

SPEAKERS INFORMATION

CAT CRIGER

UNIVERSITY OF TORONTO MISSISSAUGA

"Indigenous Knowledge and Perspectives in Post-Secondary Classrooms"

(Moderated by Prof. Stefana Gargova)



BIO

Cat Criger is an Indigenous Elder, Traditional Teacher and Knowledge Keeper. He is from the Cayuga Nation, Turtle Clan, as well as having German and English ancestry.

Cat was taught through traditional methods to use Indigenous pedagogies, perspectives and philosophies when working with people. Cat has been working as an Indigenous Teacher and Knowledge Keeper for almost 30 years. He is a healer, spiritual dreamer, and pipe carrier.

Under the guidance of an Indigenous Elder from the Anishinaabe Nation, Cat learnt traditional ceremonies, teachings, circles, counselling, healing with plant medicines. This also provided nearly 30 years of experiential immersion in a wide range of the concepts, philosophies, applications and braiding of Indigenous pedagogies into present day academia with a mindset of disempowering exclusion!

Cat has worked as an Elder and advisor in many Indigenous Agencies across the GTA, as well as with NPOs, financial, public, and corporate sectors, Government Ministries including Health, Education and Transportation, in Ontario and Canada. He facilitates leadership coaching and cultural competency training workshops.

Presently Cat holds the position of Indigenous Advisor at the Indigenous Centre at the University of Toronto's Mississauga Campus within the offices of Equity, Diversity, and Inclusion. He is a Sessional Instructor and lectures in multiple faculties at the University of Toronto.

Cat also works in secondary schools as an Elder and academic advisor on Indigenous inclusion and student success. He is active in the inter-faith and inter-cultural communities. He has received the Queen's Diamond Jubilee medal for his work, speaking to diversity, equity, respect for women, anti-racism, and anti-oppression.

Cat's focus and vision for life is to help build a world based on inter-cultural and inter-faith dialogues. This will require trusting relationships and strong bridges between all cultures. Most importantly we will need to listen to one another with our hearts. "I believe we have a lot of work ahead of us."

Cat fondly spent part of his formative youth in Germany and hopes to reanimate his lost fluency in the language. In his spare time, he takes land-based learning to another level with extreme sports, motorcycles, and car racing.

ABSTRACT

Sharing some thoughts on our understanding of learning. Indigenous philosophical and metaphorical perspectives on braiding Indigenous pedagogy into ourselves, our students, and our places of learning. No need to open books, just your mind.

NICOLA TOWNEND

UNIVERSITY OF TORONTO SCHOOLS

"Incorporating Indigenous Content into the Language Curriculum"

(Moderated by Virginia Shewfelt)

BIO

Nicola Townend (she/her) is a Canadian settler of British origin, having first moved to Canada when she was a child. She has been teaching German and French at the University of Toronto Schools (UTS) for 17 years. Her interests include equity and inclusion in language education, plurilingual and pluricultural approaches to teaching languages and the integration of Indigenous content and perspectives. She has been privileged to work with elder Cat Criger for the past 5 years in his capacity as Elder in Residence at her school. Her Masters dissertation, to which Cat contributed considerably, was entitled "From Stumbling Blocks to Stumble Stones: Integrating Indigenous topics and pedagogies in the German Language Classroom". Nicola earned her BA (Hons) in French and German at the University of Leeds, England, her B. Ed. at OISE/UT and her MA in Education at Bishop Grosseteste University in England.

ABSTRACT

Most of us are open to the idea of incorporating more Indigenous content and references into our teaching, but having missed out on meaningful learning about Indigenous cultures in our own schooling, we're unsure where to start. This workshop will advocate for taking those first steps, even if you're not sure where they're leading you, and will give some practical ideas, links and resources to enable teachers of German weave references and stories into their teaching in a way that feels organic. Many of these approaches align very comfortably with the tenets of the Common European Framework of Reference, with action-oriented and communicative learning approaches, and with the recent focus on making more plurilingual and pluricultural connections in the teaching of a new language. Participants will receive concrete examples, links and materials to enable them to take their first steps right away.

