DPI2024 - Schedule with Abstracts

DAY 1: August 13th, 2024

All times are EST
Last updated 2024_08_08

12:00 pm - 1:30 pm	Opening Plenary - Maha Bali			
1:30 pm - 2:00 pm	Break			
	Inclusivity, accessibility, and digital pedagogy	**Digital Pedagogy and Emerging Technologies**	**Critical Ideologies**	**Decolonisation**
Presentations 2:00 pm - 3:30 pm	Locating and Organizing Historic Open-Access Periodicals for Student Engagement **Julie M. Sorge Way** James Madison University Enormous numbers of historic public domain periodicals lie crumbling in archival holdings worldwide. Access to such materials is understandably limited due to the fragility of original materials, and digitization initiatives have, at times, created a chaotic but treasure-rich digital "pile" ripe for wading through. In this presentation I describe one such past project and the open-access index I created from it, explaining future classroom	Teaching Data Management in Reverse by Leveraging the Data Repository Ecosystem **Isaac Wink** University of Kentucky The increasing expectation across disciplines that researchers share their data has led to expanded use of data repositories, yet many shared datasets are not well curated. Data management is an essential skill for researchers in all disciplines, yet it can be tricky to teach in a manner engaging to students. This presentation will offer a lesson plan for teaching data management in reverse by first familiarizing students with the relevant data repositories in	Breaking Down the Binary of Both Sides **Jacqui Higgins-Dailey & Christina Bell** Glendale Community College Educators have a responsibility to break down the false balance framework of research to help students understand the myriad components that contribute to understanding and engaging in an argument. We propose that binary thinking is anathema to context and deep critical thinking.This session will speak on cross disciplinary approaches to breaking the binary of our teaching to expand how students develop complex literacies for a	Social Justice and the Digital Humanities A #dariahTeach course **Susan Schreibman, Felix Bui, & Anna Villarica** Maastricht University This paper focuses on the creation of a course for the #dariahTeach platform, released in Spring 2024, Social Justice and the Digital Humanities. The goal of the course is twofold: to create an online, open access, and interactive community-driven course which highlights existing work in the area, as well as to encourage future scholarship that highlights projects and processes from around the globe through a series of case studies, augmented by theory and

use cases as well as plans for expansion via digital pedagogical materials. While the example is from one particular 19th-century women's miscellany magazine, the process is widely transferable for underexamined texts currently in the public domain.	their discipline and then examining individual datasets they might reuse. By having students focus on a personally relevant dataset, they not only learn about general data management best practices but also have an example of how those practices translate to their discipline.	digital world. Participants will have the opportunity to reflect on how they frame multiple perspectives and consider meta-argumentation fallacies in their teaching.	concepts. This paper will problematize some of the issues and challenges of working within social justice and feminist frameworks in the development of the course while discussing issues of ethics, privacy, and copyright, which differ depending, not on legal, but on moral frameworks on a case-by-case basis.
Humanizing the Digital Learning Experience: Integrating Video and Non-Traditional Grading for Inclusive and Accessible Digital Pedagogy **Lucas Johnson** Lakehead University This presentation proposal delves into the intersection of inclusivity, accessibility, and digital pedagogy by focusing on two pivotal strategies: harnessing the power of video for enhanced instructor presence and implementing a non-traditional grading scheme. The session aims to illuminate how these approaches not only humanize the online learning environment but also contribute significantly to creating inclusive and accessible educational experiences.	Chat GPT and First-Year Writing: A Student Perspective **Karin Admiraal & Mary Anderson** Xavier University How do students in a First-Year Writing (FYW) class think about and use ChatGPT? This presentation discusses how students in two sections of FYW co-created a course policy on the use of AI. It also shares themes from student responses to a follow-up writing activity and end-of-semester survey. Students reflected on important issues such as appropriate uses of the technology, the value of original work, and the question of who to trust in navigating AI in learning. By centering student voices, this presentation provides insight into both the value of co-creation in the classroom and student perspectives on emerging AI technologies in learning.	A Community of Practice and Care (CoPC) Model for Exploring Critical Digital Pedagogies **Mandy Penney & Anita Parker** University of Alberta In this presentation, we (educational developers Mandy Penney and Anita Parker) share a recent experience co-facilitating a virtual Community of Practice and Care (CoPC) on the theme of Critical Digital Pedagogies at our university. Our reflections encompass our nurturing of an accountable and accessible virtual space and our modeling of frameworks and strategies that support justice-oriented teaching and learning practices in higher education. Join us to consider the connections between communities of practice and caring pedagogies; to imagine how a CoPC framework can support the integration of critical digital pedagogical approaches and reduce barriers to engagement and accessibility; and to reflect	Worldbuilding Pedagogy: Building Other Worlds Through Youth Driven Critical Game Based Learning **Shreya Sunderram, Jagar Bhan & Janeta Becovic Student Co-Researchers** CUNY Graduate Center Literature has demonstrated the ways in which standardized testing, such as the NYS Regents Exam, perpetuates racism and colonialism via high school history curriculum (Sunderram, 2023). However, research is often focused on the "what" and not the "how" of history content--what is being taught as opposed to how it is being taught. This presentation will discuss a pedagogical intervention in the form of a specific type of critical game based learning known as Worldbuilding Pedagogy, where co-facilitators will discuss the role of worldbuilding pedagogy in critically disrupting history through speculative gaming.

			on how this approach might be useful in the your unique institutional, disciplinary, and intersectional contexts.	
	Emphasizing a Student-Centered Process: Open Pedagogy Assessments as a Means for Advancing DEI **Angela McGowan-Kirsch, Kelly Soczka Steidinger, & Christina Hilburger** The State University of New York at Fredonia The presentation will open with an introduction to open access and open education, which are digital pedagogy tools that promote a culture of sharing and collaboration. Then, presenters will highlight the crucial role open pedagogy can play in promoting social justice within educational frameworks. The presenters will overview two approaches to a semester-long assignment in which students contribute content for an open scholarship textbook. Implemented in in-person and asynchronous online courses, students were tasked with ensuring the text material promoted diversity, equity, and inclusivity principles. Presenters will discuss successful strategies, areas of improvement, and suggestions for future student contributions.	"Show Your Working": digital ergative assessment and student use of generative AI **Andrew Whitworth, Dina Soliman, & Zhuoran You** Manchester Institute of Education, University of Manchester The session investigates the use of an "ergative" assessment model, focused on grading the work students undertake rather than only the words seen at the end, on a Masters course on which students work in groups of 6-7 to address a series of complex problems. The study reveals how student use of generative AI can be discerned early in the course, creating a disconnection between the knowledge-building process and the outputs of this process. However, the ergative course design allowed for the giving of detailed formative feedback on the knowledge-building process before a second activity. Through epistemic network analysis it can be seen how this feedback had a significant effect, discouraging students from using AI to substitute for their own cognitive work.	From Beirut to Bishkek: creating a diverse community of practice of digital humanists - **Dr. Anguelina Popova and Dr. Najla Jarkas** American University of Central Asia, and Independent Researcher For years, the two presenters have been working with technology created in the West, and students and teachers based in the Middle East and Central Asia. In this presentation they will share: how they transferred and (de)colonized the training that they received at Digital Humanities Institutes in the West into their teaching philosophies and research trajectories in two liberal arts universities while also expanding a community of practice of faculty across a broad region of the Middle East and Central Asia and how they developed critical digital and AI literacies of students and teachers, from exposing them to practice with biases of information and texts generated by AI, through to analysis of privacy policies, data security, and the geopolitics of data protection.	The Locating Slavery's Legacies Database (LSLdb) Project: Using Digital Humanities Pedagogy with Undergraduate Seniors to Identify and Research (and Rectify?) Lost Cause Memorials on a College Campus **Rachel Walton** Rollins College The Locating Slavery's Legacies database (LSLdb) is a collaborative digital repository hosted by Sewanee University (Tennessee) with the goal of documenting monuments and memorials with links to slavery, the American Civil War, the Confederacy, and the Lost Cause movement as they exist(ed) on American college campuses. The database also includes memorials erected in support of racial equality and civil rights. In Spring of 2024 I led a group of senior history majors at Rollins College in a pilot digital humanities project aimed at contributing new entries from our College to the LSLdb hub site. We met a variety of expected and unexpected obstacles during our work, and I hope to share about our successes, failures, and the larger impact we had on our campus as we identified and researched the Lost Cause and other problematic memorials on our campus.
3:30 pm - 3:45 pm	**Break**			

