14ème colloque annuel de

SALTISE

14th Annual Conference

THÈME | PLUS D'UNE DÉCENNIE À TISSER DES LIENS ENTRE LES COMMUNAUTÉS : RÉFLEXIONS SUR LE PASSÉ, LES PRIORITÉS ET LA PORTÉES

THEME | CONNECTING COMMUNITIES OVER A DECADE: REFLECTIONS ON PAST, PURPOSE, AND THE PATH AHEAD

4 et 5 juin 2025 | June 4 & 5, 2025

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Internet connexion for the conference days:

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eduroam	**saltise@dawsoncollege.qc.ca**	**SALTISEconference3040**

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https://www.youtube.com/channel/UCHMPP0rG7ZQdPb68s8NF-bg

Location of Events | Lieu des événements

EVENTS WILL BE HELD AT:

Dawson College
4001 boul. de Maisonneuve O.
Montréal, QC, H3Z 3G4

Cinéma Cineplex Forum
2313 St. Catherine St. West
Montréal, QC, H3H 1N2

VISITOR PARKING

Parking in the vicinity of Dawson is limited.

There is parking available at the Place Alexis Nihon shopping mall visit

https://alexisnihon.com/parking

Access is on de Maisonneuve via Wood Ave.

PUBLIC TRANSPORTATION

Dawson College is centrally located in downtown Montreal.

Metro: Atwater station (Green Line)

Bus: There are several bus lines that serve the Atwater metro station. For bus lines visit www.stm.info

SALTISE Conference Venue

Registration:

- **June 4th (Wed)**
  - Location: Upper Atrium (2nd floor, street level)
  - Time: from 8:00 to 15:30
- **June 5th (Thurs)**
  - Location: Upper Atrium (2nd floor, street level)
  - Time: from 9:00 to 14:30

Conference Sessions:

- **June 4th (Wed) and June 5th (Thurs)**
  - Dawson College, third floor
    (see schedule for room assignments)
  - Time: from 9:00 to 17:00

Poster Sessions:

- **June 4th (Wed)**
  - Location: Atrium - 2nd floor Dawson College
  - Time: From 13:00 to 14:00

Keynote Panels:

- **June 4th (Wed)**
  - Location: Cinéma Cineplex Forum auditorium #4
  - Time: 13:00 to 14:30
- **June 5th (Thurs)**
  - Location: Cinéma Cineplex Forum auditorium #4
  - Time: 10:30 to 11:45

Refreshment Breaks:

- **June 4th (Wed)**
  - Two stations, Dawson College,
    3rd floor, across rooms 3F.39 and 3F.38
  - Time: from 10:15 to 10:30
- **June 5th (Thurs)**
  - Two stations, Dawson College,
    3rd floor, across rooms 3F.39 and 3F.38
  - Time: from 10:15 to 10:30 and from 14:15 to 14:30

