OTESSA 2024 Conference Program

Jun 18, 2024 @ 9:26 am PDT (UTC-07:00)

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Welcome

Survey Invitation

Study On The Ways Of Conferencing For OTESSA 2.0
You are invited to complete a survey exploring the future of conferencing. This survey is part of a research project, exploring the evolving landscape of academic conferencing in the context of continuous technological advancements, societal changes, and climate concerns. Conference attendees are invited to review the study overview and consent form.
We also invite you to participate in an online focus group to discuss your preferences, experiences, and expectations. The session will be audio recorded for transcription. Through this structured discussion, we aim to gain a comprehensive understanding of how conferencing can meet the needs of diverse participants in environments that can range from nature-based to digital, online, and open contexts. We look forward to identifying challenges and opportunities that will shape OTESSA 2.0.

All times are Eastern Daylight Time

Current Eastern Daylight Time (UTC-04:00 | Click for more info)

OTESSA Participants, who have registered also with Congress, can attend the Congress "Big Thinking" lecture series. These take place June 13, 16, 17, and 19. Congress has "open events" available as well (open to registrants across association conferences at Congress as well as those who hold community passes).

All OTESSA Registrants can also attend conference sessions offered by the Canadian Association for the Study of Education (CSSE), Canadian Association for the Study of Higher Education (CSSHE), and Canadian Association of Learned Journals (CALJ) as we have reciprocity agreements in place. Due to the events at McGill, CSSHE has moved its onsite events to University of Montreal, CSSE has relocated to a few different campuses with reciprocity only applying to their onsite days, and CALJ has moved entirely online. Any OTESSA registrants who have registered through Congress will be able to access online events offered by CSSHE and CALJ through their Virtual Platform. Please note that presenters must register in each conference in which they are presenting.

University of Sherbrooke at Longueuil

Audio Feeds Available

- Audio Stream 1
- Audio Stream 2
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WiFi

- In La Source:
  - Choose the network 'CentreAffaires'
  - username: car_caff0119

Part I

IN PERSON @ USherbrooke Longueuil

Wednesday, June 12

> Note!
>
> IN PERSON at Campus de Longueuil of Université de Sherbrooke

Current Eastern Daylight Time (click for more info)

8:30 - 9:30 | Unconferencing Breakfast (Continental Breakfast Provided)

La Source

> Finding La Source
>
> La Source is in the same building as the Metro Station. We are on Floor B1 in the blue building on this map in the back corner of the food court.
> From the Metro:
>
> - Walk under the scaffolding
> - Turn right at the end
> - La Source is the first door on the right
> - Proceed to the right side of the food court

Internet Radio Feeds Available: Audio Stream 1 Audio Stream 2 Audio Stream 3 Audio Stream 4

9:30 - 9:45 | Conference Welcome, Announcements, & Land Acknowledgement

La Source

Audio Stream 1

9:45 - 10:00 | Break

10:00-11:00 | Concurrent Session 1

Session 1.1 | Addressing Inequities

Room 3675 (Session A) | Research

Audio Stream 3

Evolving our understanding of technology-integrated assessment: A review of the literature and development of a new framework

Colin Madland | *University of Victoria*

Valerie Irvine | *University of Victoria*

Christopher DeLuca | *Queens University*

Okan Bulut | *University of Alberta*

Abstract

In this paper, we review the literature on technology in assessment in higher education and compare how the literature aligns with the Assessment in a Digital World framework (Bearman et al., 2022). We found themes in the literature that were not present in the framework (e.g., academic integrity and faculty workload) and constructs in the framework not evident in the literature (e.g., future self and future activities). Additionally, we consider other gaps in both the framework and the literature evident in day-to-day practices and government legislation or mandates, such as considering legal or ethical aspects of duty of care and the integration of Indigenous worldviews. We then developed the Technology-Integrated Assessment Framework to help instructors and administrators consider a broader range of constructs when planning assessment strategies in technology-integrated learning environments and to serve as a basis for further investigation into how the different constructs within the framework contribute to how we design, implement, and teach about assessment in digital learning environments today. We present an introduction of this technology-integrated assessment framework, invite feedback from the OTESSA community, and discuss future research goals and opportunities.

Session 1.2 | Transitions of Online Learning and Teaching

Room 3665 (Session B) | Research

Audio Stream 4

Card Sorting as a Methodology for Discovering Underlying Needs of Communities Seeking to Develop Learning Spaces: Towards a Better Understanding of the Sociocultural Ecology

Marguerite Koole | *University of Saskatchewan*

Gordon Rugg | *Keele University*

Thiago Lemes de Oliveira | *Wolverhampton University*

Valentina Arancibia | *Federal University of Uberlândia*

Redouane Touati | *Universidad Católica del Maule & Yahia Fares University, Médea*

Abstract

In this paper, we focus on a knowledge elicitation method called single-criterion card sorting. To begin, we will provide a background two of the communities with whom we have been working: a Deaf and Hard of Hearing community in Canada and a community in Algeria. After briefly describing the context of the project, we will provide a description of, rationale for, and challenges with card sorting as a preliminary method. Next, we will explain the card-sorting procedures, present the preliminary data, and explain the analysis procedures. Although there are many kinds of card sorting, we will guide participants through a hands-on exercise using single-criterion card sorting (using both digital and in person techniques). Participants will learn about text-based, image-based, and object-based options, when to use card sorting, how to collect data, and how to analyse card sorting data through visual-numeric 'heat maps' (co-occurrence matrices). We can share a free Java-based software tool for generating heat maps.
Put simply, the paper provides a discussion of the data and how the data will guide the selection of subsequent knowledge modelling methods that will guide further analysis and hopefully help to gain a better, in-depth understanding of the communities' needs and aspirations that may otherwise remain hidden beneath social, cultural, and linguistic barriers. With careful selection of knowledge modelling methods, we hope to help limit bias and the perpetuation of English and Western ways of doing and knowing. Meaningful consultation and collaboration can help to ensure that the communities' interests remain at the heart of the project(s) and reduce Western ('outsider') control of research, analysis, and development.

11:00 - 11:30 | Break

11:30-12:30 | Concurrent Session 2

Session 2.1 | Wildcard

Room 3675 (Session A)

Audio Stream 3

11:30 - 12:00 | Unveiling the Future of Language Teaching and Acquisition: Exploring the Conflation of Cultural Historical Activity Theory, and Generative AI

Practice

Tanya Dixit & Michael Paskevicius | *University of Victoria*

Abstract

Contemporary technology trends in education are profoundly reshaping the design of teaching and learning languages. This trajectory, Li (2017) observes, can be largely attributed to the "development of learning theories and pedagogical considerations" (p.3) alongside several other contributing factors, a sentiment echoed by Blake (2009) and Heift and Chapelle (2012) who confirm the far-reaching influence and potential of CALL, which further offers substantial promise to refine and enhance second language (L2) acquisition. Moreover, these scholars unanimously agree that technology integration and implementation should be firmly grounded in research built upon theoretical foundations. Hence, conjoining Cultural Historical Activity Theory (CHAT) (Engeström, 1987) and the affordances of generative AI, exemplified by ChatGPT, this presentation looks at transformative opportunities in which current AI bots can reform classroom teaching-learning discourse. This comprehensive awareness about AI's potentiality to revamp instructional methods, improve learner engagement, and offer avenues for personalizing and differentiating instruction is to be deemed essential not only for equipping stakeholders with the knowledge to navigate the nuances and challenges inherent in optimizing language acquisition experiences, but also to set the stage for a future where learners and educators can seamlessly integrate cutting-edge tools and technologies into improving the language acquisition experience.

12:00 - 12:30 | Developing Scales of Learner Modality Preferences and Online Learning Acceptance and Early Results from a Province-Wide Study

Research

Valerie Irvine & Mariel Miller | *University of Victoria*

Okan Bulut | *University of Alberta*

Session 2.2 | Sustaining Positive Change

11:30 - 12:30 | Critical reflections on course materials: The rise of the single-use e-textbook and a university library's multi-pronged response

Room 3665 (Session B)

Audio Stream 4

Madelaine Vanderwerff & Sara Sharun | *Mount Royal University*

Abstract

A recent shift by higher education publishers from print to digital content has led to an increase in course instructors adopting digital textbooks and courseware that are rented or sold directly to students. These digital courseware systems are attractive for a number of reasons: they are customizable, contain integrated value-added features, and are often marketed as inclusive, accessible, and cost-saving. However, there is debate about the impact of these tools on student learning and success, and about the challenges they create for learners, including restricting, controlling, and monitoring access and use.
Our library has undertaken a number of distinct but related initiatives to support faculty in transitioning away from commercial textbooks in their courses. In this session, we will share a number of initiatives that invite faculty to critically reflect on course material selection, raise awareness about the challenges of commercial textbooks, and offer support for transitioning to OER, freely available, or library-licensed materials in their courses. This session will share findings from our research and collaboration with stakeholders on campus.
Participants will be invited to share their experiences and discuss the potential long-term impacts of, and responses to, the commercialization and commodification of learning materials on their campuses.

12:30 - 1:30 | Lunch Break

There are multiple options in the Main Floor food court and an outside patio on the third floor where we can gather for lunch.

1:30 - 2:30 | Concurrent Session 3

Session 3.1 | Transitions of Online Learning and Teaching

Room 3675 (Session A)

Audio Stream 3

1:30 - 2:00 | Personalized learning path in a course on digital technology for secondary education programs

Practice

Géraldine Heilporn, Alexandre Lepage, Audrey Raynault & Julie Chamberland | *Université Laval*

Abstract

This communication presents the new design of a course on digital technology for teaching and learning, offered to students enrolled in in secondary education programs at Laval University (Quebec), based on the concept of adaptive learning. Following a diagnostic assessment questionnaire of their digital competency at the beginning of the semester, students are automatically assigned to three thematic activities aimed to develop their digital competency for transfer to secondary education. After working on a thematic activity for one week, students return to the classroom for peer-to-peer teaching and learning on these thematic activities, in a blended course modality alternating asynchronous (thematic activities) and synchronous classes (peer-to-peer teaching and learning). Temporary thematic support communities as well as disciplinary learning communities are set to encourage peer collaboration and support throughout the semester. At given timepoints during the semester, students also have to assess their peer collaboration and give them feedback a peer evaluation mechanism.

2:00 - 2:30 | Getting the right mix - A risk-based approach to blended learning design for healthcare workplace training

Practice

Deborah Exelby | *Athabasca University*

Abstract

Ensuring employees are competent and confident to perform their duties relies on new employee orientation and ongoing compliance training. Currently, there is no industry standard or evidence-informed decision framework that determines when to use face-to-face, online, or blended learning for healthcare workplace training. This thesis research investigates how instructional designers use blended learning to balance the ethical, patient safety, resource, and budget demands that an ever-changing and high-tech workplace creates, by answering the question: Is there a relationship between perceived risk of the content to be learned, delivery modes, and interaction techniques in healthcare workplace training? An online survey and correlation analysis was used to rank healthcare workplace instructional designers' preferences about their use of learning modalities and interaction techniques in relation to their perceived risk of the content to be learned. Quantitative analysis found: 1) no preference for synchronous delivery, 2) low preference for blended learning delivery, and 3) high preference for in-person face-to-face delivery via learner-instructor interaction specifically for high and medium-risk learning content. This study enabled the development of a proposed training and orientation planning support (TOPS) matrix for risk-based instructional design decision-making.

Session 3.2 | Addressing Inequities

Room 3665 (Session B) | *Practice*

Audio Stream 4

1:30 - 2:30 | Designing Cyberinfrastructure for Knowledge Sharing: A Bioacoustics Case Study

Abstract

FishSounds is an online portal that provides open and user-friendly access to academic scholarship regarding the sounds made by fish species. It is the result of an international collaboration between students, scientists, and information professionals, and has become a resource used around the globe for research, education, journalism, and general

interest. This website is just the first instance, however, of a new approach to sharing knowledge and an emerging cyberinfrastructure for open scholarship. The codebase behind FishSounds was designed to be reusable with other datasets, and in the coming years additional portals will connect users to knowledge from varied subject areas across academic disciplines. This presentation will discuss the development and reception of FishSounds as a case study for the creation of these websites, called Searchable Online Catalogues of Knowledge, or SOCKs. Topics of discussion will include defining and collecting a dataset; reaching and responding to diverse audiences; required resources and sustainability of the website; and how the concept of a 'knowledge authority' impacts citizen science and open scholarship. Attendees will have the opportunity to propose subject areas that would benefit from having a SOCK site as we seek partners and projects for an upcoming grant proposal.

2:30 - 3:00 | Break

3:00 - 4:00 | Concurrent Session 4

Session 4.1 | Sustaining Positive Change

Room 3675 (Session A)

Audio Stream 3

3:00 - 3:30 | Means to an End? Ethical Methodologies for Developing Ethical Facial Recognition Training Datasets

Research

Jin Sol Kim, Amanda Yu, Lai-Tze Fan & Tatum Weicker-O'Connor | *University of Waterloo*

Abstract

In January of 2020, The New York Times published a report on the implications of Clearview AI's facial recognition system in law enforcement. However, unlike other discussions of facial recognition in this field, which focus on the consequences of racial biases within the system, this report revealed the problematic methodology behind the development of Clearview AI's robust training dataset, calling for an examination of ethics in the very process of creating ethical tech. Clearview AI has since been banned in countries including Canada for scraping over three billion photos from social media platforms,

breaching privacy laws surrounding consent for use of personal data. Yet the challenge remains: how can we create a fair and robust training dataset for facial recognition algorithms given the resource-intensive nature of the task as well as complications such as the limitations of data privacy? How can we ensure that the means of creating ethical facial recognition technologies mirror its ends? With current rapid developments in generative AI, synthetic training datasets have newly emerged as a promising player in the field of facial recognition technologies. Training datasets such as Digi-Face 1M that are entirely composed of generated images seem to waive the need for ethical considerations altogether by skirting the use of human subjects. Nevertheless, insofar as the application of these tools affect human lives, we must question whether this new method of dataset development is truly free from ethical concerns.

