

Data Literacies for Digital Pedagogy: What We Need to Know Now

In an era of unprecedented online learning and 'smart' surveillant devices and platforms, educators across higher education face a common learning curve around the data our digital classroom tools collect. The systems we rely on for scholarship and teaching increasingly translate digital experience into behavioural data for extraction, even as race and gender biases built into algorithmic decision-making become increasingly evident. The COVID-19 pandemic and the widespread adoption of online learning as an institutional response only amplifies the urgency of the situation. This webinar outlines results from a baseline survey of educators' data literacies and practices, overviewing what we need to know, as a field, at this moment, and the risks of NOT knowing for learners, for learning, and for higher education itself.

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Bonnie Stewart is an educator and social media researcher interested in what digital networks mean for institutions and society. Assistant Professor of Online Pedagogy and Workplace Learning in the University of Windsor's Faculty of Education, Bonnie was an early MOOC researcher and ethnographer of Twitter. Bonnie's current research interests include the data literacies of educators, and what it means to know, to learn, and to be a citizen in our current information ecosystem.