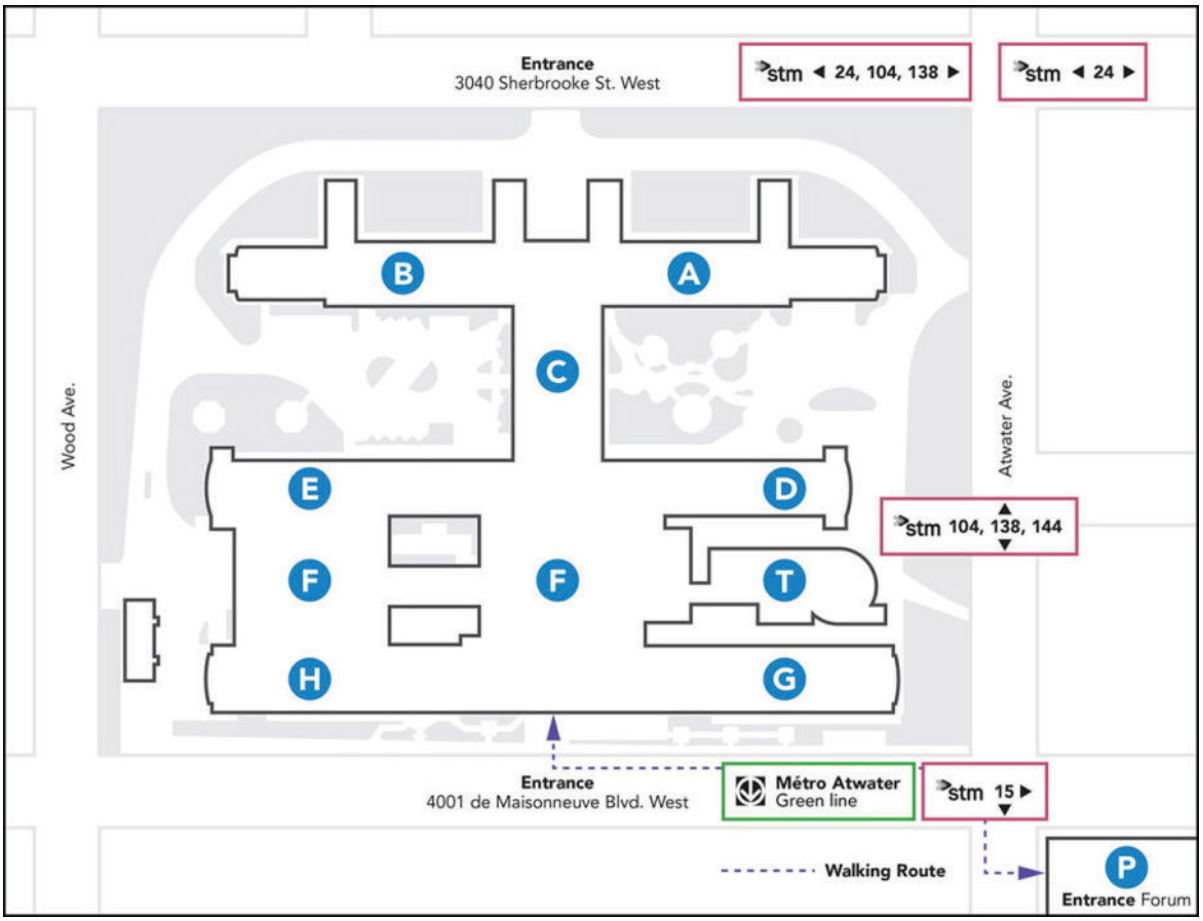
Award ceremony

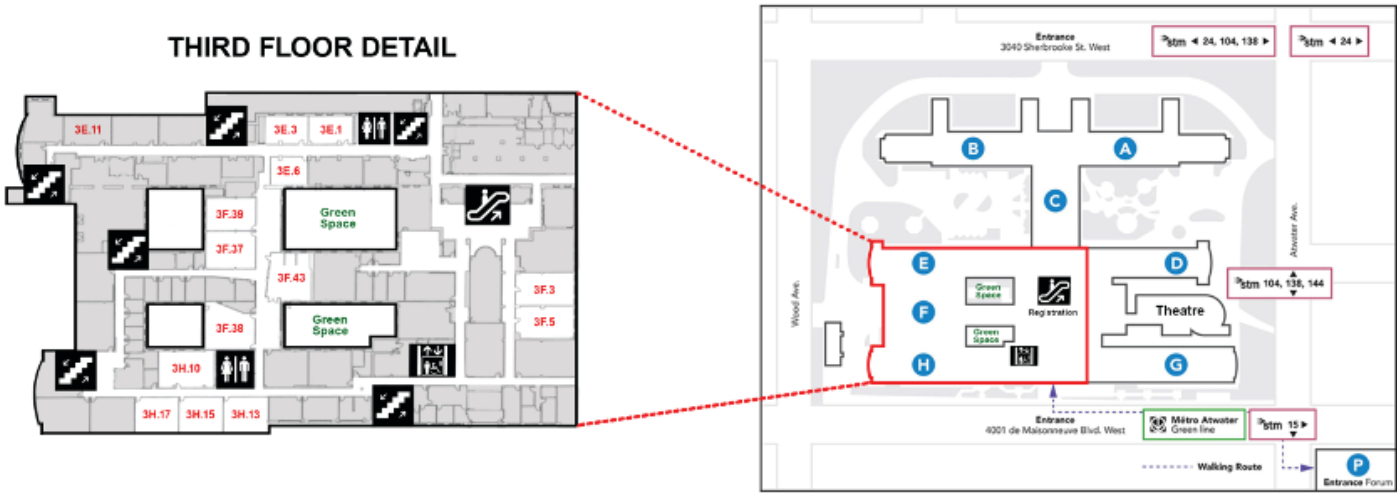
- **June 4th (Wed)**
- Location: Dawson College,
  Reception Hall, Multi-purpose Room 5B.16
- Time: 16:15

