



Open Technology in Education, Society, and Scholarship Association

Conference 2022 Program

***last updated May 13, 2022**

***All times are in Eastern Time (Canada)**

French version follows.

Check the OTESSA conference website at <https://otessa.org/2022> for abstracts and any changes to the program.

Information about any changes to the program will also be available via the OTESSA Welcome Desk on the conference platform once the conference opens.

All OTESSA Participants can attend the Congress “Big Thinking” lecture series. These take place each day of the conference. 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), Canadian Association of Learned Journals (CALJ), and Canadian Association for the Study of Adult Education (CASAE) as we have reciprocity agreements in place. Please note that presenters must register in each conference in which they are presenting.

Keynotes

Metaphors of EdTech

Martin Weller

In this talk, I will explore why metaphors are both a useful and potentially misleading way of thinking about educational technology. A number of metaphors will be proposed and analysed which demonstrate how metaphors can shape our thinking and help us view educational technology from different perspectives. The Covid pandemic saw nearly all education institutions engaging in an online pivot, which usually involved online versions of existing practices, such as lectures. As we seek to build on this experience and offer a richer online experience it has become evident that the face-to-face lecture has become a dominant model that many struggle to see past. This talk will examine how different metaphors can help us approach educational technology.

Hide and Seek: On Kids, Power, and Resistance in Education

Sherri Spelic

I want to explore what happens when the learners in our care resist our offer of help, expertise, and teaching. How do we make sense of students applying refusal skills in the classroom? Rather than provide answers I will draw on student statements about the possibility and significance of saying "no" at school and use these to probe our understanding and appreciation of power in students' hands and voices. We'll also pose the question: to what degree do our pedagogies leave space for negotiation and power sharing? And where does this show itself in practice?

Outside-In: Openness as Subversion

Maha Bali

We often talk about how open education expands access, supports knowledge sharing, and potentially enhances the quality of education. We also critique open education for sometimes reproducing inequalities despite promising to promote social justice.

But what about the ways in which "openness" removes/destroys barriers within us? In what ways does openness empower us from the outside-in? When does openness influence critical change and when might it fail to do so?

In this interactive session, we will explore some of the things openness makes possible that are often not possible within the walls of institutions, and which can end up challenging and subverting injustice.

Things Unsaid: Exploring the Margins and Limits of Open

Brenna Clarke Gray

Open is not an unambiguous good, a panacea, or accessible to everyone. But maybe it could be more of all of those things if, as a community, we could talk more openly about open's borders and limitations. What does it mean to say we are a community of open educators? What is the edge of open-ness, and how do we account for its definition? What — and whose — truths remain unsaid or unspoken even in communities that define themselves as open? And who is safe to choose open? Offering an autoethnography of pregnancy loss set against the backdrop of the pandemic university as a place to start this exploration, this talk looks to chart the margins and limits of open and to ask about the benefits of expanding the scope and possibilities of openness in our institutions. It invites all of us to imagine a more perfect open, or at least to consider how more of us can be supported to speak our things unsaid.

Join us for the #OTESSA22 Morning Radio Show every morning Monday-Thursday 9:30-10:30 (Eastern) at <https://voiced.ca>

Monday 16 May 2022

10:30 - 12:30	Welcome Desk Open
11:00 - 12:30	Conference Welcome & Keynote “Metaphors of Ed Tech” <i>Martin Weller, Open University (UK)</i>
12:30 - 1:00	Break
1:00 – 1:45	Invited Speaker Options Parallel Session 1.1 “Embracing the Middle” <i>Jess Mitchell</i> Parallel Session 1.2 “Four Pillars to (re)Think Universities” <i>Ann-Louise Davidson</i>
1:45 – 2:15	Break

2:15 – 3:45

Parallel Session 2.1 - WILDCARD: Indigenous Language Revival & K12 Truth & Reconciliation

- **2:15-2:45:**

Elders' Conversations: Perspectives on leveraging digital technology in language revival (Research-Oriented)

Melissa Bishop

- **2:45-3:45:**

Truth and Reconciliation Through Inquiry-based Collaborative Learning (Practice-Oriented)

Deirdre Houghton (Nechako Lakes School District & University of Victoria), Gary Soles (Nechako Lakes School District & University of Victoria), Andrew Vogelsang (Nechako Lakes School District & University of Victoria), Valerie Irvine (University of Victoria), Frances "Guy" Prince (Knowledge Holder, Nak'azdli Whut'en), Leona Prince (Nechako Lakes School District), Carla Martin (Nechako Lakes School District), Jean-Paul Restoule (University of Victoria), Michael Paskevicius (University of Victoria)

Parallel Session 2.2 – Sustaining Positive Change: PSE Ethics & PSE Scholarship

- **2:15-3:00:**

Surveillance in the System: Data as Critical Change in Higher Education (Research-Oriented)

Bonnie Stewart (University of Windsor), Samatha Szczyrek (University of Windsor)

Parallel Session 2.3 – Transitions of Online Learning and Teaching: E-Texts / OER

- **2:15-2:45:**

Investigating the effects of computer-generated contextual landmarks on short-term recall of e-texts (Research-Oriented)

Jon Dron, Rory McGreal, Vive Kumar, Jennifer Davies (Athabasca University)

- **2:45-3:45:**

Community-Led Infrastructures for Open Access Books: A Sustainable Model and Platform (Practice-Oriented)

Judith Fathallah (Lancaster University), Martin Eve (University of London), Tom Grady (University of London)

Parallel Session 2.4

- Flexible approaches to learning: Bridging inclusive/exclusive spaces through open educational practice (Practice-Oriented)

Michelle Harrison (Thompson Rivers University)

- Warp and Weft: Weaving and Open Dissertation (Practice-Oriented)

	<p><i>Helen Dewaard (Lakehead University & University of British Columbia), Leo Havemann (University College London), Verena Roberts (University of Calgary & Thompson Rivers University)</i></p> <ul style="list-style-type: none"> • Incorporating Open Educational Pedagogies and Co-mentorship Practices in Graduate Education (Research-Oriented) <i>Cindy Ives, Beth Perry, Pamela Walsh (Athabasca University)</i> • Critical reflection: How can open reflexive frameworks redefine academic practices? (Practice-Oriented) <i>Helen DeWaard (Lakehead University & University of British Columbia), Shauna Burnie (Lakehead University)</i> <p>Parallel Session 2.5 –</p> <ul style="list-style-type: none"> • 2:15-2:45 – Sustaining Positive Change – PSE Open Open educational practice and research resources created by students, for students (Practice-Oriented) <i>Marie Bartlett & Students (Thompson Rivers University)</i> • 2:45-3:45: – Transitions of Online Learning and Teaching – PSE Online Building digital fluency skills during the rapid transition to online and hybrid teaching through open access with the Ontario Extend program (Practice-Oriented) <i>Alissa Bigelow (eCampusOntario)</i>
3:45 – 4:00	<p>Break</p>
4:00 – 4:30	<p>Social: Gurdeep Pandher of the Yukon <i>Bhangra dance class</i></p>
4:30 – 5:30	<p>Parallel Session 3.1 – Sustaining Positive Change: K12, GreenTech</p> <ul style="list-style-type: none"> • Improving environmental sustainability by using public school systems as centers of green energy production and conservation: Approaches to offsetting the cost of increased technology use and associated pollution (Practice-Oriented) <i>Scott Warren, Scott Moran, Kristen McGuffin (University of North Texas)</i> <p>Parallel Session 3.2 – Sustaining Positive Change – PSE Open</p> <ul style="list-style-type: none"> • Sustaining Complexity: Why Higher Education Should Avoid TechnoSolutionism (Practice-Oriented) <i>Jim Luke (Lansing Community College), Bonnie Stewart (University of Windsor)</i> <p>Parallel Session 3.3 – Addressing the New Inequities: Critical EdTech</p> <ul style="list-style-type: none"> • Rejecting the ready-made future: Reimagining technologies from and for the classroom (Research-Oriented) <i>Esteban Morales, Rachel Horst (University of British Columbia)</i>

		<p>Parallel Session 3.4 – Addressing the New Inequities: Open</p> <ul style="list-style-type: none"> Open Educational Practices (OEP): Critical Policy Analysis in the Canadian Post-Secondary Education Context (Research-Oriented) <i>Mara Bordignon (University of Western Ontario)</i> <p>Parallel Session 3.5 – Transitions of Online Learning and Teaching – Online & Society</p> <ul style="list-style-type: none"> Online or Remote Learning and Mental Health (Research-Oriented) <i>Stephanie Moore (University of New Mexico), Michael Barbour (Touro University California), George Veletsianos (Royal Roads University)</i>
<p>5:30 – 6:00</p>		<p>Break</p>
<p>6:00 – 6:45</p>		<p>Invited Speaker Options</p> <p>Parallel Session 4.1 “The Liberated Learner: How to Learn with Style” <i>Terry Greene (Trent University), Giulia Forsythe (Brock University)</i></p> <p>Parallel Session 4.2 “Critical Change in Online Education - What We Can Learn (And Not Learn) From COVID as a Context” <i>Matt Bower</i></p>
<p>6:45 – 7:00 or till end of convo</p>		<p>Discussion/Networking Pods</p>