3:30 - 4:00 | Open Learning Design in an Inquiry-based Educational Setting

Research

Maryam Shirdel Pour & Michael Paskevicius | *University of Victoria*

Abstract

Inquiry-based learning as a pedagogical approach encourages students to explore and investigate real-world problems and foster a deeper understanding of concepts as they actively connect new information to their existing mental frameworks (Martell, 2022). Educators are increasingly recognizing the value of creating an engaged learning environment that promotes collaboration and allows for personalized and meaningful learning experiences (Bui & Khuu, 2020). Inquiry-based learning may require that learners engage in networking beyond formal academic settings and connect with professionals, peers, and resources in various fields that could foster their deeper engagement with learning (Robert, 2022).

Open Educational Practices (OEP) tend to create cooperative teaching and learning practices in which the focus is on the role of the learners and the impact that their participation will have on the learning process and practice (Mayrberger, 2020; DeRosa & Robinson, 2017; Author. 2019). Students could benefit from the principles of OEP to engage in open and dynamic conversations to collectively build a deeper understanding of the subject and share their ideas and inquiry work widely while following copyright guidelines. This study, therefore, aspires to investigate the effects of incorporating OEP in an educational environment centred around inquiry.

Session 4.2 | Transitions of Online Learning and Teaching

Room 3665 (Session B)

Audio Stream 4

3:00-3:30 | Connecting in the digital divide: Learners' experiences of relatedness in a hybrid university course

Research

Behnoosh Khoramrooz $ Mariel Miller | *University of Victoria*

Abstract

During the global pandemic, the importance of feeling connected and supported in online learning garnered increased attention as learners reported feelings of isolation and loneliness. According to self-determination theory (SDT), "relatedness," defined as feeling included and related to others, is one of three basic psychological needs. While the prevalence of online, hybrid, and multi-access modes of learning continues to grow post-pandemic, we currently have little understanding of how learners develop feelings of relatedness during online learning or how relatedness can be supported from their perspective. As such, the purpose of this study is to explore learners' perceived feelings of relatedness in a large, hybrid, undergraduate course. Specifically, we examined (a) the extent to which learners reported feeling a sense of relatedness in the context of a large hybrid class, and (b) what learners perceive as contributing to their feelings of relatedness. By examining relatedness from learners' perspectives, findings can advance our understanding of how to ensure students feel a sense of belonging in their online learning and to improve learners' experience as a consequence.

3:30 - 4:00 | Investigating Transformative Technology Integration through Lesson Analysis: A PICRAT Model Pilot Study

Moved to Session 8.2

Research

Adjoa Mensah, Tina Vo, Peter Wiens & Vanessa Vongkulluksn | *University of Nevada Las Vegas*

Abstract

According to the Council for Accreditation of Teacher Preparation (CAEP), technology integration is an important component of instructional practice and competency standards. This quantitative pilot study evaluates preservice science lesson plans using the nine domains of the PICRAT model. In a university located in the southwest region of

the US, researchers piloted the use of the PICRAT model as a metric for the frequency of technology integration occurrences. Coding for PICRAT domains (passive, interactive, creative, replacement, amplification and transformation) was triangulated among researchers using interrater reliability to ensure consistent coding. The researchers deliberated on the particular benefits and obstacles associated with the PICRAT model and offered perspectives on the feasibility of utilizing the domains to code lesson plans in teacher preparation. These findings suggest a high level of consistency among raters in evaluating different PICRAT domains, particularly in the latter four categories where unanimous agreement was attained.

Thursday, June 13

> Note!
>
> IN PERSON at Campus de Longueuil of Université de Sherbrooke

Current Eastern Daylight Time (click for more info)

8:30 - 9:30 | Unconferencing Breakfast (Continental Breakfast Provided)

La Source

Internet Radio Feeds Available: Audio Stream 1 Audio Stream 2 Audio Stream 3 Audio Stream 4

9:30 - *9:45* | OTESSA Future, Announcements, & Land Acknowledgement

> Note
>
> Please note the new time of 9:45 am!

La Source

Audio Stream 1

9:45 - 2:00 | National Digital Inclusion Round Table

> **!** Important
>
> Hosted by Computers for Success Canada in Partnership with Government of Canada Ministry of Innovation, Science, and Economic Development & OTESSA.
> (Co-Located in Ottawa & Montreal)

La Jonction A+B (3630 and 3635)

Audio Stream 1 unless otherwise noted.

9:30 | Nutrition Break

Please move to La Jonction so we can begin promptly at 9:45 am.

9:45 | Welcome and Greetings

10:00 | Opening Session | Michel Langelier

10:05 | Opening Session | Valerie Irvine

10:10 | Welcome and Greetings | Amber Mousseau

10:20 | International Best Practices: Where Does Canada Stand? | Antonio Roque

10:30 | Scientific Committee Study – Key Results (7 mins)

Normand Roy (udeM)

10:40 | National Inclusion Network Survey – Key Findings (5 min)

Emmanuella Michel (Analyst with CFSC)

10:58 | Transition

11:00 - 12:00 | Breakout Sessions

Audio Stream 2 Audio Stream 3 Audio Stream 4

- 3 parallel groups with 6 facilitators (from CFSC Scientific Committee)
- 3 key questions (Issues, Best Practices, and Solutions)
- 3 key dimensions (Accessibility, Connectivity, and Digital Literacy)

12:00 - 1:00 | Lunch Provided and Networking

1:00 - 1:50 | Plenary Session

- Reporting (3 min each) | **6 facilitators**
- Conclusions, Key Concepts, and Convergences (7 mins)
  - **Michael Langelier (Computers for Success Canada, CFSC) & Valerie Irvine (OTESSA)**
- Next Steps (5 mins) | **Michael Langelier (CFSC)**
- *National Digital Inclusion Network* Launch

1:50 Closing

2:00 - 2:30 | Break and Networking

2:30-3:30 | Concurrent Session 5

Session 5.1 | Sustaining Positive Change

Room 3675 (Session A)

Audio Stream 3

An e-Book of One's Own: Empowering Student Learning Journeys

Practice

Terry Greene & Christian Metaxas | *Trent University*

Abstract

Join our interactive session to explore the transformative initiative, "An e-Book of One's Own," designed to reshape the student experience in higher education. In a dynamic environment, participants will engage with Pressbooks, a powerful tool enabling students to craft personalized e-books showcasing their academic journey. The session emphasizes hands-on exploration, collaborative problem-solving, and interactive structures to work towards successful implementation. Reflective exercises simulate the student experience, fostering a deep understanding of the program's impact. This session is not a passive presentation; it's a collective effort to redefine educational experiences. Attendees will leave with practical insights, strategies for implementation, and a renewed vision for empowering students through digital innovation.

Session 5.2 | Transitions of Online Learning and Teaching

Room 3665 (Session B)

Audio Stream 4

Sustaining Community: Insights from Collaborative Approaches in Blended Course Design

Practice

Brian Lorraine | *Simon Fraser University*

Abstract

This session presents findings from a comprehensive evaluation of a Faculty Learning Community (FLC) model implemented by the Centre for Educational Excellence (CEE) at Simon Fraser University (SFU), aimed at fostering blended learning practices. Building upon preliminary observations shared at OTESSA '23, the session delves into the nuanced challenges and insights gleaned from 5 semester-based cohorts over a 3-year period. Through focus group discussions and qualitative analysis of transcripts, the results uncover diverse perspectives on logistical, operational, and pedagogical considerations surrounding blended learning adoption. These insights are particularly timely given the

growing trend towards blended/hybrid learning in Canadian post-secondary education, juxtaposed with faculty concerns over workload and burnout (Johnson, 2023). By exploring the implications of sustaining shared futures in higher education, this session invites participants to engage in a critical dialogue on navigating organizational practices centered on intentionality, community, and well-being.

Friday, June 14

> Note!
>
> IN PERSON at Campus de Longueuil of Université de Sherbrooke

Current Eastern Daylight Time (click for more info)

8:30 - 9:30 | Unconferencing Breakfast (Continental Breakfast Provided)

La Source

Internet Radio Feeds Available: Audio Stream 1 Audio Stream 2 Audio Stream 3 Audio Stream 4

9:30 - 9:45 | Conference Welcome, Announcements, & Land Acknowledgement

La Source

Audio Stream 1

9:45 - 10:00 | Break

10:00-11:00 | Concurrent Session 6

Session 6.1 | Transitions of Online Learning and Teaching

Room 3675 (Session A)

Audio Stream 3

10:00 - 10:30 | How do students make sense of a Learning Analytic Dashboard? Exploring learners' perceptions and plans

Research

Mariel Miller & Emma Graves | *University of Victoria*

Abstract

Student-facing learning analytic dashboards (LADs) claim to help students manage their learning. However, many widely available LADs can be inflexible and lack consideration of the contemporary theory and research of learning. Furthermore, it is unclear how students use information presented in LADs and translate it into meaningful action. This descriptive study investigates students' use of a learning analytic dashboard to inform goal-setting and achievement over the course of one week in a large, hybrid undergraduate course. Specifically, we explore (a) learners' evaluations of their course progress after interacting with the LAD (b) types of goals set by students for managing their learning during the week, post-interaction with the LAD; (c) the extent to which learners achieved their goals; and (d) students' perceptions of LAD utility in supporting them to manage their learning. Data were collected through two questionnaires administered at the midpoint of a course. Preliminary findings indicate that after viewing the dashboard, most learners set goals for maintaining their current progress during the week by focusing on their motivation. However, most learners reported failing to fully attain their goal by the end of the week. Implications for supporting learner engagement with LADs students-facing learning analytic dashboards are discussed.

10:30 - 11:00 | Tech-based teaching practices and student engagement from the perspective of self-determination theory

Research

Géraldine Heilporn, Mourad Majdoub & Fatme Diab | *Université Laval*

Abstract

Teachers can enhance inclusion and provide personalized learning experiences for students by utilizing digital tools and prioritizing inclusive teaching methods (Kim et al., 2019). However, Cabellos et al. (2023) have argued that digital resources were used more to transmit information than to engage students in their learning. The widespread and necessary use of ICT has not served to make learning student-centered but was primarily aimed at the transmission and evaluation of the content. Thus, students' motivation and engagement are significantly affected, worsening the existing issues regarding low school

motivation, especially in secondary school (Caiet al., 2022). In response to these research gaps, the aim of this communication is to explore high school teachers' technology-based teaching methods that motivate and address the needs of learners with the use of technology based on the digital divide framework (Van Dijk, 2020), SDT (Self-Determination Theory) (Ryan & Deci, 2017) and student engagement model (Archambault et al., 2019). We have conducted individual semi-structured interviews with high school teachers aiming to obtain in-depth qualitative data mainly through open-ended questions. A thematic analysis has been employed to inductively analyze the interview data and generate possible themes and categories based on the objectives of our study. The findings and recommendations for future research will be shared at OTESSA conference.

Session 6.2 | Sustaining Positive Change

Room 3665 (Session B)

Audio Stream 4

10:00 - 10:20 | Considering a Reboot: Using Design-Thinking Strategies to Maintain a Dynamic, Industry-Relevant, Game Design Curriculum

Research

Christopher Marsh | *Bradley University*

Bruce Parsons | *Radford University*

Abstract

The gaming industry, expected to exceed $300 billion in global revenue by 2025, offers unique challenges and opportunities for academic programs and the traditional collegiate curriculum development process. This research discusses how game design curricula can evolve to meet those demands through sustainability and preparing graduates to be skilled and conscious of their impact and opportunities in the field.

10:20 - 11:00 | Walk the Walk: Fostering Equitable Practices in Organizational Sustainability

Practice

Apurva Ashok & Kaitlin Schilling | *The Rebus Foundation*

Abstract

How do equitable practices show up in the workplace? In our pursuit of different goals, we often forget the journey and careful, collective organization it takes to get and hold us there.
In the discourse around building equitable futures, this session makes space to think about organizational sustainability and designing intentional work practices for long-lasting and widespread impact. Our approach extends beyond addressing external stakeholders and emphasizes modeling equitable practices internally — at the individual level and collectively within the organization.
The presentation will delve into the flexible work model we have developed that prioritizes organizational mission and the people and work to implement the mission. Our model looks at goals beyond just profitability and instead asks how we can sustain individuals, foster critical reflection, and create positive organizational change. We will showcase how equitable practices manifest in daily team interactions, board discussions, strategic direction, programming, and resource utilization.
While the principles we embrace are not groundbreaking, they are critical to the welfare and long-term success of an organization. Our focus is intentionally on the often-overlooked aspect of applying equity-minded principles within the organizational context. The presentation aims to cement the significance of iterative daily practices in sustaining a culture of equity and inclusion within educational organizations.

11:00 - 11:30 | Break

11:30 - 12:30 | Concurrent Session 7

Session 7.1 | Addressing Inequities

Room 3675 (Session A)

Audio Stream 3

11:30 - 12:30 | Is AI for or Against Human Success? An Exploratory Engagement by Female Scholars

Practice

Judith Pete | *Tangaza University College*

Gelareh Keshavarz | *Athabasca University*

Jenni Hayman | *Royal Roads University*

Abstract

In this practice-focused session, an educator from Kenya and two educators from Canada will compare access to and experiences of artificial intelligence (AI) tools for work and education in their professional contexts. Topics will include learner, educator, and institutional access to the Internet and devices in general–and access and use of AI tools, specifically. The presenters will share emerging concerns about the ethics of the design and use of AI tools and share their interests and the positive potential they see for the use of these tools. Participants attending the session will be invited to share their ideas, contexts, interests, and concerns about AI as contributions to group learning. Strategies for ethical and pedagogic review of AI tools will be shared.