Wine and Cheese - SALTISE Fellows Recognition

- **June 5th (Thurs)**
  - Location: Dawson College,
  - Reception Hall, Multi-purpose Room 5B.16
  - Time: 4:45 - 6:00

Map of Dawson College | Carte du Dawson College





Map of Dawson College & Cinéma Cineplex Forum
Carte du Dawson College & Cinéma Cineplex Forum

About SALTISE

SALTISE - SUPPORTING ACTIVE LEARNING & TECHNOLOGICAL INNOVATION IN STUDIES OF EDUCATION is a professional learning community made up of educators from both English and French institutions within the Greater Montreal area, and beyond. Our community of post-secondary instructors, educational researchers, educational/faculty developers and instructional designers are brought together because of our shared goals of advancing evidence-based pedagogies and educational technologies to promote deeper learning, which in turn closes achievement gaps, supports students' academic success and perseverance through the post-secondary levels.

SALTISE owes its development and expansion to the financial support of the Entente Canada-Québec (ECQ), funded through the Ministre de l'Éducation et de l'Enseignement supérieur. It extends its resource development, knowledge mobilization innovations and community-based efforts to over 1800 educators. Its expanding website (https://www.saltise.ca/) consists of dozens of resources and tools that support the implementation of instructional innovations; as well as aims to provide a venue for our community to make connections and engage in conversations around topics of educational research and practice. The SALTISE annual conference hosts international and national scholars and provides opportunities for local experts to share best practices in the area of active learning pedagogy and the use of technology. To learn more, go to https://www.saltise.ca/about/about-us/

À propos de SALTISE

SALTISE - SUPPORTING ACTIVE LEARNING & TECHNOLOGICAL INNOVATION IN STUDIES OF EDUCATION (SOUTENIR L'APPRENTISSAGE ACTIF ET L'INNOVATION TECHNOPÉDAGOGIQUE PAR LA RECHERCHE EN ÉDUCATION) est une communauté d'apprentissage professionnelle composée d'éducateurs provenant d'établissements d'enseignement supérieurs francophones et anglophones originaires de la grande région de Montréal ainsi que d'autres régions du Québec. Cette communauté d'enseignants, de chercheurs en éducation et de concepteurs de matériel didactique se rassemble autour d'objectifs communs : mettre en œuvre des innovations pédagogiques reconnues et des technologies éducatives afin de promouvoir un apprentissage profond, tout en soutenant la réussite des étudiants et leur motivation durant leurs études post-secondaires.

SALTISE doit sa création et son développement à une subvention d'Entente Canada-Québec, relative à l'enseignement dans la langue de la minorité et à l'enseignement des langues secondes (ECQ), Ministre de l'Éducation et de l'Enseignement supérieur Par son développement de ressources, ses innovations en matière de partage des connaissances et ses efforts communautaires, SALTISE rejoint plus de 1800 éducateurs. Son site web qui ne cesse de se développer (https://www.saltise.ca/) offre à présent une douzaine de ressources et d'outils pour mettre en œuvre des innovations pédagogiques. Le site héberge la communauté SALTISE lui permettant d'établir des liens, d'échanger des pratiques pédagogiques et de partager des recherches en éducation. Dans le cadre de sa conférence annuelle, SALTISE accueille des chercheurs canadiens et in-ternationaux, offrant ainsi aux spécialistes locaux l'occasion de discuter et d'échanger des pratiques exemplaires en pédagogie active et concernant l'utilisation des technologies éducatives. Pour plus d'information concernant SALTISE, voir le site https://www.saltise.ca/about/about-us/

2025 SALTISE Conference Committee
Comité organisateur du Colloque SALTISE

(IN ALPHABETICAL ORDER)

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Suéli Bonafim, SALTISE

Conference Planning Committee

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Azra Khan, Dawson College
Carolyn Sealfon, Minerva University
David Hoida, Vanier College
Elizabeth Charles, Dawson College (SALTISE)
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Murray Bronet, John Abbott College
Pallavi Sirjoosingh, McGill University
Preeti Raman, Toronto Metropolitan University
Sara Hashem, Champlain Regional College, Saint-Lambert
Sarah Anthony, Carleton University
Selma Hamdani, Dawson College
Tamara Western, McGill University

