Danish Network for Educational Development in Higher Education (DUN)

Leveraging diversity to enhance students' critical thinking: practices for university teaching - Workshop

Date: Friday 24.10.25, 09.30-14.45

Location: [Dialogen, V13-918a-0](#) Health Faculty, SDU Odense

This workshop is in response to university teachers' requests for ways to embrace diversity as leverage for enhancing students' critical thinking. We start from the premise that intersectional diversity is a given and that navigating diverse perspectives is one of the key transformative competencies essential for the 21st century.

The workshop centres on the evolving role of critical thinking in the modern world, how diversity can enhance pedagogic strategies and how digital and other literacies can enable students to critically evaluate heterogenous discourses.

During the workshop, participants will hear from researchers, consultants, teachers and educational developers whose practices are enhanced by diversity. Participants will engage with real-life cases and be introduced to practical tools that can be implemented in their own classrooms.

During the workshop we will:

- Unpack "diversity" and "critical thinking"

- Examine how to creatively and inclusively reinvent our teaching through the lens of neurodiversity and critical disability studies

- Gain a greater understanding of the Value Sensitive Design (VSD) methodology, and how it can leverage a wide range of stakeholders to promote positive and inclusive values

- Discuss portraits of students' technology comprehension, critical thinking and functional (dis-) engagements with open GenAI chatbots in their study practices

- Explore the pedagogic conditions that can realise the critical thinking achieved through intercultural collaborative learning.

See page 2 for the workshop programme.

The workshop is offered by DUN SIGs, Bias Aware Teaching and Learning [BATL](#) and Teaching and Learning in the International classroom [TLIC](#). Funding is kindly provided by DUN and SDU Centre for Teaching and Learning.

BATL contact Donna Hurford dhu@sdu.dk; TLIC contact Sanne Larsen sannela@hum.ku.dk

Workshop Programme

09.30 – Coffee and tea available
09.45-10.00 – Welcome and introduction to the workshop

10.00 – **10.40**
Exploring Diversity and Critical Thinking through a Universal Design for Learning (UDL) Lens
Sarafina Taudal Andersen, Design School Kolding

To help share and clarify understanding, we will start the day using different UDL activities to unpack the workshop's concepts 'Diversity' and 'Critical Thinking'. Working in groups, participants will be invited to explore how collage and facilitation methods can support collaborative critical reflection.

10.45 – **11.30**
Cripping and (Neuro-)Queering as tools for critical thinking and universal design
Katrin Heiman, Aarhus University

To think critically, we must be aware of the perceptual, cognitive and behavioral habits guiding our learning and teaching. Bodies and minds that are different from the accepted norm can help us with this by highlighting what we have taken for granted and by demanding an alternative. In Critical Disability and Neurodiversity studies this disruptive yet creative performance of "the other", if done intentionally, has been given the name of cripping or neuroqueering. In my input I will involve the audience in an exercise inspired by these practices, to exemplify how to use the diversity of your classroom to critically examine and creatively (and more inclusively) reinvent your teaching – and thus students' learning.

Break 11.30 – **11.45** – **coffee and tea, time to mingle and meet**

11.45 – **12.30**
Using value sensitive design envisioning to integrate human values and DEI in early-stage product development
Dylan Cawthorne Consulting

Value sensitive design (VSD) is an approach to actively incorporate human values into technological design. This workshop lets participants use VSD envisioning cards – prompts exploring a new design's impact across different stakeholders, generations, and regional/national borders. Participants will gain insight into VSD methodology and its role in supporting DEI.

12.30 – **13.00** – **Vegetarian and Vegan Sandwich lunch.** Time for meeting and catching up.

13.00 – **13.40**
Integrating university students' (dis-)engagements in LLM-based open GenAI chatbots into teaching practices –
Mikala Hansbøl, Copenhagen University

This workshop invites ideas and discussion on how to develop teaching practices that support diverse students' epistemic agency by integrating their technology comprehension, critical thinking, and functional (dis)engagement with LLM-based open GenAI chatbots.

Break 13.40 – **13.50**

13.50 – **14.30**
Enhancing students' critical thinking through intercultural collaborative learning – creating the pedagogic conditions
Simon Warren, Roskilde University

This workshop invites participants to explore the pedagogic conditions that can realise the critical thinking achieved through intercultural collaborative learning.

14.35 – **14.45** – **What next?**
We invite your feedback on this workshop and future BATL/TLIC events which focus on 'Teachers' and students' experiences of equity and inclusive education at Danish Higher Education Institutions'.