Session 7.2 | Addressing Inequities

Room 3665 (Session B)

Audio Stream 4

Unleashing Potential: Exploring Open Education Initiatives with TRU Open Press

Practice

Marie Bartlett, Brenna Clarke Gray, Danielle Collins, Jessica Obando Almache, Kaitlyn Meyers, Ananya Kamboj, Jon Fulton, & Michelle Harrison | *Thompson Rivers University*

Abstract

Join us at the OTESSA conference as we highlight the transformative impact of the Thompson Rivers University (TRU) Open Press. As proponents of open education, we aim to demonstrate how the TRU Open Press fosters a sustainable and inclusive future through innovative projects. Gain insights into our core operations, including our role as a leading provider in web-first publishing, open pedagogy, and scholarship. We'll delve into our proposal process, detail how projects are initiated and navigated, with the goal of sustaining positive change for a diverse, sustainable, and democratic world. Experience the tangible impact of our initiatives through a showcase of successful projects in the evolving landscape of online learning. Explore our open publication strategies, funding mechanisms, and their profound impact on addressing inequities. Learn about our collaborations with faculty, students, Indigenous communities, and local organizations, all contributing to sustaining shared futures through education. Delve into the produc-

tion processes of our Open Educational Resources (OER) and open pedagogy projects, fostering positive and meaningful change. Join us in shaping the future of education and scholarship through meaningful discussions and building connections for shared knowledge and inclusivity.

12:30 - 1:30 | Lunch Break

There are multiple options in the Main Floor food court and an outside patio on the third floor where we can gather for lunch.

1:30 - 3:00 | Concurrent Session 8

Session 8.1 | Wildcard

Room 3675 (Session A)

Audio Stream 3

1:30 - 2:00 | Dangling in Between: Investigating the Impacts of Using AI in Higher Education Research

Research

Todd Milford & Sara Fallahi | *University of Victoria*

Abstract

Artificial intelligence (AI) is used in education since 2015 (Vincent-Lancrin & van der Vlies, 2020). Benefits and hindrances of using AI has been debated in many academic literature (Chen et al., 2020; Crompton & Song, 2021; Verma & Tomar, 2021). Today with the rise of AI tools which are available to the public, with students using them more, and universities clarifying their stance on the topic, investigating the impacts of using AI in education is more crucial than ever. The purpose of this paper is to investigate the impacts of using AI tools for graduate students. For this aim, participants were introduced to a few AI tools to use for writing literature review. Participants were also interviewed on their experience and opinion on using AI in research. Initial findings of this research suggest that the participants could benefit from using AI, for example in saving time while researching, although some concerns remained unsolved for them. The output of this research can be considered while integrating AI in higher education as well

as policy making.

2:00 - 2:30 | OER in the context of generative AI

Practice

Normand Roy | *University of Montreal*

Abstract

This proposal explores the transformation of OER in the context of Artificial Intelligence (AI), examining the multifaceted relationship between these two domains. While highlighting the potential benefits of AI in personalizing learning, creating new resources, and enhancing accessibility, the proposal also confronts the challenges associated with authorship and ethical considerations of AI-generated content. Focusing on strategies to navigate these challenges while ensuring the integrity of original contributions, the proposal further investigates how advanced AI techniques like fine-tuning and Retrieval Augmented Generation (RAG) can be employed to create highly adaptive and personalized OER aligned with learners' needs. Additionally, it explores the potential of AI in generating multimodal resources, potentially overcoming language, literacy, and learning preference barriers to broaden access to education globally. Ultimately, this proposal aims to leverage AI while addressing its inherent challenges, ultimately enhancing the quality, accessibility, and adaptivity of OER.

2:30 - 3:00 | Undergraduate Students as Research Partners: Lessons Learned in a Scoping Review of Social Media in Teaching and Learning

Research

Emma Duke, Linh Bui, Richard Hayman, & Erika E. Smith | *Mount Royal University*

Abstract

After 20+ years of educators incorporating various social media into their undergraduate teaching and learning, we have identified the need to critically examine the existing body of literature on social media integration in higher learning to understand how this use has been studied as well as how it informs today's teaching and learning processes. This presentation reports on our scoping review project exploring trends, gaps, and issues in the use of social media technologies in undergraduate teaching and learning contexts. The researchers, including two undergraduate student research partners, will refer to

the project protocol (author3 & author4, 2023) and present initial findings and lessons learned during the project to-date. We will also discuss meta-research implications from these initial findings, including an exploration of partnering with undergraduate student RAs on a rigorous evidence synthesis project, with the latter delivered primarily from the perspective of the student partners.

Session 8.2 | Transitions of Online Learning and Teaching

Room 3665 (Session B)

Audio Stream 4

1:30 - 2:00 | Creating Reskilling and Upskilling Opportunities for Internationally Educated Immigrants through Online Learning Programs: The Story of Success

Practice

Marina Grineva | *Intercultural Skills Lab (Rotman School of Management, University of Toronto)*

Abstract

The importance of access to reskilling and upskilling opportunities for immigrants can't be overestimated. However, there is a number of challenges that this population faces while trying to integrate into the workforce or advance in their careers in Canadian work environments. One of such challenges is the inability to attend professional development programs in-person. From this perspective, technology-enhanced learning, specifically, on-line or hybrid learning environments (a combination of asynchronous and synchronous learning sessions) are one of the solutions of the problem.
In this presentation, we aim to provide the overview of professional development programs offered by The Intercultural Skills Lab (Rotman School of Management, University of Toronto) that successfully provides reskilling and upskilling opportunities for internationally trained immigrants by creating a variety of technology-enhanced learnings environments. Specifically, we will demonstrate how through the use of a number of online learning tools the program participants are given an opportunity to become part of vibrant collaborative learning communities fostering professional development in such areas as intercultural intelligence, effective communication, career management, as well as in the sector-specific disciplines.

2:00 - 2:30 | Investigating Transformative Technology Integration through Lesson Analysis: A PICRAT Model Pilot Study

Moved from Session 4.2

Research

Adjoa Mensah, Tina Vo, Peter Wiens & Vanessa Vongkulluksn | *University of Nevada Las Vegas*

Abstract

According to the Council for Accreditation of Teacher Preparation (CAEP), technology integration is an important component of instructional practice and competency standards. This quantitative pilot study evaluates preservice science lesson plans using the nine domains of the PICRAT model. In a university located in the southwest region of the US, researchers piloted the use of the PICRAT model as a metric for the frequency of technology integration occurrences. Coding for PICRAT domains (passive, interactive, creative, replacement, amplification and transformation) was triangulated among researchers using interrater reliability to ensure consistent coding. The researchers deliberated on the particular benefits and obstacles associated with the PICRAT model and offered perspectives on the feasibility of utilizing the domains to code lesson plans in teacher preparation. These findings suggest a high level of consistency among raters in evaluating different PICRAT domains, particularly in the latter four categories where unanimous agreement was attained.

Room 3665 (Session B)

2:30 - 3:00 | Developments in National OER Advocacy in Canada

Practice

Ann Ludbrook | *Toronto Metropolitan University*

Michael McNally | *University of Alberta*

Abstract

This 50-minute session builds upon the Canadian Association Research Libraries (CARL)'s National Advocacy Framework for Open Educational Resources (OER) in Canada (2023). It updates attendees on national OER advancements, and features insights from the Indigenous Knowledges and OER summit held in Vancouver in February 2024. The summit produced principles for working with Indigenous knowledges in OER, alongside discussions on progressing national OER advocacy. The session covers devel-

opments in policy, infrastructure, and francophone OER stemming from summits in 2022 and 2023. Reports from these events will be discussed, along with updates on ongoing federal budget consultations and the anticipated 2025 federal election. The audience will also have the opportunity to contribute ideas and strategies for national advocacy, via group discussion and polls.

3:00 - 3:30 | Break

3:30 - 4:30 | Concurrent Session 9

Session 9.1 | Addressing Inequities

Room 3675 (Session A)

Audio Stream 3

Challenging Stereotypes: The Role of The Matilda Project in STEM Gender Equality

Workshop

Shehroze Saharan | *University of Guelph*

Abstract

The Matilda Effect - a term coined by Yale historian Margaret W. Rossiter - is a phenomenon used to describe women scientists who have been ignored, forgotten, or denied credit due to sex-linked biases. The unfortunate reality is that the Matilda Effect is still prevalent today as women are not given due credit for their scientific achievements. The Matilda Project (https://www.thematildaproject.com/), a higher education initiative committed to shedding light on the pervasive issue of gender inequality in STEM, stands strategically poised to tackle this challenge. Positioned as an open-access resource, The Matilda Project encompasses the creation of educational videos and a website. The videos offer concise insights into key topics, while the website will host interactive activities and will serve as a comprehensive collection showcasing both historical and contemporary women scientists who share a common experience—the Matilda Effect.

Session 9.2 | Sustaining Positive Change

Room 3665 (Session B)

Audio Stream 4

3:30 - 3:50 | Using AI to design a Culturally Responsive STEM course and improve sense of belonging among students

Research

Nahid Pourdolat Safari & Behnoosh Khoramrooz | *University of Victoria*

Abstract

This session aims to explore the integration of AI in Culturally Responsive Teaching (CRT) to enhance the sense of belonging in STEM education. Focusing on the importance of CRT in developing a sense of belonging and as a result, in enhancing motivation, engagement, persistence and academic performance, this presentation will discuss the theoretical foundations of CRT and explore implementing AI-generated content in STEM course design to foster a more inclusive learning environment. This session will delve into how AI can validate and acknowledge students' cultural backgrounds in STEM classes with a focus on underrepresented groups, including Indigenous, Black and international students. By showcasing practical examples, this session intends to demonstrate how AI technologies can be used to motivate and engage STEM students from diverse cultural backgrounds by improving their sense of belonging.

3:50 - 4:30 | Empowering Student Voices: Integrating Stop-Motion Animation with Google Drawing, Canva, and Cap Cut

Practice

Patricia Dennis | *Pride Academy Charter School*

Abstract

In designing Project Based Learning (PBL) curriculum and units that focus on real-world issues related to diversity, sustainability, and justice, students will create hands-on projects that evoke change within themselves, their communities, and globally. In this interactive and engaging in-person workshop, educators will be immersed in a comprehensive session focused on harnessing the potential of stop-motion animation using Google Draw, Canva, and Cap Cut. The central objective of this workshop is to empower

educators with the expertise and tools to integrate the engineering design process into their teaching methods, fostering student creativity and innovation while amplifying their voices through modern technology. Throughout the workshop, participants will explore how to utilize Project-Based Learning (PBL) to sustain positive change and explore the UN Global Goals, aiming to equip educators with the necessary resources and strategies to facilitate meaningful learning experiences for their students.

Saturday, June 15

Note!

IN PERSON at Campus de Longueuil of Université de Sherbrooke

Current Eastern Daylight Time (click for more info)

8:30 - 9:30 | Unconferencing Breakfast (Continental Breakfast Provided)

La Source

Internet Radio Feeds Available: Audio Stream 1 Audio Stream 2 Audio Stream 3 Audio Stream 4

9:30 - 9:45 | Conference Welcome, Announcements, & Land Acknowledgement

La Source

Audio Stream 1

9:45 - 10:00 | Break

10:00-11:00 | Concurrent Session 10

Session 10.1

Session 10.2 | Addressing Inequity

Room 3665 (Session B)

Audio Stream 4

10:00 - 11:00 | Designing and Implementing a Framework to Centralize an Accessibility Resource Index Focusing on Teaching & Learning

Practice

Shehroze Saharan, Christopher Laursen & Sara Fulmer | *University of Guelph*

Abstract

The Accessibility Resource Index project addresses the challenge of decentralized accessibility resources within educational institutions. This open-access initiative aims to centralize accessibility resources and streamline access for educators to vital information on accessibility and accommodations. This project consists of two main components: (1) the Framework and the (2) Exemplary Model. Hosted on an Open Educational Resources (OER) Library, the Framework provides a clear guide for indexing accessibility resources, adaptable for any educational and professional needs. The Exemplary Model, developed using e-learning design software, serves as a practical example of the Accessibility Resource Index focusing on an Ontario post-secondary institution as a use-case. This not only demonstrates the index's application but also inspires other institutions to implement similar accessibility measures. By consolidating these resources into an OER, the project champions the democratization of knowledge and promotes more inclusive teaching practices. It represents a significant step towards reducing educational inequities and enhancing the accessibility of knowledge for faculty, instructors, and educational developers while simultaneously offering a scalable solution for broader educational challenges.

11:00 - 11:30 | Break

11:30-12:30 | Concurrent Session 11

Session 11.1 | Wildcard & Transitions of Online Learning and Teaching

Room 3675 (Session A)

Audio Stream 3

11:30 - 12:00 | Triads to Complete Capstone: e-Portfolios

Practice

Christine Ho Younghusband | *University of Northern British Columbia*

Abstract

For one graduate program at a small research university in British Columbia, completing a digital portfolio is one option for capstone to demonstrate learning and conclude the program. The portfolio option includes developing a WordPress site, articulating one's learning through the lens of a guided question, and a presentation of the portfolio to a committee. The student and committee members are led by a faculty supervisor. Completion of this capstone can be an isolating experience. In one term, two graduate students were left without a supervisor and needed to complete the program that term. One faculty member supervised three graduate students at one time. Over time, the three graduate students formed a triad, or small learning community, where they supported, peer-assessed, and collaborated in an ongoing way to complete their portfolios. The outcomes were personalized and unique to the learner. This presentation is a program evaluation that investigates the value and impact of triads during capstone and portfolio to invite back humanity into the capstone and portfolio experience.

