

educators who wish to engage in these processes. This presentation will review the creation and piloting of a novel decolonization/Indigenization process developed through a partnership between Indigenous and educational experts at Queen's University. Lessons learned and early implementation results will also be shared as part of this presentation.

## Epistemic In/Justice In and Through SoTL

Nancy Chick - Rollins College; Yael Harlap - University of Bergen

Conversations about diversity and inclusion in higher education often focus on representation and access: Who is not in the room? What hinders their presence? We argue that another set of questions pre-structure these issues: What knowledges fall within the realm of legitimacy in the academy? Which knowledge domains are sanctioned to generate and pass on? Whose knowledge is within the scope of so-called 'rational' discourse and inquiry? Who is recognized as able to bear the standards of academic knowledge? In short, who is considered a 'knower'?

## Exploring Pathways towards Interdisciplinary, Inter-University Teaching and Learning

Julia Kasch - University College Utrecht

This case study is built on an online interdisciplinary, inter-university bachelor course on sustainability education in the Netherlands. Our research is based on and inspired by recent scholarly debates in online education on 'Transactional distance' and 'Community of Inquiry' (Col). The aim of this study was to investigate how transactional distance and presence are perceived by students enrolled in our course. Qualitative and quantitative methods were applied including students' reflection forms, interviews, and perception questionnaires. From this study, we can draw conclusions about the perceived strengths and weaknesses of online challenge-based learning.

## Disrupting and Decoding: SoTL in a Wicked Post-Covid World

Joan Middendorf - Indiana University; Karen Bellnier - University of Rhode Island; Laura Cruz

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Penn State University

By their nature, wicked problems are unsolvable, requiring different strategies for navigating their complexity. The disrupting/decoding processes provides potential tools for facilitating divergent and lateral thinking to address emerging higher education challenges. Considering probable post-pandemic emphases, this session will focus on the wicked and inter-related problems of online-hybrid learning, DEIJ, and SoTL. Three different specialists from three different universities apply Disrupting and Decoding the Disciplines to alternatives to