Conference 2023 Program

OTESSA Program Committee

Last updated Thursday, Mar 30, 12:32 PM, PDT

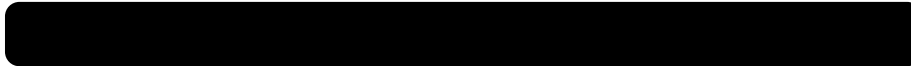# Contents

Welcome and Acknowledgements

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), and Canadian Association of Learned Journals (CALJ) as we have reciprocity agreements in place. Please note that presenters must register in each conference in which they are presenting. Join us at the #OTESSA23 Morning Radio Show every morning times TBA (Eastern) athttps://voiced.ca/

Keynotes

Glenda Cox & Bianca Masuku

University of Cape Town

Saturday, May 27, 11:00 AM

Enabling 'Students as Partners': Open Textbooks, Power Shifts and Curriculum Transformation

Work done with open textbook creators at UCT has enabled the DOT4D initiative to articulate models of open textbook production that are being employed by academics at UCT who are using their open textbooks to address social (in)justice in the classroom. Building on this background work, we explore the values and attitudes of the academics who undertake open textbook production with student co- creators. Student inclusion is lauded in research as essential for student belonging, but little work has been done to look for the challenges involved when traditional power dynamics are disrupted. In this research, we describe a potential nexus of three complementary components: open textbooks, social justice, and students as partners. We investigate the affordances of the open textbook to facilitate change in the power dynamics of content production as well as in classroom practice.

Sarah Eaton

University of Calgary

Monday, May 29, 11:00 AM

> **Academic Integrity in the Age of Artificial Intelligence**
>
> How worried do we need to be that students are going to cheat more because of artificial intelligence? Does writing generated by an artificial intelligence (AI) writing app constitute plagiarism? How can artificial intelligence be used ethically for teaching, learning, and assessment? Will a robot take my job? These questions have dominated teaching and learning circles and social media since late 2022 when ChatGPT emerged. In this Keynote, Sarah provides insights into how AI tools are impacting higher education. She will share insights from recent research project at the University of Calgary that explores the question: What are the ethical implications of artificial intelligence technologies for teaching, learning, and assessment?

Nick Bertrand

University of Calgary **Wednesday, May 31, 11:00 AM***

> **0.0.0.1**
>
> {++Title and Abstract++} ##### Session Link {++link++}

Paul Prinsloo

Friday, June 2, 11:00 AM

> **0.0.0.2**
>
> {++Title and Abstract++}

Congress Events

0.0.0.3 {++link++} Click here to access a schedule of all open Congress events.
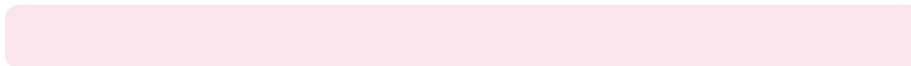
Chapter 1

May 27 - Online Only

Legend

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

Welcome Desk Open (10:30 - 12:30)

Conference Welcome, Announcements & Land Acknowledgement (10:30 - 11:00)

Keynote (11:00 - 12:00)

Enabling 'Students as Partners': Open Textbooks, Power Shifts and Curriculum Transformation *Glenda Cox & Bianca Masuku*

Abstract

Work done with open textbook creators at UCT has enabled the DOT4D initiative to articulate models of open textbook production that are being employed by academics at UCT who are using their open textbooks to address social (in)justice in the classroom. Building on this background work, we explore the values and attitudes of the academics who undertake open textbook production with student co- creators. Student inclusion is lauded in research as essential for student belonging, but little work has been done to look for the challenges involved when traditional power dynamics are disrupted. In this research, we describe a potential nexus of three complementary components: open textbooks, social justice, and students as partners. We investigate the affordances of the open textbook to facilitate change in the power dynamics of content production as well as in classroom practice.

Coffee and Nutrition Break & Streamed Congress Programming (12:00-12:30)

Concurrent Session 1 - Invited Speakers

Concurrent Session 1.1

1.0.0.0.6 TITLE *SPEAKER*
Keywords:
1.0.0.0.7 Abstract Click to Open

Concurrent Session 1.2

1.0.0.0.8 Session Title *TBA*
Keywords: TBA
1.0.0.0.9 Abstract Click to Open
TBA

Coffee, Nutrition, & Networking Break (1:15-1:30)

Concurrent Session 2 (1:30-3:00)

Concurrent Session 2.1 | Wildcard

1:30-2:30 | Escape Rooms for Education | Practice *Ava Chow & Nazlee Sharmin* | *University of Alberta*
Keywords:
Abstract

2:30-3:00 | A(nother) Guide for Resisting EdTech: The Case Against (or For?) Course Hero | Practice *Brenna Clarke Gray* | *Thompson Rivers University*
Keywords:
Abstract

Concurrent Session 2.2 | Sustaining Positive Change

1:30-2:30 | Engaging in Open Pedagogy: Insights from Designing and Teaching Post-Secondary STEM Courses | Practice
Elena Chudaeva | *George Brown College*
Keywords:
Abstract