	Inclusivity, accessibility, and digital pedagogy	Digital Pedagogy and Emerging Technologies	Critical Ideologies	Decolonisation
Presentations 3:45 pm - 5:15 pm	Animating Diversity in UDL Frameworks: Integrating Media Literacy and International Perspectives in Multimedia E-Learning for Library Instruction **Hiu Wing Sze (Ann)** Toronto Metropolitan University In this 20-minute presentation, we explore the integration of Universal Design for Learning (UDL) with media literacy and international perspectives in developing multimedia e-learning for library instruction. This presentation unveils the journey of creating inclusive, engaging instructional videos tailored to a diverse adult learner population. We delve into strategies for embodying media literacy within content that crosses cultural boundaries, ensuring accessibility and relevance across global learning communities. Attendees will leave with insights on leveraging animation and multimedia to foster an inclusive learning environment, and practical strategies for applying UDL principles to enhance digital pedagogy. This session illustrates the power of multimedia in transcending traditional educational barriers, inviting a broader conversation on inclusivity in digital learning spaces.	Finding Your Voice in AI-Generated Text: Practical Strategies **Daniel Plate, James Hutson** Lindenwood University This presentation addresses the challenge of maintaining authentic student voice when using AI writing tools. It explores practical strategies for collaboration, helping students leverage AI for clarity and efficiency while retaining their unique perspective.	Under Surveillance: Applying Feminist Pedagogy to Data Analytics and Student Observation in Digital Learning Environments **Jacquelyne Thoni Howard** Connolly Alexander Institute for Data Science, Tulane University Ed-Tech companies sell surveillance tools to universities under the guise of increasing the integrity and retention efforts in online and hybrid courses. Criticism about the impact that surveillance has on students' well-being and security have become more prevalent. Instead of placing the burden of protest on students, educators should deemphasize the use of data collection and surveillance tools in their classrooms. Those higher education actors now entering online learning spaces should follow the lead of online educators and ed-tech professionals, who have established integral feminist teaching frameworks for online classrooms since the early 2000s.	WhereWeStand: One Land Two Hearts Unpacking the Process of Pedagogical Collaboration with Indigenous and non-Indigenous through a Co-Creative Performative Framework. **Cyrus Sundar Singh** University of Toronto Scarborough WhereWeStand: Unpacking the Process of Pedagogical Collaboration with Indigenous and non-Indigenous through a Co-Creative Performative Framework is based on the cross Canada multimedia project, which brought together individuals living in very different communities, sometimes even different time zones, to produce a shared narrative. The presentation will unpack the pedagogical processes that led the cohort of 16 participants from across Canada towards two successful world premieres in two Canadian cities. In fact, the entire project was undertaken entirely in virtual space via Zoom The resulting creative work delved into themes such as the connection to home, the relationship to the land, the experience of truth and reconciliation for newcomers, resiliency through grief and the unseen struggles faced by minority groups in Canada.

Beyond the Earbuds: Fostering Inclusivity through Historical Podcasting	Can AI Instruction Implement Microlearning and Gamification?	Co-Creating Learning Hubs: Empowering University Communities in Inclusive Digital Educational Practices	Exploring the Role of Digital Pedagogy in Advancing Anti-Racist and Decolonization Practices in Higher Education
Saniya Ghanoui University of Texas at El Paso	**Brooke Gross** Western Kentucky University	**Dr Keith Ruiter, Abbie Burch, Faraz Gul, & Dr Ivana Lessner Listiakova** University of Suffolk	**Adelina Tratarou** University of Miami
This presentation examines the experience of teaching podcasts in the classroom, as a form of analytical inquiry and as a final project that students must complete. One challenge lies in harnessing the auditory medium to convey historical narratives effectively. Students encounter a technological learning curve, experience questions that marry public and digital history, and balance historical storytelling that bounces between entertainment and academic rigor.	Emerging technologies will continue to have significant impacts on education, not only in what students are expected to know upon entering the workforce, but also in what tools they have at their disposal and how classroom content is delivered. Colleges and universities in particular are facing increased innovation demands aimed at teaching students how to use artificial intelligence in the wake of widely available machine learning tools. This presentation will cover if, how, and why digital pedagogy practices such as microlearning and gamification can be used to effectively implement artificial intelligence initiatives. Participants will be encouraged to share their perspectives and concerns through guided discussion, with a focus on determining practical strategies for promoting AI literacy across various education environments.	Learning Hubs at the University of Suffolk are blended spaces for holistic skill development following evidence-based principles for digital blended pedagogies. They were co-created by students, learning and library services and academic staff in the specific context of a rural university, with block-and-blend curriculum format and diverse student population. Co-creation is the way forward for social change in education bringing together an ongoing community of practice that keeps learning from each other to achieve a common goal meaningful to all. The community values diverse perspectives of its members and continuously re-creates inclusive and equal environments as an evolving pedagogy in blended digital spaces. Session participants will gain ideas for how to co-create digital resources and feel empowered to adapt co-creation in their specific contexts.	My proposal seeks to delve into the potential of digital pedagogy in promoting anti-racist and decolonization practices in higher education. It is based on my personal experience as a graduate student, instructor, and researcher of West African history in Florida and Ghana. Attendees will be equipped with practical knowledge and skills on how to advance digital (de)colonialism and inclusion that they can apply in their own teaching, research, and community engagement activities.