Innovator & Student Award Selection Sub-Committees

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David Hoida, Vanier College
John Bentley, Concordia University
Murray Bronet, John Abbott College
Sarah Anthony, Carleton University

Keynote Sub-committee

Liam Lachance, Dawson College
Maria Orjuela-Laverde, McGill University
Michael Dugdale, John Abbott College (SALTISE)
Preeti Raman, Toronto Metropolitan University
Sara Hashem, Champlain Regional College, Saint-Lambert

Program & Schedule

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Eric Francoeur, École de technologie supérieure
Michael Dugdale, John Abbott College (SALTISE)
Pallavi Sirjoosingh, McGill University
Sara Hashem, Champlain Regional College, Saint-Lambert

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Sébastien Wall-Lacelle, Cégep de Saint-Jérôme
Souami Ylhame Kahina, Faculty of medicine of Algiers
Teresa Hernandez Gonzalez, Concordia University
Tim Campbell, Vanier College
Valerie Bherer, John Abbott College

Technical and Logistics Support

Graphic Design (Program & Posters): Isabelle Kalekas
Volunteer Coordinators: Amine Raj, Josh Onichino, Oscar Frohlich
Translation: Eric Francoeur, École De Technologie Supérieure, Selma Hamdani, Dawson College

Welcome from Diane Gauvin,

Director General of Dawson College

It is with renewed pleasure that I extend my warmest greetings to everyone attending the annual SALTISE conference. Your presence is an honor and a clear reflection of the growing interest in this flagship event.

The increasing success of SALTISE's activities continues unabated. This is evident in the rising number of individuals from the college and university sectors who are engaging with and investing in the important issues surrounding innovative pedagogies. These are far from trivial matters; they reflect a strong and deliberate commitment to evolving our educational systems to be more relevant in the face of the many challenges and transformations brought on by the digital revolution.

For many years, SALTISE has emphasized the importance of a thoughtful and scientifically grounded use of educational technologies in support of active learning. The rapid emergence of digital tools and artificial intelligence in both education and production makes it all the more essential to pursue rigorous research and reflection aimed at advancing pedagogical methods that foster deep learning.

It is precisely with this vision in mind that SALTISE has been working for over a decade. Once again, this year, the conference Connecting Communities for a Decade: Reflecting on the Past, Purpose, and Path Forward offers stimulating presentations and valuable resources that we are confident will inspire meaningful change and provide concrete pathways for implementation.

I wish you all an excellent and enriching conference.

Mot de bienvenue de Diane Gauvin

Directrice générale du Collège Dawson

C'est avec un plaisir renouvelé que j'adresse mes salutations les plus chaleureuses à toutes les personnes présentes à l'occasion de la conférence annuelle de SALTISE. Votre participation est un honneur et témoigne de l'intérêt croissant pour cet événement phare.

Le succès grandissant des activités de SALTISE ne se dément pas. À preuve, le nombre croissant de personnes du milieu collégial et universitaire qui s'y investissent et s'intéressent aux questions se rapportant aux pédagogies innovantes. Ces questions ne sont pas banales et témoignent de la volonté bien affirmée, à l'heure de la révolution numérique, de faire évoluer nos systèmes éducatifs dans le sens d'une plus grande pertinence à l'égard des enjeux et défis qui interpellent et pressent de toutes parts le monde de l'enseignement.

Depuis de nombreuses années, SALTISE met en lumière l'importance d'un usage réfléchi et fondé scientifiquement des technologies éducatives, au service de l'apprentissage actif. L'émergence rapide des outils numériques et de l'intelligence artificielle dans les domaines de la formation et de la production rend d'autant plus cruciale une démarche rigoureuse de recherche et de réflexion, en vue de faire progresser les approches pédagogiques axées sur l'apprentissage en profondeur.

C'est précisément dans cette optique que SALTISE œuvre depuis plus d'une décennie. Cette année encore, la conférence Connecter les communautés depuis une décennie : Réflexions sur le passé, l'objectif et la voie à suivre propose des présentations stimulantes et des ressources pertinentes qui, nous en sommes convaincus, inspireront le changement et fourniront des pistes concrètes pour le concrétiser.

