INF1502: Culture and Technology II

Winter 2021

Mondays 1pm-4pm EST
Zoom:

Instructor Information

Instructor: Rebecca Noone (she/her)
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Office Hours:
Monday 4:30-5:30pm Zoom

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We live, work, and learn on the traditional homeland of the Wendat, the Anishnaabeg, the Haudenosaunee, the Seneca, the Mississaugas of the Credit First Nation. The territory is the subject of the Dish with One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and Confederacy of the Ojibwe and allied nations to peaceably share and care for the resources around the Great Lakes. We acknowledge that this land is covered by the Toronto Purchase (Treaty 13), which was signed by the Missisaugas of the Credit, and the Williams Treaty, which was signed by the members of the Alderville, Chippewas of Beausoleil, Chippewas of Georgina Island, Chippewas of Rama, Curve Lake, Hiawatha and Mississaugas of Scugog Island First Nations. Today, the meeting place of Toronto is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work in the community, on this territory and we will continue to centre decolonization in our work and lives. https://indigenous.utoronto.ca/about/land-acknowledgement/

Course Description

C&T is designed to support the examination of how society, culture, and understanding of the human condition influence and are influenced by technological development. Students will build on the conceptual engagement and methodological skills developed in **INF1501H: Culture & Technology I** with reflective and practice-led theory building established through this course's readings and seminar style discussions. The final project of this course will be outward-facing research objects - research treatise, white paper, web site, or other forms – intended to support interventions within student-selected contexts.

Learning Objectives

The purpose of the course is to provide students with experience in specifying and carrying out a short project that engages the reflective thinking and analytical practices encountered during the C&T concentration. The course enables students to think critically about the intersections of technology and culture in order to consider the context and contingencies of technological "innovations" and the politics of techno-benevolence. With this foundation, students will be able to critique discourses and applications of technology driven "solutions" as well as imagine possible alternative approaches to technology. Forms of knowledge mobilization will be examined and utilized to communicate complex C&T concepts and research results to wider communities and practitioners.

Learning Outcomes

Students who have successfully completed this course will be able to:

- o Review research on culture and technology and determine what insights would be applicable for a specific project
- o Understand the possibilities and limitations of technologies and technological interventions
- o Design and critique knowledge mobilization plans
- o Analyze culture and technology discourses
- o Engage in reflective thinking

Relationship between Course Learning Outcomes and Program Learning Outcomes

(http://current.ischool.utoronto.ca/studies/learning-outcomes):
- Carrying out and reviewing cultural and technology research requires students to be able to apply concepts, theories, and practices derived from a range of information-related disciplines (Program Outcome 1).
- Understanding and developing the skills necessary to translate key research insights will facilitate access to knowledge particularly for those in decision-making roles in information institutions (Program Outcome 2).
- In determining and producing knowledge translation objects, students will engage both pragmatically and theoretically with emerging information technologies thereby developing both insight and skills regarding use. (Program Outcomes 4 & 5).

Equity, Diversity and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Organization of Course

The course will be organized in a seminar style and will be facilitated online through the University of Toronto's approved Zoom account. Classes will involve an instructor-led review of each week's readings and a class discussion of student reflections and knowledge mobilization work. A portion of every class will be dedicated to individual reflection (see Assignments: Reflection Portfolio), group discussion on the readings as well as progress sharing on the knowledge mobilization plan. Therefore, "in-person" attendance is strongly encouraged. Please email me if a conflict prevents full participation and we will negotiate an alternative.

Notice of video recording and sharing (Download permissible; re-use prohibited)
The lecture portion of this course will be recorded on video and will be available to students in the course for viewing remotely and after each session. This may include your participation during the designated recorded times. Class discussions will not be recorded. Course videos and materials belong to your instructor, the University, and/or other source depending on the specific facts of each situation, and are protected by copyright. In this course, you are permitted to download session videos and materials for your own academic use, but you should not copy, share, or use them for any other purpose without the explicit permission of the instructor. For questions about recording and use of videos in which you appear please contact your instructor.

Contacting Me (Your Course Instructor)

If you have questions, please feel free to email me. Please ensure the subject heading includes the course code. I regularly check my email and will respond to you within 24hrs. If you have not received a response after 24hrs, then please resend your initial email.