Tuesday 17 May 2022

10:30 - 12:30	Welcome Desk Open
11:00 - 12:30	Conference Welcome & Keynote “Hide and Seek: On Kids, Power, and Resistance in Education” <i>Sherri Spelic, American International School Vienna</i>
12:30 - 1:00	Break
1:00 – 1:45	Invited Speaker Options Parallel Session 5.1 “Critical approaches to researching and teaching online” <i>Beyhan Farhadi, York University</i> Parallel Session 5.2 “Shaping ‘the new normal’: Reflection and Design for Iterating Forward” <i>Stephanie Moore, University of New Mexico</i>
1:45 – 2:15	Break

2:15 – 3:45

Parallel Session 6.1 – Sustaining Positive Change - K12 & PSE

- **2:15-2:45:**

Project MIXITÉ: Towards a Numér-ACTIF process of the intervention plan promoting the active participation of the student, his parents, and interprofessional collaborative practices (Practice-Oriented)

Audrey Raynault

- **2:45-3:45:**

Global viewpoints on Open Educational Resources for Blended Learning (Research-Oriented)

Connie Blomgren (Athabasca University)

Parallel Session 6.2

- **2:15-2:45 – Transitions of Online Learning and Teaching – PSE**

Favoriser l’alignement pédagogique lors d’une migration en formation à distance: Une Démarche SoTL (Practice-Oriented)

Marie-Michelle Gouin, Constance Denis, Nathalie Lefebvre, Stéphanie Lanctôt, Marilou Belisle (Université de Sherbrooke)

- **2:45-3:45 – Sustaining Positive Change – PSE Online**

Sustaining Positive Change in the Teaching Scholars’ Online Community of Practice (Research-Oriented)

Andrew Mardjetko, Michele Jacobsen, Beth Archer-Kuhn, Cari Din, Lorelli Nowell, Heather Janniczky (University of Calgary)

Parallel Session 6.3 – Transitions of Online Learning and Teaching – PSE

- **2:15-2:45**

Design Strategy Plus Pandemic Serendipity: Technology-Enhanced Entrepreneurship Education using Open Learning and Micro-credentials (Practice-Oriented)

Sonja Johnston, Michele Jacobsen (University of Calgary)

- **2:45-3:45**

Adaptive Learning Uptake in Ontario’s Post-secondary System: Factors Supporting Motivation, Implementation, and Readiness (Practice-Oriented)

Don Eldridge, Megan Houghton (eCampusOntario)

Parallel Session 6.4 –

- Teaching, learning, and assessment activities used in additional language courses in blended contexts in Quebec’s higher education (Research-Oriented)

Paula Andrea Arancibia Erazo (Université de Sherbrooke)

		<ul style="list-style-type: none"> • “Students Feel More Dignified”: Alternative Grading and Self-Assessment in Online Courses (Research-Oriented) <i>Sharon Lauricella (Ontario Tech University)</i> • “Student Motivation in Online Learning Based on Self-Determination Theory: A Literature Review (Research-Oriented) <i>Behnoosh Khoramrooz, Valerie Irvine, Joan Martin, & Mariel Miller (University of Victoria)</i> • Assessment and Digital Technology in Higher Education: A Review of the Literature (Research-Oriented) <i>Colin Madland (University of Victoria)</i> <p>Parallel Session 6.5 - WildCard – PSE</p> <ul style="list-style-type: none"> • 2:15-2:45: Open Educational Resources as a Tool for Immersive EDI Professional Development (Research-Oriented) <i>Sara Humphreys, Loren Gaudet (University of Victoria)</i> • 2:45-3:45: TBA
3:45 – 4:00		Break
4:00 – 4:30		Social: Jon Dron, Athabasca University <i>Special Musical Guest</i>
4:30 – 5:30		<p>Parallel Session 7.1 – Addressing the New Inequities: Online Ed</p> <ul style="list-style-type: none"> • Integration of Technology with UDL and RTI in Inclusive Classrooms (Research-Oriented) <i>Diane Montgomery (University of Prince Edward Island)</i> • Parity of Participation and the Digital Divide (Practice-Oriented) <i>Tanya Elias, University of Calgary</i> <p>Parallel Session 7.2 – Addressing New Inequities/Sustaining Positive Change: PSE Online & Open</p> <ul style="list-style-type: none"> • From Study Abroad to Virtual Study Abroad: Decolonizing and Opening the Academy (Practice-Oriented) <i>Kristine Dreaver-Charles (University of Saskatchewan), Michael Cottrell (University of Saskatchewan)</i> • Digital platforms and algorithmic erasure: What are the implications? (Practice-Oriented) <i>Colin Madland (University of Victoria), Maxwell Ofosuhen & Jennifer Adkins (Trinity Western University)</i>

	<p>Parallel Session 7.3 – Sustaining Positive Change: PSE</p> <ul style="list-style-type: none"> • Humanizing with Humility: The Challenge of Creating Caring, Compassionate, and Critical Educational Spaces in Higher Education (Practice-Oriented) <i>Sarah Driessens (Nipissing University), Michelann Parr (Nipissing University)</i> • The Role of Technology in Fostering Communication and Collaboration in Post Secondary Face to Face Classrooms (Research-Oriented) <i>Melanie Opmeer (University of Calgary)</i> <p>Parallel Session 7.4 – Transitions of Online Learning and Teaching – PSE Online Turning to uncertainty for online learning (Practice-Oriented) <i>David Cormier, University of Windsor</i></p> <p>Parallel Session 7.5 – Transitions of Online Learning and Teaching: PSE</p> <ul style="list-style-type: none"> • Feedback Generation through Artificial Intelligence (Research-Oriented) <i>Okan Bulut, Tarid Wongvorachan (University of Alberta)</i> • Perspectives and experiences of equity in the online domain during the pandemic: A multi-institutional study of Canadian Institutions (Research-Oriented) <i>Brad Wuetherick (University of British Columbia), Cherie Woolmer (Mount Royal University), Isabelle Barrette-Ng (University of Windsor), Patrick Maher (Nipissing University), Jill McSweeney-Flaherty (Dalhousie University), Laura Chittle (University of Windsor), Brett McCollum (Mount Royal University), Kaitlin Sibbald (Dalhousie University), Lori Tran (Mount Royal University), Heather Carroll (Nipissing University), Brittany McBride (Nipissing University), Charlotte Foster (Nipissing University), Kyle Scholz (University of Waterloo), Alise de Bie Das (McMaster University), Christopher Ostrowdun (University of Calgary)</i>
<p>5:30 – 6:00</p>	<p>Break</p>

6:00 – 6:45	Invited Speaker Options Parallel Session 8.1 “(learning) Information Wants to Be Free - Open Access Publishing - Challenges and Successes” <i>Terry Anderson, Athabasca University</i> Parallel Session 8.2 “Exploring the Inquiry Classroom” <i>Trevor Mackenzie, Greater Victoria School District (#61)</i>
6:45 – 7:00 or till end of convo	Discussion/Networking Pods

Wednesday 18 May 2022

10:30 - 12:30	Welcome Desk Open
11:00 - 12:30	Conference Welcome & Keynote “ Outside-In: Openness as Subversion ” <i>Maha Bali, American University in Cairo</i>
12:30 - 1:00	Break
1:00 – 1:45	Invited Speaker Options Parallel Session 9.1 “ Embracing Feminist Pedagogies in Learning Design ” <i>Enilda Romero-Hall, University of Tampa</i> Parallel Session 9.2 “ Using Wikimedia as a Teaching Tool: How Wikidata can support Indigenous and low resource languages on the internet ” <i>Sadik Shahadu</i>
1:45 – 2:15	Break

2:15 – 3:45

Parallel Session 10.1 – Transitions of Online Learning and Teaching

- **2:15-2:45 – K12**

Flipped Learning in Grade 7 and 9 Mathematics (Research-Oriented)
Barb Brown, Nadia Delanoy, Mark Webster (University of Calgary)

- **2:45-3:15 – K12**

Using Teacher Presence to Engage Online Learners (Practice-Oriented)
Leanne Huston, Rochelle Smith, Rhyanon Logan-Goyette (Langley School District & University of Victoria)

- **3:15-3:45 – K12, PSE, Society**

Implementation of Education Technology in Canada: A Comparison with Korea, Finland and the EU (Research-Oriented)
Keith Rispin (West Vancouver School District & University of Victoria), Valerie Irvine (University of Victoria)