Je vous souhaite à toutes et tous une excellente conférence.

Diane Gauvin

Director General / Directrice générale

Dawson College / Collège Dawson

Welcome to SALTISE 2025 Conference from

Leanne Bennett, Academic Dean, Dawson College

It is my great pleasure to welcome you to this year's SALTISE Conference.

This year's theme, "Connecting Communities Over a Decade: Reflections on Past, Purpose, and the Path Ahead," invites us to celebrate more than ten years of shared innovation, inquiry and impact. It is also a timely reminder of the collective work that has shaped a vibrant and evolving community dedicated to advancing teaching and learning.

Over the next two days, we invite you to engage with a dynamic program featuring over 60 sessions designed to inspire, challenge and connect. Through workshops, symposia, interactive learning sessions and networking opportunities, this conference celebrates the spirit of collaboration that lies at the heart of SALTISE.

Dawson is proud to host this vibrant gathering of educators, researchers, students, and practitioners – individuals committed to deepening student engagement and enhancing educational practices across disciplines and institutions. As we reflect on our collective journey and look toward the future, we are reminded that the work of education is never solitary. It is grounded in collaboration, sustained by purpose and guided by a shared commitment to equity, inclusion and excellence.

On behalf of our entire institution, I thank you for your presence, your contributions and your continued dedication to pedagogical advancement. We are honoured to support this gathering and look forward to the conversations and connections that will emerge over these two days.

Bienvenue à la conférence SALTISE 2025 par

Leanne Bennett, Directrice des études, Collège Dawson

C'est avec grand plaisir que je vous souhaite la bienvenue à la conférence annuelle de SALTISE.

Le thème de cette édition, « Plus d'une décennie à tisser des liens entre les communautés : réflexions sur le passé, les priorités et la portée », nous invite à célébrer plus de dix années d'innovation partagée, de recherche collaborative et d'impact concret. C'est aussi un rappel opportun du travail collectif qui a façonné une communauté dynamique et en constante évolution, dédiée à l'avancement de l'enseignement et de l'apprentissage.

Au cours des deux prochains jours, nous vous invitons à participer à un programme riche et stimulant, comprenant plus de 60 sessions conçues pour inspirer, remettre en question et rassembler. Grâce aux ateliers, aux symposiums, aux séances interactives et aux occasions de réseautage, cette conférence met en lumière l'esprit de collaboration qui est au cœur de SALTISE.

Le Collège Dawson est fier d'accueillir ce rassemblement dynamique d'enseignants, de chercheurs, d'étudiants et de praticiens – des personnes engagées à renforcer l'implication des étudiants et à améliorer les pratiques éducatives à travers les disciplines et les établissements. En réfléchissant à notre parcours commun et en envisageant l'avenir, nous nous rappelons que le travail éducatif ne se fait jamais seul. Il repose sur la collaboration, se nourrit d'un but partagé et est guidé par un engagement commun envers l'équité, l'inclusion et l'excellence.

Au nom de toute notre institution, je vous remercie de votre présence, de vos contributions et de votre engagement continu envers l'innovation pédagogique. Nous sommes honorés de soutenir cet événement et nous nous réjouissons des échanges et des liens qui en découleront au cours de ces deux journées.

Welcome Message from the Dean of Academic Development

It is a pleasure to welcome you to the 2025 SALTISE Conference, hosted by Dawson College. As an institution committed to pedagogical innovation and academic excellence, Dawson is proud to support this important gathering of teachers, pedagogical counsellors, educators, and researchers dedicated to advancing the science of teaching and learning.

This year's program reflects the evolving landscape of postsecondary education, with sessions exploring a range of topics, including active learning, inclusive pedagogy, and the integration of emerging technologies. The conference underscores the importance of research-informed teaching approaches and strategies that foster meaningful student engagement and academic success for all learners.

In an era marked by rapid technological change and increasing complexity in the educational environment, it is imperative that faculty are equipped not only with disciplinary expertise but also with a deep understanding of pedagogical theory and evidence-based teaching practices. SALTISE champions this vision, recognizing teaching as a scholarly and collaborative endeavour.