12:00 - 12:30 | Impact of Higher Institution-organised Training and MOOCs on Academic Staffs' Innovative Skills Acquisition

Research

Adebowale Oluwasegun Adebagbo, Ibraheem A. Abdul & Kazeem Adetunji Sodiq | *Yaba College Of Technology, Lagos*

Abstract

Teaching and learning innovations focus on improving knowledge content, pedagogy, instructional resources, learning environment and learning outcomes. Using technologies to provide sustainable impacts is good but adopting innovative digital pedagogical resources to facilitate instructional activities for shared future is challenging because of digital skills required. Lacking this knowledge could cause inappropriate integration for pedagogical practices, and problems to learners. In this research, among the Massive Open Online Courses (MOOCs) that the academic staffs used to acquire the digital skills for online learning were the Commonwealth of Learning MOOCs (Technology Enabled Learning MOOC and Open Education Resources MOOC). Considering trainings and the standards, this study investigated innovative/pedagogical digital skills acquired by the academics who participated in the higher institution-organised trainings, compared to those who participated in Massive Open Online Courses in Nigeria. Purposive sampling method was used for the descriptive survey. A validated questionnaire ASOLICQ (0.86 reliability coefficient) was used for data collection. Data were analysed using Frequency count, Percentage, Correlation and Chi-square. Findings revealed a significant difference between levels of skills acquired by the academic staffs trained with the two methods. From the findings, recommendations emphasised provision of quality assurance, engaging hands-on practices, participatory learning reflection sessions and friendly monitoring.

Session 11.2 | Addressing Inequities

Room 3665 (Session B)

Audio Stream 4

11:30 - 12:00 | Online interactions and public conversations: Social learning results from a netnographic study of a conservative subreddit

Research

Justin Harrison | *University of Victoria*

Note

Alongside the seeming decline in recent years of public discourse, civility, and democratic health in society, Canadians have reported very low confidence in our country's media and the country's Federal Parliament (Statistic Canada). Often fed by algorithmic filter bubbles from their own online media consumption, participants find themselves sharing opinion, memes, social media posts, and articles within their homogeneous information

stream (Rhodes, 2022) to a receptive audience.
Building upon research establishing a correlation between political misinformation and closed informational systems (Dekeyser, D., and Roose, H., 2022; Rhodes, S. 2022), and using a social learning theory frame, this session will present preliminary findings from a netnographic study of a Canadian conservative subreddit towards informing our role as educators. By identifying and analyzing the social learning lessons revealed from behaviours and discourses on this subreddit, it is hoped this study will provide a deeper understanding of the ways learned and observed behavior can best be harnessed for democratic health.

12:00 - 12:30 | Survivors of Complex Trauma as Adult Online Learners

Research

Hilary Schmidt | *Thompson Rivers University*

Abstract

Complex trauma is both a product and a source of significant multidimensional inequality, including profound disruption to survivors' educational trajectories. Nonetheless, little research has been conducted on trauma-informed educational practices for adult/postsecondary or open/online learners, and educational researchers have largely ignored the perspectives of survivors, contradicting the key principle of collaboration within a trauma-informed approach.
This qualitative instrumental collective case study explored how adults with a history of complex trauma experience postsecondary open/online learning. Findings included participants' struggles with executive functioning, challenges regulating emotion and dealing with a heightened perception of threat, re-experiencing trauma, negative beliefs about the self, and difficulties navigating relationships. These trauma impacts affected not only participants' learning and course experience, but also their experience of applying, registering, and accessing financial aid. Nonetheless, participants are demonstrably skilled in managing impacts of their trauma and are driven to learn, placing the highest intrinsic value on education. Top priorities for implementation of trauma-informed educational practices identified by participants included establishing safety; trust and transparency; and empowerment, voice, and choice. Implications are discussed, including enhancing equity and inclusion for survivors of complex trauma and assisting open/online postsecondary institutions in meeting their unique needs through implementation of trauma-informed educational practices.

12:30 - 1:30 | Lunch Break

There are multiple options in the Main Floor food court and an outside patio on the third floor where we can gather for lunch.

1:30 - 2:30 | Concurrent Session 12

Session 12.1 | Addressing Inequities | *En Français*

Room 3675 (Session A)

Audio Stream 3

Practice

Franchir les obstacles : Améliorer l'accessibilité grâce aux ressources éducatives libres dans l'apprentissage intégré au travail

Andrea Krasznai | *eCampus Ontario*

Abstract

Le projet d'apprentissage expérientiel d'eCampusOntario, le Consortium d'apprentissage expérientiel francophone de l'Ontario (CAPFO), rassemble les institutions postsecondaires francophones et bilingues de l'Ontario pour combler une lacune : le manque d'opportunités d'apprentissage expérientiel dans les environnements francophones et bilingues. En utilisant la plateforme Riipen, nous offrons aux membres du CAPFO la possibilité d'augmenter le nombre d'opportunités disponibles pour leurs apprenants au-delà des frontières géographiques de la province.
Dans le cadre de ce projet, une nouvelle lacune a été mise en lumière : le manque de ressources en français pour les professeur.e.s souhaitant s'impliquer dans l'apprentissage intégré au travail. eCampusOntario a créé des ressources éducatives libres (REL) pour soutenir les professeur.e.s dans le développement de leurs connaissances en matière d'apprentissage intégré au travail. De plus, une enquête de recherche a été menée dans le secteur francophone de l'Ontario pour dévoiler les tendances et les défis, désormais disponibles sous forme de rapport REL dans la bibliothèque ouverte d'eCampusOntario, la plus grande bibliothèque ouverte au Canada.
Au cours de notre session, nous fournirons des informations sur ce qu'est le CAPFO et mettrons en lumière les exigences particulières de la communauté minoritaire franco-ontarienne engagée dans l'apprentissage intégré au travail (AIT). Nous aborderons ensuite les ressources éducatives libres (REL), comment elles peuvent améliorer l'expérience

des professeur.e.s dans l'AIT et dévoilerons quelques conclusions clés de notre rapport. Finalement, nous fournirons à notre public un guide REL afin qu'ils puissent initier l'expérimentation et la création de leurs propres REL.

Session 12.2 | Sustaining Positive Change

Room 3665 (Session B)

Audio Stream 4

What I Wish Someone had Told Me: Insights on building sustainable impact with open education

Terry Greene | *Trent University*

Apurva Ashok | *The Rebus Foundation*

Carley McDougall & Amanda Grey | *Kwantlen Polytechnic University*

Hugh McGuire | *Pressbooks*

Abstract

Veteran leaders of groundbreaking open education projects and programs reflect on key lessons they have learned (and continue to learn) about community-building, establishing sustainable support systems, and demonstrating impact with open education. This session brings together visionary minds representing different contexts of open education, ranging from system-level initiatives and multi-institution collaborations to institution-level capacity-building and program-level learning design transformation that empowers students using open pedagogy. This session will facilitate organic dialogue between panelists and members of the audience using a modified, participatory "fishbowl" format. Tapping into the rich experience represented at OTESSA convenings, a portion of the panel session will use the "open fishbowl" format that invites audience members to tag into the discussion to ask questions, share comments or insights.This participatory session will surface the creativity and collective wisdom that come from sharing what we glean in failures and successes on the open education journey.

Sunday, June 16

IMPORTANT!

There are no sessions scheduled for Sunday, June 16. We trust you will have a safe and uneventful trip home.
See you online tomorrow!

Part II

ONLINE ONLY SESSIONS

Monday, June 17

> Note!
>
> Online Only. All times Eastern Daylight Time.

Current Eastern Daylight Time (click for more info)

–>

11:30 - 12:00 | Conference Welcome, Announcements, & Land Acknowledgement

Host: Katy Link to Welcome Slides

12:00 - 1:00 | Keynote

Host: Katy

Speaker | *Stephanie Moore*

University of New Mexico

Grand Challenges in Instructional Design and Technology: Developing a Strategic Plan for Coordinated Research and Development

Abstract

Other fields have convened meetings and issued reports on "grand challenges" in their disciplines as a way to organize and coordinate research, development, and funding efforts. One such example includes grand challenges for engineering, an effort led by the National Academy

of Engineering (2024), through which the field has identified four major themes (sustainability, health, security, and joy of living) and 14 specific goals (such as making solar energy economical, restoring and improving urban infrastructure, providing access to clean water, and providing energy from fusion). These grand challenges and themes in turn inform research and development agendas, including priorities for funding, as a way to motivate and coordinate efforts on challenges that are global in nature. Other fields such as disaster reduction (Committee on Environment and Natural Resources, 2020), mathematics education (NCTM Research Committee, 2015), and social work (Grand Challenges for Social Work, 2024) have similarly convened meetings and sessions to articulate primary themes and specific goals that comprise grand challenges. Grand challenges are major, complex problems in a field that should be solvable within a generation or two and that would have great societal and economic impact depending on how they are addressed or left unaddressed (Mertens & Barbian, 2015). George et al. (2016) defined grand challenges as "global problems that can be plausibly addressed through coordinated and collaborative effort" (p.1880). The field of instructional design and technology has not had such conversations or engaged in such strategic planning to date. In this session, Dr. Moore will discuss the premise of grand challenges, explore some examples from other disciplines, and then open the session for small- and whole-group discussion as a kick-off convening on what grand challenges face the field of instructional design and technology and how we might coordinate efforts – on local and global scales – to move the dial on problems with both social, educational, and other impacts. We will conclude with discussions on implications for OTESSA, possible international collaborations, and next steps.

Figure 1: Stephanie Moore, PhD

1:00 - 1:15 | Break

1:15 - 2:45 | Concurrent Session 13

Session 13.1 | Transitions of Online Learning and Teaching

Host: Katy

1:15 - 2:15 | Procurement and Vendor Relations as Leverage Points for Ethics in Ed Tech Practice

Stephanie Moore & Heather Tillberg-Webb | *University of New Mexico*

Abstract

Practitioners are not always in a design role or design-only role but also in roles where technology selection, procurement, and implementation are primary tasks. Procurement and technology selection processes can be significant leverage points for integrating ethical considerations – such as accessibility, data rights, and privacy – into educational technology decision making through selection and purchasing. Doing so often relies on the nature of the relationship that instructional design and academic tech teams have with vendors, and those relationships can vary greatly from one vendor to another.
This session will explore experiences with various vendors and examples of how dialogue and collaboration with a responsive vendor can impact learning and non-learning related outcomes, and can save a project. We will also explore examples where breakdowns in review and procurement processes or communications with a vendor had deleterious outcomes for implementing an ed tech product into the learning ecosystem. These examples and non-examples help to identify particular points in the process of dealing with vendors from standards development to procurement to implementation to on-going partnerships and also discuss multi-party vendor relationships. We will share examples from our own current and previous experiences in various roles across our careers as a VP of academic technology, Director of Instructional Design, and instructional designers (see Appendix A). We will also invite session participants to share examples from their own work.

2:15 - 2:45 | Connecting Threads: Exploring the Link between Academic Helpseeking and Student Sense of Belonging in Online Learning

Research

Lawrence Armo Biney & Mariel Miller | *University of Victoria*

Abstract

Students' sense of belonging and their ability to engage in adaptive help-seeking are key factors to consider when supporting online, post-secondary learning. However, to date, few studies have examined how these factors intertwine to support academic performance in online learning environments. Using a theoretical framework of self-regulated learning, this study explores the relationship between students' self-reported sense of belonging in an online learning tutorial and their engagement in adaptive and maladaptive help-seeking behaviors in the course. The participants were undergraduate students in a first-year, hybrid course. Sense of belonging was assessed using the sense of belonging subscale in the Perceived Cohesion scale. Academic help-seeking was measured using a scale adapted from Karabenick (2004) and Han (2014). Results are presented using descriptive statistics and a correlation matrix. These preliminary findings are the first

steps in a larger MA thesis, which aims to contribute to a broader understanding of the interplay between a sense of belonging and help-seeking in online classrooms, paving the way for the design of supportive online learning.

Session 13.2 | Addressing Inequities

Host: Mariel

1:15 - 2:15 | Breaking Down Barriers: Using Docsify-This As an Entry Point to Markdown Open Publishing

Workshop

Paul Hibbitts | *Hibbitts Design*

Abstract

The open-source project Docsify-This (public instance at https://docsify-this.net) aims to help open educators and publishers overcome barriers to using Markdown content for publishing and sharing open educational resources. With Docsify-This, users can leverage Markdown's ubiquitous and system-independent format without needing to set up their own website, while keeping full control (including original location) of their source content.
Along with the benefits of using Markdown content for open publishing, significant technical barriers have often existed such as required platform configurations and build processes. And, once content is published, displaying it within other platforms and contexts is not easily accomplished. But with Docsify-This, any publicly available Markdown file can be instantly turned into a responsive standalone web page, and multiple Markdown files can even be linked together to provide a complete website. Individual Docsify-This generated Web pages can also be seamlessly embedded and visually re-styled into other platforms.
Further details about the process used to publish open content with Docsify-This will be shared, along with examples, demonstrations and a range of online activities, for those interested in innovations and educational equity related Open Educational Practices.