2:30-3:00 | An Upgrade to Ungrading: Alternative Grading in Higher Education | Practice *Sharon Lauricella* | *Ontario Tech University*
Keywords:
Abstract

Concurrent Session 2.3 | Transitions of Online Learning & Teaching

1:30-2:00 | Mediating Relationship and Sexual Health Education | Practice *Andrea Hasenbank* | *Onlea Studios*
Keywords:
Abstract

2:00-2:30 | "Leave No One Behind." Peer Support for Teachers: Reflections on a Digital Pedagogy Development Project | Practice *Susanna Kohonen, Helena Kantanen, Kati Kasanen, Vesa Paajanen & Piia Siitonen* | *University of Eastern Finland*
Keywords:
Abstract

2:30-3:00 | Creating Capacity for Capabilities: Using Professional Development within Learning Design in Capstone | Practice *Sonja Johnston* | *University of Calgary*
Keywords:
Abstract

Concurrent Session 2.4 | Sustaining Positive Change

1:30-2:00 | Sharing Experience Regarding OER Creation and Adoption as a Tool to Manage Student Engagement | Research
Kiranjot Kaur & Kimberlee Carter | *Conestoga College ITAL*
Keywords:
Abstract

2:00-2:30 | Developing a Learning Design Framework: A Collective Process Intended to Foster Collaboration | Practice
Melissa Jakubec & Michelle Harrison | *Thompson Rivers University*
Keywords:
Abstract

2:30-3:00 | Letting Go of Holding On: Promoting Student Choice in a Post- Pandemic Classroom | Practice *Rebekah Bennetch* | *University of Saskatchewan*
Keywords:
Abstract

Coffee, Nutrition, & Networking Break (3:00-3:30)

Concurrent Session 3 (3:30-5:00)

Concurrent Session 3.1 | Addressing Inequities

3:30-4:30 | The Seemingly Small Details that are Easily Overlooked in Designing Inclusive Online Courses | Practice *Tai Munro, Ashley Stasiewich, & Susan Cauti* | *MacEwan University*
Keywords:
Abstract

4:30-5:00 | Podcasting for Student Agency | Research   Yu-Ling Lee & Nina Lui | *Trinity Western University*
Keywords:
Abstract

Concurrent Session 3.2 | Sustaining Positive Change

3:30-4:30 | The Slow Trend Toward K-12 OER Sharing | Practice   Connie Blomgren | *Athabasca University*
Beth Cormier | *University of Lethbridge*
Kathy Wise | *University of Calgary*
Keywords:
Abstract

4:30-5:00 | Reimagining Art and Culture by Decolonizing Digitization | Practice   Amanda Figueroa | *Curationist*
Keywords:
Abstract

Concurrent Session 3.3 | Wildcard

3:30 - 4:30 | Whiteboard Animation for Dental Education | Research   Nazlee Sharmin, Ava K Chow, & Mike Carbonaro | *University of Alberta*
Keywords:
Abstract

4:30 - 5:00 | In-class gaming to improve students' learning experiences in dental education | Research   Nazlee Sharmin & Ava K Chow | *University of Alberta*
Keywords:
Abstract

Concurrent Session 3.4 | Transitions of Online Learning & Teaching

3:30 - 4:30 | Encadrer des étudiant.es à distance : Description des pratiques de nouveaux professeure.s (in French) | Research *Serge Gérin-Lajoie* | *Université TÉLUQ*
Keywords:
Abstract

4:30 - 5:00 | Face to Face, Online or Something in Between – Student Perceptions of Student Engagement in Different Learning Environments | Research *Hongran Cui, Michelle Harrison & Victoria Handford* | *Thompson Rivers University*
Keywords:
Abstract

Concurrent Session 3.5 | Sustaining Positive Change

3:30 - 4:30 | Be(com)ing OE Librarians in Ukraine During Wartime: Taking Down Language Barriers and Practising Inclusion | Practice *Paola Corti* | *SPARC Europe*
Tetiana Kolesnykova | *Ukrainian State University of Science and Technologies*
Mira Buist- Zhuk | *University of Groningen*
Keywords:
Abstract

4:30 - 5:00 | The Role of Academic Libraries in Fostering of Algorithmic Literacy in Canadian Universities: A Metaliterate | Research *Marta Samokishyn* | *Saint Paul University*
Keywords:
Abstract

1.1 Coffee, Nutrition, & Networking Break (5:00-5:15)

Concurrent Session 4

1.1.0.0.1 Title *Speaker*
Keywords:
ABSTRACT

1.1.0.0.2 Title *Speaker*
Keywords:
ABSTRACT

Chapter 2

May 28 - Travel Day

Chapter 3

May 29 - F2F Keynote

Chapter 4

May 30 - F2F Keynote

Chapter 5

May 31 - F2F

Unkeynote? EdCamp?

Chapter 6

June 1 - Travel Day

Chapter 7

June 2 - Online Keynote