Full abstracts

10.00 – 10.40
Exploring Diversity and Critical Thinking through a Universal Design for Learning (UDL) Lens
Sarafina Taudal Andersen, Design School Kolding slta@dskd.dk

This workshop invites participants to explore and unpack their understanding of the concepts *diversity* and *critical thinking*, framed through a Universal Design for Learning (UDL) approach. After a brief introduction, participants engage in two interactive group sessions. In the first, they collaboratively create collages using multimodal materials to express their interpretations of diversity. In the second, they explore critical thinking through structured group roles and discussion prompts. Both sessions incorporate visual, auditory, and written resources, ensuring accessibility and varied expression.

10.45 – 11.30
Cripping and (Neuro-)Queering as tools for critical thinking and universal design
Katrin Heiman, AU katrinheimann@au.dk

To think critically, we must be aware of the perceptual, cognitive and behavioral habits guiding our learning and teaching. Bodies and minds that are different from the accepted norm can help us with this by highlighting what we have taken for granted and by demanding an alternative. In Critical Disability and Neurodiversity studies this disruptive yet creative performance of "the other", if done intentionally, has been given the name of cripping or neuroqueering. In my input I will involve the audience in an exercise inspired by these practices, to exemplify how to use the diversity of your classroom to critically examine and creatively (and more inclusively) reinvent your teaching – and thus students´ learning.

11.45 – 12.30
Using value sensitive design envisioning to integrate human values and DEI in early stage product development -
Dylan Cawthorne Consulting, dylan@dylancawthorne.com www.dylancawthorne.com

Value sensitive design (VSD) is an approach to actively incorporate human values into technological design. In VSD, technologies are not treated as ethically neutral "tools", but as material objects that strengthen (or weaken) human values such as freedom from bias, universal accessibility and human autonomy. VSD begins with the idea that technology should support positive values and include input from a wide range of stakeholders – including less powerful groups often omitted in technological development. VSD thus supports diversity, equity, and inclusion (DEI) in new product development. This workshop lets participants use VSD envisioning cards – prompts exploring a new design's impact across different stakeholders, generations, and regional/national borders. Participants will gain insight into VSD methodology and its role in supporting DEI.

13.00 – 13.40
Integrating university students' (dis-)engagements in LLM-based open GenAI chatbots into teaching practices
Mikala Hansbøl, KU miha@adm.ku.dk

Grounded in distributed, subject- and world-centered understandings of learning, integrative perspectives on technology, and the field of Critical EdTech Studies—and inspired by the concept of epistemic agency—this workshop explores and discusses portraits of students' technology comprehension, critical thinking, and functional (dis)engagement with LLM-based open GenAI chatbots in their study practices. These portraits are based on qualitative analyses of interviews with 12 students from bachelor's and master's degree programs, conducted as part of a research project investigating HUM and TEO students' use, perspectives, and experiences with GenAI chatbots and image generators. The project includes both a survey (May 2024) and qualitative interviews (September–October 2024). Students' motivations for engaging or disengaging with LLM-based open GenAI chatbots vary significantly. However, a common theme across all 12 interviews is the lack of guidance and teaching regarding LLM, GenAI tools and digital literacy at the time of the interviews.

Drawing on the presented portraits, the workshop invites participants to collaboratively generate and discuss ideas for teaching activities that: 1) integrate diverse students' (dis)engagement with LLM-based open GenAI chatbots into teaching practices and 2) leverage these engagements to foster students' critical thinking and epistemic agency in support of sustainable education and a more equitable world.

13.50 – 14.30
Enhancing students' critical thinking through intercultural collaborative learning – creating the pedagogic conditions
Simon Warren, RUC warren@ruc.dk

The workshop draws on an institutional inquiry into the difficulties of creating positive intercultural collaborative learning communities – resistance to intercultural collaboration, same-group self-selection, experience of exclusion, and identification of the institutional conditions that can support the learning gains from intercultural collaborative learning.

A key starting point for the workshop is research that shows that collaborative learning have important learning and social outcomes and that intercultural collaborative contexts further enhance these. Building on this the workshop will focus on two possible pre-conditions for effective intercultural collaborative learning drawn from our institutional inquiry,

- ***'It takes time to understand each other'*** (Building Trust and Relational Quality)
- ***'It's all about jobs out there and cooperation in here'*** (Institutional Strategies for Diversity, Inclusion, and Global Graduates)

Participants will discuss and propose practical strategies and tools for

- Developing intercultural trust amongst students specifically in relation to enhancing critical thinking in collaborative learning contexts.
- Creating institutional conditions and supports for developing intercultural trust in collaborative learning contexts.