I will host scheduled office hours twice per week (Mondays 4:30-5:30pm & Tuesdays 10-11am). You are welcome to drop by or make an appointment. Office Hours are intended to be a time \to informally discuss your assignments, the course readings, and provide additional resources if required. If the scheduled times do not work for you, I am happy to arrange an alternative time to meet. To arrange, please send me an email or see me after class.

Required Materials

Readings for this course are listed below (see Course Schedule) and are posted on Quercus in the Modules. It is your responsibility to follow the links and download the articles yourself. It is advisable to do this all at the beginning of the semester. Readings are a mix of articles from

newspapers and peer-reviewed journals, book chapters, policy reports, manifestos, films, and worksheets. We will be reading several chapters (4) from Ruha Benjamin's (2019) *Race After Technology* which is available in e-book form through the provided links.

Students are expected to do all readings in preparation for class and to participate fully in class discussion. Participation looks like: contributing to the conversation, activity listening, jotting related notes, drawing a reflection, or writing personal reflection. Please reach out if you have questions about the readings, have difficulty accessing them, or having difficulty keeping up with the workload.

Assignments and Evaluations

Students are responsible for the material covered in lecture and the readings. Students will be evaluated on 1) engagement with the class materials (as evidenced in class discussion, assignment deliverables and reflection portfolio) 2) ability to analyze popular discourse about culture and technology 3) capacity to apply concepts to an outward facing research project. Evaluated course work will consist of*:

Type	Description	Due Date	Weight
Reflection Portfolio	In-class written/creative reflection	Weekly	20%
Knowledge Mobilization (KMb) Project Description	**(~250 words)**	Week 4	10%
KMb Project Proposal	**(~1500 words)**	Week 6	20%
KMb Project Update	**(~500 words)**	Week 9	15%
KMb Plan/Project	**(~5000 words/ equivalent project**)	Week 12	35%

*Please see Quercus for detailed outline of each assignment including purpose, instructions, and formatting as well as respective rubrics and available after the course reading schedule- pages of the syllabus starting on page 11.

Grading

Please consult the Faculty of Information's Grade Interpretation Guidelines:
http://ischool.utoronto.ca/wpcontent/uploads/2020/08/grade_interpretation_revised_August2020.pdf

These documents will form the basis for grading in the course.

- The University Assessment and Grading Practices Policy:
  http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf (note if nothing will be handed back before the final date to drop without penalty, that should be stated in the syllabus.)

- The Guidelines on the Use of INC, SDF, & WDR: https://www.sgs.utoronto.ca/policies-guidelines/inc-sdf-wdr/

Accommodations

Students with diverse learning styles and needs are welcome in this course. If you have a disability or a health consideration that may require accommodations, please feel free to approach Student Services and/or the Accessibility Services Office http://www.studentlife.utoronto.ca/as as soon as possible. The Accessibility Services staff are available by appointment to assess needs, provide referrals and arrange appropriate accommodations. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

Accessing UofT's Accessibility Services can sometimes have its own set of barriers. To help address this challenge, The Faculty of Information's Accessibility Interests Working Group hosts twice-weekly virtual Office Hours over Zoom. During the Winter 2021 term these are Mondays, 4-5pm and Thursdays, 10-11am. Here is the link for the Office Hours: bit.ly/AIWG_office

For more information, email them at
ischoolaccess@gmail.com
Or visit their website
ischoolaccess.wixsite.com/aiwg

Writing Support

As stated in the Faculty of Information's Grade Interpretation Guidelines, "work that is not well written and grammatically correct will not generally be considered eligible for a grade in the A range, regardless of its quality in other respects." With this in mind, please make use of the writing support provided to graduate students by the SGS Graduate Centre for Academic Communication. The services are designed to target the needs of both native and non-native speakers and all programs are free. Please consult the current workshop schedule http://www.sgs.utoronto.ca/currentstudents/Pages/Current-Years-Courses.aspx for more information.