Foundation Visual Arts Online	Can we call BS? Red-Teaming Generative AI in the Classroom	Connecting Knowing: Integrating Ethics and Positionality in Digital Pedagogy	Critical Language Awareness: Evaluating Explicit Curricular Interventions in an Asynchronous Writing Program.
Jennifer Lee Wiebe New Brunswick College of Craft and Design Foundation Visual Arts Online (FVAO) at the New Brunswick College of Craft and Design (NBCCD) is a case study in digital pedagogy through the visual arts. My presentation will track our journey, our challenges and successes, and the ongoing lessons we are learning (from our learners) along the way. Inclusivity and accessibility are at the core of both our mission and our success. Lessons we have learned over the past three years are applicable and transferable to online learning in every discipline.	**Siobhan O'Flynn** University of Toronto The advent of AI chatbots has altered the educational landscape and this past year I developed a series of modules and activities to increase student understanding of the many limitations and potential dangers of generative AI. I framed our investigations of AI distinguishing between the successes achieved using artificial intelligence as a computational tool for problem solving (AlphaFold 2020) and the problems that can arise when the predictive output from generative, conversational and agentic AI platforms is language-based. The presentation will provide an overview of the three modules with activities: #1 Facticity vs. Concoction; #2 Guardrails and Algorithmic Bias; #3 the Delusion of Sentience. Learning outcomes will include the critical frameworks, activities, and prompts that proved most impactful, adaptable across other pedagogical contexts.	**Kai Fay & Emily Coolidge Toker** Harvard Library "Connecting Knowing: Integrating Ethics and Positionality in Digital Pedagogy" explores the integration of personal experiences and perspectives in library-led workshops for ethnographic and other interview-based qualitative research projects across the humanities and social sciences. This presentation will discuss strategies for incorporating connected knowing into assignment design and assessment, guiding students in ethical, human-centered research, and recognizing positionality in educational settings. Attendees will learn how to foster a more inclusive and empathetic learning environment, training their students to build the same ethical considerations into their research.	**Sheila Batacharya & Phuong Tran** University of Toronto Mississauga Critical language awareness is an important learning outcome in the Professional English Language Skills (PELS) program offered at University of Toronto Mississauga. PELS is an asynchronous 8-week non-credit program for students from various disciplines who are interested in advancing their English language and academic skills in undergraduate studies. The current study builds on previous research (Tran & Batacharya, 2023) by examining a new data set to evaluate the influence of additional and explicit CLA curricular intervention revisions. These curricular revisions are informed by PELS and program evaluation (Ibid.), and our qualitative analysis of how explicit instruction of CLA affects students' work in a digital learning context. This presentation will also consider how representative the first and new data sets are with reference to mixed method and qualitative methodology scholarship and critiques. In sum, this presentation explores the affordances and constraints for digital pedagogy, asynchronous writing development, and critical language awareness as an explicit learning outcome.

DAY 2: August 14th, 2024

All times are EST

9:30 am - 11:00 am	**Plenary - Emily Drabinski**			
11:00 am - 11:30 am	**Break**			
11:30 am - 12:30 pm	**Elsevier Demo - Cal Murgu**			
12:30 pm - 12:45 pm	**Break**			
	Inclusivity, accessibility, and digital pedagogy	**Digital Pedagogy and Emerging Technologies**	**Digital Pedagogy and Emerging Technologies**	**Decolonisation**
Presentations 12:45 pm- 2:15 pm	An Online Home for Instruction: Selecting a Platform for Asynchronous Information Literacy Modules **Emma Quinn** St. John's University The traditional "one-shot" model of information literacy instruction often fails to reach all students because of limited budgets, staff, and time. In order to expand the reach of library instruction, St. John's University Libraries decided to create a series of asynchronous online information literacy modules for student use. This presentation will discuss how multiple platforms, including Canvas, LibWizard, and Niche Academy were assessed as a possible home for these online modules in order to	Disobedient Technologies prototypes for Critical Media Making **Fernanda Duarte** North Carolina State University Students are invited to roleplay as members of the R&D team of a fictional business, "Disobedient Technologies Enterprises", a company that offers the latest releases in critical media devices. Using the framework of critical making and design fiction, students conceptualized and prototyped a disobedient technology. Some of them include: "Cry'd, a male-centered mobile app that interrogates toxic masculinity by notifying your friends when you cry"; and "defendHER, an electronic wearable to fight sexual harassment and	Superimposing the Past on the Present: Augmented Reality in a Digital History Course **Noa Yaari** University of Toronto The course Digital History at the University of Toronto asks the students to write a Business Model in which they conceptualize a startup in the field. The students have to find a problem in Digital History that is either a need which is not addressed or ineffective applications and plan a solution to it. The model presents the identity of the customers, existing solutions, costs involved in building the startup, pricing plans for customers,	The Decolonial Media Studies Database: Decentering colonial media histories and epistemologies **Steve Wiley; Khawar Latif Khan; Tasnim Jannat; Stephen Synk; & Manushri Pandya** North Carolina State University The dominance of Western perspectives in media studies scholarship perpetuates colonial power structures and limits the plurality of knowledge creation. In response, our project, "The Decolonial Media Studies Database," endeavors to decenter Eurocentrism by curating publications, media, and projects that originate beyond traditional academic infrastructures or challenge colonial narratives. Our decolonial database aims to amplify diverse geographical, institutional, and sociocultural

maximize accessibility, engagement, and analytics tracking while also considering limited budget resources.	challenge victim blaming". Projects were presented in an immersive 360-degree projection space. Students were able to conceptualize digital media as a process of strategic and critical meaning-making practices that are materially and culturally situated, experiment with digital media-making tools, and produce creative multimodal critique.	business logo, and more. My talk will analyze students' models that utilize augmented reality to solve existing problems. I will ask whether their superimposition of the past on reality commodifies history in such a way that it can alter customers' experience of the present forever.	perspectives in media research and teaching. By providing a platform for marginalized voices, we seek to diversify knowledge production. Our decolonial database provides researchers, educators, and students with a space to engage in decolonial media studies. Finally, the decolonial database will feature the ability to contribute, thus further diversifying the voices that enter these conversations, and fostering a collaborative approach to decolonize communication studies.
Quaternary contradictions and its influence on technology integration by university teachers **Rasel Babu & Adam Kenneth Dubé** McGill University Contradiction, a lens of Activity Theory, refers to the tension that occurs within an activity system while integrating new methods/tools. The quaternary contradiction happens between the central and outside activity systems. Here, we argue that quaternary contradictions restrict university teachers from integrating technology in developing countries. Students and teachers of five Bangladeshi universities were interviewed during the Covid-19 pandemic. A teacher-student quaternary contradiction occurred between the teachers' online settings and the student's home environment. Students' poor access to the internet and devices created barriers to integrating instructional technologies selected by teachers. A teacher-administrator contradiction occurred where teachers struggled to conduct online classes (central	Artificial Intelligence Tools in Pre-Service Teacher Education: Connecting Technical Skills with Curriculum Applications in Language Arts Classrooms **Mohammed Estaiteyeh & Ruth Mcquirter** Brock University Pre-service teacher education programs are striving to prepare teacher candidates (TCs) to use AI tools in their future classrooms. In this presentation, the authors (two teacher educators at a university in Ontario) describe their efforts to equip TCs with technical skills in AI and pedagogical skills in applying AI in a classroom context. This training took place in three required courses in the teacher education program: a digital technology course and two junior-intermediate language arts curriculum courses. The authors will present details of the training provided to TCs and their reflections on its outcomes. The authors will discuss	Virtual Reality Development as Digital Pedagogy: The Virtual Viking Longship Project **Austin Mason, David Neville & Tim Arner** Carleton College The Virtual Viking Longship Project (VVLP) explores and tests strategies for integrating undergraduate student learning and labor in the development of long-term Digital Humanities research projects. The VVLP aims to create an immersive VR experience for visualizing the multiple roles of a Viking-Age longship by cultivating deep competencies in spatial computing within the context of a liberal arts education. Specifically, we are developing sustainable, reproducible workflows for integrating undergraduates in VR development, while also assessing the outcomes of long-term project development on students' liberal arts	Privileging Indigenous Voices in Digital Spaces: A Case for Decolonial Digital Pedagogy **Terralyn McKee, Iwona Gniadek, and Dr. Micheline Hughes** University College of the North This presentation delves into the transformative potential of digital pedagogy for supporting Indigenous students by challenging and redefining traditional learner personas. Focusing on a research project that advocates for an Indigenous-centric approach, it highlights how digital education tools and design processes can be realigned to dismantle academic privileges and foster decolonization. The session will discuss the integration of Indigenous values and voices into curriculum design, illustrating the impact on academic success and satisfaction. Attendees will gain insights into creating more equitable and inclusive educational environments, emphasizing the role of digital platforms in educational reform and anti-racist practices.

