

Jill Scott

Vice-Provost (Teaching and Learning) and Professor, Department of Languages, Literatures and Cultures at Queen's University

Kingston, ON, CA

Dr. Scott has worked as professor in the Department of Languages, Literatures and Cultures and as Vice-Provost (Teaching and Learning).

Description

Jill Scott is the author of *A Poetics of Forgiveness: Cultural Responses to Loss and Wrongdoing* (New York: Palgrave, 2010) and *Electra after Freud: Myth and Culture* (Ithaca: Cornell University Press, 2005), and co-editor of *Thinking and Practicing Reconciliation: Teaching and Learning Through Literary Responses to Conflict* (Newcastle upon Tyne: Cambridge Scholars Press, 2013).

She is the Principal Investigator for a HEQCO-funded learning outcomes assessment study at Queen's™, and her current research projects encompass assessment of learning outcomes in higher education and Indigenous-settler relations in Canada. She is author of "Kaswentha: Haudenosaunee Peacebuilding Practices and the Future of Indigenous-Settler Relations in Canada" and other articles on nation-specific forms of reconciliation and redress.

Before Scott joined Queen's™ in 2001, she held appointments at the University of Toronto, York University and Carleton University. At Queen's™, she has been teaching interdisciplinary courses in literature, law and Indigenous cultures, courses in German literature and language, and she is cross-appointed to the graduate program in Cultural Studies and the Department of Gender Studies.

Most recently, Jill Scott has been developing courses with innovative uses of social media, including "Conflict & Culture: Literature, Law & Human Rights," an interdisciplinary humanities course, the aim of which is to foster the development of competencies in intercultural communication in a multi-disciplinary framework through the lens of inquiry learning. The course is framed around the ICE learning model (Ideas, Connections, Extensions – see Susan Fostaty Young and Robert Wilson, *Assessment and Learning: The ICE Approach* 1995) as a learning tool, with Twitter as the main writing platform. Students write Tweets (140 character utterances) and MegaTweets (140 word compositions) to demonstrate their knowledge of the content and improve their written communication skills. Students build online learning communities outside the classroom and engage in small-group active learning during class time. By making students'™ work visible and real-time real-world communication which engages multiple publics in the learning process, student engagement is increased and students are motivated to succeed.

Industry Expertise

Education/Learning, Writing and Editing

Topics

German Literature, Indigenous Cultural Revitalization, Law & Literature, Indigenous Storytelling, Social Dynamics, Forgiveness/Reconciliation, Transitional Justice, Conflict Resolution, Restorative Justice, Teaching and Learning in Higher Education, Mourning & Grief

Affiliations

Education

University of Toronto

Ph.D. Comparative Literatures

Carleton University

M.A. Comparative Literature

University of Manitoba

B.A. German and French

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