Academic Integrity

Please consult the University's site on Academic Integrity http://academicintegrity.utoronto.ca/. The Faculty of Information has a zero-tolerance policy on plagiarism as defined in section B.I.1.(d) of the University's Code of Behaviour on Academic Matters http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf. You should acquaint yourself with the Code. Please review the material in Cite it Right and if you require further clarification, consult the site How Not to Plagiarize http://advice.writing.utoronto.ca/wp-content/uploads/sites/2/how-not-to-plagiarize.pdf. Cite it Right covers relevant parts of the U of T *Code of Behaviour on Academic Matters* (1995). It is expected that all Faculty of Information students take the Cite it Right workshop and the online quiz. Completion of the online Cite it Right quiz should be made prior to the second week of classes as the workshop is now interactive. To review and complete the workshop, visit the Orientation Workshop portion of the Inforum site: https://inforum.library.utoronto.ca/workshops/orientation

Late Assignments

These are difficult times in many ways. If you anticipate having difficulty meeting a deadline then please contact me in advance of that deadline and we can negotiate an appropriate alternative arrangement. Given the circumstances, there is a standing 24hr grace period on all assignments. Late assignments for reasons that are within your control will be penalized 10% marks after the first 24 hours, then 5% each following day. The penalty period includes weekends and holidays. Assignments that are more than 7 days late will not be accepted unless they are accompanied by valid documentation of circumstances beyond student's control.

* Note: see important information about Absence Declaration Tool in ACORN for 2020/2021 in **Error! Reference source not found.** section below.

Absence Declaration Tool

During the COVID-19 pandemic, the University is temporarily suspending the need for a doctor's note or medical certificate for absences from academic participation; students should use the Absence Declaration tool on ACORN to declare an absence if they require consideration for missed academic work; students are responsible for contacting instructors to request the academic consideration they are seeking; students should record each day of their absence as soon as it begins, up until the day before they return to classes or other academic activities.

Academic Dates: https://ischool.utoronto.ca/current-students/academic-resources/academic-calendar/

Course Schedule and Readings:

The course reading schedule can be divided into three Parts:

- Part 1 (Weeks 1-4): Theorizing Practice & Knowledge Mobilization
- Part 2 (Weeks 5-7): Theorizing Methods of Mobilization
- Part 3 (Weeks 8-12): Mobilizing Theory

Week 1 – January 11 - Theorizing Practice: Designing Tech for What and for Who?

==Together in class we will read (no need to read in advance)==

- Broussard, Meredith. "Letting Go of Technochauvanism" *Public Books* (June 17, 2019). https://www.publicbooks.org/letting-go-of-technochauvinism/

- Abrahamian, Atossa Araxia. "Let them Eat Code." *Dissent,* Spring 2014.
- https://www.dissentmagazine.org/article/let-them-eat-code

Week 2 – January 18 - Theorizing Practice: What is Innovation?

- Benjamin, Ruha. *Race after Technology*. Cambridge, UK: Polity Press, 2019. "Introduction" pp. 1 – 32 http://ebookcentral.proquest.com/lib/utoronto/detail.action?docID=5820427

- Mattern, Shannon. "Maintenance and Care." *Places.* (November 2018). [long form article] https://placesjournal.org/article/maintenance-and-care/

Week 3 – January 25 - Theorizing Practice: What is service?

- Eubanks, Virginia. Automating Inequality: How High-Tech Tools Profile, Police, and Punish the Poor. New York, NY: St. Martin's Press, 2018. **"**Automating Eligibility in the Heartland" pp. 39-83 [link available on Quercus]

- Benjamin, Ruha. *Race after Technology*. Cambridge, UK: Polity Press, 2019. "Default Discrimination" 53-66 http://ebookcentral.proquest.com/lib/utoronto/detail.action?docID=5820427.

Week 4 – February 1 - Theorizing Practice: What is Technological Benevolence?

- Wemigwans, Jennifer. "Indigenous Resurgence and the Internet." A Digital Bundle : Protecting and Promoting Indigenous Knowledge Online. University of Regina Press (2018): 1-42
  https://search-ebscohost-com.myaccess.library.utoronto.ca/login.aspx?direct=true&db=nlebk&AN=2018689&site=ehost-live&ebv=EB&ppid=pp_1

- Benjamin, Ruha. *Race after Technology*. Cambridge, UK: Polity Press, 2019. "Technological Benevolence" pp. 95-108
  http://ebookcentral.proquest.com/lib/utoronto/detail.action?docID=5820427.