	activity system) during the emergency due to the lack of clear guidelines from higher education authorities/university administrators (outside activity system).	implications for research and practice within and beyond teacher education, with an emphasis on connecting technical skills, pedagogical knowledge, and critical literacy in AI across all disciplines.	experiences. This paper will report the ongoing VVLP's interim findings, including prototype VR experiences and our curricular and co-curricular models that allow undergraduate teams to pursue class-linked, multi-year research projects with an evolving roster of students.	
	Ungrading Game Making: Incentivizing Creativity and Risk-Taking by Valuing Process over Outcome **Jean Ketterling** Mount Allison University Ungrading – an umbrella term for a set of pedagogical strategies that seek to think critically about, deemphasize, or eliminate conventional grading systems, including self-grading – is a growing area of interest for university educators. This presentation explores the value of using scaffolded, self-graded creative projects in the game studies classroom. Using Feminist, Queer, and Trans Game Studies, a second-year Women's and Gender Studies course, as a case study, I will reflect on the benefits and challenges of using ungrading when assigning students demanding creative assignments like making a videogame. This presentation will also introduce attendees to several beginner-friendly game-making tools and emphasize the value of game-making assignments outside of game-specific courses.	"The teachers are confused as well": A Multiple-Stakeholder Ethics Discussion on Large Language Models in Computing Education **Kyrie Zhixuan Zhou** University of Illinois Urbana-Champaign Large Language Models (LLMs) are advancing quickly and impacting people's lives for better or worse. In higher education, concerns have emerged such as students' misuse of LLMs and degraded education outcomes. To unpack the ethical concerns of LLMs for higher education, we conducted a case study consisting of stakeholder interviews (n=20) in higher education computer science. We found that students use several distinct mental models to interact with LLMs - LLMs serve as a tool for (a) writing, (b) coding, and (c) information retrieval, which differ somewhat in ethical considerations. Students and teachers brought up ethical issues that directly impact them, such as inaccurate LLM responses, hallucinations, biases, privacy leakage, and academic integrity issues. Participants	VR Nature Immersion for Student Wellbeing **Lynn Long** University of Waterloo Wellness includes not only physical and mental health, but an individual's ability to thrive, and face challenges with confidence. As such, wellness underpins an individual's ability to learn, communicate, collaborate, and innovate. Consequently, wellness, and the development of skills to support overall wellness, should be considered essential components of any academic program. Given that many students also work on their campuses, development of strategies to promote workplace wellness are equally important to overall student wellbeing. This session will describe two pilot studies on two campuses involving the use of virtual reality (VR) nature immersion as a wellness intervention.	

		emphasized the necessity of guidance and rules for the use of LLMs in higher education, including teaching digital literacy, rethinking education, and having cautious and contextual policies. We reflect on the ethical challenges and propose solutions.		
2:15 pm - 2:30 pm	**Break**			
	Decolonialism	**Inclusivity**	**Emerging Tech/Critical Ideologies**	**Inclusivity**
Workshops 2:30 pm - 3:45 pm	The Bitter Aloe Project: Utilizing Data Visualization and Novel Search Methods to Explore South Africa's Truth and Reconciliation Commission in the Classroom **Stephen Davis** University of Kentucky South Africa's Truth and Reconciliation Commission (TRC) produced voluminous corpora that document apartheid era human rights violations. These materials offer an excellent opportunity for teaching students about the conduct of violence in a repressive society, the systematic nature of racial oppression, and the way data can uncover patterns and phenomena that are only visible at scale. For the past six years the Bitter Aloe Project has cultivated new datasets from the TRC's corpus using a variety of machine learning methods. We are now developing user friendly, web-based tools designed for users of all skill levels. We intend to introduce three tools, a map, a network graph and a search	A Collaborative Approach between Educational Developers, Faculty, and Students to Leverage Digital Pedagogy, Open Educational Resources, and Technology to Challenge Gender Stereotypes in STEM Education **Shehroze Saharan** University of Guelph As a collaborative effort between Educational Developers, Faculty, and Students, The Matilda Project (https://www.thematildaproject.com/) leverages Digital Pedagogy, Open Educational Resources, and Technology to Challenge Gender Stereotypes in STEM Education. Central to our mission is addressing the 'Matilda Effect', a term that describes women in science who have been ignored, forgotten, or denied credit due to sex-linked biases. The Matilda Project represents an impactful and dynamic approach to STEM education in higher education institutions; we engage learners with captivating storytelling, interactive experiences, and animations to bring to life the	Enabling Retrieval Practice and Critical Thinking in Asynchronous Learning Experiences with AI Study Tools **Kevin Leung** Toronto Metropolitan University Artificial intelligence (AI) tools are proliferate but it remains a challenge for instructors to leverage AI to curate evidence-based learning experiences when tools like ChatGPT and Copilot lack course context. Based on evidence supporting retrieval practice in learning (e.g., Karpicke & Roediger, 2008), this session will demonstrate three popular AI-powered learning applications (iClicker, ProfBot, and Top Hat) that can (a) enable instructors to easily pose questions/discussions in lecture and assigned readings to elevate student participation and (b) engage students to elaborate, think critically, and get real-time feedback as they read course materials	Bridging the gap: a user-centered approach to text analysis pedagogy **Zhuo Chen & Grace Cope** Ithaka To bridge the learning gap between no-code and code learners, Constellate, a non-profit text analysis platform, is developing a suite of interactive tutorials to introduce fundamental text analysis concepts. By showcasing the design and development approach, we aim to inspire wider adoption of user-friendly tools in text analysis pedagogy, easing the transition from learning to applying these concepts in code.