Parallel Session 10.2 – Transitions of Online Learning and Teaching: PSE Online

- **2:15-2:45:**

Taking Experiential Learning Online During COVID-19 (Research-Oriented)
Theodora Kapoyannis, Astrid Kendrick, Patricia Danyluk (University of Calgary)

- **2:45-3:45:**

What we do today will change what happens tomorrow – Exploring university teaching during a pandemic to derive recommendations for post-pandemic times (Research-Oriented)
Joerdis Weilandt, Sandra Dixon, Richelle Marynowski, Lorraine Beaudin, Rumi Graham, Stavroula Malla, Angeliki Pantazi (University of Lethbridge)

Parallel Session 10.3 – Addressing the New Inequities: PSE

- **2:15-2:45:**

Co-designing OER with Learners: A Replacement to Traditional College Level Assessments (Practice-Oriented)
Kimberlee Carter, Maria Camila Redondo Morant (Conestoga College)

- **2:45-3:45:**

A Critical Examination of Learner-Educator Co-Creation Within a Course (Practice-Oriented)
Laura Killam (Queens University), Jess Mitchell (Ontario College of Art and Design University)

Parallel Session 10.4

- **2:15-2:45 – Wildcard: Microlearning/Society**

The use of design-based research to design and evaluate an online microlearning intervention aiming to interrupt COVID-19 vaccine misinformation (Research-Oriented)
George Veletsianos (Royal Roads University), Shandell Houlden (Royal Roads University), Jaigris Hodson

		<p><i>(Royal Roads University), Darren Reid (University College London), Christiani Thompson (University of Saskatchewan)</i></p> <ul style="list-style-type: none"> • 2:45-3:15– Transitions of Online Learning and Teaching: PSE Méthodes d'évaluation et technologies : vers des activités authentiques, dans un processus itératif en soutien aux apprentissages (Practice-Oriented) <i>Géraldine Heilporn (Université Laval), Audrey Raynault (Université Laval), Alice Mascarenhas (Université de Sherbrooke), Constance Denis (Université de Sherbrooke)</i> • 2:45-3:15 – Transitions of Online Learning and Teaching: PSE Quels nouveaux modèles d'affaires pour supporter les communautés de pratique en éducation? (Practice-Oriented) <i>Robert Grégoire, Jacques Cool, Olivier Alfieri (Réseau d'enseignement francophone à distance)</i> <p>Parallel Session 10.5</p> <ul style="list-style-type: none"> • 2:15-2:45 – Sustaining Positive Change – PSE Online Orlando: Broadening the Conversation on Women's Writing Through A Scholarly Podcast (Practice-Oriented) <i>Christie Hurrell, Karen Bourrier, Kathryn Holland, Jessica J Khuu (University of Calgary)</i> • 2:45-3:45 – Addressing the New Inequities A(nother) Guide for Resisting EdTech: The Case Against (or For?) Course Hero (Practice-Oriented) <i>Brenna Clarke Gray (Thompson Rivers University)</i>
3:45 – 4:00		Break
4:00 – 4:30		<p>Social: Kendra Coupland <i>Mindfulness Session</i></p>
4:30 – 5:30		<p>Parallel Session 11.1 – Transitions of Online Learning and Teaching: PSE Open</p> <ul style="list-style-type: none"> • Multi-Section Open Course Design: Design and Implications for Faculty, Sessional Instructors, and Learners (Practice-Oriented) <i>Valerie Irvine, Michael Paskevicius, Colin Madland, Rich McCue, Verena Roberts (University of Victoria)</i> <p>Parallel Session 11.2 – Transitions of Online Learning and Teaching: K12 Online</p> <ul style="list-style-type: none"> • Nonverbal Communication (NVC) and teacher presence in collaborative online learning in primary school (Research-Oriented) <i>Ayşegül Liman Kaban (Bahcesehir University)</i>

	<ul style="list-style-type: none"> • Creating a Socially Inclusive Learning Environment Through Mobile Technologies for Students with Autism Spectrum Disorders (Research-Oriented) <i>Rahim Pira (University of Calgary)</i> <p>Parallel Session 11.3 – Transitions of Online Learning and Teaching – PSE Assessment</p> <ul style="list-style-type: none"> • The Power of Teaching Talks: Supporting and Sustaining a University Community Through Critical Conversations <i>Sarah Driessens, Heather Carroll, Christopher Bird, Rob Boulet (Nipissing University)</i> • TBA TBA <p>Parallel Session 11.4 – Sustaining Positive Change - Ethics</p> <ul style="list-style-type: none"> • Applying Trauma-informed Design to Online and Face-to-Face Teaching and Learning (Research-Oriented) <i>Suzanne Reinhardt (Simon Fraser University)</i>
<p>5:30 – 6:00</p>	<p>Break</p>
<p>6:00 – 6:45</p>	<p>Invited Speaker Options</p> <p>Parallel Session 12.1 “Online Learning and the Disruption of Teaching and Learning” <i>Tony Bates, Chang School of Continuing Education (Ryerson University) and Contact North</i></p> <p>Parallel Session 12.2 “Indigenous Representation in the Academy and Beyond” <i>Lyn Trudeau, Brock University</i></p>
<p>6:45 – 7:00 or till end of convo</p>	<p>Discussion/Networking Pods</p>

Thursday 19 May 2022

10:30 - 12:30	Welcome Desk Open
11:00 - 12:30	Conference Updates & Keynote “Things Unsaid: Exploring the Margins and Limits of Open” <i>Brenna Clarke Gray, Thompson Rivers University</i>
12:30 - 1:00	Break
1:00 – 1:45	Invited Speaker Options Parallel Session 13.1 “Digital Inequalities in Education by Design” <i>Simon Collin, Université du Québec à Montréal</i> Parallel Session 13.2 “The Ripple Effect: Reflecting Upon and Developing an Open Learning Identity Through the Pandemic and Beyond” <i>Verena Roberts, Thompson Rivers University</i>
1:45 – 2:15	Break

2:15 – 3:45

Parallel Session 14.1 – Transitions of Online Learning and Teaching: PSE

- **2:15-2:45:**

Évolution de pratiques pédagogiques inclusives au collégial en contexte pandémique (Research-Oriented)

Géraldine Heilporn (Université Laval), Simon Larose (Université Laval), Catherine Beaulieu (Cégep de Saint-Laurent, Montréal, Québec)

- **2:45-3:45:**

Aspirations for post pandemic teaching and learning: Stepping stones for future possibilities

Lisa Gedak (Royal Roads University & Kwantlen Polytechnic University), Leeann Waddington (Kwantlen Polytechnic University)

Parallel Session 14.2 – Sustaining Positive Change: Multi-Access PSE & Online K12

- **2:15-2:45**

Making in-roads toward multi-access learning and teaching (Practice-Oriented)

Mariel Miller, Valerie Irvine, Hayley Hewson (University of Victoria)

- **2:45-3:45**

Professional Learning and Online Tutoring

Michael Canuel (LearnQuebec)

Parallel Session 14.3 – Transitions of Online Learning and Teaching: Community

- **2:15-2:45:**

How Digital Technologies Shapes Pedagogical Practices in Virtual Chinese Language Classroom (Research-Oriented)

Yina Liu (University of Alberta), Jing Jin (University of Alberta)

- **2:45-3:45:**

Indigenizing Internationalization and Internationalizing Indigenization: Insights from a Virtual Study Abroad to Ireland, Jamaica, and Aotearoa/New Zealand (Research-Oriented)

Michael Cottrell, Kristine Dreaver-Charles (University of Saskatchewan)

Parallel Session 14.4 – Sustaining Positive Change: Open

- Provocations and Perspectives: A Work in Progress Learning Design Framework (Practice-Oriented)

Michael Paskevicius (University of Victoria)

- Open Learning Design: Principles & Practices (Practice-Oriented)

Verena Roberts (University of Calgary & Thompson Rivers University), Leo Havemann (University College London), Helen Dewaard (Lakehead University & University of British Columbia)

		<ul style="list-style-type: none"> • How faculty perceptions of and experiences with open access and predatory publications impact teaching and learning (<i>Research-Oriented</i>) <i>Richard Hayman (Mount Royal University)</i> • Conestoga OER Teaching Case Journal: Creating a peer-reviewed, openly licensed, and accessible teaching case journal at Conestoga College (Practice-Oriented) <i>Kevin McDermott, Jane Gravill, Fatih Yegal, Kimberlee Carter (Conestoga College)</i> <p>Parallel Session 14.5 – Wildcard: Open</p> <ul style="list-style-type: none"> • 2:15-2:45: – Wildcard: 10-min ALT Format <ul style="list-style-type: none"> • Fostering Resiliency in Online Learners: A Blended Test Anxiety Intervention <i>Jacqueline Yu</i> • The role of inquiry-based information literacy curriculum design in fostering self-efficacy in the digital learning environment <i>Marta Samokishyn (Saint Paul University)</i> • 2:45-3:45 Learning In the Open: The Journey of Creating and Implementing Open Web-Based Portfolio Templates (Practice-Oriented) <i>Melanie Laurie, Jamie Drozda (Thompson Rivers University)</i>
3:45 – 4:00		Break
4:00 – 4:30		Social: Dr Jones (DJ) <i>Beats</i>

