

# Conference 2023 Program

OTESSA Program Committee

Last updated Thursday, Mar 30, 15:02 PM, PDT



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# 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) at <https://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.



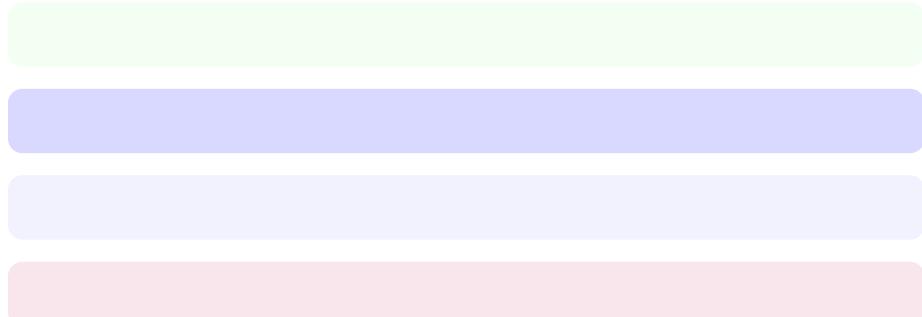
# Chapter 1

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 (12:30-1:15)**

## 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 *Yuling 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

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

### Concurrent Session 4

1.0.0.0.10 Title *Speaker*

Keywords:

ABSTRACT

1.0.0.0.11 Title *Speaker*

Keywords:

ABSTRACT

## **Chapter 2**

### **May 28 - No Sessions - Travel Day**

For those heading to York University, we wish you safe travels! See you soon!

Photo by Aditya Chinchure on Unsplash



Figure 2.1: Image of cars travelling on a mountain highway beside a lake.

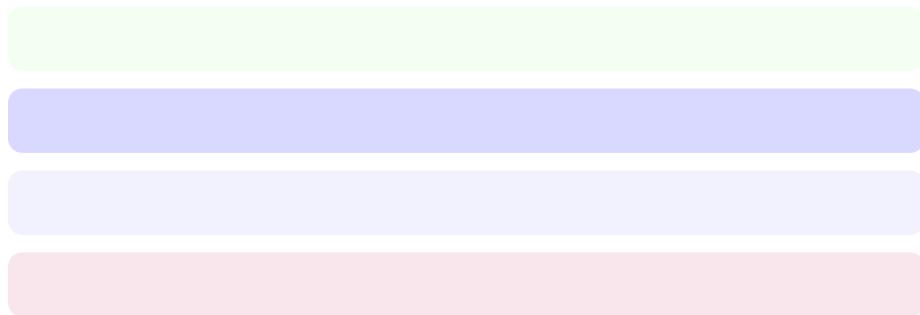
## Chapter 3

Monday, May 29 | In  
Person at York University



### Legend

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



22CHAPTER 3. MONDAY, MAY 29 / IN PERSON AT YORK UNIVERSITY

**Welcome Desk Open | 9:00 - 11:30**

**Conference Welcome, Announcements & Land Acknowledgement | 9:00-9:15**

**Break | 9:15-9:30**

**Concurrent Session 5 | 9:30-10:30**

**Concurrent Session 5.1 | Sustaining Positive Change**

3.0.0.0.6 9:30 - 10:30 | Cultivating Essential Leadership Skills for Digital Transformation in Ontario Postsecondary Education | Practice {-}

*Alissa Bigelow & Monica Shah | eCampusOntario*

Keywords:

Abstract

**Concurrent Session 5.2 | Sustaining Positive Change**

9:30 - 10:30 | Ascending the Mountain: Examining National Open Educational Resource (OER) | Practice *Michael McNally | University of Alberta*

*Catherine Lachaine | University of Ottawa*

*Ann Ludbrook | Toronto Metropolitan University*

Keywords:

Abstract

## Concurrent Session 5.3 | Sustaining Positive Change

**9:30 - 10:00 | Mythical Beast, Panacea or Breaking News: Open Education Policy in Higher Education Institutions | Research** *Leo Havemann* | University College London / Open University

**Keywords:**

Abstract

**10:00-10:30 | myWATERSHED: A Serious Game for Fostering Sustainability Champions of the Future | Research** *Isabelle Barrette-Ng* | University of Windsor  
*Adam Clare* | Sheridan College

**Keywords:**

Abstract

## Concurrent Session 5.4 | Transitions of Online Learning & Teaching

**9:30 - 10:00 | Early Findings on an Experiment in Distance Education with High School Students | Research** *Alexandre Lanoix, Normand Roy, Marc-André Éthier* | Université de Montréal