engine. This workshop has three learning outcomes; (1) introducing our datasets and methods, (2) a hands-on tutorial, and (3) suggested uses for these tool in the classroom.	often-overlooked stories of women in science. This approach isn't just about imparting knowledge; it's about inspiring action and nurturing advocates for change in the scientific community. Led by dedicated racialized researchers committed to advancing research on racism and social justice within the scientific community, the pedagogical materials developed under this project cater to diverse learning modalities and are tailored for seamless integration into academic curricula.	rather than passively consuming content. Research on student AI usage and preferences will be discussed along with issues of accuracy, privacy, and ethical usage in an educational context.	
Reframing Creative Practices to Include Ecology **Dr. Afsoon Soudi & Dr. Alexandra Bal** Toronto Metropolitan University If adaptation to climate changes is a normal part of planetary life, many humans have stopped understanding change and diversity as essential to healthy life conditions, leading to destructive practices. While many communities and countries across the world are moving towards an ecological civilization, adjusting and reshaping their ways of life in significant ways, in Ontario, Canada, ecosystems are under threat from a government that is favoring uncontrolled urban sprawling to sustainable futures. In this workshop, participants will be invited to explore small ways to incorporate ecology into their classrooms without being ecologists, and to foster positive approaches to climate change that help students build literacy and learn how they have agency to adapt to	Transformative Practices That Promote Student Voice, Choice, and Belonging in Digital Learning **Delandrus Seales** University of North Carolina at Wilmington This session explores transformative pedagogical practices aimed at enhancing student voice, choice, and belonging in digital learning environments. We will delve into innovative strategies that empower students to express themselves authentically, make meaningful choices, and cultivate a sense of belonging in online education settings. Through a combination of evidence-based practices, interactive demonstrations, and discussions, attendees will discover practical approaches for designing inclusive and empowering digital learning experiences. Special attention will be given to addressing diverse student needs, identities, and backgrounds. Participants will leave with actionable insights and adaptable	Digital Pedagogy Tools: Media Literacy Strategies for Combating Misinformation in the Post-Truth Society **Christina Rose Hilburger, Dr. Angela McGowan-Kirsch, & Kelly Soczka Steidinger** SUNY Fredonia The proliferation of visual, video, and written dis/misinformation content generated by artificial intelligence (AI) coupled with the fast-paced nature of social media has prompted an increased need for digital media literacy skills among today's college students. Using the Russian-Ukraine "War of Misinformation" as context, presenters will explain three strategies that help students tackle misinformation before, during, and after exposure to fake news/misinformation through case study analysis. Consequently, participants will learn how to	Contexia: Harnessing GenAI to Address Language-Related Learning Inequities **Dr. Elaine Khoo & Armando Rojas** University of Toronto Scarborough Many multilingual speakers for whom English is not a dominant language are inequitably disadvantaged when they are unable to read their academic materials with the speed, comprehension level and critical thinking that their fluent peers can. This demo offers insights from an exploratory study of using Contexia, a GenAI tool developed through our university grant in the areas: (a) the multi-faceted challenges many multilingual students face with their course readings, (b) how students perceive to be the use and impact of Contexia in the reading process; and (c) the potential for the usage of Contexia in supporting ELLs in academic integrity practice. Preliminary trials indicated students appreciate the opportunity to acquire academic language

	climate changes regardless of their professional field of study.	frameworks to integrate student-centered practices that prioritize voice, choice, and a sense of belonging into their own digital pedagogy initiatives. This session promises to inspire educators to create transformative and inclusive learning environments in higher education.	help students become more confident in their abilities to initiate conversations that warn people they are consuming visual mis/disinformation.	painlessly while reducing their reliance on translation software.
3:45 pm - 4:00 pm	**Break**			
	Emerging Technologies	**Emerging Technologies**	**Digital Pedagogy and Emerging Technologies**	**Critical Ideologies**
	Navigating Equity: Digital Pedagogical Strategies for Inclusive Online Higher Education **Wendy Kraglund-Gauthier** Yorkville University As the landscape of post-secondary learning continues to evolve, it is imperative to develop pedagogical strategies that address the diverse needs of students and ensure equitable access to educational opportunities. This presentation aims to explore the integration of digital pedagogical approaches to promote equity and inclusivity in online higher education, with a specific focus on cultural competency and accessibility as viewed through the lens of the proposed updates to the CAST UDL Guidelines 3.0. Audience engagement will be encouraged.	Reflecting 10 Years Later on the Renewal of an Interactive Media Program **David Hutchison** Brock University This presentation reflects on the pedagogical renewal of Brock University's Interactive Arts & Science (IASC) program which was initiated a decade ago in 2014 - 2015. Homed in the Department of Digital Humanities, the IASC program focuses on the study of interactive media, incorporating both academic (critical discourse) and applied (interactive media development) components. The presentation focuses on program renewal strategies that can apply to various types of programs (e.g., growing enrolments; expanding outreach; scaffolding project-based learning; integrating online experiential learning pedagogies; partnering with administrative staff; and integrating student digital portfolios).	Generative AI for Generative Learning: Digital Pedagogical Approaches for AI-Driven Education **Fatima Zohra** University of Waterloo To what extent can generative AI be used for generative learning? This presentation exemplifies the need for mirroring the AI revolution in education through revolutionary digital pedagogical approaches which seek to effectively integrate AI into academia while maintaining academic integrity standards. The session proposes the L.E.A.R.N. AI framework which provides a series of practical recommendations for harnessing the power of generative AI for generative learning for students, educators, and researchers from all walks of life.	Empowering Critical Digital Literacies through an Open Access Teaching Toolkit **Ashley Peterson, Mackenzie Salisbury, & Alexandra Solodkaya** University of California, Los Angeles & The School of the Art Institute of Chicago In this presentation, the editors of the latest volume of the #DLF Teach Toolkit will describe its creation process and discuss how it will support teaching and learning about a range of issues in critical digital literacies. Published by the Digital Libraries Federation Forum, the Toolkits are an open access resource providing peer-reviewed lesson plans and instructional strategies. Lesson topics in the newest volume include bias mitigation in online information platforms, assessing data sets for representational gaps, practices of care in online communities, and sex-positive privacy literacy.

Presentations
4:00 - 5:30

Bridging the Generative AI Digital Divide **Raluca Tunison, James Papple, and Violetta Cupial** Centennial College As Generative Artificial Intelligence (AI) use becomes common at higher education institutions, it may create a growing digital divide between users and non-users. This session will use case studies to explore student experiences, beliefs and concerns around generative AI use at Centennial College, a large college with a highly diverse student population located in Toronto. By exploring these real-world examples, we aim to identify strategies that promote an inclusive and equitable approach to Generative AI, develop a culture of open dialogue between students and staff about Generative AI within educational settings, and leverage this knowledge into digital and real-world content aimed bridging the digital divide.	Media studies writing pedagogy beyond AI: curation, preservation, and collaboration **Monika Mehta, Lisa Patti, & Leah Shafer Hobart and William Smith Colleges** This presentation reorients the consideration of AI within the fields of digital pedagogy and writing by focusing on the relationship between digital and physical media as the objects and products of the writing process in media studies courses. We share three case studies: an archive project from a media studies capstone course; a DVD cover publication project from a global cinema course; and a video essay project from a writing course. These assignments limit the authorial relevance of AI by centering critical media autobiography, curation and archival preservation, and collaboration. Each assignment involves pedagogical partnerships with university librarians and digital technology instruction staff as part of a scaffolded assignment sequence, showcasing opportunities for pedagogical alliances across campus units.	Making Scholarly Knowledge Searchable: FishSounds.net as a Case Study for the Future of Open Scholarship **Sarah Vela** Dalhousie University - Meridian FishSounds (https://fishsounds.net) is a growing online catalogue of scientific knowledge regarding whether fish species make noise. By extracting key information out of text and storing it as data, we have made this field of study something that can be searched for, visualized, and better comprehended by academic and layman audiences alike – over 15,000 people a year visit the site from all walks of life. This single subject area is just the beginning, however, and the toolset behind the website will soon be used to bring datasets from numerous topics across academic disciplines online in their own searchable catalogues, in what we hope will set a new standard for Open Scholarship.	Moving beyond digital denial: Social work's tenuous tentacle **Susan Preston, Susan Silver, & Dawn Onishenko** Toronto Metropolitan University Critical digital pedagogy holds promise to support teaching and learning that advances social justice and equity. Drawing on social work experiences, but applicable to other human service disciplines, we reflect on how we have brought critical digital pedagogy into our teaching. We share our incremental journey amidst social work's "digital denial" and discuss specific examples from our classes. We also offer cautions highlighting the importance of critical reflection on the intersections between technology and pedagogy. We are especially attentive to how technology is often constructed as being neutrally situated, and the importance of interrogating its relationship to power and dominance. We conclude with recommendations supporting the transformative potential of critical digital pedagogy.
Promoting Inclusive Learning: Integrating Diverse Case Studies into Digital Healthcare Education **Demo Kaltabanis, Ashley McKeown, & Safeyyah Raji** Western University	Platform Pedagogy in Social Media Ecologies: Constructing a Sociology in Public **Nicole K. Stewart** Texas State University This presentation explores what platform		Bringing a Humanities-First Mindset Back in: Enhancing Stakeholder Well-being in Business Design Thinking through AI Facilitation **Will Zhao** - University of Waterloo and **Lina Ba**, University of Bath and Wuhan Technology and