4:30 – 5:30

Parallel Session 15.1 – Sustaining Positive Change: PSE Online Teacher Education

- Building Open Education Resources with Teacher Candidates – Reflections from the Field (Practice-Oriented)
Natalie Currie-Patterson, Emma Facca, Victoria Crocco (Brock University)
- Practicum During the Pandemic: Zooming In (Practice-Oriented)
Christine Ho Younghusband (University of Northern British Columbia)
- Equipping Pre-Service Teacher Candidates for a Post-Pandemic Reality: Building e-Pedagogy Skills and Connecting Theory to Praxis (Practice-Oriented)
Karen Roeck (Trinity Western University), Nina Pak Lui (Trinity Western University)

Parallel Session 15.2 – Sustaining Positive Change: PSE Graduate Ed

- Graduate Supervision Webinar Series: Open, Online, and Transdisciplinary Faculty Development (Research-Oriented)
Michele Jacobsen (University of Calgary), Hawazen Alharbi (King Abdulaziz University), Shauna Reckseidler-Zenteno (Athabasca University), Shawn Fraser (Athabasca University), Sonja Johnston (University of Calgary)

Parallel Session 15.3 - Wildcard: PSE Online

- From Crime Scene to the Laboratory: Travel CSI style!
Sanela Martic, Stephanie Ferguson, James Bailey (Trent University)

Parallel Session 15.4 – Transitions of Online Learning and Teaching – Open

- Lessons from the Pandemic: How did a terrible online course make a better textbook? (Practice-Oriented)
Rebekah Bennetch (University of Saskatchewan), Zach Keeseey
- Show Me Your Crystal Ball: An Environmental Scan for Usefulness (Practice-Oriented)
Jenni Hayman (Cambrian College)
- Opening a Seminal Work for the Next Century (Practice-Oriented)
Kristine Dreaver-Charles, Monique Mayer (University of Saskatchewan)

Parallel Session 15.5 –

- **4:30-5:00 – Sustaining Positive Change - PSE**
Investigating the Conversational Framework as a design approach (Research-Oriented)
Maryam Shirdel Pour, Michael Paskevicius (University of Victoria)
- **5:00-5:30 – Addressing the New Inequities - PSE**
Defining Diversity in the Development of a Health Education Media Library (Practice-Oriented)
Danielle Dilkes (University of Western Ontario)

5:30 – 6:00

Break

6:00 – 6:45	#tresdancing: Short Film Screening and Q&A with Filmmakers <i>sava saheli singh, University of Ottawa (co-producer)</i> <i>Tim Maughan (script writer)</i> <i>Hingman Leung (director)</i> <i>Lesley Marshall (co-producer)</i>
6:45 – 6:55	Closing Comments Conference Co-Chairs / Introducing Workshops & Unconference
6:55 – onward	Discussion/Networking Pods

Friday 20 May 2022

10:30 - 12:30	Welcome Desk Open
11:30 - 12:30	<p>Workshop Options</p> <p>Parallel Session 16.1</p> <ul style="list-style-type: none">• “Design-Based Research – Leading and Studying Innovation in Education” <i>Michele Jacobsen, University of Calgary</i> <p>Parallel Session 16.2</p> <ul style="list-style-type: none">• “Open Education – What’s policy got to do with it?” <i>Leo Havemann, University College London</i> <p>Parallel Session 16.3</p> <ul style="list-style-type: none">• “Decolonisation of learning spaces: It’s not about knowing more but knowing better <i>Marguerite Koole (University of Saskatchewan), John Traxler (UNESCO, Wolverhampton University), Shri Footring (Independent Researcher)</i> <p>Parallel Session 16.4</p> <ul style="list-style-type: none">• Introduction to Pressbooks <i>Verena Roberts, Barbara Brown (University of Calgary)</i>
12:30 – 12:45	Break
12:45 – 1:45	UNCONFERENCE (aka: EdCamp)
1:45 – 2:15	Break

<p>2:15 – 4:15</p>	<p>Parallel Session 17.1</p> <ul style="list-style-type: none"> • 2:15-4:15 Analyzing and Visualizing Survey Questions Using Open-Source Software <i>Okan Bulut, University of Alberta</i> <p>Parallel Session 17.2</p> <ul style="list-style-type: none"> • 2:15-3:15 TBA <i>TBA</i> • 3:15-4:15 OER in the Plague Years – Lessons and a Hands-on Workshop <i>Joshua Halpern, Yasin Dahi, LibreTexts</i> <p>Parallel Session 17.3</p> <ul style="list-style-type: none"> • 2:15-3:15 An Innovative Approach to Academic Publishing: Open Books <i>Suzan Koseoglu (University of Greenwich) & Royce Kimmons (Bringham Young University)</i> • 3:15-4:15 Share Access! Using Bookdown to Remove Barriers and Open Up Learning <i>Kelly Marjanovic, Barish Golland, Colin Madland (Trinity Western University)</i>
<p>4:15– 4:30</p>	<p>Break</p>
<p>4:30 – 5:30</p>	<p>Parallel Session 18.1</p> <ul style="list-style-type: none"> • Using 360 Spaces to Engage Learners with Virtual Puzzle Escape Rooms <i>Lillian Chumbley (Trent University), Jane Tyerman (University of Ottawa)</i> <p>Parallel Session 18.2</p> <ul style="list-style-type: none"> • CRICKET: An OER for Educational Developers and Instructional Designers <i>Brenda Smith, Marie Bartlett, Carolyn Ives (Thompson Rivers University)</i> <p>Parallel Session 18.3</p> <ul style="list-style-type: none"> • The eLearning Design Charrette: A HSP Workshop <i>JR Dingwall, University of Saskatchewan</i>

5:30-5:45		Closing Comments
5:45 onward or till end of convo		Discussion/Networking Pods

Asynchronous Sessions (May 16-20, 2022)

Practice-Oriented	“ePortfolio Pedagogy: Leveraging Affordances in Internet Spaces” <i>Rita Zuba Prokopetz, Athabasca University</i>
Practice-Oriented	“ePortfolio Pedagogy: Stimulating a Shift in Mindset” <i>Rita Zuba Prokopetz, Athabasca University</i>
Practice-Oriented	“Transitioning, and Why It’ll Never Be Enough” <i>Christian Metaxas, Trent University</i>
Practice-Oriented	“Assessing the impact of technological skills on students’ performance: Critical digital literacy and overconfidence bias” <i>Marta Samokishyn, Saint Paul University</i>



Ouverture et Technologies en Éducation, dans la Société et pour l'avancement des Savoirs

Programme de la Conférence 2022

***dernière mise à jour 13 mai 2022**

***Toutes les heures indiquées sont selon l'horaire de l'est (Québec, Canada)**

Visitez le site web de la conférence <https://otessa.org/otessa22-fr> pour les résumés ainsi que pour les changements au programme.

Toutes les informations concernant les changements éventuels au programme seront aussi disponibles via le bureau d'accueil OTESSA sur la plateforme de la conférence, dès son ouverture.

Tous les participants à OTESSA peuvent assister à la [série de causeries Voir grand](#) de cette année ainsi qu'aux [autres évènements ouverts](#) dans le calendrier. Ces évènements ont lieu chaque jour de la conférence.



Tous les participants inscrits à la conférence OTESSA peuvent aussi assister sans frais aux séances des associations suivantes : la [Société Canadienne pour l'Étude de l'Éducation](#) (SCÉÉ), la [Société Canadienne pour l'Étude de l'Enseignement Supérieur](#) (SCEES), la [Association Canadienne des Revues Savantes](#) (ACRS) et l'[Association Canadienne pour l'Étude de l'Éducation des Adultes](#) (ACÉÉA) puisque nous avons conclu des ententes de réciprocité. Notez toutefois que les présentateurs doivent s'inscrire à chaque conférence où ils présentent une communication.

Conférences principales

Metaphors of EdTech - Métaphores d'EdTech (en anglais)

Martin Weller

Dans cet exposé, j'examinerai pourquoi les métaphores sont à la fois une manière utile et éventuellement trompeuse de penser en termes de technologie éducative. Un certain nombre de métaphores seront proposées et analysées afin de démontrer comment les métaphores peuvent aiguïser notre pensée et nous aider à envisager la technologie éducative sous différents angles. La pandémie de COVID a vu presque toutes les institutions éducatives s'engager dans un pivot en ligne, qui impliquait généralement des pratiques existantes préexistantes en ligne, telles que les conférences. Alors que nous cherchons à tirer parti de cette expérience tout en offrant une expérience en ligne plus riche, il est devenu évident que le cours magistral en présentiel est devenu un modèle dominant que beaucoup ont du mal à dépasser. Cet exposé examinera comment différentes métaphores peuvent nous aider à aborder la technologie éducative.