2:15 - 2:45 | Role of Social Media in Addressing Educational Inequality: A Critical Examination of Marginalized Teens' Social Media Usage

Research

Daeun Jung | *Florida State University*

Abstract

Although digital technology is valorized for its promises in empowering individual learners and democratize educational opportunities, such hopeful imaginaries need to be critically revisited. What is the role of social media in addressing educational inequality? This study aims to unravel the question by examining the role of social media in the college choice system of potential first-generation college students. The study adopts a multiple case study approach, engaging with eleven high school seniors, whose parents did not complete a 4-year college/university. Two interviews and a week of social media diary data were collected. The themes revealed the teens' contradictory views toward the role of social media in their college choice system: (1) abundant but insufficient information, (2) helpful but not impactful for college choice, and (3) inspiring but distressing experiences. The contradictions uncover the important role of the in-person support system and resources embedded in marginalized teens' college choice system, underscoring the pre-existing inequalities in their social contexts. Based on the results, I critically discuss the role of social media in addressing educational inequality, particularly the optimism around digital informal learning, and provide suggestions for formal schooling to enhance marginalized teens' college access.

Session 13.3 | Transitions of Online Learning and Teaching & Wildcard

Host: Colin

1:15 - 1:45 | Building/Belonging: An Exploration of Digital and Place-Based Belonging Practices at University of Highlands & Islands

Research

Bonnie Stewart | *University of Windsor*

Abstract

This presentation overviews a case study of belonging, considered and framed through the lens of both place-based identity and digital education. The case study project under discussion aims to build on the established digital practices of a distributed European higher and further education institution, with multiple regional campuses, which serve to make education accessible and inclusive to a remote population otherwise underserved. The session will present the lit review, design, and goals of the case study project, while exploring ideas of community belonging in traditionally diasporic regions as well as dig-

ital belonging in online classrooms. It will explore the affordances and impacts of both, and the ways the two may or may not intersect in this particular context. This project extends the exemplary research and practice being done at this institution with digital technologies, in hopes of making visible the ties between geographic and cultural belonging practices and those that can be amplified and supported digitally. This institution's inclusive and accessible approaches may be of value to the OTESSA audience in a time when belonging is a need for students in many contexts.

1:15 - 2:15 | Forthcoming

1:45 - 2:45 | Breaking Down Barriers: Using Docsify-This As an Entry Point to Markdown Open Publishing

Moved to Session 13.2 (1:15-2:15)

Workshop

Paul Hibbitts | *Hibbitts Design*

Abstract

The open-source project Docsify-This (public instance at https://docsify-this.net) aims to help open educators and publishers overcome barriers to using Markdown content for publishing and sharing open educational resources. With Docsify-This, users can leverage Markdown's ubiquitous and system-independent format without needing to set up their own website, while keeping full control (including original location) of their source content.
Along with the benefits of using Markdown content for open publishing, significant technical barriers have often existed such as required platform configurations and build processes. And, once content is published, displaying it within other platforms and contexts is not easily accomplished. But with Docsify-This, any publicly available Markdown file can be instantly turned into a responsive standalone web page, and multiple Markdown files can even be linked together to provide a complete website. Individual Docsify-This generated Web pages can also be seamlessly embedded and visually re-styled into other platforms.
Further details about the process used to publish open content with Docsify-This will be shared, along with examples, demonstrations and a range of online activities, for those interested in innovations and educational equity related Open Educational Practices.

2:15 - 2:45 | Sprint to Success: A Journey in Advancing Educators' Digital Fluency

Practice

Charlotte Delouche & Simon Moll | *eCampusOntario*

Abstract

'Sprint to Success: A Journey in Advancing Educators' Digital Fluency' is a dynamic workshop that centers around the transformative impact of the Ontario Extend Sprints within the micro-credential landscape.
Ontario Extend is a bilingual professional learning program that empowers educators to engage with emerging technologies and pedagogical practices for effective online teaching and learning. Over 1400 educators have completed the program since 2017, earning digital badges and enhancing their digital fluency.
Central to our discussion are the Sprints – concentrated, three-week sessions that have attracted more than 400 educators from 53 varied institutions in Ontario, all aiming to gain digital skills and the Empowered Educator micro-credential.
In the workshop, we will examine the core of these Sprints, revealing a story of collaboration and shared goals in digital literacy. Mirroring the collaborative nature of the Sprints, participants will engage in scenarios inspired by challenges faced during the Sprints, drawn from experiences of Sprint participants, facilitators, and organizers alike. The evolving nature of the Sprints is a focal point, showcasing the importance of collaborative learning and ongoing development in digital education.
Join us to experience and contribute to the ongoing story of digital literacy in education. This workshop is your opportunity to engage with the narrative, add your perspective, and become part of this vibrant community.

2:45 - 3:00 | Break

3:00 - 4:00 | Ethics in Design Showcase 14

Showcase 14.1 | Sustaining Positive Change

Host: Meo

Design of Learning Experiences for Cyranoids & Echoborgs

Amanda Tkaczyk | *Independent Scholar*

Abstract

Cyranoids are individuals whose communication is determined by another person in real time (Milgram S., 1992). Echoborgs, a subset of Cyranoids, are individuals whose communication is determined by artificial intelligent agents (Corti, K., & Gillespie, A., 2015). With the widespread adoption of generative artificial intelligence tools that will enable the next generation of Echoborgs with highly sophisticated tools to mediate their human-to-human interactions, we are thrilled to explore the design of educational experiences for Cyranoid and Echborg learners. This project will include instructional materials and tools to support the learning and professional development of Echoborgs in your classroom, community, and workplaces. Online attendees can review materials and interact with chatbots. In-person attendees will have the opportunity to engage with a kiosk of learning materials and practice their interactions with a live Echborg learner.
This critical design project will present an exploration of how the future of education might adapt in response to AI-augmented & AI-dependent learners. We will explore themes of technology adoption, responsibility, ethics, equity, and care in this speculative educational design project.

Showcase 14.2 | Addressing Inequities

Host: Katy

Cultural Dimensions of Ethics in Design: Indigenous Knowledge & Online Course Media

Brian Lorraine | *Simon Fraser University*

Abstract

This session delves into the intricate design process of an online Indigenous Ethnozoology course, exploring the tensions, challenges, and ethical considerations encountered during an 8-month redesign and development period. Originally authored by a Squamish knowledge holder, the course featured recorded lectures intertwining oral histories with western scientific perspectives. The transition to a new instructor, a professor of white settler descent, prompted critical reflection on retaining Indigenous knowledge while improving instructional effectiveness. Drawing on cognitive load theory and empirical studies on video engagement, the design team navigated the complexities of honoring oral traditions while enhancing student learning experiences. This case study highlights the necessity for robust frameworks addressing Indigenous knowledge protocols in educational design, underscored by ongoing critical reflection to confront colonial legacies and promote ethical practices.

Showcase 14.3 | Addressing Inequities

Host: Colin

Moving Towards Design Justice through Multivocal Design in Health Education

Danielle Dilkes | *University of Western Ontario*

Abstract

This Design Case features an interprofessional stroke care case for health and medical education that was developed through a participatory design process. The objectives of the case were to highlight the complexities of interprofessional care and prepare learners for interprofessional practice. The approach to developing this case draws on key Design Justice principles: those most impacted by a design should be central in the design process and that various types of expertise exist and have value. The stroke care case was co-developed with patients, or Lived Experience Experts (LEEs), and all members of an interdisciplinary stroke care team, or Subject Matter Experts (SMEs). Patients were invited to share their real experience of stroke care, which became the basis of the case. Each health care professional was given full control over how their roles were portrayed, and invited to craft and star in their scenes within the case. This process resulted in a multivocal media rich case that more accurately reflects real patient experience and the real scope of practice for different health professionals. In our Design Case Exhibit, we will share multimedia components of the final case, but we will also share design knowledge in support of a more general framework for participatory design that could account for some of the complications of co-design across institutional roles.

4:00 - 4:15 | Discussion/Networking Pod Drop-In

Host: Meo

Tuesday, June 18

> Note!
>
> Online Only. All times Eastern Daylight Time.

Current Eastern Daylight Time (click for more info)

12:00 - 1:00 | Ethics in Design Showcase 15 | Addressing Inequities

Host: Katy

Note

There is ONE Zoom link for all Ethics in Design Showcases in Session 15.

Showcase 15.1 | Sustaining Positive Change

A framework and model for engagement in open, online spaces

Michelle Harrison | *Thompson Rivers University*

Michael Paskevicius | *University of Victoria*

> Abstract
>
> This design case provides an analysis of the creation of an innovative open educational practices (OEP) project "Rethink Learning Design", designed to explore and implement critical approaches to learning and instructional design. We recognized that if we want to embrace the power of OEP to change teaching and learning practice we need to enable spaces that honor multiple voices and perspectives, co-create knowledge and challenge traditional roles and hierarchies supported in open pedagogical approaches. Two key goals guided our project: the development of a reader/resource based on open pedagogy

principles, emphasizing inclusivity and participation, and the integration of a reflective practice framework to deepen engagement and bring about a shift in educational practices. In this session and design case we will outline our iterative design process, ethical considerations, and theoretical foundations, and student use and feedback, with the aim of sharing insights and templates for practitioners in diverse educational contexts. We will consider how we can approach design as a theory of action and consider ways to promote learner ownership, open scholarship, anonymity, and options for permanence through our learning design tool.

Showcase 15.2 | Addressing Inequities

Speculative Design and Building a Community of Transformation

Practice

Kristen Ferris, Vanessa Svihla, Susannah Davis & Nadia Kellam | *University of New Mexico*

Abstract

Organizational change efforts commonly fail in higher education. Those aimed at diversity, equity, inclusion, and justice (DEIJ) goals face complex barriers, with successful change depending on changes to policies, organizational culture, and norms that disrupt established power dynamics. We argue speculative design is an important tool in such work, enabling change agents to sustain commitment and develop more just visions.
We describe our use of speculative design, remixing, and futurisms in forming a DEIJ-oriented Community of Transformation (CoT) comprising higher education change agents from institutional change leadership teams (e.g., NSF ADVANCE, RED, INCLUDES, etc.) in STEM departments. Using these design tools, we aim to foster change agents' commitment to and capacity for DEIJ-oriented systems change. We detail precedent - theory and practice - that forms the argument for our design work, with attention to the complex ways that situated understandings of learning, an intersectional approach to power, and organizational change imbue this work. We illustrate our use of speculative design, sharing examples of community building and arts-based activities like trading cards and 'zines, as well as learning through media clubs. We share successes and challenges, including discomfort with activities that appear to be a step away from academic productivity.

Showcase 15.3 | Transitions of Online Learning and Teaching

Artifacts from the Futures of Higher Education

Elisa Arnold, Rocio Chavez Telleria & Laura Viselli | *eCampus Ontario*

Abstract

How we think about the future informs the decisions we make today; however, it is sometimes difficult to imagine what the future might look like. Foresight is a discipline and methodology that helps us think systematically about possible ways the future might play out and expands the solution space. Experiential futures, a subset of foresight methodology, is way to consider different possible futures by interacting with imagined objects or environments of the future and develops capacity for futures thinking.
The Research and Foresight team at eCampusOntario has created four artifacts, grounded in foresight methodology, capturing different ways one can think about technology in higher education. These artifacts are based on the team's foresight trend research and explore possible future roles of technology. To facilitate the discussion and support analysis, we will use a foresight informed discussion toolkit developed by our team. This workshop will introduce attendees to the methodology of experiential futures to advance their capacity for futures thinking.

1:00 - 1:15 | Break

1:15 - 2:45 | Concurrent Session 16

Session 16.1 | Wildcard

Host: Katy

1:15 - 2:15 | Implementing the "Code of Best Practices in Fair Dealing for Open Educational Resources (OER)."

Practice

Ann Ludbrook | *Toronto Metropolitan University*

Abstract

In 2022, the Canadian Association of Research Libraries formed a working group to adapt the US Code of Best Practices in Fair Use for Open Educational Resources. This effort aimed to alleviate the lack of practical guidance available to open educational resource (OER) developers when handling third-party copyrighted material.
The resulting Canadian Code, completed by late 2023, provides a legally sound basis for applying fair dealing in OER creation. This session introduces the Code, focusing on the background of the US and Canadian codes and how they are different, references the legal landscape, discusses the Code's four key use cases and practical application for OER creators, outlines how to implement the code through some examples as well as suggesting institutional adoption strategies.
This discussion will be led by Ann Ludbrook, Toronto Metropolitan University and include other members of the working group which included Rowena Wake, University of Calgary, Heather Martin, University of Guelph, Josh Dickison, University of New Brunswick, and Stephanie Savage, University of British Columbia.
The session allows time for comments and questions at the end of presentation to allow for group discussion.

2:15 - 2:45 | Decoding New Literacies: Core Concepts, Competencies, and Outcomes in Algorithm Literacy

Research

Marta Samokishyn | *Saint Paul University*

Rachel Moylan | *University of British Columbia*

Maddie Hare | *University of Ottawa*

Abstract

Literacy is defined as being deictic in nature, i.e. its definition can "change rapidly as [its] context changes" (Leu et al., 2018, p. 319). As new technologies and social challenges emerge, new literacies appear to respond to the needs, challenges, and opportunities associated with this change, in fact, "new technologies regularly and repeatedly transform previous literacies, continually redefining what it means to become literate" (Leu et al., 2018, p. 327; Lund et al., 2023).
While algorithm literacy has been talked about for a while, according to Dogruel and colleagues (2022), it is still in its infancy and remains a relatively new field of study. In fact, while there is an increasing awareness among many about the impact of algorithmic systems on our socio-digital ecosystems, algorithm literacies have not yet been widely

incorporated into the corpus of North American post-secondary education (Head et al., 2020). This calls for the increased visibility of algorithm literacy among scholars, as well as clear definitions that could inform the practice.
Thus, this research stems from a pressing need to understand the core elements of algorithm literacy as a growing field. The presenter will provide theoretical findings of a scoping review about functional definitions of algorithm literacy, its' core concepts, competencies, and outcomes. These theoretical findings of this study will lay the foundation for those who engage in the curriculum development and delivery of algorithm literacy intervention in the educational context.

