TITLE: Sketchy Thinking – Promoting Hope Through Diverse Teaching and Learning
Visual Thinkers: Donna-Lynn Baskin and Tammy Soanes-White

THEME:
Sketch noting, or graphic facilitation is used in classrooms to improve knowledge acquisition, to scaffold and synthesize learning using metaphors, and to promote visual abstraction linking learning with prior experiences. Sketchy thinking makes connections between text-based knowledge and artistic expression of a topic. By expressing text visually, educators can expand neural connections and help diverse learners picture information which can help learners internalize information more deeply and enhance their learning experiences. When we use graphic facilitation there are different processes going on in students' brains which allows students to synthesize, rather than transcribe information. The act of creating consolidates neurological and muscle memory, integrating the new content into the learners lived experience. Through this process learning becomes a whole brain exercise and promotes creativity and deep learning. Graphic facilitation has helped many of our non-traditional, students improve performance in traditional and distance classrooms.

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CTIVITIES:
This is a highly participatory workshop that will provide participants with an opportunity to practice listening and taking notes graphically. You don't need to be an artist to doodle; the whole point of graphic facilitation is to create space where learners can symbolically express their learning with their own unique style. Participants should come to the workshop with paper, pencils, at least four crayons or pencil crayons (two warm colors and two cool colors) and two highlighters (yellow and blue). We will support participants with key skills to get started and will model graphical facilitation by example. Tactile and kinetic exercises will be used for practice. Dynamic, collaborative, and reflective feedback will be encouraged.

ANTICIPATED OUTCOMES OF THE WORKSHOP:
Our hope is that participants will take away a deeper understanding of the critical importance of graphic literacy in the classroom and will use the skills they learn to assist learners in seeing and learning differently. The workshop hopes to assist participants in tapping into their own higher levels of learning and communication and to open up new methods of assessing students and their work.



Donna-Lynn Baskin

Donna-Lynn Baskin has been teaching for 20+ years at Aurora College in the Canadian Arctic, in the School of Developmental Studies at, providing secondary (high school) upgrading and college preparatory instruction to predominantly Indigenous (Inuit, Inuvialuit, Gwich'in, T'licho, and Dene) students. These students are generally marginalized within Canada's colonialized system and come from small, isolated communities that are still closely connected to the land, with many hunter-gather practices still intact and vibrant. Most are either fluent or semi-fluent in their Indigenous language but all the aforementioned cultural groups are struggling to maintain and revitalize their languages in the face of increasing immigration pressures. Most of her students come to the college from the government-mandated 12-year school system (k-12) with which they have had mixed experiences. Many do not have a positive relationship with education and our program is structured to be a welcoming bridge, giving them more customized access to the education system that would bridge them into the dominant culture economy. As well, most are second or third generation children of survivors of the infamous Canadian Residential School System, which means they are also coping with varying degrees of secondary trauma. Her mandate as an instructor is to provide them a self, nourishing environment to grow personally and academically, at their own pace and in self-navigated directions, to engage education on their own terms and not as 'products' of an industrialized schooling model. A proud mother and grandmother, Donna-Lynn and her canine side-kick, Griffin, call Yellowknife home.



Tammy Soanes-White EdD

Tammy Soanes-White is a northern researcher and academic, whose goal is to improve equitable access to post-secondary education across Canada's Northwest Territory with safe, meaningful, and inclusive learning spaces. Tammy believes that improving learning access and working to achieve inclusive learning spaces requires contextually rich teaching, and a culturally sensitive responsiveness to learning. Building trust through consistency, visual literacy, experiential learning, and storytelling assists in creating safe learning spaces, generating hope and success in the northern classroom. Tammy advocates for technology enabled solutions to improve access to remote students and emphasizes the importance of connectedness and connectivity within program design and delivery. For the past 25 years Tammy has used and promoted a variety of visual and story-based teaching approaches to engage learners across North while considering the contextual relevance and viability of solutions in remote communities. Tammy's interests are in improving students' experiences and success through blended and face to face learning. Her recent writing and research focus on humanizing education.

Tammy is currently an instructor in the School of Business and Leadership at Aurora College and can be reached at tsoanes-white@auroracollege.ca