	This presentation examines the collaborative development process of digital open educational resources (OERs) to support faculty in addressing exclusionary and discriminatory curricular content pervasive across academia. Using health professional educational content as an exemplar, case studies were identified as a common thread across health curricula that perpetuates or reinforces racist, tokenistic, and stereotypical beliefs and practices. By identifying similar broad content themes across health curricula, the development of a digital OER was used to implement anti-racist and anti-colonial pedagogies by creating an inclusive clinical case study repository for educators. This collaborative approach exemplifies how digital tools and educational partnerships can systematically transform discriminatory institutional practices across the academy, creating a forever improving body of knowledge that supports inclusivity and (de)colonialism in virtual spaces.	pedagogy means in the case of digital public sociology. Following classes taught on/with platforms like Clubhouse, X, Instagram, LinkedIn Live, and WhatsApp, the presentation illustrates how platforms can produce a sociology in public that fosters community among students and the community at large.		Business University This presentation explores the reintegration of a humanities-first mindset into business design thinking pedagogy, prioritizing well-being over profit. Through the critical use of AI tools like ChatGPT, we aim to cultivate genuine empathy for stakeholders of design thinking activities. The session will provide practical examples and strategies from diverse cultural and disciplinary contexts, illustrating how technology can help foster human-centeredness in various educational settings.

DAY 3: August 15th, 2024

All times are EST

	Inclusivity, accessibility, and digital pedagogy	Digital Pedagogy and Emerging Technologies	Critical Ideologies	Sustainability
9:30 am - 11:00 am	**Plenary - Rua Mae Williams**			
11:00 am - 11:30 am	**Break**			
Presentations 11:30 am - 1:00 pm	Writing Accessible Interactive Fiction **Ruth Carpenter** Binghamton University As Generative Artificial Intelligence (AI) use becomes common at higher education institutions, it may create a growing digital divide between users and non-users. This session will use case studies to explore student experiences, beliefs and concerns around generative AI use at Centennial College, a large college with a highly diverse student population located in Toronto. By exploring these real-world examples, we aim to identify strategies that promote an inclusive and equitable approach to Generative AI, develop a culture of open dialogue between students and staff about Generative AI	Empowering Educators for a Digital Classroom: The 'Future Ready Teachers' Program at Brock University **Mohammed Estaiteyeh & Dave Potts** Brock University This presentation introduces the "Future Ready Teachers" professional development program offered to teacher candidates at Brock University. This extracurricular opportunity provides teacher candidates with access to and guided hands-on experiences teaching with emerging technologies in the Faculty of Education's Instructional Resource Center. The sessions are intended to complement coursework in the pre-service Teacher Education program, while affording the flexibility to adapt with the rate at which technologies evolve. The authors will present the program rationale and details; their reflections on the importance of these opportunities in developing teacher candidates' technological competencies; and their successes and challenges in this program.	Class Struggle in the Open Knowledge Space: A Marxist Analysis of OER Practices in Higher Education **Cailean Cooney & Joanna Thompson** New York City College of Technology of the City University of New York (CUNY) This presentation will explore the role of open education practitioners in post secondary institutions through a class analysis. By reflecting on and analyzing their roles as academic librarians who have coordinated OER programs at the college level, presenters will outline how Marxist economic concepts have helped them scrutinize whether OER work reproduces capitalist relations. This is contrary to the dominant ideology espoused in the 2010s that open education intervenes and subverts capitalist forces. Attendees will learn how Marxist economic concepts help us analyze the contradictions inherent to open education work, draw connections and distinctions with their own work and ideology in conversation with the presenters, and consider how Marxist educational research starting in the 1970s	De-Carbonizing the Digital Academy **Brian Sutherland, PhD** University of Toronto In this session we'll explore the latest research around the environmental costs of digital teaching and learning, ask some critical questions of the energy transition, particularly the environmental cost of powering and lifecycling computing devices, then review a variety of institutional initiatives for doing things differently, or decarbonizing the digital academy. What fundamental values and practices of universities, what assumptions, if any, may have to change? How can low-carbon research and teaching methods become normalized and mainstream in the future?

within educational settings, and leverage this knowledge into digital and real-world content aimed bridging the digital divide.		and 80s can inform future OER work.	
Eclipsing Barriers: A Collaborative Approach to Integrating Archives and Digital Pedagogy in Student Learning **Kimberly Breuer & Whitney Russell** University of Texas at Arlington Discover how an instructor of history and a digital projects librarian integrated experiential learning, archival resources, and a total solar eclipse into a collaborative digital exhibit on medieval celestial observations. Despite an initial unfamiliarity with digital exhibits, historical methods, and astronomy/medieval science, students successfully mounted digital and physical exhibits and acted as docents for eclipse programming - deepening their understanding of the historical context while acquiring new digital and curatorial skills. Join us as we present our case study on how instructors and librarians can work together to craft transformative learning experiences employing digital pedagogies to facilitate engagement, collaboration, content mastery, and skills development in students.	Techno-Teaching philosophies as immersive storytelling **Dr. Fernanda Duarte, Shawna Sheperd, McKinley Keener, Luke C. LeGrand, Shirin Maleki, Skyler Meeks, Jaekuk Lee, & Bee Rinaldi** North Carolina State University This presentation covers an assignment in a Ph.D. course in Communication, Pedagogies, and Technologies, that challenged students, who are also instructors of record, to develop an immersive digital storytelling presentation of their techno-teaching philosophies. The goals were three-fold: to encourage self-reflection as a scholar/learner/teacher throughout lifelong learning, articulate how these lines of flight re/de/territorialize their unique teaching personas and research agenda, and experiment with autobiographical storytelling and immersive technologies as modes of creative expression. This exercise puts into practice principles of critical digital pedagogy and radical love by offering students the opportunity to examine their positionalities as foundational to their scholarly and teaching personas. Moreover, it authorizes them to ground their teaching personas into values of authenticity and empathy.	Teaching Data Fluencies **Carina Albrecht** Simon Fraser University This presentation will describe my experience teaching "Data Fluencies" to a 3rd-year undergraduate class at the School of Communication at Simon Fraser University (SFU). In the course, the students explore a combination of primary texts and theoretical approaches that discuss the consequences of data capture, storage, cleaning, analysis, visualization, and prediction. The students are also introduced to case studies with hands-on data science labs to explore the theory learned in class. The course helps communication students understand misinformation, disinformation, and algorithmic discrimination in digital platforms and develop skills to critically engage with data and artificial intelligence tools through creative and experimental practice.	AI in Every Classroom (But Not Like That): On Artificial Intelligence's Marginalizing Properties **Gabi Schaffzin** York University AI's proliferation throughout the academy inspires questions of what this means to us as educators. Suggesting that the technology is not advanced enough to be a threat often garners the canned response: the tech will get better. To that, I ask the guiding question for this proposed presentation: at what cost and to whose detriment? Creating spaces for equity in our academies means resisting those tools which seek to exploit the already-marginalized in our communities. Every single subject taught on our campuses will be affected by the technology, and so I propose that every single class taught should incorporate lessons about how AI works—from the sociocultural implications to the environmental and beyond. In doing so, we can plant the seeds of resistance against this marginalizing phenomenon from within.