Session 16.2 | Sustaining Positive Change

Host: Meo

1:15 - 1:45 | Seeking a newer equity, diversity, and inclusion model for educators

Practice

Lorayne Robertson, Jessica Trinier & Roland Van Oostveen | *Ontario Tech University*

Abstract

The complexities of the human condition are evident in myriad ways, yet human differences are used globally to deny basic rights. How differences are perceived in education impacts student access and participation in school, and ultimately the outcomes of their school experience. Courses on equity, diversity and inclusion are one means to help future educators become aware that the benefits of schooling are not equally available to all students. This paper presents a reflective description of a model used for the co-construction of equity, diversity and inclusion courses that employs a community of practice model where student voice features prominently in both course design and course enactment. The model relies on establishing a shared spirit of equity humility for learners and educators, and recognition of the need for student safety in potentially uncomfortable conversations. Basic human rights is an anchoring concept. While, in the past, the teaching of equity has tended to focus on distinct aspects of oppression in society as individual topics, the co-construction of equity model relies, instead, on building bridges of understanding that cross oppressions. The concept of building cross-equity understandings is helpful as a guide to dismantling oppression and guiding the rebuilding of safer, more inclusive spaces in schools.

1:45 - 2:15 | Using compassion as a way forward in the adoption of open education

Practice

Lydia Watson | *Capilano University*

Abstract

This article explores the use of compassion as an empowering approach to encourage faculty adoption of open educational practices. Despite the growing interest in open education, faculty often face barriers that hinder their engagement. Compassion, as a transformative value, can create an environment of understanding and support among educators.

By cultivating a compassionate culture, faculty can engage in open dialogue, share experiences, and address concerns related to open education adoption. Recognizing individual circumstances and motivations through compassion reduces resistance and fosters openness to change. This article emphasizes the benefits of integrating compassion into open education initiatives.

Drawing on learning theories and digital pedagogies, this article provides practical examples to promote compassion among faculty and support the adoption of open educational resources, open pedagogies, and open-access practices. By embracing compassion, higher education can create an inclusive and supportive environment that encourages faculty to explore and embrace open education.

By recognizing the diverse needs of educators, departments within institutions can foster a compassionate culture that empowers faculty and promotes the benefits of open education. Through compassion, higher education can pave the way for a more open and inclusive educational landscape.

2:15 - 2:45 | Forthcoming

Session 16.3 | Transitions of Online Learning and Teaching

Host: Colin

1:15 - 2:15 | Edtech Maker Spaces to Support Sustainable OER Use in Adult Education

Practice

Jen Vanek, Jennifer Maddrell & Jeff Goumas | *World Education & Education Consultants*

Abstract

This presentation addresses the role of Open Education Resources (OER) in inclusively and sustainably supporting adult foundational skills education, and describes a unique professional development (PD) model called “maker spaces”, which boost the capacity of educators to employ OER.
Access to OER has potential to mitigate the inequitable access to quality instruction in an underfunded public adult education system in the U.S. Adult educators do use OER; however, those available are often designed for other contexts and learners (Newman et al., 2015). Compounding this difficulty, adult education teachers lack expertise, time to develop resources, and access to training (authors, 2023). The “maker space” PD responds to this by working with adult educators to expand their knowledge and skills in discovering, adapting, and producing high-quality and relevant and reusable OER.
Attendees learn about how this research driven service-learning PD has led to construction of an open library of thousands of OER designed to support adult learners. Presenters describe the PD model and the research behind it. They share technical assistance resources developed to help participant educators as they worked together to curate, evaluate, adapt, and create OER. Attendees gain insight into participant experience as they collaborate in a mini “maker space”.

2:15 - 2:45 | Open education and the Ontario governmental postsecondary virtual learning agenda

Research

Mara De Giusti Bordignon | *Western University*

Abstract

Open education (OE) is a solution to combat problems of affordability and access in higher education. In Canada, the growing importance of open educational resources and practices is evident through the rising demand for, and expanding availability of, open textbooks and courses. With the growth of OE, Canadian provincial governments and postsecondary institutions have begun to address OE through policy yet there is a gap in our understanding of how OE has become factored into governmental agenda setting for Ontario postsecondary institutions. The main research question asks, how has OE become prominently featured in the Ontario governmental virtual learning agenda in recent years? This study uses a Multiple Streams Approach (MSA) as a method to interrogate five streams, e.g., problem, policy, political, entrepreneurial, and policy window, which converge to influence both agenda setting and decision making. The policy stream enables the analysis of policy documents pertaining to Ontario’s Virtual

Learning Strategy (VLS). Preliminary findings identify the role of local and international policy entrepreneurs, and the leveraging of the COVID-19 pandemic as a window of opportunity. This study is significant in its ability to trace contributing factors towards an OE policy agenda for Ontario postsecondary institutions.

2:45 - 3:00 | Discussion/Networking Pod Drop-In

Host: Meo

Wednesday, June 19

> Note!
>
> Online Only. All times Eastern Daylight Time.

Current Eastern Daylight Time (click for more info)

Host: Meo

11:30 - 12:00 | Conference Welcome, Announcements, & Land Acknowledgement

Host: Katy

–> Host: Katy

Invited Speaker Session 17.2 | Forthcoming

Host: Colin

1:00 - 1:15 | Break

–>

1:15 - 2:45 | Concurrent Session 18

22.5 Minutes per Presentation

Session 18.1 | Transitions of Online Learning and Teaching

Host: Katy

1:15 - 1:40 | Reinforcing equity and justice in learning: Using digital co-created rubrics and audio feedback as/for assessment

Research

Nadia Delanoy & Shahneela Tasmin Sharmi | *University of Calgary*

Abstract

The paper explores a study of a foreign learning experience during the pandemic that was unique due to the co-creative engagement with students. This study examines the effects of using technologically novel feedback strategies and assessment practices to analyze student performance within the frame of the justice theory. Using targeted hybrid means of assessment to provide leveled methods which include auditory and co-created rubric conversations to support bilingual learners in a diverse environment. Qualitatively, using a questionnaire to collect student feedback on co-created decoding of rubrics with thematic analysis and quantitatively using a paired sample t-test by comparing scores for the first draft and the final draft provided fulsome results. Findings indicate how these uses of technology can promote learner autonomy by allowing students to take agency of their own learning and increase students' performance. The findings reflect the need for using technological avenues to assist bilingual learners in the development of their language skills through extended feedback.

1:40- 2:05 The Importance of Showing Up (Virtually) : A Duoethnographic Exploration of an Online Doctoral Writing Community of Practice

Research

Nicole Patrie & Danielle Lorenz | *University of Alberta*

Abstract

Although online discourses about dissertation writing (i.e., you should be writing memes) offer students levity, they function in stark contrast to how dissertation writing is treated in real life. Canadian education scholars with PhDs have examined the student-supervisor relationship (McAlpine & Weis, 2000), collaborative writing spaces (Eaton & Dombroski, 2022; Ens et al., 2011), and the overall difficulties of the dissertation process (Bayley et al., 2012; Walter & Stouk, 2020), but we have yet to locate literature on the perspec-

tives of Canadian education PhD students who have generated online communities of practice to engage in their dissertation writing. To obtain better understanding of our personal relationships to writing and virtual communities of practice, we established an online writing group during the summer of 2023 where we wrote our respective candidacy proposal and dissertation chapters while also reflecting on and responding to prompts about the process of writing. Using a duoethnographic approach (e.g., Norris et al., 2012; Sawyer & Norris, 2004), we analyzed 76 reflections written over a 13-week period. This research concludes that if PhD students feel un(der)supported by institutional writing communities, or if said communities are not available, constructing their own community will be beneficial to their writing goals.

2:05- 2:25 | The Power of Role Play and Imagination in Online Learning: Exploring Low-Tech Simulation in an HR Capstone

Practice

Lisa Hammershaimb | *Bellevue University*

Abstract

Asynchronous capstone courses often lack clear opportunities for students to gain confidence in applying skills they've learned throughout their program of study. To counteract this, I developed an HR capstone simulation course. Through the experience, I learned the power of low-tech role play to reinvigorate the online capstone experience.

To accomplish this, the course author and I created Jade Stone, a fictional home décor and accessories company and the site of an eight-week simulation. Students entered the simulation as Jade Stone's new HR manager and were required to solve increasingly complex issues as the company's new HR Manager. I leveraged my design background to make branding assets and emails, further immersing students. The course author and I developed engaging avatar videos, discussions, and assignments to prepare students for HR careers by integrating academic knowledge with real-world applications.

Student feedback showed the continuity of story arcs and practical application, which made this coursework highly engaging. Developing the simulation was intensely collaborative, requiring meticulous planning to seamlessly embed content without disrupting the fictional world. Though the course took much creative planning, it resulted in a delightful capstone experience that allowed students to gain confidence as they imagined themselves as HR manager.

2:25 - 2:45 | Using a Futures Literacy Framework with Preservice Teacher Candidates

Research

Janette Hughes & Laura Morrison | *Ontario Tech University*

Abstract

We will share findings from our qualitative case-study research that examined the use of a Futures Literacy (FL) framework with six preservice teacher candidates (PTCs) as they prepared curriculum resources for a series of B.Ed. workshops focused on digital making. The purpose of the study was to encourage the PTCs to consider how they might design educational experiences for their peers that would help them to consider and reflect on how teachers might explicitly foster student confidence, resiliency, flexibility, and adaptability – key skills needed to thrive in uncertain times. The PTCs engaged in weekly planning sessions over a semester-long internship and each designed a 90-minute workshop for their peers in the B.Ed. program, using a FL framework, combined with an emerging digital technology (Internet of Things; Artificial Intelligence; Robotics, etc.). Data sources include pre-surveys, artefacts they created, and interviews. The findings suggest that being immersed in a project focused on FL helped the PTCs define, analyze, implement and evaluate a FL approach to teaching and learning that helped them think through how they could plan with the notion of a positive future in mind and how they could help their students foster innovation, resilience, flexibility and adaptability.

Session 18.2 | Wildcard

Host: Meo

1:15 - 2:15 | Design Principles for K-12 Online Learning: A Comparative Review of Standards and Theoretical Models

Practice

Randy LaBonte | *Canadian eLearning Network*

Elizabeth Childs | *Royal Roads University*

Michael Barbour | *Touro University*

Abstract

In 2023, researchers explored the relationship between Design Principles for K-12 Online Learning (Crichton & Childs, 2022) with quality standards for K-12 online learning, publishing a report on the intersection between design principles and standards (LaBonte, et al., 2023). Design principles refer to the fundamental concepts and guidelines that inform the creation and implementation of educational programs, materials, and systems

(Kukulska-Hulme & Traxler, 2013), while standards tend to be more discrete, flexible, and responsive to local conditions (Bell, 2003). The Community of Inquiry (COI), a research-based model describing the three interdependent elements of social, cognitive, and teaching presence (Garrison et al., 2000), was used to explore the intersection points between the COI, design principles, and published standards for K-12 online learning. The analysis was used to create a model to further inform revised design principles and support the ongoing development of quality standards and professional development in K-12 online learning programs in Canada and abroad. It is hoped that basing design principles and standards in the context of a research-based model will further develop an understanding of quality in K-12 online learning that can inform practice.

2:15 - 2:45 | What I Learned Making a Podcast for Peer Review

Practice

Brenna Clarke Gray | *Thompson Rivers University*

Abstract

Podcasting is an equitable vehicle for knowledge translation, but does it "count" as scholarship? Since 2019, I have been part of a SSHRC-funded project to establish a peer reviewed podcasting network in Canada. Over these (more than anticipated) years, I have conceived, planned, recorded, edited, and revised based on reviewer feedback the forthcoming podcast Community of Praxis, a podcast for post-secondary educators. I will share my lessons learned from this experience, including the complexity of adapting the traditional scholarly apparatus to new media forms, the value of research as knowledge mobilization practice, and what is lost in the DIY podcast form when it must conform to the rigours of scholarly evaluation. Attendees will also learn about supports, resources, and proposal processes for those wishing to develop their own scholarly podcast, whether for peer review or not.

Session 18.3 | Addressing Inequities & Sustaining Positive Change

Host: Colin

1:15 - 2:15 | The Open Book Collective and Thoth: Bringing publishers, libraries and service providers together to establish a shared sustainable open ecosystem for books

Practice

Judith Fathallah | *Lancaster University*

Paula Kennedy | *University of London Press*

Lidia Uziel | *University of California Santa Barbara*

Abstract

This panel will facilitate discussion between representatives from the Open Book Collective, Thoth Open Metadata, and member librarians and publishers. The Open Book Collective (OBC) is a UK-registered nonprofit focused on delivering new funding streams for OA book publishers and publishing infrastructure providers, reducing the need for Book Processing Charges through unique consortial funding model. The OBC also fosters the sustainability of open infrastructures that make high-quality Open Access books more widely discoverable. One of these, Thoth, a nonprofit Community Interest Company registered in the UK, is a metadata platform and service built on principles of open source and open data.