DWAYNE BROWN

YORK UNIVERSITY

"Emotions: The Invisible Teacher"

(Moderated by John Evjen)

BIO

Dwayne Brown is a PhD candidate at York University. His doctorate takes a look at the influence of anti-black racism, mental health and emotional intelligence on the educational success of BIPOC youth in Toronto, Canada. He is a qualified K-12 educator with the Toronto District School Board as well as Co-Founder and Director of Education of the non-profit, Generation Chosen, which focuses on culturally relevant emotional intelligence within underserved and neglected communities; Founder of STEAM program, After Sc-Kool (A.S.K.); Member of Toronto Youth Justice Steering Committee (TYJC); Consultant/Community Liaison for JnF Mall Development; Member of the TDSB's Black Excellence Team; and is a Papa Bear.

ABSTRACT

Dwayne will present the non-profit emotional intelligence organization, Generation Chosen, and how it promotes inclusion at a community/city level via equipping disenfranchised /neglected communities with the emotional intelligence skills so necessary in choosing life or death on a quotidian basis. He will also address inclusion in academic classrooms by critiquing the ways in which a kind of cultural violence is enacted onto some groups by silencing some stories/identities while allowing others to be central in curriculum. Suggestions will be provided allowing practitioners to have a handful of inclusive practices to try out.

CASEY BURKHOLDER

UNIVERSITY OF NEW BRUNSWICK

"Cellphilm Production in the Classroom and Community: Re-focusing Everyday Media Production for Teaching, Learning, and Speaking Back"

(Moderated by Florian Müller)

BIO

Casey Burkholder is an Assistant Professor in the Faculty of Education at the University of New Brunswick. Her research program focuses on mobilizing DIY media making practices with youth to address issues of concern in local contexts. Her current research focuses on New Brunswick-based DIY activism with queer, trans, and non-binary youth and teachers.

ABSTRACT

Cellphilming (cellphone + filmmaking) responds to people's everyday media-making practices, and provides a way to research, document, and discuss community issues with students and community members (Dockney & Tomaselli, 2010; MacEntee, Burkholder & Schwab-Cartas, 2016). This paper will highlight the potential for cellphilm production to be employed as a research method and as an instructional and assessment practice. The paper will begin with a short discussion of cellphilm method and ethical practice, followed by a short screening of student-produced cellphilms. The paper will end with a discussion of cellphilm method as a mode of assessment within university classrooms, and highlight ethical opportunities and challenges that have emerged in this work.

PAUL ALEXANDER

ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

"Utilizing Immersive Technology to Explore Culture, Language, and Identity"

(Moderated by Rita Laszlo)

BIO

Paul is a Ph.D. candidate within the Department of Curriculum, Teaching, and Learning at the Ontario Institute for Studies in Education, University of Toronto. Professionally, he has been a teacher educator at the graduate level for more than fifteen years, with recent course titles including Immersive Technology in Education, Integrating Technology into the Classroom, and Course Design. With respect to research, Paul has explored gamification elements of leaderboards, progress bars, and badges embedded within online courses. More recently, Paul has also examined the use of VR headsets to showcase 360° classroom videos as a means of professional teacher development, and how the integration of annotation tools may enhance one's teaching pedagogy.

ABSTRACT

How might the use of 360° video, virtual reality, and augmented reality tools empower educators and, more importantly, students to explore issues of culture, language, and identity? This workshop will provide a brief overview of these technologies, showcase educational exemplars, and offer attendees an opportunity to explore and even create their own immersive technology projects!

SHELLEY MURPHY

ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

"Mindfulness as Education in Higher Ed Classrooms"

(Moderated by Dena Khamseh)

BIO

Shelley Murphy, PhD, is a lecturer and researcher at the Department of Curriculum, Teaching and Learning at OISE, University of Toronto. Shelley developed and teaches the Mindfulness in Education course in the Wellbeing Emphasis of the Department of Curriculum, Teaching, and Learning. She has extensive training in the science and practice of trauma-sensitive mindfulness and has been a mindfulness practitioner and educator for over 20 years. Shelley is the recipient of A Mindful Society's 2019 Michele Chaban Spirit of Leadership Award for her work and research in the field of mindfulness in education. Her book on mindfulness for children in classroom settings and beyond, *Fostering Mindfulness*, was published by Pembroke in 2019.