Week 5 – February 8 - Theorizing Methods: Design Intervention

- Costanza-Chock, Sasha. "Design Justice: Towards an Intersectional Feminist Framework for Design Theory and Practice. *"Proceedings of the Design Research Society* (June 3, 2018). https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3189696

- Nakamura, Lisa. "Feeling good about feeling bad: virtuous virtual reality and the automation
  of racial empathy." *Journal of Visual Culture, 19*, no.1 (2020): 47-64.
  https://lnakamur.files.wordpress.com/2020/05/nakamura-feeling-good-about-feeling-bad.pdf

Week 6 – February 22 - **Theorizing Methods: Knowledge Mobilization**

- Wemigwans, Jennifer. "Applying Indigenous Methodologies and Theories." A Digital Bundle : Protecting and Promoting Indigenous Knowledge Online. University of Regina Press (2018): 71-104.
  https://search-ebscohost-com.myaccess.library.utoronto.ca/login.aspx?direct=true&db=nlebk&AN=2018689&site=ehost-live&ebv=EB&ppid=pp_71

- Jungnickel, Kat. "Introducing" Transmissions Critical Tactics for Making and Communicating Research. Cambridge, MA: MIT Press (2020): 1-16.
  [link available on Quercus]

- Chapman, Owen & Kim Sawchuk. "Research-Creation: Intervention, analysis and 'family resemblances'". *Canadian Journal of Communication, 37*, no. 1 (2012): 5-26. DOI:10.22230/cjc.2012v37n1a2489 [link available on Quercus]

Week 7 – March 1 - Theorizing Methods: Important Considerations

- Switzer, Sarah. "People give and take a lot in order to participate in things:" Youth talk back – making a case for non-participation, Curriculum Inquiry, 50 no. 2 (2020): 168-193, DOI: 10.1080/03626784.2020.1766341[link available on Quercus]

- Liboiron, Max. "Care and Solidarity are Conditions for Interventionist Research." Engaging Science, Technology, and Society 2 (2016), 67-72.
  DOI: 10.17351/ests2016.85 [link available on Quercus]

- Caplan-Bricker, Nora. "Preservation Acts: Towards and ethical archive of het web." Harper's Magazine (2018), 59-63. [link available on Quercus]

Week 8 – March 8 - Mobilizing Theory: Projects and Zines

- Petty, Tawana, Mariella Saba, Tamika Lewis, Seeta Peña Gangadharan, & Virginia Eubanks. Our Data Bodies: Reclaiming Our Data. Interim Report, June 15 2018 https://www.odbproject.org/wp-content/uploads/2016/12/ODB.InterimReport.FINAL_.7.16.2018.pdf

- Lee, Una & Dann Toliver. Building Consentful Tech [zine]. https://www.andalsotoo.net/wp-content/uploads/2018/10/Building-Consentful-Tech-Zine-SPREADS.pdf

Week 9 – March 15 - Mobilizing Theory: Manifestos, Guides, and Interventions

- Cifor, Marika, Patricia Garcia, T.L. Cowan, Jas Rault, Tonia Sutherland, Anita Say Chan, Jennifer Rode, Anna Lauren Hoffmann, Niloufar Salehi, Lisa Nakamura. (2019). Feminist Data Manifest-No. Retrieved from: https://www.manifestno.com/

- Onuoha, Mimi & Mother Cyborg (Diana Nocera). People's Guide to AI. 2018 https://alliedmedia.org/wp-content/uploads/2020/09/peoples-guide-ai.pdf

- Daniels, Jessie, Mutale Nkonde, and Darakshan Mir. Advancing Racial Literacy in Tech: Why Ethics, Diversity in Hiring & Implicit Bias Trainings Aren't Enough. Data & Society's Fellowship Program, 2019 https://datasociety.net/wp-content/uploads/2019/05/Racial_Literacy_Tech_Final_0522.pdf

Week 10 – March 22 - Mobilizing Theory: Rebooting & Retooling

- Sharma, Sarah. "A Manifesto for the Broken Machine." *Camera Obscura 35,* no.2 (2020): 171-179. https://read.dukeupress.edu/camera-obscura/article-abstract/35/2%20(104)/171/166715/A-Manifesto-for-the-Broken-Machine?redirectedFrom=PDF

- Ruha Benjamin. *Race after Technology*. Cambridge, UK: Polity Press, 2019 "Retooling Solidarity, Reimagining Justice" (pp.109-164) http://ebookcentral.proquest.com/lib/utoronto/detail.action?docID=5820427

Week 11 – Knowledge Mobilization Final Project Presentation

Week 12 – Knowledge Mobilization Final Project Presentation

Information about Faculty of Information iSkills and co-curricular Workshops:

The following workshop series are exclusively available to the Faculty of Information community. Faculty of Information professors, Inforum librarians, current students, alumni, and a collective of professionals and academics from each program and concentration, work together to create these unique rosters.