2:15 - 2:45 | Approaching Openness as a (Critical) Praxis in Higher Education

Practice

Danielle Dilkes | *University of Western Ontario*

Abstract

Open education "by its very nature open education [can] not be fully delimited or defined" (Noddings & Enright, 1983). Much of the contemporary discourse in higher educational institutions focuses on open access and the development of open educational resources (OERs); however, in open, openness can go beyond OERs. In this session, we will explore multiple meanings of openness, including open as access, open as affordability, open as autonomy, open as control, open as ambiguity, open as freedom, and other conceptualizations of openness. We will then focus on the potential for openness as a critical praxis that can empower students and transform knowledge practices and infrastructures both within and beyond educational institutions. Throughout the session, we will discuss specific open practices that could function as critical pedagogy and discuss potential barriers to achieving this in higher education; however, this session will largely be focused on provocation and discussion. The intent is not to (re)define the ever elusive term "open" in education, but instead to invite each participant to reimagine what it means to practice openness in their own contexts.

2:45 - 3:00 | Break

3:00 - 3:45 | Poster Session 19

Host: Katy

Note

There is ONE Zoom link for all Poster Presentations in Session 19.

Poster Session 19.1 | Wildcard

Milton @ Western: An Experiment in Digital Curation with Collection Builder

Practice

Arielle VanderSchans, Yeliz Baloglu Cengay & Joanne Paterson | *Western University*

Abstract

In response to the growing demand for diverse learning opportunities and innovative assessment methods, our proposal introduces digital curation as an educational tool. Recognized as an active process involving qualitative judgments and contextual organization, digital curation emerges as a solution to bridge the gap between student skill acquisition and faculty assessment goals.
CollectionBuilder —an open-source framework for crafting digital collection and exhibit websites is powered by metadata and modern static web technology, this tool empowers students with no coding experience to develop essential digital literacies. Activities include creating metadata in a Google Sheet, editing code on GitHub, and selecting data points to construct compelling narratives.
In an interactive web-based poster session through StoryMaps, we will showcase our digital curation project and share our experience with CollectionBuilder. During this 60-minute drop-in session, we aim to foster dialogue and inspire broader adoption of CollectionBuilder as a teaching aid while answering questions about our project and how this digital exhibit tool can provide an engaging learning experience in humanities education. The StoryMap's public link ensures accessibility and encourages engagement via social media, using the conference hashtag to extend our reach to a diverse audience.

Poster Session 19.2 | Transitions of Online Learning and Teaching

Exploring Playful Hybrid Teaching Practices in Higher Education: Insights from the Playful Hybrid Higher Education Project

Link to Poster

Practice

Sandra Abegglen, Mia Brewster & Sarah Wilkins | *University of Calgary*

Abstract

The COVID-19 pandemic has necessitated a rapid evolution in teaching methodologies, leading to the widespread adoption of hybrid education - an amalgamation of in-person and online instruction. This paradigm shift has prompted educators to explore innovative approaches to engage students effectively in both virtual and physical learning environments.

The Playful Hybrid Higher Education project seeks to address this challenge by investigating the integration of play and creativity into hybrid teaching practices. Our research focuses on understanding faculty and student experiences within this framework, aiming to provide valuable insights for educators navigating the complexities of hybrid education. This poster presentation will showcase the findings of our project, which stem from an extensive literature review and surveys conducted among faculty and students. By examining best practices and strategies for incorporating playful elements into hybrid teaching, we aim to contribute to the development of comprehensive guidance for educators in this evolving educational landscape.

As hybrid education emerges as the future of teaching, there is an urgent need for actionable recommendations to support faculty in effectively implementing playful teaching practices. This poster will offer practical insights and recommendations to enhance teaching and learning in the hybrid higher education environment.

Poster Session 19.3 | Forthcoming

Host: Meo–>

3:45 - 4:00 | Discussion/Networking Pod Drop-In

Host: Meo

Thursday, June 20

> Note!
>
> Online Only. All times Eastern Daylight Time.

Current Eastern Daylight Time (click for more info)

Host: Meo

11:30 - 12:00 | Conference Welcome, Announcements, & Land Acknowledgement

Host: Katy –>

12:00 - 1:00 | Ethics in Design Showcase 20

Host: Katy

Note

There is ONE Zoom link for all Ethics in Design Showcases in Session 20.

Showcase 20.1 | Sustaining Positive Change

Redesigning Computing for Openness - the Ethics of Consuming Devices

Brian Sutherland | *University of Toronto*

Abstract

Have you started to accumulate old computing devices? Why does the logic of computing involve repeated purchase and consumption of expensive "molded plastic epics" (Gabrys, 2011)? Thinking back on calculation devices and this ethical problem of repeated consumption, the simple solar calculator stands out for its durability – an energy harvesting strategy that doesn't use batteries, and it doesn't wear out. Fifty year old solar powered calculators and other electronic devices which still work may be found. In this session, proposed for the Ethics in Design Conference Strand, I will review the history of energy harvesting information devices and their significant characteristics around sustainability, present response designs which engage various ethical questions around consumption, carbon production and degrowth, and discuss their usefulness as open designs and thought-artifacts in an iterative speculative design conversation around climate change.

Showcase 20.2 | Addressing Inequities

Open Learning Design in Context: Expanding the Continuum

Research

Verena Roberts | *University of Calgary*

Michelle Harrison | *Thompson Rivers University*

Abstract

Our conceptual paper examines open-learning approaches from a design perspective that takes a more systematic view which is not intended to promote the replication of open-learning design models. Instead, this paper is written to highlight how educators can find connections and possible integration to their own learning contexts to design with principles that could lead to more equitable, accessible and responsive learning environments for all learners. The Open Learning Design Continuum (OLDC) is an ever-changing and evolving collaborative learning design model that examines the potential principles of open learning design in multiple higher education contexts. Through a comparison of case studies of open curriculum designs at two Canadian HE institutions, we will examine ways that educators and learners have experienced a variety of approaches to open learning design, including the blurring of informal/formal spaces, the uses of open educational resources (OER) and open platforms to create more student-centered, equitable and accessible learning spaces.

Showcase 20.3 | Addressing Inequities

Speculative Design in a Summer Camp: Tensions around Infantilization

Research

Madalyn Wilson-Fetrow | *University of New Mexico*

Abstract

Summer camps offer opportunities for youth to learn technical skills and apply them in service of solving wicked problems, like climate change and social/economic injustices. While many camps want youth to bring their experiences, they anticipate that campers will share happy or optimistic experiences, contributing to a sense of hopeful, if idealistic and unrealistic solutions to pressing issues. Those who administer and facilitate such learning experiences encounter youth who passionately want to tackle these problems, but who are not naïve regarding the harms surrounding climate disaster and racial injustice. In this session, we present examples of design challenges that—through participants' perspectives and an ideation technique—became more speculative and critical. We supported our middle school participants to use the Wrong Theory Protocol to generate harmful and humiliating ideas prior to generating beneficial solutions. In doing so, some facilitators—who came from higher SES settings than the campers—became uncomfortable with the darkness of participants' ideas, which included policy brutality, gun violence, etc., and stemmed from their everyday experiences of poverty. In this way, facilitators' infantilization of participants is a tension present in many such designs, and one which we aim to trouble, using structural analysis of videos and artifacts.

1:00 - 1:15 | Break

Session 21.1 | Wildcard & Addressing Inequities

Host: Meo

1:15 - 2:15 | Graphically Speaking: Sketchnotes in an Open Educational Practice

Workshop

Helen DeWaard | *Lakehead University*

Debbie Baff | *Joint Information Systems Committee (JISC)*

Giulia Forsythe | *Brock University*

Abstract

The application of graphic visualization can be used by open educational practitioners, scholarly writers, and researchers to illustrate mental models, enhance sense making, and extend memory. Although the presenters will share their collaborative autoethnographic research as they examined theoretical frameworks that relate to their graphic visualization practice of sketchnoting, the primary focus of this workshop is on the practice of sketchnoting in academia. Definitions of sketchnoting, open educational practices, and hupomnemata are provided, and theoretical frameworks are shared. This is followed by brief descriptions of the presenters' individual contexts and sketchnoting stories. In this way, the authors advocate for and explain why and how sketchnotes are part of their open educational practice. The presenters will actively engage participants in sketchnoting experiences and identify issues when sketchnoting in an academic writing practice. The authors identify issues and challenges, offer tips to begin sketchnoting, and outline how sketchnoting can expand the landscapes of academic writing.

2:15 - 2:45 | The metadata of translation: Navigating changes to metadata for informed consent in OER translation

Practice

Siri Gauthier | *eCampusOntario*

Abstract

This session discusses metadata's role in accurately reflecting open education resources (OER) and its role in ensuring linguistically and culturally sensitive practices.
A recent initiative by an Open Education Resources (OER) repository in Ontario to provide large scale translation of existing OER to serve its francophone linguistic minority community and the related metadata changes that this project necessitated will be the heart of the discussion. As part of an effort to ensure resources were created, and recognizing the often-limited capacity for authorship, various modes of translation were considered. As part of this effort, metadata had to reflect the need for potential users to opt-in to materials that were not sensitive to their unique linguistic needs and the realities of the lived experiences of either themselves or their learners.
Ethical considerations surrounding informed consent will be scrutinized, highlighting tailored strategies for obtaining meaningful consent within the unique cultural and linguistic context of the French minority population in Ontario. Attendees can anticipate an insightful session that unpacks the intricate connections between translation, metadata, and informed consent, with a nuanced focus on the multilingual landscape of OER and the linguistic diversity of the French minority in Ontario.

Session 21.2 | Transitions of Online Learning and Teaching

Host: Katy

1:15 - 2:15 | FLO Fusion – A Sustainable Approach to Supporting Professional Development with OERs

Practice

Helena Prins | *BCcampus*

Abstract

In the face of multifaceted challenges confronting higher education globally, strategic professional development becomes paramount. Economic, social, technological, demographic, environmental, and political dynamics necessitate a resilient sector capable of delivering quality education. The profound impact of the global pandemic on the Canadian post-secondary system has accentuated issues like the digital divide and online learning readiness. Recent research underscores that overwhelm, burnout, and negative faculty perceptions about online learning persist; faculty and students desire more technology supported learning, but does faculty have the skills and "know how" to teach in digital environments?

This presentation emphasizes the strategic utilization of existing open education resources (OERs) for professional development in preparing and supporting faculty to navigate our complex post-secondary context. A curated collection of OERs under the Facilitating Learning Online (FLO) umbrella will be introduced. These resources cover a diverse array of topics, including Indigenizing pedagogy, Artificial Intelligence exploration, and Anti-racism strategies, providing a robust foundation for professional development.

Attendees will 1) gain a deeper understanding of how FLO OERs enhance teaching resilience in higher education, 2) explore FLO content for professional development, and 3) discuss strategies for OER adoption locally.

2:15 - 2:45 | Realities of Remote Learning: Autistic Youths' Experiences During COVID-19

Research

Millie Batta | *Shoreline Counselling*

Note

School closures due to the COVID-19 pandemic resulted in a shift to emergency remote learning, significantly impacting autistic students who experienced interruptions to school-based supports and social interactions. Using the framework of thriving, this research study explored the experiences of autistic youths and their mothers of emergency remote learning during the first few months of the pandemic, with a focus on well-being. The findings of this study highlighted how remote schooling came with a spectrum of benefits and challenges. The autistic youths' experiences of remote schooling are described through three common themes: (1) social, (2) emotional, and (3) academic. This research aligns with the conference's subtheme of online learning and teaching as it aims to integrate the learnings from students' remote schooling experiences for inclusive practices for neurodiverse students. This presentation considers how online learning may impact the social engagement and overall well-being of autistic youth. I conclude the session by highlighting how professionals working with autistic youths may benefit from understanding their remote schooling experiences using a thriving framework to better support their social, emotional, and educational needs in future online settings.

Session 21.3 | Sustaining Positive Change

Host: Colin

1:15 - 2:15 | A world of pure imagination: scaling learning design with a design system

Workshop

Joyce Seitzinger | *RMIT Online*

Abstract

In the post-pandemic era, educational institutions face the critical task of scaling up digital learning options. This transition reveals a fundamental challenge: bespoke design, the traditional approach in academia, is not scalable. To address this, our workshop introduces design systems as a scalable framework for crafting digital learning experiences. Attendees will learn from experts and case studies across industries, understanding how reusable components and clear standards not only streamline the development process but also ensure consistency and facilitate cross-disciplinary collaboration. Key objectives include mastering design system fundamentals, overcoming bespoke design limitations, and fostering innovation within education.

2:15 - 2:45 | Power to the People: Digital Humanities for/as Community Development

Research

Keith Cheng | *University of Toronto*

Abstract

"Digital Humanities" (DH) has been a rapidly growing field within academia, used to broadly describe scholarship situated in the intersection of technology and the humanities. While the field was originally conceptualized with radical intentions to move toward "the democratization of culture and scholarship" (Schnapp and Presner, 2009), it has become increasingly institutionalized and largely detached from these radical origins. In a time where there is there is a growing digital divide (Darko et al., 2023) and heightened concerns around the harmful impacts of new technologies (Benjamin, 2019), imagining new futures for the field of digital humanities is crucial. Putting digital humanities in conversation with scholarship from the fields of human and community development, the author argues that digital humanities is a radical site of possibility where agency and solidarity can be developed (Bhattacharyya, 2004), understandings of the self and one's position within the larger world can be negotiated (Collins, 2006; Freire, 1968), and power can be decentralized from the university.

The author employs Nancy Fraser's theory of justice to develop a framework for equitable digital humanities work, discussing tangible strategies and potential barriers to its application through an autoethnographic account of their experiences developing digital humanities programming for underrepresented students at a Historically Black College/University (HBCU). The paper will discuss both the process and product of digital humanities, exploring how the process of doing digital humanities can have transformative impact for those involved and how new technologies can help facilitate wider and more diverse public engagements with digital humanities work.

