

Making, Remixing, Resisting: 21st Century Curriculum Innovation

Michelann Parr

Professor, Schulich School of Education, Nipissing University, North Bay, Ontario, Canada

Abstract

As digital platforms, generative AI, and networked communication reshape how knowledge is produced and circulated, education at all levels faces renewed questions about what counts as learning in the 21st century and the role of digital innovation across the curriculum, particularly in higher education. This presentation outlines a new literacies pedagogy that positions educators not simply as technology users, but as critical designers of learning in digitally mediated worlds. Drawing on course-based inquiry in a graduate studies course, the session highlights learning designs that invite educator-learners to engage in multimodal composition and collaborative knowledge-building (e.g., podcasts, digital stories, hyperlinked inquiry texts, and media-based knowledge mobilization artifacts). These designs foreground critical attention to the sociopolitical dimensions of learning and digital life, arguing that digital innovation is less about adopting tools and more about cultivating agency: the capacity to read, write, remix, and resist dominant narratives within digital systems. Attending to equity, access, and identity, the session offers adaptable frameworks for digitally innovative assessment and reflective practice. Participants will leave with concrete examples and guiding questions for reimagining graduate learning amid rapid technological change.