ABSTRACT

Interest in mindfulness practice has grown rapidly in the last decade. This is likely because there is now a depth and breadth of research showing the powerful benefits of mindfulness practice for supporting attention, cognition, compassion, and mental health.

In this interactive session, you will learn about the science and practice of mindfulness and its potential for helping university educators and students develop healthy habits of mind for greater presence, awareness, resilience, and wellbeing. You will learn about (and be invited to engage in) practical strategies for beginning or deepening your own practice and for the classroom.

KATHARINA RITTER

GESCHICHTENERZÄHLERIN

"Erzählstunde"
(Moderated by William Ohm)

BIOGRAPHIE

Katharina Ritter – Geschichtenerzählerin – kam 1962 in einem kleinen Dorf im Bregenzerwald zur Welt, als viertes von acht Kindern. In der Familie wurde jeden Abend gesungen und vorgelesen und ihre Großmutter hat viel „von früher“ erzählt. So ist sie mit Geschichten aufgewachsen und hat lange bevor sie selbst lesen lernte, ganze Bücher frei erzählt, hat die Erzähl-Tätigkeit dann für 30 Jahre eingemottet – ging zur Schule und hat eine kaufmännische Ausbildung gemacht.

Mit 20 Jahren ist sie in die weite Welt gezogen, ins Millionendorf München, hat im Messebau gejobbt, Workshops in Pantomime besucht und ist um ein paar Ecken „beim Film“ gelandet. Als Assistentin, mit den Jahren dann als Produktionsleiterin, hat sie bei DENKmal-Film, anderen geholfen, deren Geschichten zu erzählen, war in der Zeit von 1987 bis 1997 an über 20 Dokumentar- und Spielfilmen im Bereich Recherche, Produktion, Distribution beteiligt.

1998 hat sie auf der Suche nach einem eigenen künstlerischem Ausdruck, für sich die älteste Kunst der Welt wieder entdeckt - das freie mündliche Geschichten erzählen. Seither ist sie mit ihren Geschichten unterwegs. Erzählt sie, überall wo Menschen zuhören: Im Theater, in Bibliotheken, Museen, Schulen, ist regelmäßig zu Gast bei Festivals. Seit 2004 eigene Erzähl-Reihe im Bayerischen Nationalmuseum, seit 2008 Erzähl-Marathon „Ganz Grimm“ mit allen 200 Märchen, seit 2014 von A bis Zett durchs Grimmsche Wörterbuch.

Seit 2003 wird sie immer wieder vom Goethe-Institut engagiert, als „Botschafterin für die Sprache“ erzählt in den unterschiedlichsten Teilen der Welt, von Vancouver bis Borneo.

Seit 2006 Veröffentlichungen eigener Geschichten als Hörstücke, Hör-Bücher, Audio-Guides.

Preise- und Auszeichnungen:

- Gold bei den Delphischen Spielen in Malaysia 2005,
- Beste deutschsprachige Erzählerin 2006,
- Goldene Spindel 2010
- Förderpreis der MDM für 1000x1000 Schritte weit fort von zuhause 2014

Ihr Repertoire umfasst viele alte Sagen und Märchen aus der Erzähl-Tradition, ihre eigenen Geschichten erzählen von Tieren die aus dem Zoo ausbrechen, von Hasen die Ostern hassen, von hungrigen Wölfen, Wortpiraten, Zeitlöchern, Grünen Männchen... und immer wieder von Kindern die mit ihrer Abenteuerlust und Tapferkeit die Welt schöner machen – so wie die Schwabenkinder in „1000x1000 Schritte weit fort von zuhause“.