Together with the MMSt and MI curricula, these academic, professional, and technical iSkills workshops provide a robust information and heritage graduate educational experience.
iSkills Workshops: https://inforum.library.utoronto.ca/workshops/iSkills

In an effort to ensure your success at the Faculty of Information, key information and skills that all Faculty of Information students must possess, regardless of program or concentration, are covered in these online orientation workshops.
Orientation Workshops: https://inforum.library.utoronto.ca/workshops/orientation

Assignment 1

Draft Knowledge Mobilization Plan Description

10%
Due: Week 4 – February 1, 2020

Purpose

The purpose of this assignment is to start thinking about what the focus and form of your knowledge mobilization project will be. The draft plan description shares what direction you want to go in and establishes an appropriate scale of the project. You are not obliged to stick to anything you outline in this first assignment and can change or revise as you see fit.

The knowledge mobilization project can take several forms. This assignment asks you to select a form your knowledge mobilization project will take. It can be a white paper, a plan for a conference or other event, a social media campaign, a website, a manual, a manifesto with implementation guide, a policy report, a platform, a chapter of a YA book, a mini graphic novel, an article for a popular tech publication (like Wired or The Verge), a YouTube series or any other dissemination object/activity.

This is a scaffold assignment – the first step. The intention is to help clarify thinking and approaches before tackling higher-stakes forms of evaluation.

Overview

Write up a short description of the past course/research work that you would like to 'mobilize'. Include some brief details as to its relevance for non-academic communities. Include enough details so that another person, unfamiliar with your project would be able to understand the project and help you evaluate potential audiences.

Instructions

In a 250-300 word draft proposal should answer the following questions:

1. What are your interests?
2. Who do you want to serve?
3. What is the context?
4. What form will your project take? (see 2nd paragraph under 'purpose' above)
5. What knowledge will you apply? Any readings from the class help apply context?
6. What models can you look at to help with this project?

Format

250-300 words, not including references (I'm not font, but make sure it's one that is pleasant to read).

Use APA or Chicago Style for references

Assignment 2

Knowledge Mobilization Plan Proposal

20%

Due: Feb 22nd, 2020

Purpose

The purpose of this assignment is to formalize your plan for your Knowledge Mobilization project. This is a scaffolded assignment that builds on the draft description provided in Week 4 (Assignment 1) and sets up a actionable path towards completing the next assignments (Assignment 3 and Assignment 4).

Instructions

This is a written submission although other formats such as video or audio will also be considered (please email the instructor).

The Proposal should be broken down in the following sections:

1. *The bid idea:*
   - What is the title of the project?
   - What is the big idea of the project?
   - What is the project all about?
   - Why is it being created?
   - What will it achieve?

2. *Context*
   - Who has written about this?
   - Who has put forth influential ideas?
   - What are previously established Approach/Strategies?
   - What has worked and not worked? Why?

3. *Audience(s):*
   - Who is the primary audience for which the exhibit is intended?
   - What are the social contexts of that audience and how will the exhibition address them?
   - Are there secondary audiences?
   - If so, what are the social contexts of those audiences?

4. Means of Expression and types of experiences

- What is the range and nature of the artifacts that will be used to communicate? Is it interactive?
- What is the mood, theme, and structure of the mobilization plan?

5. Outcomes

- What is the expected take away from this?
- What change or growth will be fostered?
- How will this be measured?

Format

1500 works – approx. 5-6 pages
Can use point-form where appropriate
Images, sketches, mind-mapping, mood boards, outlines are encouraged
Can use bullet points where appropriate

Assignment 3

Knowledge Mobilization Plan Update

15%

Due: March 15th

Purpose

The purpose of this assignment is to share your progress on your Knowledge Mobilization Project. This is another part of the knowledge mobilization plan scaffold and a (submitted) check-in before the final project submission (of course you are always welcome to keep this conversation going via email, in class, or during office hours).

Instructions

The update is a 500-word written response. Please email the instructor if you would prefer an alternative to written format (this includes a recorded video or audio piece).

