and professional futures — from generative AI attempting to produce literature using unauthorized data, to the growing demand for a strong online presence in order to succeed as an author. In this presentation, we aim to reflect on the relationship between technology and the practice of writing, asking how emerging technologies can enhance the work of writers in a sustainable and ethical way, believing that emerging technologies should serve as a source of inspiration, not (only) fear.	What happens when technological features evolve but learning design practices remain unchanged? Digital learning platform migrations often reveal how deeply teaching depends on technology features. Learning design professionals often face two challenges: utilizing the same organizational standards despite new platform capabilities, or struggling to adapt when features disappear. Drawing from four real-world case studies, our speaker will share insights on how emerging technologies should reshape learning design. Specifically how the rise in popularity of rapid authoring systems and AI tools are opportunities to enhance learning experiences and require fundamental change in design processes. This session is valuable for instructional designers, eLearning developers, educational technologists, and administrators navigating the evolving educational technology landscape in their organizations.