I extend my thanks to the keynote speakers and presenters for generously sharing their expertise and experiences. I am also deeply grateful to the volunteers and Dawson College employees whose dedication and behind-the-scenes efforts are key to the success of this event. Special thanks to the SALTISE organizing team for designing a program that promises to enrich the educational experience for all participants.

Finally, I invite you to engage fully in the sessions, connect with colleagues, and contribute to the vibrant exchange of ideas that defines this community. Your participation is what makes SALTISE a dynamic and impactful experience.

Welcome to SALTISE 2025. Welcome to Dawson College. I look forward to two days of dialogue, discovery, and collaboration.

Sincerely,

Isabelle Carrier

Dean of Academic Development

Dawson College

Message de bienvenue de la directrice adjointe, développement académique

C'est un plaisir de vous accueillir au Collège Dawson pour le colloque SALTISE 2025. En tant qu'institution engagée dans l'innovation pédagogique et l'excellence académique, Dawson est fier de soutenir cet important rassemblement d'enseignants, de conseillers pédagogiques, d'éducateurs et de chercheurs qui se consacrent à l'avancement des sciences de l'enseignement et de l'apprentissage.

Le programme de cette année reflète l'évolution du paysage de l'enseignement postsecondaire, avec des séances explorant un éventail de sujets, notamment l'apprentissage actif, la pédagogie inclusive et l'intégration des technologies émergentes. Le colloque souligne l'importance d'approches et de stratégies pédagogiques fondées sur la recherche qui favorisent un engagement significatif des étudiants et la réussite académique pour tous les apprenants.

À une époque marquée par des changements technologiques rapides et une complexité croissante du milieu éducatif, il est impératif que les enseignants possèdent non seulement une expertise disciplinaire, mais aussi une compréhension approfondie de la théorie pédagogique et des pratiques d'enseignement fondées sur des données probantes. SALTISE défend cette vision, reconnaissant l'enseignement comme une démarche scientifique et collaborative.

Je remercie les conférenciers et les présentateurs qui partagent généreusement leur expertise et leurs expériences. Je suis également profondément reconnaissante aux bénévoles et aux employés du Collège Dawson, dont le dévouement et les efforts en coulisses sont essentiels au succès de cet événement. Un merci tout particulier à l'équipe organisatrice de SALTISE pour avoir conçu un programme qui promet d'enrichir l'expérience éducative de tous les participants.

Enfin, je vous invite à participer pleinement aux séances, à échanger avec vos collègues et à contribuer aux échanges dynamiques qui caractérisent cette communauté. Votre participation fait de SALTISE une expérience dynamique et enrichissante.

Bienvenue à SALTISE 2025. Bienvenue au Collège Dawson. Je me réjouis de ces deux journées de dialogue, de découvertes et de collaboration.

Sincèrement,

Isabelle Carrier

Directrice adjointe, développement académique

Collège Dawson

Marking a Transition After 15 Years with SALTISE

"Change is the essential process of all existence."
— Mr. Spock, Star Trek, TOS, S3E15

As we celebrate the 2025 SALTISE Conference, I am also marking a personal milestone: I have formally stepped aside from my role as Co-Director—a role I've had the great privilege of holding for the past 15 years. It's a bittersweet moment, full of reflection, awe, and deep gratitude.

When SALTISE began in 2011, it was rooted in a shared desire: to change how we think about teaching and learning, and to build a community that values dialogue, research, and transformation. What began with a small group—enthusiastic, hopeful, and maybe even a little naïve—has grown into something far more impactful than I ever imagined: a true community of practice grounded in collaboration, care, and a shared commitment to educational change. As Wenger so eloquently reminds us, it has been not only about what we do together, but about who we become together.

Over these years, SALTISE has brought together people, practices, and institutions that don't typically intersect. In doing so, we have forged a distinctive identity—one rooted not only in research–practice partnerships, but also in what Etienne and Beverly Wenger-Trayner (2021) describe as systems convening. SALTISE has become a space where meaningful boundary-crossing collaborations and conversations occur: between disciplines, between theory and practice, between colleges and universities, between English and French, and between research and implementation.

"There is a profound connection between identity and practice...
The formation of a community of practice is also the negotiation of identities."
— Etienne Wenger (1998/2008, p. 149)

This identity is not merely structural or strategic—it is deeply hopeful and forward-looking. It reflects how we've negotiated what it means to learn, to lead, and to belong across diverse contexts. In weaving together these varied actors and perspectives, we've created new possibilities for learning and working, new forms of community, and a deeper understanding of what it means to be an educator in this time.