Hide and Seek: On Kids, Power, and Resistance in Education - Jouer à la cachette : Enfants, pouvoir et résistance en éducation (en anglais)

Sherri Spelic

Je souhaite analyser ce qui se passe lorsque les apprenants dont nous avons la charge résistent à notre offre d'aide, d'expertise et d'enseignement. Comment comprendre que les élèves appliquent des techniques de refus en classe ? Plutôt que de fournir des réponses, je m'appuierai sur les déclarations des élèves en ce qui concerne la possibilité et la signification de dire "non" à l'école et je les utiliserai pour sonder notre compréhension et notre appréciation du pouvoir dont disposent les élèves entre leurs mains et au niveau de la parole. Nous nous pencherons également sur la question suivante : dans quelles mesures nos pédagogies laissent-elles une place à la négociation et au partage du pouvoir ? Et où cela se manifeste-t-il dans la pratique ?

Outside-In: Openness as Subversion - De l'extérieur vers l'intérieur : l'ouverture comme subversion (en anglais)

Maha Bali

Nous parlons souvent de la façon dont l'éducation ouverte élargit l'accès, soutient le partage des connaissances et améliore potentiellement la qualité de l'éducation. Nous critiquons également l'éducation ouverte de reproduire parfois des inégalités malgré sa promesse de promouvoir la justice sociale. Mais qu'en est-il de la manière dont l'"ouverture" élimine/détruit les barrières en nous? De quelle manière l'ouverture nous donne-t-elle du pouvoir de l'extérieur-intérieur ? Quand l'ouverture influence-t-elle le changement critique et quand peut-elle échouer à le faire?

Au cours de cette session interactive, nous analyserons certaines des choses que l'ouverture rend possibles et qui ne sont souvent pas possibles entre les murs des institutions, et qui peuvent finir par remettre en question et subvertir l'injustice.

Things Unsaid: Exploring the Margins and Limits of Open - Quelques non-dits : exploration des frontières et des limites de l'ouverture (en anglais)

Brenna Clarke Gray

L'ouverture n'est pas un bien sans ambiguïté, une panacée, ou accessible à tous. Mais peut-être qu'il pourrait être plus de toutes ces choses si, en tant que communauté, nous pouvions parler plus ouvertement des frontières et des limites de l'ouverture. Qu'est-ce que cela signifie de dire que nous sommes une communauté d'éducateurs ouverts ? Quelle est la limite de l'ouverture, et comment rendre compte de sa définition ? Quelles sont les vérités - et celles de quelle catégorie- restent non dites ou non exprimées, même dans les communautés qui se définissent comme ouvertes? Et qui peut choisir l'ouverture en toute sécurité ? En proposant une auto-ethnographie sur la perte d'une grossesse dans le contexte de la pandémie universitaire comme point de départ de cette exploration, cet exposé cherche à déterminer les marges et les limites de l'ouverture et à s'interroger sur les avantages d'élargir la portée et les possibilités de l'ouverture dans nos institutions. Elle nous invite tous à imaginer une ouverture plus parfaite, ou du moins à réfléchir à la manière dont nous pouvons être plus nombreux à être soutenus pour dire nos non-dits.

Rejoignez-nous pour le show radio matinal d’#OTESSA22, de lundi à jeudi 9h30-10h30 (heure de Québec) à <https://voiced.ca>

Lundi 16 Mai 2022

10:30 - 12:30	Ouverture du bureau d’accueil
11:00 - 12:30	Mot d’ouverture de la conférence et conférence principale “Metaphors of Ed Tech” (Méthaphores d’EdTech) <i>Martin Weller, Open University (UK)</i>
12:30 - 1:00	Pause
1:00 – 1:45	Séances de conférencières et conférenciers invités Séance en parallèle 1.1 “Embracing the Middle” (Accueillir la diversité) <i>Jess Mitchell</i> Séance en parallèle 1.2 “Four Pillars to (re)Think Universities” (Quatre piliers pour (re)penser les universités) <i>Ann-Louise Davidson</i>
1:45 – 2:15	Pause

2:15 – 3:45

Séance en parallèle 2.1 - WILDCARD: Indigenous Language Revival & K12 Truth & Reconciliation

- **2:15-2:45:**

Elders' Conversations: Perspectives on leveraging digital technology in language revival (Research-Oriented)

Melissa Bishop

- **2:45-3:45:**

Truth and Reconciliation Through Inquiry-based Collaborative Learning (Practice-Oriented)

Deirdre Houghton (Nechako Lakes School District & University of Victoria), Gary Soles (Nechako Lakes School District & University of Victoria), Andrew Vogelsang (Nechako Lakes School District & University of Victoria), Valerie Irvine (University of Victoria)

Séance en parallèle 2.2 – Sustaining Positive Change: PSE Ethics & PSE Scholarship

- **2:15-2:45:**

Surveillance in the System: Data as Critical Change in Higher Education (Research-Oriented)

Bonnie Stewart (University of Windsor), Samatha Szczyrek (University of Windsor)

Séance en parallèle 2.3 – Transitions of Online Learning and Teaching: E-Texts / OER

- **2:15-2:45:**

Investigating the effects of computer-generated contextual landmarks on short-term recall of e-texts (Research-Oriented)

Jon Dron, Rory McGreal, Vive Kumar, Jennifer Davies (Athabasca University)

- **2:45-3:45:**

Community-Led Infrastructures for Open Access Books: A Sustainable Model and Platform (Practice-Oriented)

Judith Fathallah (Lancaster University), Martin Eve (University of London), Tom Grady (University of London)

Séance en parallèle 2.4

- Flexible approaches to learning: Bridging inclusive/exclusive spaces through open educational practice (Practice-Oriented)

Michelle Harrison (Thompson Rivers University)

- Warp and Weft: Weaving and Open Dissertation (Practice-Oriented)

Helen Dewaard (Lakehead University & University of British Columbia), Leo Havemann (University College London), Verena Roberts (University of Calgary & Thompson Rivers University)

- Incorporating Open Educational Pedagogies and Co-mentorship Practices in Graduate Education (Research-Oriented)

Cindy Ives (Athabasca University)

- Critical reflection: How can open reflexive frameworks redefine academic practices? (Practice-Oriented)

	<p><i>Helen DeWaard (Lakehead University & University of British Columbia), Shauna Burnie (Lakehead University)</i></p> <p>Séance en parallèle 2.5 –</p> <ul style="list-style-type: none"> • 2:15-2:45 – Sustaining Positive Change – PSE Open Open educational practice and research resources created by students, for students (Practice-Oriented) <i>Marie Bartlett & Students (Thompson Rivers University)</i> • 2:45-3:45: – Transitions of Online Learning and Teaching – PSE Online Building digital fluency skills during the rapid transition to online and hybrid teaching through open access with the Ontario Extend program (Practice-Oriented) <i>Alissa Bigelow (eCampusOntario)</i>
3:45 – 4:00	<p>Pause</p>
4:00 – 4:30	<p>Évènement social : Gurdeep Pandher of the Yukon <i>Bhangra dance class</i></p>
4:30 – 5:30	<p>Séance en parallèle 3.1 – Sustaining Positive Change: K12, GreenTech</p> <ul style="list-style-type: none"> • Improving environmental sustainability by using public school systems as centers of green energy production and conservation: Approaches to offsetting the cost of increased technology use and associated pollution (Practice-Oriented) <i>Scott Warren, Scott Moran, Kristen McGuffin (University of North Texas)</i> <p>Séance en parallèle 3.2 – Sustaining Positive Change – PSE Open</p> <ul style="list-style-type: none"> • Sustaining Complexity: Why Higher Education Should Avoid TechnoSolutionism (Practice-Oriented) <i>Jim Luke (Lansing Community College), Bonnie Stewart (University of Windsor)</i> <p>Séance en parallèle 3.3 – Addressing the New Inequities: Critical EdTech</p> <ul style="list-style-type: none"> • Rejecting the ready-made future: Reimagining technologies from and for the classroom (Research-Oriented) <i>Esteban Morales, Rachel Horst (University of British Columbia)</i> <p>Séance en parallèle 3.4 – Addressing the New Inequities: Open</p>

