Transformative Pedagogies: Small Changes for Transformation 2024 Retreat

July 3-5, 2024

Wednesday, July 3 | Online

10-11 a.m.	**Breaking Barriers: Making Gen AI Accessible for Students** Abdullah Al Mukaddim, Artificial Intelligence Analyst Discover how Generative AI is transforming the educational landscape by making learning more accessible for students with various disabilities. This session, designed to help professors and instructors, will explore practical applications of Generative AI tools to support students with different learning challenges, providing personalized resources and innovative solutions to enhance their academic experience.
11-11:45 a.m.	**Curiosity Room** Join CLT folks and peers to ask questions, share ideas, and experiment with what you've learned in the Retreat gatherings.
1-2 p.m.	**Critical Making and Material Culture for STEM Students in the Humanities Classroom** Dr. Patricia Cove, Faculty of Agriculture In 2023-24, students in the new Faculty of Agriculture course "English Studies in Science and Technology" were assigned an optional "Maker Project." The assignment was intended to engage students with experiential learning and material objects in a writing-intensive, first-year literary studies course serving agricultural science and engineering students, among others. Inspired by the <u>Crafting Communities project (link opens to new page)</u>, the "Maker Project" assignment asked students to make a craft related to a technology of reading, writing, and communication and then write a reflection about that experience. This presentation will explore the uptake, successes, difficulties, and unforeseen complications of the first iterations of the "Maker Project."
2-2:45 p.m.	**Curiosity Room**

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Thursday, July 4 | In-person (Killam Library, Room B400)

10-11 a.m.	**Designing "Anti-Colonial Science"** Dr. Aaron Wright, History of Science and Technology This session invites participants to reflect on anti-colonial course design, using as a case study "Anti-Colonial Science" an upper-year undergraduate course at the University of King's College History of Science and Technology Programme. Topics will include theoretical frameworks for "anti-colonial" work; course content, especially scientific content; and classroom dynamics. Participants will be encouraged to discuss examples or challenges from their own course design experience.
11-11:45 a.m.	**Curiosity Room**
1-2 p.m.	**Transformative Pedagogies: Experiences and Reflections from the Faculty of Management** Moderator: **Dr. Jenny Baechler**, Faculty of Management Panelists **Dr. Frederick D. King**, presents on a group case study assignment that asks students to help a student facing both academic and personal crises. These cases consider intersectional issues of racialization, mental health struggles, and personal trauma, combined with academic struggles surviving first-year university. **Dr. Oksana Shkurska**, describes the amazing experience she had through a COIL (Collaborative Online International Education) project. **Dr. Stacy Allison-Cassin**, discusses a project assignment developed for a graduate-level course on Knowledge Equity and Justice.
2-2:45 p.m.	**Curiosity Room**

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Friday, July 5 | Online

10-11 a.m.	**Foundations: Disability & Accessible Language in the Classroom** Emilee Fackelman, Graduate Teaching Associate, CLT What knowledge and tools can we develop to use language that promotes accessibility in the classroom? In this workshop, we'll explore how everyday communication can create barriers, analyze real-world teaching scenarios, and develop strategies to: craft clear and concise communication; utilize inclusive language that avoids assumptions and empowers all students; respectfully navigate sensitive disability-related topics; enhance accessibility in teaching materials and communication. Join us in building a valuable foundation for fostering an inclusive learning environment where all students can thrive.
11-11:45 a.m.	Curiosity Room
1-2 p.m.	**I Get It, But How Do I Do It?: Applying Universal Design For Learning (UDL) Principles to Course Outcomes and Student Assessment** Tereigh Ewert, Senior Educational Developer (Anti-oppressive and Transformative Education), CLT Dr. Les T. Johnson, Senior Educational Developer (Online Pedagogies), CLT In this hands-on gathering, the facilitators will focus on the aspects of the UDL Guidelines that ask instructors to consider flexibility in how students demonstrate their learning, and practical ways to implement these guidelines. **Participants are requested to bring one or more learning outcomes from their courses and collaboratively,** we'll imagine the different ways in which students can be assessed.
2-2:45 p.m.	Curiosity Room

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