2:45 - 3:00 | Break

3:00 - 4:00 | Study on the Ways of Conferencing for OTESSA 2.0

Host: Katy

NEW

Hongran Cui | *Thompson Rivers University*

Valerie Irvine | *University of Victoria*

Connie Blomgren | *Athabasca University*

Mariel Miller | *University of Victoria*

Stephanie Moore | *University of New Mexico*

Colin Madland | *University of Victoria*

Abstract

Focus Group for OTESSA 2.0: Collecting Research on Ways of Conferencing
You are invited to engage in a focus group session exploring the future of conferencing. This focus group is part of a research project, exploring the evolving landscape of academic conferencing in the context of continuous technological advancements, societal changes, and climate concerns. Conference attendees are invited to review the study overview and consent form. Those who wish to participate are welcome to come discuss your preferences, experiences, and expectations. The session will be audio recorded for transcription, but not streamed. Through this structured discussion, we aim to gain a comprehensive understanding of how conferencing can meet the needs of diverse participants in environments that can range from nature-based to digital, online, and open contexts. We look forward to identifying challenges and opportunities that will shape OTESSA 2.0.

Host: Meo

Showcase 20.3 | Addressing Inequities

Bringing Human-centeredness Learning Analytics Dashboards: Design Principles and Implications

Practice

Dana Al Zoubi, Noah Glaser & Evrim Baran | *Mississippi State University*

Abstract

The rise of Learning Analytics (LA) applications, particularly Learning Analytics Dashboards (LADs), offers immense potential to improve teaching and learning outcomes. However, challenges persist in the effective design, ethical use, and privacy considerations associated with LADs. This paper explores the growing interest in LADs and emphasizes the need for a human-centered approach to address design and structural challenges. The proposed human-centered design (HCD) approach advocates for prioritizing end-user's perspectives and needs throughout the design process, incorporating transparency, inclusion, and accountability principles. This paper delves into the implications of adopting HCD principles, such as personalized learning experiences, inclusive

representation, improved learner engagement, and ethical use of data. By involving stakeholders, especially learners, in the design process, LADs can be tailored to diverse needs and preferences, promoting engagement and informed decision-making. The discussion extends to transparency, inclusion, and accountability as key principles for addressing ethical and privacy concerns associated with LADs. Future research directions are proposed to further explore the effective application of human-centered approaches in LAD design, aiming to continually enhance their role in promoting positive learning outcomes in educational settings.

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Friday, June 21

> Note!
>
> Online Only. All times Eastern Daylight Time.

Current Eastern Daylight Time (click for more info)

Host: Meo

11:30 - 12:00 | Conference Welcome, Announcements, & Land Acknowledgement

Host: Katy –>

12:00 - 1:00 | Keynote

Host: Katy

Speaker | *David Wiley*

Lumen Learning

Abstract | Forthcoming

1:00 - 1:15 | Break

1:15 - 2:45 | Concurrent Session 22

Session 22.1 | Wildcard & Transitions of Online Learning and Teaching

Host: Katy

1:15 - 1:45 | How instructional designers connect ethics to practice: A discourse analysis | Wildcard

Research

Kanchana Konara & Stephanie Moore | *University of New Mexico*

Abstract

This study employs discourse analysis to examine how graduate students in instructional design engage in a discussion about ethics on an online discussion board set for a course on ethics and how their discourse on ethics changes over time. It further investigates how instructional designers link ethics and design in their discourse. The discourse analysis is conducted at micro-level (Shawn & Bailey, 2009) using interactional sociolinguistics that focus on meaning-making and interpretation processes (Bailey, 2015) in the discussion board. Discussion is considered an ongoing interactional process where members of the online community respond to each other's points.

1:45 - 2:15 | Designing hybrid learning for preservice teachers: Using a community of inquiry framework to increase equitable and inclusive learning environments | Transitions of Online Learning and Teaching

Practice

Nadia Delanoy & Danni Chen | *University of Calgary*

Abstract

This study investigates the pedagogical and instructional design process of a hybrid course in pre-service teacher education. Guided by the Community of Inquiry (COI)

framework, the course design aims to foster social, cognitive, and teaching presence in a hybrid learning environment. A narrative self-study approach was employed to reflect on the teaching practices of an instructor and a graduate teaching assistant (GTA). Data was obtained from their teaching reflections, which examined the impact of implementing a hybrid face-to-face driver model informed by COI on enhancing pre-service teachers' learning experiences. The study results suggest that the hybrid course design provides a more inclusive and empowering learning environment. The flexible format allows students to demonstrate their learning and collaborate effectively while developing socio-emotional awareness. By examining the experiences and knowledge of an instructor and a GTA, this study offers insights into how to effectively incorporate digital technologies and hybrid practices to promote a deeper understanding of lived experience in learning within the context of teacher education programs. With the rapid shift to online learning because of the COVID-19 pandemic, understanding how to design and implement hybrid courses becomes crucial in empowering pre-service teachers for the digital era.

2:15 - 2:45 | Encouraging Academic Writing: Online Graduate Education Writing Retreats | Transitions of Online Learning and Teaching

Research

Connie Blomgren | *Athabasca University*

Abstract

Graduate students frequently feel pressure to write, and this pressure frequently blocks writing progress. Faculty members also feel a similar pressure to write. Despite the onus upon the individual to produce theses, dissertations, journal articles, or book chapters, the academy has little structural support for authors and even less for affective provisions that inevitably are part of high stakes writing projects. This absence is also within positive psychology where research into the role of encouragement is scant (Wong et al., 2019). To address this lack, I have begun offering online writing retreats for graduate students and faculty. This presentation will describe the organization of the retreats, how I have advertised for attendance, and what happens during the online writing retreats. Using Jensen (2017)as inspiration and guide, these writing retreats have been well received. Both graduate students and faculty members have attended with positive feedback from each offering.

This presentation will cover the pragmatics of these writing retreats and the importance of encouragement as part of academic success(Wong et al., 2019), including scholarly writing. Applying neuroscience findings to the writing process(Bane, 2012; Hanson, 2009, 2013) informs these retreats and contributes to their positive reception.

Session 22.2 | Sustaining Positive Change

Host: Colin

1:15 - 1:45 | A sensory exploration of inaccessible digital practices: Culturally acceptable marginalization in praxis.

Research

Kim Ashbourne | *University of Victoria*

Abstract

Globally, post-pandemic researchers in the field of digital accessibility research in education have concluded that despite the potential for information and communication technology (ICT) to remove barriers for learners with disabilities, post-secondary institutions continue to fall short of effectively using ICT to deliver equitable educative experiences to learners with disabilities (Seale, 2020). Digital accessibility frameworks, checklists, policies and various legislative "sticks" (as opposed to carrots) have been around for decades (Oswal & Meloncon, 2017; Seale, 2004, 2006) but the problem persists. Accessibility and inclusion are viscerally relevant to disabled learners' lived experience of post-secondary education. Digital accessibility and inaccessibility touch our bodies, minds, ethics, and our sense of self-in-community. This session uses learning artifacts, personal accounts and praxis provocations from the CanDARE.ca praxis project (Ashbourne, 2024) as jumping-off points for group discussions. The goal of this session is to get more people thinking and talking about the role digital inaccessibility plays in the education system's oppression of learners with disabilities. Furthermore, we need to start talking about the Academy's complicity in the silent marginalization of people with disabilities in the digital commons.

1:45 - 2:15 | A Flipped Classroom Approach to Paralegal Education

Research

Ashley Stasiewich, Bruce Thomson & Tyra Zaguirre | *MacEwan University*

Abstract

Legal education traditionally follows two distinct paths, catering to law school students and legal studies majors. However, the training of paralegals, vital contributors to the legal workforce, often lacks comprehensive pedagogical research and effective instructional models. This presentation addresses the gap in legal education for non-lawyers, particularly paralegals, by exploring the implementation of a flipped classroom approach.

Current paralegal programs predominantly focus on clerical skills, leaving a deficit in higher-level legal comprehension and analytical abilities required in the field. Drawing on the success of flipped classroom models in law schools, this study aims to assess whether such an approach can enhance learner engagement and deepen understanding of fundamental legal principles among paralegal students.
Guided by the research question, "Does implementing a flipped classroom instructional approach in an Alberta university legal technology course for paralegals change learner engagement with the fundamental legal knowledge appropriate for paralegals, compared to lecture-based models?" the presentation will share findings from survey data collected in April 2024.
By examining the impact of flipped classrooms on paralegal education, this research contributes to the ongoing discourse on innovative pedagogies in legal instruction. The insights gained from this study can inform curriculum development, address the challenges paralegals face, and ensure they acquire the necessary competencies for success in the legal industry.

2:15 - 2:45 | Supporting OER Adoptions through Federated Discoverability

Practice

Don Eldridge | *eCampus Ontario*

Mary Gu | *eCampus Ontario*

Siri Gauthier | *eCampus Ontario*

Abstract

A key aspect of supporting OER adoption remains OER discoverability, which is commonly reported as a barrier to OER adoption as part of finding relevant resources and the time required to adopt (Belikov, & Bodily, 2016; Lantrip & Ray, 2021). This open data initiative includes the development of a metadata schema with crosswalks, technical configurations using Open Archives Initiative Protocol for Metadata Harvesting, and a collaborative pilot project to test and implement the technical solution. At the time of this proposal submission, the initiative is federating out the library metadata records to 24 post-secondary institutions. Lessons learned include working with consortiums and shared technology services, evaluating the value of federation for a wide range of post-secondary institutions, and the impact for future collaborations.

Session 22.3 |Addressing Inequities

Host: Meo

1:15 - 1:45 | Planning, living, and adding to our plates: K-3 educators' experiences of curricula in Virtual Learning Environments (VLE)

Practice

Melissa Bishop | *University Prince Edward Island*

Abstract

Virtual Learning Environments (VLE) have interested scholars since the late 20th century, with much of the research focusing on secondary and post-secondary instructors and learners (Brown, 2010; Dabbagh, 2007; Fuchs, 2014; Plump & LaRosa, 2017; Proserpio & Gioia, 2007). With the onset of VLEs in elementary education due to the COVID-19 pandemic and the continuation of synchronous virtual learning thereafter, VLEs have become commonplace in K-3 contexts across Ontario. Yet, as we contend with the ubiquitous nature of technology in early elementary, a paucity of literature exists regarding teachers' and Early Childhood Educators' (ECE) experiences of planned and lived curricula (Muldong et al., 2021; Aperribai et al., 2020; Ferdig et al., 2020) in VLEs. Starting from standpoint epistemologies (Au, 2012; Harding, 1991; Haraway, 2003), reflecting on five narrative interviews, and employing a narrative analysis of field texts (Clandinin, 2006; Clandinin & Connelly, 1988, 1996, 2000), we unearthed six narrative threads: time, parent communication, relationship building, classroom community, engagement and teacher presence, and technological challenges. These six threads suggested how ECEs and teachers navigated the entanglements of planned and lived curricular experiences in VLEs. Further, the five threads exposed critical elements to be considered in future VLE policy and curricular reform in the K-3 context.

1:45 - 2:15 | Incorporating Open Educational Technology for Designing Diversity, Equity, and Inclusion Learning Experiences

Practice

Caroline Chance | *California Polytechnic State University*

Abstract

The increasing number of English as a Second Language (ESL) students seeking education, the escalating costs of tuition, and the high proportion of students from racial minorities dropping out call for course content that is accessible, affordable, and all-embracing. First, recent studies have consistently found that most Open Educational Resources (OER) are designed for learners with advanced levels of English proficiency, which counters the purpose of offering curriculum to the general public. First-generation

students and immigrant students are disproportionally disadvantaged by not having early exposure to terminology spoken by family members working in specialized professions such as law or medicine. Second, annual statistics have repeatedly shown the costs of tuition at both public and private universities rising faster than inflation, which reverses the improvements that higher education has made for decades in creating pathways. The decreasing affordability of attending college has negatively impacted under-sourced students who did not come from families that can provide financial support or graduated from school districts that could find funding sources. Third, the Department of Education findings indicate the high dropout rates among under-represented students, such as Latinx males and Black males due to monetary and mental health issues. The lack of representation in textbooks and case studies has resulted in a learning environment that is devoid of the multiplicity of ideas and acknowledgment of different cultural influences. In this session, the presenter will provide strategies for course materials that integrate common English, everyday application assignments, and examples that resonate with students.

2:15 - 2:45 | Flexibility and Foresight in Ontario Postsecondary Education: Voices from the Field

Moved from Session 8.2

Practice

Elisa Arnold, Rocio Chavez Telleria & Laura Viselli | *eCampusOntario*

Abstract

Flexibility has emerged as a key area to support digital transformation in postsecondary education, and educators are often at the forefront of implementation. To understand how educators are thinking and feeling, we engaged with 45 educators from Ontario's publicly-supported postsecondary institution through six virtual workshops using foresight methods to frame the conversations. Foresight is a formal, systematic way of thinking about the future, which offers a way to think about how the future might play out and expand the solution space. Specifically, we used the following foresight methods: Futures Triangle, to understand the interrelationships among future visions, present drivers of change, and past limitations; Causal Layered Analysis (CLA), to explore the assumptions that underlie the way we frame problems, situations, and solutions; and Three Horizons, to explore what would it take to transition from present situations to future visions. This presentation is a summary of the research about these educators think and feel about flexibility in post secondary education, including considerations of equity and ethics and the application to practice, policy and infrastructure and recommended next steps.

2:45 - 3:00 | Break

3:00 - 3:45 | Closing Comments

Host: Katy

3:45 - 4:00 | Discussion/Networking Pod Drop-In

Host: Meo