	<ul style="list-style-type: none"> • Open Educational Practices (OEP): Critical Policy Analysis in the Canadian Post-Secondary Education Context (Research-Oriented) <i>Mara Bordignon (University of Western Ontario)</i> <p>Séance en parallèle 3.5 – Transitions of Online Learning and Teaching – Online & Society</p> <ul style="list-style-type: none"> • Online or Remote Learning and Mental Health (Research-Oriented) <i>Stephanie Moore (University of New Mexico), Michael Barbour (Touro University California), George Veletsianos (Royal Roads University)</i>
5:30 – 6:00	Pause
6:00 – 6:45	<p>Séances de conférencières et conférenciers invités</p> <p>Séance en parallèle 4.1 “The Liberated Learner: How to Learn with Style” <i>Terry Greene (Trent University), Giulia Forsythe (Brock University)</i></p> <p>Séance en parallèle 4.2 “Critical Change in Online Education - What We Can Learn (And Not Learn) From COVID as a Context” Changement critique en formation en ligne - Ce que nous pouvons apprendre (et ne pas apprendre) du contexte de COVID <i>Matt Bower</i></p>
6:45 – 7:00	Discussions/Réseautage (ateliers)

Mardi 17 Mai 2022

10:30 - 12:30	Ouverture du bureau d'accueil
11:00 - 12:30	<p>Mot de bienvenue et conférence principale</p> <p><i>“Hide and Seek: On Kids, Power, and Resistance in Education” (Jouer à la cachette : Enfants, pouvoir et résistance en éducation)</i></p> <p><i>Sherri Spelic, American International School Vienna</i></p>
12:30 - 1:00	Pause
1:00 – 1:45	<p>Séances de conférencières et conférenciers invités</p> <p>Séance en parallèle 5.1 “Critical approaches to researching and teaching online” (Approches critiques de la recherche et de l'enseignement en ligne) <i>Beyhan Farhadi, York University</i></p> <p>Séance en parallèle 5.2 “Shaping ‘the new normal’: Reflection and Design for Iterating Forward” (Façonner la "nouvelle normalité" : Réflexion et conception pour aller de l'avant) <i>Stephanie Moore, University of New Mexico</i></p>
1:45 – 2:15	Pause

2:15 – 3:45

Séance en parallèle 6.1 – Sustaining Positive Change - K12 & PSE

- **2:15-2:45:**

Project MIXITÉ: Towards a Numér-ACTIF process of the intervention plan promoting the active participation of the student, his parents, and interprofessional collaborative practices (Practice-Oriented)

Audrey Raynault

- **2:45-3:45:**

Global viewpoints on Open Educational Resources for Blended Learning (Research-Oriented)

Connie Blomgren (Athabasca University)

Séance en parallèle 6.2

- **2:15-2:45 – Transitions of Online Learning and Teaching – PSE**

Favoriser l'alignement pédagogique lors d'une migration en formation à distance: Une Démarche SoTL (Practice-Oriented)

Marie-Michelle Gouin, Constance Denis, Nathalie Lefebvre, Stéphanie Lanctôt, Marilou Belisle (Université de Sherbrooke)

- **2:45-3:45 – Sustaining Positive Change – PSE Online**

Sustaining Positive Change in the Teaching Scholars' Online Community of Practice (Research-Oriented)

Andrew Mardjetko, Michele Jacobsen, Beth Archer-Kuhn, Cari Din, Lorelli Nowell, Heather Janniczky (University of Calgary)

Séance en parallèle 6.3 – Transitions of Online Learning and Teaching – PSE

- **2:15-2:45**

Design Strategy Plus Pandemic Serendipity: Technology-Enhanced Entrepreneurship Education using Open Learning and Micro-credentials (Practice-Oriented)

Sonja Johnston, Michele Jacobsen (University of Calgary)

- **2:45-3:45**

Adaptive Learning Uptake in Ontario's Post-secondary System: Factors Supporting Motivation, Implementation, and Readiness (Practice-Oriented)

Don Eldridge, Megan Houghton (eCampusOntario)

Séance en parallèle 6.4 –

- Teaching, learning, and assessment activities used in additional language courses in blended contexts in Quebec's higher education (Research-Oriented)

Paula Andrea Arancibia Erazo (Université de Sherbrooke)

		<ul style="list-style-type: none"> • “Students Feel More Dignified”: Alternative Grading and Self-Assessment in Online Courses (Research-Oriented) <i>Sharon Lauricella (Ontario Tech University)</i> • “Student Motivation in Online Learning Based on Self-Determination Theory: A Literature Review (Research-Oriented) <i>Behnoosh Khoramrooz, Valerie Irvine, Joan Martin (University of Victoria)</i> • Assessment and Digital Technology in Higher Education: A Review of the Literature (Research-Oriented) <i>Colin Madland (University of Victoria)</i> <p>Séance en parallèle 6.5 - WildCard – PSE Open</p> <ul style="list-style-type: none"> • 2:15-2:45: Open Educational Resources as a Tool for Immersive EDI Professional Development (Research-Oriented) <i>Sara Humphreys, Loren Gaudet (University of Victoria)</i> • 2:45-3:45: TBA
3:45 – 4:00		<p>Pause</p>
4:00 – 4:30		<p>Évènement social : Jon Dron, Athabasca University <i>Special Musical Guest</i></p>
4:30 – 5:30		<p>Séance en parallèle 7.1 – Addressing the New Inequities: Online Ed</p> <ul style="list-style-type: none"> • Integration of Technology with UDL and RTI in Inclusive Classrooms (Research-Oriented) <i>Diane Montgomery (University of Prince Edward Island)</i> • Parity of Participation and the Digital Divide (Practice-Oriented) <i>Tanya Elias, University of Calgary</i> <p>Séance en parallèle 7.2 – Addressing New Inequities/Sustaining Positive Change: PSE Online & Open</p> <ul style="list-style-type: none"> • From Study Abroad to Virtual Study Abroad: Decolonizing and Opening the Academy (Practice-Oriented) <i>Kristine Dreaver-Charles (University of Saskatchewan), Michael Cottrell (University of Saskatchewan)</i> • Digital platforms and algorithmic erasure: What are the implications? (Practice-Oriented) <i>Colin Madland (University of Victoria)</i>

Séance en parallèle 7.3 – Sustaining Positive Change: PSE

- Humanizing with Humility: The Challenge of Creating Caring, Compassionate, and Critical Educational Spaces in Higher Education (Practice-Oriented)
Sarah Driessens (Nipissing University), Michelann Parr (Nipissing University)
- The Role of Technology in Fostering Communication and Collaboration in Post Secondary Face to Face Classrooms (Research-Oriented)
Melanie Opmeer (University of Calgary)

Séance en parallèle 7.4 – Transitions of Online Learning and Teaching – PSE Online

Turning to uncertainty for online learning (Practice-Oriented)
David Cormier, University of Windsor

Séance en parallèle 7.5 – Transitions of Online Learning and Teaching: PSE

- Feedback Generation through Artificial Intelligence (Research-Oriented)
Okan Bulut, Tarid Wongvorachan (University of Alberta)
- Perspectives and experiences of equity in the online domain during the pandemic: A multi-institutional study of Canadian Institutions (Research-Oriented)
Brad Wuetherick (University of British Columbia), Cherie Woolmer (Mount Royal University), Isabelle Barrette-Ng (University of Windsor), Patrick Maher (Nipissing University), Jill McSweeney-Flaherty (Dalhousie University), Laura Chittle (University of Windsor), Brett McCollum (Mount Royal University), Kaitlin Sibbald (Dalhousie University), Lori Tran (Mount Royal University), Heather Carroll (Nipissing University), Brittany McBride (Nipissing University), Charlotte Foster (Nipissing University), Kyle Scholz (University of Waterloo), Alise de Bie Das (McMaster University), Christopher Ostrowdun (University of Calgary)

5:30 – 6:00

Pause

<p>6:00 – 6:45</p>	<p>Séances de conférencières et conférenciers invités</p> <p>Séance en parallèle 8.1 “(learning) Information Wants to Be Free - Open Access Publishing - Challenges and Successes” (Information (pédagogique) libre - Publication en libre accès - Défis et succès) <i>Terry Anderson, Athabasca University</i></p> <p>Séance en parallèle 8.2 “Exploring the Inquiry Classroom” (Explorer la classe d'investigation) <i>Trevor Mackenzie, Greater Victoria School District (#61)</i></p>
<p>6:45 – 7:00</p>	<p>Discussions/Réseautage (ateliers)</p>

Mercredi 18 Mai 2022

10:30 - 12:30	Ouverture du bureau d'accueil
11:00 - 12:30	<p>Mot de bienvenue et conférence principale</p> <p>“Outside-In: Openness as Subversion” (De l’extérieur vers l’intérieur : l'ouverture comme subversion) <i>Maha Bali, American University in Cairo</i></p>
12:30 - 1:00	Pause
1:00 – 1:45	<p>Séances de conférencières et conférenciers invités</p> <p>Séance en parallèle 9.1 “Embracing Feminist Pedagogies in Learning Design ” (Inclure les pédagogies féministes dans la conception pédagogique) <i>Enilda Romero-Hall, University of Tampa</i></p> <p>Séance en parallèle 9.2 “Using Wikimedia as a Teaching Tool: How Wikidata can support Indigenous and low resource languages on the internet” (Utilisation de Wikimedia comme outil d'enseignement : comment Wikidata peut soutenir les langues autochtones et à faibles ressources sur Internet) <i>Sadik Shahadu</i></p>
1:45 – 2:15	Pause