Possible Outline

1. Summary

Begin with a brief narrative synopsis of any progress or issues with the project.

2. Updated Literature/Related-project Review

What are some new books, articles, projects that you have engaged with since the proposal? Any that were recommended to you?

- Who have you found useful in helping you advance your plan?
- What have you found a useful model? (Either what to do or not to do)

3. Milestones

Update on any project milestones identified in the proposal that have been achieved or adjusted

4. Changes

Has the project changed at all? In what way?

5. Nest Steps

What are the next things you need to do to achieve your desired outcome for this Knowledge Mobilization Plan?

Format

About 500 words in length, not including references. APA or Chicago preferred.

Assignment 4

Knowledge Mobilization Submission

Plan/Object: 30% + Presentation: 5%

Due: April 5th, 2020

Purpose

This assignment builds on the work you completed in your previous assignments.

This will be a compilation of the previous work done in the course, revised based on feedback, and including a short reflection statement at the end regarding the challenges, benefits, and limitations of KMb and your process.

This object might be a white paper, a plan for a conference or other event, a social media campaign, a website, a manual, a manifesto with implementation guide, a policy report, a platform, or any other dissemination object/activity. The format of this is variable depending on your own decision. We will explore different types of KMb processes and activities during the course.

Written Instructions

There are (at least) two options for how to submit this assignment. This is based on what is possible give the confines of the class and the needs of each student.

Option 1) Knowledge Mobilization Project

This can the proposed Knowledge Mobilization Project itself – adapted to what you need

Based on what you submitted we will agree on what you will be handing in
For example, if you proposed a Handbook of Best Practices for X, then please submit that.

Option 2) The General Plan to Implement the Knowledge Mobilization Project

Some of the proposed pieces will not be possible to submit in their final or articulated form such as an in-person exhibition or an application.

In this case you will submit a protype as well as relevant planning materials.
All of what is expected will be part of the feedback from the proposal and negotiated with the professor and TA

Purpose

The purpose of the presentation is to share your knowledge mobilization with the rest of the class. Presentations can be live, pre-recorded, or a demo of what you contributed (such as a walk through a website or an online exhibition).

Presentations are scheduled for Week 11 and Week 12. This means that some students will be presenting in advance of their final submission. If presenting on the 11th, presentations can be adapted to suit the progress of your work and the projected outcome. Presentations are to be approx. 10 minutes plus another 5 minutes of setup or questions.

We will finalize a presentation schedule Week 4 when we have a better idea of the projects.

The idea of having two dates for presentations is to allow space for flexibility to fit student schedules. Should all students prefer to present on Week 12, we will make an alternative plan for Week 11's class that will focus on dedicated worktime and one-on-one feedback time with the instructors and TA.

Reflection Portfolio

On-going in-class reflection work on readings

20%

Purpose

The purpose of this assignment is to provide space for reflection that allows you to spend concentrated period of class time on individual engagement with class readings. It allows time for pause during the online class and to check-in with yourself about where you are with the readings.

The Reflection Portfolio is a means to participate in the class in lieu of a discussion board or a participation grade that follow traditional guidelines of spoken contributions to class discussion. This is also meant to encourage discussion while providing you with more time to reflect individually and explore new ways of reflection that can engage skills other than writing.

Instructions

Every class will have 15-20 minutes set aside for the reflective activity.
In order to get the most out of the reflection exercise and to effectively build a reflection portfolio you can return to throughout the course (and beyond). I suggest finding/creating a dedicated place for reflection. This can be in the form of a dedicated notebook, folder with loose-leaf sheets, a document file on your desktop, a roll of kraft paper, a colouring book, etc.

The instructor and TA will provide prompts to help guide reflection. These prompts are informal guidelines for the reflection process and are not mandatory to follow. Alternative lines of reflection are welcome

These can be
- Free writing
- Mind mapping
- Illustrations/doodles
- Playlists
- Recipes
- Sculptures

You will be expected to share at least 7 Reflections from your reflection portfolio.
These can be shared by:
- showing and telling during class discussion time

- uploading an image/file of the reflection to the optional reflection portfolio discussion board
- emailing an image/file directly to the instructor

If you miss a class or do not want to provide a spoken explanation of your reflection, please upload it to the group discussion board or email it to me.