LISA PARKES

HARVARD UNIVERSITY

"Theater as Classroom and Classroom as Theater: Taking on New Identities in the German Language Classroom"

(Moderated by Andre Flicker)

BIO

Lisa Parkes is the Director of the German Language Program at Harvard University. Her teaching and research interests include foreign language pedagogy, drama pedagogy, modern German literature, music, drama, and theater. She has written and presented on the use of drama in the foreign-language classroom, on sound in German exile Hollywood films, and on German-language comedy. She has co-edited a special volume entitled *Integrating the Arts: Creative Thinking about Foreign Language Teaching and Language Program Direction* (Cengage, 2015) and is currently completing a book, "Spielraum, Teaching German through Theater" (Routledge, forthcoming). Besides directing the German language program, she regularly teaches courses on German language, music, drama and theater, and comedy, and has directed student productions of plays by Büchner, Nestroy, Dürrenmatt, Schnitzler, Frisch, Borchert, Brecht, von Horváth, and Schimmelpfennig. In the summer, she co-directs the eight-week Harvard Summer Program in Vienna and Berlin.

ABSTRACT

This presentation introduces strategies for transforming the literary text into a rich source of student creativity, and for reinvigorating the language classroom through drama-based pedagogy. Fundamental to this approach is the principle of imaginative and self-reflective engagement in the creative process itself: Through embodied performance, creative writing, and improvisational speaking, students explore new identities, engage more deeply and critically in the text, and may develop greater linguistic agency through intensive, creative language play.

BONNY NORTON

UNIVERSITY OF BRITISH COLUMBIA

"Identity, language learning, and open technology: Global Storybooks in Germany"

(Moderated by Elisabeth Lange)

BIO

Dr. Bonny Norton (FRSC) is a University Killam Professor in the Department of Language and Literacy Education, University of British Columbia. Her primary research interests are identity, language learning, and the Global Storybooks project (<https://globalstorybooks.net/>). A Fellow of the Royal Society of Canada and the American Educational Research Association, she was awarded BC Academic of the Year in 2020. Her website is <http://faculty.educ.ubc.ca/norton/>

ABSTRACT

The world has changed since I published my early work on identity, investment, and language learning in the mid 1990s. Because of advancements in digital technology, there are new relations of power at micro and macro levels, and digital literacy has become essential in "claiming the right to speak." As language learners navigate these changing times, they need to negotiate new identities, investments, and imagined futures (Norton, 2013). Working with Ron Darvin, I have responded to new linguistic landscapes by developing an expanded model of investment that integrates identity, ideology, and linguistic capital in a comprehensive framework (Darvin & Norton, 2015). In this presentation, I will demonstrate that while there are structures that may limit a language learner's investment, the model illustrates how learners can draw on language and literacy practices that enhance possibility. Drawing on my recent research on digital storytelling in both wealthy and poorly resourced communities worldwide (Norton, Stranger-Johannessen, & Doherty, 2020), I will discuss how the freely available Global Storybooks project can harness the linguistic capital of language learners in homes, schools, and communities, with exciting implications for the learning and teaching of German.

Storybooks Deutschland: <https://global-asp.github.io/storybooks-deutschland/>

Global Storybooks: <http://globalstorybooks.net/>

KILEY M. KOST

CARLETON COLLEGE

"Critical Environmental Thinking in Beginning German Classes" (Moderated by Veronica Curran)

BIO

Kiley received her PhD in Germanic Studies from the University of Minnesota in 2019 and is currently Visiting Assistant Professor of German at Carleton College in Northfield, Minnesota. Her research interests include the environmental humanities and ecocriticism. In particular, she is interested in representations of deep time and her research explores geologic time scales in fiction and how stories of the deep past are told. In 2017-2018 she held a Fulbright research grant at the Rachel Carson Center for Environment and Society in Munich, Germany. She teaches German language courses and literature courses on topics including "Humans and Animals" and "Catastrophe and Natural Disaster."