*Serge Gérin-Lajoie* | Université TÉLUQ

*Bruno Poellhuber* | Université de Montréal

**Keywords:**

Abstract

**10:00-10:30 | Over the Threshold: Graduate Student Needs in Academic Publishing | Research** *Christie Hurrell, Susan Beatty, Jennifer Lee, James Murphy & Caitlin McClurg* | University of Calgary

*Dana Cramer* | Toronto Metropolitan University

**Keywords:**

Abstract

**Break | 10:30-11:00**

**Keynote | 11:00-12:00**

**Academic Integrity in the Age of Artificial Intelligence** *Sarah Eaton University of Calgary*

**Abstract**

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?

**Lunch Break and Streamed Congress Programming | 12:00-1:30**

**Concurrent Session 6 | Invited Speakers | 1:30-2:30**

**3.0.0.0.7 TITLE SPEAKER**

**Keywords:**

**ABSTRACT**

**3.0.0.0.8 TITLE SPEAKER**

**Keywords:**

**ABSTRACT**

## Concurrent Session 7 | 2:30-3:00

### Concurrent Session 7.1 | Addressing Inequities

2:30 - 3:00 | A Learner-Educator Co-Creation Toolkit | Practice *Laura Killam* | Queen's University Canada

*Lillian Chumbley* | Trent University

*Jane Tyerman* | University of Ottawa

Keywords:

Abstract

### Concurrent Session 7.2 | Wildcard

2:30-3:00 | TBA | Practice *hypothes.is* | Vendor

Keywords:

Abstract

### Concurrent Session 7.3 | Sustaining Positive Change

2:30-3:00 | What Uses of Digital Technology Support and Enhance the Learning and the Engagement of Diverse Learners in High School Classes? | Research *Mourad Majdoub, Fatme Diab & Géraldine Heilporn* | Université Laval

Keywords:

Abstract

### Concurrent Session 7.4 | Addressing Inequities

2:30-3:00 | Personal, Institutional, and Societal Barriers to Educators' Engagement with Datafication on Campus: A Case Study | Research *Bonnie Stewart, Erica Miklas, Samantha Szcyrek & Thu Le* | University of Windsor

Keywords:

Abstract

**Coffee, Nutrition, & Networking Break | 3:00-3:30**

**Concurrent Session 8 | 3:30-5:00**

**Concurrent Session 8.1 | Addressing Inequities**

**3:30-5:00 | The Wikidata Lexicographical Data: From Recording of Words to Lexemes and Beyond | Workshop** *Sadik Shashadu | MHz Foundation*

**Keywords:**

Abstract

**Concurrent Session 8.2 | Sustaining Positive Change**

**3:30-4:30 | Practitioner Values in the Transition to Open Education Resources: Moving Through Disruption to Improved Practice | Practice** *Trista Hill | Athabasca University*

*Gloria Ramirez | Thompson Rivers University*

**Keywords:**

Abstract

**4:30-5:00 | Showcasing a Student-Led Anti-Racism Virtual Simulation Module for Equitable Learning | Practice** *Mujeedat Lekuti, HanShu Pu, Rishika Gowda, Zainab Baig, Javeria Baig, Alexandra Lawrynuik & Marian Luctkar-Flude | Queen's University Canada*

*Laura Killam | Cambrian College*

**Keywords:**

Abstract

## Concurrent Session 8.3 | Wildcard

3:30-4:30 | Designing Agile Skill Development Pathways for Climate Adaptation: Leveraging Open Competency Frameworks and Open Educational Resources to Develop Micro-credential | Practice *David Porter | DP+Associates*

*Robin S Cox | Royal Roads University*

**Keywords:**

Abstract

4:30-5:00 | An e-Book of One's Own | Practice *Terry Greene | Trent University*

**Keywords:**

Abstract

## Concurrent Session 8.4 | Transitions of Online Learning & Teaching

3:30-4:30 | Intentionality, Community, and Well-being: Re-imagining Blended Course Design | Practice *Brian Lorraine | Simon Fraser University*

**Keywords:**

Abstract

4:30-5:00 | L'apprentissage en ligne au Québec : résultats de l'enquête annuelle 2022 de l'ACRFL (in French) | Practice \*\*\* Bruno Poellhuber & Simon Parent\*\*\* | *Université de Montréal*

**Keywords:**

Abstract

## End-of-Day Networking or Creative Space | 5:00-6:00

28CHAPTER 3. MONDAY, MAY 29 / IN PERSON AT YORK UNIVERSITY

## **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**