2:15 – 3:45

Séance en parallèle 10.1 – Transitions of Online Learning and Teaching

- **2:15-2:45 – K12**

Flipped Learning in Grade 7 and 9 Mathematics (Research-Oriented)
Barb Brown, Nadia Delanoy, Mark Webster (University of Calgary)

- **2:45-3:15 – K12**

Using Teacher Presence to Engage Online Learners (Practice-Oriented)
Leanne Huston, Rochelle Smith, Rhyanon Logan-Goyette (Langley School District & University of Victoria)

- **3:15-3:45 – K12, PSE, Society**

Implementation of Education Technology in Canada: A Comparison with Korea, Finland and the EU (Research-Oriented)
Keith Rispin (West Vancouver School District & University of Victoria), Valerie Irvine (University of Victoria)

Séance en parallèle 10.2 – Transitions of Online Learning and Teaching: PSE Online

- **2:15-2:45:**

Taking Experiential Learning Online During COVID-19 (Research-Oriented)
Theodora Kapoyannis, Astrid Kendrick, Patricia Danyluk (University of Calgary)

- **2:45-3:45:**

What we do today will change what happens tomorrow – Exploring university teaching during a pandemic to derive recommendations for post-pandemic times (Research-Oriented)
Joerdis Weilandt, Sandra Dixon, Richelle Marynowski, Lorraine Beaudin, Rumi Graham, Stavroula Malla, Angeliki Pantazi (University of Lethbridge)

Séance en parallèle 10.3 – Addressing the New Inequities: PSE

- **2:15-2:45:**

Co-designing OER with Learners: A Replacement to Traditional College Level Assessments (Practice-Oriented)
Kimberlee Carter, Maria Camila Redondo Morant (Conestoga College)

- **2:45-3:45:**

A Critical Examination of Learner-Educator Co-Creation Within a Course (Practice-Oriented)
Laura Killam (Queens University), Jess Mitchell (Ontario College of Art and Design University)

Séance en parallèle 10.4

- **2:15-2:45 – Wildcard: Microlearning/Society**

The use of design-based research to design and evaluate an online microlearning intervention aiming to interrupt COVID-19 vaccine misinformation (Research-Oriented)
George Veletsianos (Royal Roads University), Shandell Houlden (Royal Roads University), Jaigris Hodson

		<p><i>(Royal Roads University), Darren Reid (University College London), Christiani Thompson (University of Saskatchewan)</i></p> <ul style="list-style-type: none"> • 2:45-3:15– Transitions of Online Learning and Teaching: PSE Méthodes d'évaluation et technologies : vers des activités authentiques, dans un processus itératif en soutien aux apprentissages (Practice-Oriented) <i>Géraldine Heilporn (Université Laval), Audrey Raynault (Université Laval), Alice Mascarenhas (Université de Sherbrooke), Constance Denis (Université de Sherbrooke)</i> • 3:15-3:45 – Transitions of Online Learning and Teaching: PSE Quels nouveaux modèles d'affaires pour supporter les communautés de pratique en éducation? (Practice-Oriented) <i>Robert Grégoire, Jacques Cool, Olivier Alfieri (Réseau d'enseignement francophone à distance)</i> <p>Séance en parallèle 10.5</p> <ul style="list-style-type: none"> • 2:15-2:45 – Sustaining Positive Change – PSE Online Orlando: Broadening the Conversation on Women's Writing Through A Scholarly Podcast (Practice-Oriented) <i>Christie Hurrell, Karen Bourrier, Kathryn Holland, Jessica J Khuu (University of Calgary)</i> • 2:45-3:45 – Addressing the New Inequities A(nother) Guide for Resisting EdTech: The Case Against (or For?) Course Hero (Practice-Oriented) <i>Brenna Clarke Gray (Thompson Rivers University)</i>
3:45 – 4:00		Pause
4:00 – 4:30		<p>Évènement social : Kendra Coupland <i>Mindfulness Session</i></p>
4:30 – 5:30		<p>Séance en parallèle 11.1 – Transitions of Online Learning and Teaching: PSE Open</p> <ul style="list-style-type: none"> • Multi-Section Open Course Design: Design and Implications for Faculty, Sessional Instructors, and Learners (Practice-Oriented) <i>Valerie Irvine, Michael Paskevicius, Colin Madland, Rich McCue, Verena Roberts (University of Victoria)</i> <p>Séance en parallèle 11.2 – Transitions of Online Learning and Teaching: K12 Online</p> <ul style="list-style-type: none"> • Nonverbal Communication (NVC) and teacher presence in collaborative online learning in primary school (Research-Oriented) <i>Ayşegül Liman Kaban (Bahcesehir University)</i>

	<ul style="list-style-type: none"> • Creating a Socially Inclusive Learning Environment Through Mobile Technologies for Students with Autism Spectrum Disorders (Research-Oriented) <i>Rahim Pira (University of Calgary)</i> <p>Séance en parallèle 11.3 – Transitions of Online Learning and Teaching – PSE Assessment</p> <ul style="list-style-type: none"> • <i>The Power of Teaching Talks: Supporting and Sustaining a University Community Through Critical Conversations</i> <i>Sarah Driessens, Heather Carroll, Christopher Bird, Rob Boulet (Nipissing University)</i> • TBA TBA <p>Séance en parallèle 11.4 – Sustaining Positive Change - Ethics</p> <ul style="list-style-type: none"> • Applying Trauma-informed Design to Online and Face-to-Face Teaching and Learning (Research-Oriented) <i>Suzanne Reinhardt (Simon Fraser University)</i>
5:30 – 6:00	Pause
6:00 – 6:45	<p>Séances de conférencières et conférenciers invités</p> <p>Séance en parallèle 12.1 “Online Learning and the Disruption of Teaching and Learning” (Apprentissage en ligne et bouleversements en enseignement et apprentissage) <i>Tony Bates, Chang School of Continuing Education (Ryerson University) and Contact North</i></p> <p>Séance en parallèle 12.2 “Indigenous Representation in the Academy and Beyond” (Représentation des autochtones dans les milieux académiques et au-delà) <i>Lyn Trudeau, Brock University</i></p>
6:45 – 7:00	Discussions/Réseautage (ateliers)

Jeudi 19 Mai 2022

10:30 - 12:30	Ouverture du bureau d'accueil
11:00 - 12:30	<p>Mot de bienvenue et conférence principale</p> <p>“Things Unsaid: Exploring the Margins and Limits of Open” (Quelques non-dits : exploration des frontières et des limites de l'ouverture) <i>Brenna Clarke Gray, Thompson Rivers University</i></p>
12:30 - 1:00	Pause
1:00 – 1:45	<p>Séances de conférencières et conférenciers invités</p> <p>Séance en parallèle 13.1 “Digital Inequalities in Education by Design” (Inégalités numériques en éducation par la conception) <i>Simon Collin, Université du Québec à Montréal</i></p> <p>Séance en parallèle 13.2 “The Ripple Effect: Reflecting Upon and Developing an Open Learning Identity Through the Pandemic and Beyond” (Effet d'entraînement : Réflexion et développement d'une identité d'apprentissage ouverte à travers la pandémie et au-delà) <i>Verena Roberts, Thompson Rivers University</i></p>
1:45 – 2:15	Pause

2:15 – 3:45

Séance en parallèle 14.1 – Transitions of Online Learning and Teaching: PSE

- **2:15-2:45:**

Évolution de pratiques pédagogiques inclusives au collégial en contexte pandémique (Research-Oriented)

Géraldine Heilporn (Université Laval), Simon Larose (Université Laval), Catherine Beaulieu (Cégep de Saint-Laurent, Montréal, Québec)

- **2:45-3:45:**

Aspirations for post pandemic teaching and learning: Stepping stones for future possibilities

Lisa Gedak (Royal Roads University & Kwantlen Polytechnic University)

Séance en parallèle 14.2 – Sustaining Positive Change: K12 Online

- **2:15-2:45**

Making in-roads toward multi-access learning and teaching (Practice-Oriented)

Mariel Miller, Valerie Irvine, Hayley Hewson (University of Victoria)

- **2:45-3:45**

Professional Learning and Online Tutoring

Michael Canuel (LearnQuebec)

Séance en parallèle 14.3 – Transitions of Online Learning and Teaching: Community

- **2:15-2:45:**

How Digital Technologies Shapes Pedagogical Practices in Virtual Chinese Language Classroom (Research-Oriented)