	The Postsecondary Course Accessibility Guide Project **Christine Zaza** University of Waterloo This session describes a new accessibility guide developed for postsecondary instructors and instructional support specialists. The Postsecondary Course Accessibility Guide and its Reference Manual present accessibility criteria based on provincial accessibility requirements and the Postsecondary Education Standards recommendations that were proposed in 2022 under the Accessibility for Ontarians with Disabilities Act (AODA). With funding from eCampus Ontario and the Ontario Government, the Guide was peer reviewed, tested for usability, and translated into French. It is shared through eCampus Ontario's Open Library and carries a CC BY-NC-SA 4.0 license. The link to the Guide will be shared along with suggestions for implementation.	Integrating Second Life into Language Teaching with a Sense of Social Presence **Xiangying Huo** University of Toronto One of the biggest challenges that teachers face in online teaching is the absence of human communication or social presence. Distance learning makes students feel a sense of social isolation without the existence of communities. Therefore, sociability and interaction need to be the goals of distance teaching to enable learners to construct their social identities, exchange ideas, and improve learning outcomes. This presentation employs the presenter's own language teaching experience in the multimedia and multi-user virtual world—Second Life at an American university as a case study to demonstrate the efficacy of Second Life to provide a sense of presence, such as physical presence, social presence, cognitive presence, and pedagogical presence as a quality on-line pedagogical mode for immersion, interaction, active learning, and learner engagement.	Digital Humanities vs. Zero-Based Budgeting: Innovation, Sustainability, and Austerity in College Libraries **Jennifer Rutner** SUNY New Paltz Starting a new digital scholarship program is exciting. Ending a library digital scholarship program is complicated. The Digital Scholarship Center at the Sojourner Truth Library is one example of what happens when ambitious faculty and librarians push the innovation:budget capacity of a small state college. This presentation will cover the ups, downs, "pauses" and closing of the Digital Scholarship Center at the SUNY New Paltz library, from the perspective of one former program Coordinator.	
1:00 pm - 1:30 pm	**Break**			
Workshops **1:30 pm - 2:45 pm**	**Inclusivity, accessibility, and digital pedagogy**	**Emerging Technologies**	**Critical Ideologies**	**Decolonialism**

Designing Inclusive and Equity learning activity materials for research methods and capstone courses **Afsoon Soudi & Reem El Asaleh** Toronto Metropolitan University In this project we developed interactive modules integrating equity and inclusivity in the research methods and piloted the modules in two courses. The result of the first pilot showed great student engagement using class assessment tools and a greater understanding of inclusive recruitment in research. We developed the second module on designing inclusive research questions. In addition we packaged both modules as a standalone framework for instructors. We then pilot both modules in the second course onboarding a new instructor. The result confirmed that the modules can be used individually with a new instructor in a new research method courses enhancing and complementing different teaching styles and further promoting the integration of ECI principles into the research process for the students.	Using AI chatbots for just-in-time, personalized support. **Jessica Blackburn** University of Toronto Asynchronous courses offer students flexibility and accessibility but suffer from impersonal or too-delayed feedback and lack real-time interaction, which can impact learning (Steele, J & Holbeck, R., 2018). To address this challenge in two self-access asynchronous courses, the presenter created AI chatbots. RACH (Resume and cover letter Assistant Chatbot) provides instant, tailored responses to student inquiries, drawing from course content. NEF (Networking Email Feedback Chatbot) offers immediate low-level constructive feedback on draft emails. These models present a case study of the potential of AI to facilitate and personalize just-in-time learning experiences for students. This hands-on, interactive workshop will explore prompt design, common issues, and how AI chatbots can support learning. Issues around privacy, integration, and EDIA (Equity, Diversity, Inclusion, and Accessibility) will also be discussed.	Teaching Text Analysis and AI with Constellate **Nathan Kelber** Constellate From 2019-2021, JSTOR Labs conducted research on text analysis instruction in higher education. The most common challenges are staffing capacity and expertise, data access, and technical infrastructure. This workshop will demonstrate how Constellate can help institutions tackle them with: A large and growing body of open educational resources and events aimed at educators A powerful, flexible, and open dataset builder A scale-able teaching and research lab, based on Jupyter Lab and RStudio In this workshop, learn how Constellate enables instructors to easily and confidently teach text analysis. We offer monthly classes and events appropriate for all learners, from code-free data visualizations to classes on building a language models from scratch. Learn more about the platform and the community in this workshop.	Decolonizing Academic Research: Teaching Epistemic Justice and Inclusive Scholarship **Heather Campbell & Ashley McKeown** Western University Learning to decolonize requires questioning the hegemonic role that academic research plays in perpetuating systemic harm and cognitive imperialism (Battiste, 2018; Leung, 2022; Tuhiwai Smith, 2021). This flexible workshop walks participants through an online knowledge justice module created in collaboration by librarians, nursing faculty, and graduate students at Western University. Working through teaching cases and resources from the module, attendees will use an epistemic justice lens to reframe how we teach academic research. Participants will practice using inclusive search strategies that capture evidence from marginalized, hidden, and silenced voices in the academy. Student, faculty, and librarian presenters will critically reflect on their challenges, opportunities, and lessons learned, including using the module in large-enrolment science classes, and consider our personal responsibilities toward furthering justice work.

		Leveraging Universal Design for Learning (UDL) with Digital Tools for Digital Transformation, Resilience, and Engagement in Higher Education **Delandrus Seales** University of North Carolina at Wilmington Universal Design for Learning (UDL) plays a critical role in advancing digital transformation and resilience within higher education contexts. Amidst evolving technological landscapes and varied student needs, UDL offers a strategic framework to design inclusive and adaptable digital pedagogies. By integrating UDL principles, librarians and educators can enhance accessibility, engagement, and flexibility in online learning environments, fostering student success and resilience. This session will delve into practical strategies for applying UDL to instruction and digital course design, while emphasizing the creation of diverse, customizable learning pathways. Through evidence-based practices and interactive discussions, participants will gain insights into leveraging UDL to address digital equity challenges and optimize student learning experiences in an increasingly dynamic educational landscape. Ultimately, this session aims to empower librarians and educators with tools to navigate digital transformations while promoting resilience and accessibility in higher education.		
2:45 pm - 3:00 pm	**Break**			