ABSTRACT

Teaching about environmental initiatives in German-speaking cultures often focuses on building vocabulary and learning about policy and technology. This approach targets intermediate and advanced language learners and highlights large-scale projects that are often distant from students' experience. Critical environmental thinking, in contrast, flips the focus of sustainability-based pedagogy to individual actions, connecting personal practices to larger contexts. In this talk, I offer models of critical environmental thinking for beginning language courses and argue that such sustainability-focused critical thinking can and must occur at all levels of language learning and use. I will also present a new, collaborative web resources that provides support for colleagues implementing environmental topics and academic civic engagement projects in humanities scholarship and teaching. Language instructors work with basic language components that overlap with environmental issues and have the opportunity to guide students deeper in their exploration of new concepts and to challenge their assumptions about the environment and sustainability.

JOELA JACOBS

UNIVERSITY OF ARIZONA

"Competing Goods? Social Justice & Cultures of Environmentalism in the Classroom"

(Moderated by Laurence Cote-Pitre)

BIO

Joela Jacobs is Assistant Professor of German Studies at the University of Arizona. Her research focuses on 19th-21st century German literature and film, Animal Studies, Environmental Humanities, Jewish Studies, the History of Sexuality, and the History of Science. She is currently working on a monograph, entitled *Animal, Vegetal, Marginal: Being (Non)Human in German Modernist Grotesques*, and has published articles on monstrosity, multilingualism, literary censorship, biopolitics, animal epistemology, zoopoetics, phytopoetics, cultural environmentalism, and contemporary German Jewish identity. She has taught a wide range of courses on all levels of the German college & graduate curriculum and in adult & general education, and she is always interested in talking pedagogy and classroom technology. In 2019, she won the College of Humanities Distinguished Teaching Award, and in 2020, she was honored with the University of Arizona Foundation Leicester and Kathryn Sherrill Creative Teaching Award.

ABSTRACT

By drawing both on a research project and classroom practices, this workshop will prompt you to think about environmentalism as a set of culturally and historically informed practices that intersect with social justice in a variety of ways. Environmentalism is not a "neutral good" -- just like environmental racism describes the ways in which climate change disproportionately affects racialized bodies and lives, racist environmentalism excludes racialized people from determining how to protect the planet. In our teaching, we therefore have to confront the challenge of engaging in these complicated intersections with our students and give them the tools and language to address the fact that something that might help the planet might harm a community, or vice versa. This workshop provides the opportunity to develop strategies of threading anti-racist practices into our teaching about environmentalism (or other cultural "goods") at all levels.

CAROLYN SAMUEL & EVA DOBLER

MCGILL UNIVERSITY

"Feedback Strategies: Engaging Students in Dialogue On-campus and Remotely"

(Moderated by Prof. Stefana Gargova)

BIO

Carolyn Samuel (PhD, Second Language Education) is a Senior Academic Associate at McGill's Teaching and Learning Services (TLS), where she offers teaching support for instructors through workshops, webcasts, special events, and consultations. Prior to working at TLS, Carolyn was a Senior Faculty Lecture doing pre-service teacher education in the Faculty of Education, and teaching English for Academic Purposes (oral and written) at both graduate and undergraduate levels. She has also done teacher training and taught overseas. Carolyn has been engaged in the field of higher education for 25 years and is a recipient of McGill's Principal's Prize for Excellence in Teaching and a Distinguished Teaching Award.

Eva Dobler (MA, Linguistics) is a Teaching and Learning Consultant at McGill University's Teaching and Learning Services (TLS). Since 2012, she has provided support for faculty members through consultations, workshops, and facilitation of faculty learning communities in the areas of classroom teaching and supervision. Prior to full-time work at TLS, she worked as a graduate student assistant for TLS and was as a sessional lecturer in the Department of Linguistics at McGill. Eva enjoys teaching and doing all kinds of data analysis.

ABSTRACT

Providing feedback to students on their writing assignments can be a complex and time-consuming task. It can also be frustrating in that students do not necessarily pay attention to feedback. How then can we engage students with feedback and encourage them to take greater responsibility for their learning? This interactive session focuses on feedback strategies for essays and research (term) papers that engage students with feedback and encourage them to take greater responsibility for their learning before, during, and after assignments. An additional benefit is that these strategies can result in a more efficient marking process for instructors.