Yina Liu (University of Alberta), Jing Jin (University of Alberta)

- **2:45-3:45:**

Indigenizing Internationalization and Internationalizing Indigenization: Insights from a Virtual Study Abroad to Ireland, Jamaica, and Aotearoa/New Zealand (Research-Oriented)

Michael Cottrell, Kristine Dreaver-Charles (University of Saskatchewan)

Séance en parallèle 14.4 – Sustaining Positive Change: Open

- Provocations and Perspectives: A Work in Progress Learning Design Framework (Practice-Oriented)

Michael Paskevicius (University of Victoria)

- Open Learning Design: Principles & Practices (Practice-Oriented)

Verena Roberts (University of Calgary & Thompson Rivers University), Leo Havemann (University College London), Helen Dewaard (Lakehead University & University of British Columbia)

		<ul style="list-style-type: none"> • How faculty perceptions of and experiences with open access and predatory publications impact teaching and learning (<i>Research-Oriented</i>) <i>Richard Hayman (Mount Royal University)</i> • Conestoga OER Teaching Case Journal: Creating a peer-reviewed, openly licensed, and accessible teaching case journal at Conestoga College (Practice-Oriented) <i>Kevin McDermott, Jane Gravill, Fatih Yegal, Kimberlee Carter (Conestoga College)</i> <p>Séance en parallèle 14.5 – Wildcard: Open</p> <ul style="list-style-type: none"> • 2:15-2:45: – Wildcard: 10-min ALT Format <ul style="list-style-type: none"> • Fostering Resiliency in Online Learners: A Blended Test Anxiety Intervention <i>Jacqueline Yu</i> • The role of inquiry-based information literacy curriculum design in fostering self-efficacy in the digital learning environment <i>Marta Samokishyn (Saint Paul University)</i> • 2:45-3:45 Learning In the Open: The Journey of Creating and Implementing Open Web-Based Portfolio Templates (Practice-Oriented) <i>Melanie Laurie, Jamie Drozda (Thompson Rivers University)</i>
3:45 – 4:00		Pause
4:00 – 4:30		Évènement social : Dr Jones (DJ) <i>Beats</i>

4:30 – 5:30

Séance en parallèle 15.1 – Sustaining Positive Change: PSE Online Teacher Education

- Building Open Education Resources with Teacher Candidates – Reflections from the Field (Practice-Oriented)
Natalie Currie-Patterson, Emma Facca, Victoria Crocco (Brock University)
- Practicum During the Pandemic: Zooming In (Practice-Oriented)
Christine Ho Younghusband (University of Northern British Columbia)
- Equipping Pre-Service Teacher Candidates for a Post-Pandemic Reality: Building e-Pedagogy Skills and Connecting Theory to Praxis (Practice-Oriented)
Karen Roeck (Trinity Western University), Nina Pak Lui (Trinity Western University)

Séance en parallèle 15.2 – Sustaining Positive Change: PSE Graduate Ed

- Graduate Supervision Webinar Series: Open, Online, and Transdisciplinary Faculty Development (Research-Oriented)
Michele Jacobsen (University of Calgary)

Séance en parallèle 15.3 - Wildcard: PSE Online

- From Crime Scene to the Laboratory: Travel CSI style!
Sanela Martic, Stephanie Ferguson, James Bailey (Trent University)

Séance en parallèle 15.4 – Transitions of Online Learning and Teaching – Open

- Lessons from the Pandemic: How did a terrible online course make a better textbook? (Practice-Oriented)
Rebekah Bennetch (University of Saskatchewan), Zach Keesey
- Show Me Your Crystal Ball: An Environmental Scan for Usefulness (Practice-Oriented)
Jenni Hayman (Cambrian College)
- Opening a Seminal Work for the Next Century (Practice-Oriented)
Kristine Dreaver-Charles, Monique Mayer (University of Saskatchewan)

Séance en parallèle 15.5 –

- **4:30-5:00 – Sustaining Positive Change - PSE**
Investigating the Conversational Framework as a design approach (Research-Oriented)
Maryam Shirdel Pour, Michael Paskevicius (University of Victoria)
- **5:00-5:30 – Addressing the New Inequities - PSE**
Defining Diversity in the Development of a Health Education Media Library (Practice-Oriented)
Danielle Dilkes (University of Western Ontario)

5:30 – 6:00

Pause

<p>6:00 – 6:45</p>	<p>#tresdancing: projection du court métrage et questions-réponses avec les personnes réalisatrices et productrices</p> <p><i>sava saheli singh, University of Ottawa (co-producer)</i> <i>Tim Maughan (script writer)</i> <i>Hingman Leung (director)</i> <i>Lesley Marshall (co-producer)</i></p>
<p>6:45 – 6:55</p>	<p>Mots de la fin par les coprésidents de la conférence / Introduction aux ateliers de la journée du 20 mai</p>
<p>6:55 – ...</p>	<p>Discussions/Réseautage (ateliers)</p>

Vendredi 20 Mai 2022

10:30 - 12:30	Ouverture du bureau d'accueil
11:30 - 12:30	<p>Options d'ateliers</p> <p>Séance en parallèle 16.1</p> <ul style="list-style-type: none">• “Design-Based Research” <i>Michele Jacobsen, University of Calgary</i> <p>Séance en parallèle 16.2</p> <ul style="list-style-type: none">• “Open Education – Title Forthcoming” <i>Leo Havemann, University College London</i> <p>Séance en parallèle 16.3</p> <ul style="list-style-type: none">• “Decolonisation of learning spaces: It’s not about knowing more but knowing better <i>Marguerite Koole (University of Saskatchewan), John Traxler (UNESCO, Wolverhampton University), Shri Footring (Independent Researcher)</i> <p>Séance en parallèle 16.4</p> <ul style="list-style-type: none">• Introduction to Pressbooks <i>Verena Roberts, Barbara Brown (University of Calgary)</i>
12:30 – 12:45	Pause
12:45 – 1:45	<i>UNCONFERENCE (aka: EdCamp)</i>
1:45 – 2:15	Pause

<p>2:15 – 4:15</p>	<p>Séance en parallèle 17.1</p> <ul style="list-style-type: none"> • 2:15-4:15 Analyzing and Visualizing Survey Questions Using Open-Source Software <i>Okan Bulut, University of Alberta</i> <p>Séance en parallèle 17.2</p> <ul style="list-style-type: none"> • 2:15-3:15 TBA <i>TBA</i> • 3:15-4:15 OER in the Plague Years – Lessons and a Hands-on Workshop <i>Joshua Halpern, Yasin Dahi, LibreTexts</i> <p>Séance en parallèle 17.3</p> <ul style="list-style-type: none"> • 2:15-3:15 An Innovative Approach to Academic Publishing: Open Books <i>Suzan Koseoglu (University of Greenwich) & Royce Kimmons (Bringham Young University)</i> • 3:15-4:15 Share Access! Using Bookdown to Remove Barriers and Open Up Learning <i>Kelly Marjanovic (Trinity Western University)</i>
<p>4:15– 4:30</p>	<p>Pause</p>
<p>4:30 – 5:30</p>	<p>Séance en parallèle 18.1</p> <ul style="list-style-type: none"> • Using 360 Spaces to Engage Learners with Virtual Puzzle Escape Rooms <i>Lillian Chumbley (Trent University), Jane Tyerman (University of Ottawa)</i> <p>Séance en parallèle 18.2</p> <ul style="list-style-type: none"> • CRICKET: An OER for Educational Developers and Instructional Designers <i>Brenda Smith, Marie Martlett, Brenna Clarke Gray, Carolyn Ives (Thompson Rivers University)</i> <p>Séance en parallèle 18.3</p> <ul style="list-style-type: none"> • The eLearning Design Charrette: A HSP Workshop <i>JR Dingwall, University of Saskatchewan</i>

5:30-5:45		Commentaires de clôture
5:45 - ...		Discussions/Réseautage (ateliers)

Asynchronous Sessions (May 16-20, 2022)

Practice-Oriented Axé sur la pratique	"ePortfolio Pedagogy: Stimulating a Shift in Mindset" <i>"Pédagogie du ePortfolio : Stimuler un changement d'état d'esprit "</i> <i>Rita Zuba Prokopetz, Athabasca University</i>
Practice-Oriented Axé sur la pratique	"Transitioning, and Why It'll Never Be Enough" <i>"La transition, et pourquoi ce ne sera jamais assez"</i> <i>Christian Metaxas, Trent University</i>
Practice-Oriented Axé sur la pratique	"Assessing the impact of technological skills on students' performance: Critical digital literacy and overconfidence bias" <i>"Évaluation de l'impact des compétences technologiques sur les performances des élèves : Littératie numérique critique et biais de l'excès de confiance."</i> <i>Marta Samokishyn, Saint Paul University</i>