	Digital Pedagogy and Emerging Technologies	Digital Pedagogy and Emerging Technologies	Digital Pedagogy and Emerging Technologies	Post-Truth
	GenAI Strategy for Future-Ready Students **Felicia Pantazi & Evana Delay** University of Waterloo Generative Artificial Intelligence (GenAI) tools have garnered widespread attention and adoption on a global scale. Rather than restrict the use of GenAI tools, the Centre for Work Integrated-Learning (CWIL) at University of Waterloo is proactively and strategically incorporating them to equip students for the future of work. The CWIL has taken an educational approach to support students in their use of GenAI, has developed a policy, and is set to develop educational modules and assessments designed to enhance students' critical understanding of AI from privacy, ethical, academic, and professional standpoints.	The Impacts of Generative AI on Student Learning **Nathan Murray & Elisa Tersigni** University of Toronto Mississauga The Pedagogy AI Research (PAIR) Group has been studying generative AI since 2022, before the launch of ChatGPT, because we believe these programs represent the most significant change to educational practice since the invention of the Internet. In this presentation, we will present the findings of our current study investigating whether student use of generative AI compromises student learning. We will conclude by suggesting ways that instructors can best support students within this new cultural milieu where student use of generative AI is endemic.	Experiences of Teacher Candidates with Artificial Intelligence in Education **Mohammed Estaiteyeh & Michael Mindzak** Brock University As the landscape of Generative AI continues to progress, preparing new teachers for this reality in the classroom has quickly become a pressing issue for teacher education programs. The Teacher Education program at Brock University offers a stand-alone course on digital technologies to all teacher candidates (TCs). In its most recent iteration, TCs were given an overview of AI, its relevance in education, and its affordances and limitations. TCs also examined various AI tools and applications for content creation, teaching, and assessment.	Doubt as a Posthuman Critical Faculty: On the Use of ChatGPT in Critical STS Pedagogy **Yuxing Zhang** Faculty of Information, University of Toronto In this paper, I reflect on my experience teaching undergraduate courses on information studies. I used STS as critical pedagogy to develop student's capacity to critically examine algorithmic technology while teaching with ChatGPT. I argue that ChatGPT presents an opportunity to remake STS collectively with students, to help one see ethics in technology design as grounded in partial accounts and the manifoldness of possible futures, and (re)position doubt as a posthuman critical faculty so that more situated and non-agonistic narratives can be constructed in ways that avoid simplified oppositions.
Presentations 3:00 pm - 4:30 pm	Chat-GPT Call and Response: Confronting Generative AI in the Black Studies Classroom **Austin Anderson** Howard University	Extent of AI Use in PSEs **Rahul Kumar & Robert McGray** Brock University	Addressing biases in Web Search Engines and Generative AI **Seul Lee** Dept of Information Studies, University of California,	A Critical Toolkit for Navigating Post-Truth Information **Chloe Lei, Ezra Teboul, & Megan Fitzgibbons** Concordia University Library

	English instructors worry that AI will fundamentally alter our writing, workforce, and world as AI-based large language models (LLMs), like OpenAI's Chat-GPT, are becoming increasingly important technologies for our society. Within academia, there is widespread anxiety over how LLMs create new challenges for writing pedagogy. However, we must recognize LLMs as increasingly ubiquitous student used products, hence beckoning the academy to respond to this rising technology. This 20-minute presentation will introduce fellow instructors to an assignment I conducted with my "African American Literature Since 1940" course entitled "Chat-GPT Call and Response." Building from an intellectual foundation of call-and-response on African diasporic culture, this assignment asked students to playful and critically engage with generative AI while remaining attuned to the racial biases embedded within the software.	This presentation reports on the research study, which was an empirical investigation of the extent of General Artificial Intelligence (GenAI) usage, particularly technologies like ChatGPT, among postsecondary education (PSE) students at universities and colleges across the globe. Preliminary findings indicate a higher-than-expected adoption rate, challenging prevailing assumptions in the field and differences based on gender. Other connections (across levels of study and English as a primary language) are also presented, and their implications are discussed.	Los Angeles This presentation will explore the various biases present in AI algorithms and tools used on different online platforms such as search engines and generative AI services. Specifically, for search engine-related biases, this presentation will address potential biases, errors, and omissions that may occur in the processes of digitization, information retrieval, and representation by encompassing elements such as corporate crawling, indexing, ranking, and presentation criteria, all of which wield the potential to influence the visibility of certain content. Regarding biases in generative AI services, this talk will explore a range of biases, including anchor biases, linguistic biases, contextual biases, and privacy considerations associated with AI-generated content, as well as the practices of user consent and data collection.	In the "post-truth" age of alternative facts and falsehoods, how can educators help students navigate information critically in the scholarly community and in public discourse? At a local scale, how can we develop nuanced language to discuss complex topics with a willingness to understand arguments and avoid fallacies? At Concordia University Library, we've tried to answer some of these questions by developing a "Critical Toolkit for Navigating Information," an open online resource that aims to guide students in a variety of topics related to engaging with information critically. In the presentation, we will present the Toolkit, provide historical context for the phenomenon of misinformation, and share experience in helping learners develop capacities in evaluating arguments, examining rhetoric, and understanding bias in information systems and sources.
	Many Eyes and Even More I's: IIIF and Inclusive Instruction with Imagery **Christopher Gilman, Ben Johnston, & Chien-Ling Liu Zeleny** University of California Los Angeles	Microdosing GPTs: Scaffolding a Positive Pedagogy to AI Technologies **Sydni Meyer & Dan Woulfin** Columbia University	Evaluating Student-Created vs. AI-Generated Assignments: Insights and Reflections **Rezwana Rahman, Kaveenaa Chandrasekaran, & Dr Kateryna Metersky** Toronto Metropolitan University	

	The presenters are co-leads of the IIIF Community Group for Education. We describe a digital pedagogy that centers upon annotation as a foundational proficiency of inquiry-based learning, and situate our comments within the context of the International Image Interoperability Framework, or IIIF ("triple-eye eff"), a standard for high-resolution content delivery over the web used by a global consortium of cultural heritage institutions. Scalable instructional materials using learning management systems, IIIF-compatible viewers, tools, and authoring platforms achieve the effect of hundreds of eyes looking collectively at the same thing. Acknowledging that image-intensive curricula present hurdles to visually impaired students, we map emergent approaches to inclusion beyond alt-text. And we outline practices and infrastructure for managing annotations as concrete evidence of student learning.	In response to the increasing presence of generative artificial intelligence (AI) technologies in education, this presentation advocates for a more positive pedagogical approach. College students, transitioning from algorithmically-driven social media platforms to traditional research databases, often face dire warnings about Generative AI. As librarians, our role is to guide them through these challenging decisions by adopting a realistic and positive approach. We emphasize ethically-centered but practical computational literacy while encouraging critical information literacy. Taken in small doses alongside traditional research sources, students can engage with generative AI, enhancing their research and learning experiences and potentially reduce their research anxiety.	The advent of ChatGPT by OpenAI, an AI-powered language model, has stirred academic integrity concerns, notably in nursing education where critical thinking and clinical reasoning are paramount. This research aimed to discern if educators could differentiate between AI-generated and student-written assignments in an undergraduate nursing theory course. Four diverse students from the PPN 202 class participated, submitting both self-crafted and ChatGPT-generated assignments. The evaluation revealed educator strategies for identifying AI-produced work, emphasizing the need for tools and insights to safeguard the integrity of educational assessments. This study not only highlights the challenges posed by AI in academic settings but also equips educators with techniques to foster genuine learning and critical thinking in nursing education, ensuring the quality and value of the program remain intact.	