

## Learning with, From, and Toward Abolitionist Imaginaries with community research partners in discussion for the conversation

Dr. Joe Curnow, University of Manitoba



Thursday October 20, 2022

11:00-12:15 PST, 12:00-13:15 MST, 13:00- 14:15 CST, 14:00-15:15 EST, 15:00-16:15 AST

Abolitionism is a social movement and political ideal that not only calls for the abolition of prisons, police, child welfare, and other racialized and colonial systems of punishment, but, more affirmatively, for building a world in which life sustaining services prevent the harms that these violent systems claim to respond to, but often exacerbate. The abolition of policing and prisons is often critiqued as an unrealistic dream. To imagine a world without police and prisons requires a radical shift; such imagination is a collaborative learning accomplishment that enables abolitionists to engage in their practice. Using learning sciences tools like future-organizing, educational intimacy, and politicization, this talk explores how activists learn and build abolitionist futures.

**Register:** <https://bit.ly/3UVHERn>

*Authored and Suggested Readings:*

- Curnow, J., Davis, A., & Asher, L. (2020). Politicization in process: Developing political concepts, practices, epistemologies, and identities Through Activist Engagement. *American Educational Research Journal*. 56(3) 716-752. <https://doi.org/10.3102/0002831218804496>
- Laba, M. & Ritchie, A. J. (2022). Reclaiming safety: In our imaginations, we neEd to break the equation of policing and public safety. *Inquest: A Decarceral Brainstorm*. September 29, 2022. <https://inquest.org/reclaiming-safety/>

## Advancing Justice Through Critical Open Pedagogy

Dr. Surita Jhangiani, University of British Columbia



Thursday November 17

11:00-12:15 PST, 12:00-13:15 MST, 13:00- 14:15 CST, 14:00-15:15 EST, 15:00-16:15 AST

This presentation will introduce Critical Open Pedagogy and discuss how this approach can be used to advance pedagogical goals related to epistemic and social justice. Participants will leave with an understanding of what open pedagogy is, and how it can be coupled with critical pedagogy to disrupt and decenter hegemonic narratives and to redress injustices in our educational systems.

**Register:** <https://bit.ly/3M4duY0>

*Authored and Suggested Readings:*

- Quinn, J., Burtis, M., & Jhangiani, S. (Eds.). (2022). *Toward a critical instructional design. Hybrid Pedagogy.*
- Quinn, J., Burtis, M., & Jhangiani, S. (Eds.). (2022). *Designing for care. Hybrid Pedagogy.*
- D. Wallis, P., & Rocha, T. (2022). Designing for resistance: Epistemic justice, learning design, and open educational practices. *Journal for Multicultural Education.* <https://doi.org/10.1108/JME-12-2021-0231>

## Choose your own adventure: Tales from the academic job market

Dr. Rishi Krishnamoorthy, Penn State College of Education; Dr. Chris Ostrowdun, Leeds University; Dr. Stephanie Hladik, University of Manitoba



Thursday January 26, 2023

11:00-12:15 PST, 12:00-13:15 MST, 13:00- 14:15 CST, 14:00-15:15 EST,  
15:00-16:15 AST

The academic job market can be confusing, opaque, and challenging - even with the wide variety of guidelines and advice available. In this panel, we move beyond checklists and sample documents to share our experiences of being on the academic job market, highlighting the messiness of the process, ethical and personal considerations, emotional aspects, and the decisions that led us to new faculty positions. Attendees are encouraged to submit questions for the panelists ahead of time here:

<https://forms.gle/B3sVdm8VF6hJ9KH5>

**Register:** <https://bit.ly/3C1hiop>

## Decolonial Methodologies for Living Land-Based Literacies: A Collective Imagining

Tatiana Becerra-Posada & Dr. Christian Ehret, McGill University



Thursday March 9, 2023

11:00-12:15 PST, 12:00-13:15 MST, 13:00- 14:15 CST, 14:00-15:15 EST, 15:00-16:15 AST

This talk describes the process of co-constructing decolonizing methodologies in rural communities of Northern Colombia that nurture local land-based literacies. This ongoing process involves a research collective comprising youth, nature, local teachers, community members, and allied academics, organized to reclaim local, land-based literacies as part of local schooling that is currently dominated by Westernized language policies in Colombia. We focus our talk on how the collective's methods were sensitized in order to generate a contemporary understanding of enduring local, land-based literacies as embodied, relational and multi-species.

**Register:** <https://bit.ly/3y7YqmA>

*Authored and Suggested Readings:*

- Ehret, C. & Becerra Posada, T. (2022). Considering affective geographies in critical digital literacy pedagogies: How Colombian, English language teachers mitigated “feeling at a distance” during remote instruction. *TESOL Quarterly*, 56(3), 1041-1051.
- Styres, S. (Kanien'kehá:ka). (2019). Literacies of land. In L. Smith; E. Tuck & W. Yang (Eds.) (pp.24-37). Routledge.

## Children's critical algorithmic literacy: Designing classroom resources and activities to develop awareness of YouTube's recommendation algorithm as a value-laden process

Dr. Hyeon-Seon Jeong (she/her), Director, Center for Media Literacy Research, Gyeongin National University of Education



Thursday May 11, 2023

11:00-12:15 PST, 12:00-13:15 MST, 13:00- 14:15 CST, 14:00-15:15 EST, 15:00-16:15 AST

With the rapid increase in the use of personalized digital media devices and social media worldwide, digital platforms have used algorithms to create segmented audiences from personal data. Therefore, it is crucial for digital and media literacy to pay more attention to the role of digital technology, and algorithms specifically, to understand the impacts of digital media companies that process and use user data on individuals and society and to imagine the possibility of differentiated choices that can be made. Responding to the pedagogical challenges faced by digital and media literacy educators in terms of designing classroom resources and activities, this presentation will focus on a case study of a classroom for children aged 10 to 12 and describe how the design of 'old-fashioned' pen and paper-based resources and activities might be useful to develop children's critical algorithmic awareness of a YouTube's recommendation algorithm as value-laden and open to revisions and improvements.

**Register:** <https://bit.ly/3rszeUg>

*Authored and Suggested Readings*

- Jeong, H.S., Oh, Y. & Kim, A. (2022). Critical algorithm literacy education in the age of digital platforms: Teaching children to understand YouTube recommendation algorithms. In Pangrazio, L. & Sefton-Green, J. (Eds.), *Learning to live with datafication: Educational case studies and initiatives from across the world* (pp. 153-168). Routledge.
- Jacques, J., Grosman, J., Collard, A.S., Oh, Y., Kim, A. & Jeong, H.S. (2020). "In the Shoes of an Algorithm": A media education game to address issues related to recommendation algorithms. *The Journal of Education*, 3(1), 37-62.