As I step back, I do so with full confidence in those stepping forward. I am thrilled that **Selma Hamdani** and **Phoebe Jackson** have joined **Michael Dugdale** as Co-Directors. Their commitment to the values and vision of SALTISE ensures that the work will continue to evolve in meaningful ways, grounded in the same collaborative spirit that brought us here. I wish them much success in these new roles.

And of course, this is not goodbye. I remain part of the community, and a steadfast supporter of the work ahead. Thank you for your trust, your partnership, and for walking this path with me. It has been the honour of a lifetime.

Acknowledgements:

To begin, I want to thank the many individuals—both formally recognized and those working behind the scenes—whose contributions have shaped this community. To all of you, and to the educators, researchers, and participants who return year after year to the SALTISE Conference, you have my heartfelt thanks. This community exists because of your continued engagement and support.

I owe special thanks to my colleagues who have stood beside me as official co-directors, **Nathaniel Lasry** and **Michael Dugdale**, and to the unofficial ones whose visioning and strategic planning were critical to SALTISE's funding and expansion: **Rob Cassidy, Chris Whittaker,** and **Maria Orjuela-Laverde.**

To those who believed in this project from the very beginning and stepped in—and continue to do so—at key moments: **Ken Ragan, Murray Bronet, Laura Winer, Carol Hawthorne,** and more recently, **John Paul Fox**—your belief and timely support have been deeply appreciated. These strong allies have always brought clarity, wisdom, and generosity to the work of shaping the path for SALTISE.

To those who helped make our ideas real through the daily operations of the SALTISE office—**Suéli Bonafim, Cathy Giulietti, Lorraine Chiarelli,** and **Myriam Dimanche**—thank you. And to those behind the scenes who ensured everything stayed on track—**Louise Paulauskas** and members of **Dawson's Office of Academic Development**—I've learned that it's the quiet, steady work—the emails, the logistics, the spreadsheets—that sustains a community.

To those who contributed to the development of our SALTISE tools and platforms—**Marie-Claude Paquette, Jeremie Choquette, Sameer Bhatnagar**, and **Jonathan Sumner**—and to those who promoted and opened new avenues for their use—**Monica Lopez, Cathy Roy, Yann Brouillette, Carmen Leung**, and **Jean-François Brière**—thank you for turning ideas into reality and supporting the infrastructure that reifies the pedagogy and advances our community's practices.

To the thirty-plus instructors (too many to list here) who have participated—and continue to participate—in the SALTISE Fellows Program, shepherded by **Phoebe Jackson** and myself, thank you for your creativity, dedication, and unwavering commitment to advancing evidence-based teaching. Your efforts have extended the reach of our resources, fostered peer mentorship, and helped sustain the collaborative spirit that defines this community.

To our institutional leaders—**Diane Gauvin, Richard Filion, Eric Schmidt, Gordon Brown**, and **Teresa Berghello**—and to our community partners—**Jesús Vasquez-Abad, Richard Schmid, and Saul Carliner**—thank you for your steadfast support. I am sincerely grateful.

No reflection on my journey would be complete without acknowledging the central role that learning sciences research has played—beginning with the invaluable guidance and mentorship of **Silvia d'Apollonia** and **Jim Slotta**, and the collegial friendship of **Bruno Poellhuber, Thérèse Laferrière**, and **Alain Breuleux**, who generously welcomed me into their research projects.

I am also profoundly grateful for more than ten years of collaboration with **Kevin Lenton** and **Rhys Adams**, along with colleagues already mentioned. Together, we have embodied the identity of researcher-practitioner partnerships. These collaborations—supported through eight consecutive PAREA grants—have advanced classroom-based innovation and the principle-based design of tools to support active learning. This work would not have been possible without the dedication of our indomitable research assistant, **Chao Zhang**.

Lastly, in addition to my academic family, I want to acknowledge the unwavering support of my own family—my husband **Lorne Woods** and my mother **Joséfita Charles**—who gave me the heart, energy, and time to do this work so fully.

Thank you all.

Elizabeth (Liz) Charles
SALTISE Co-Founder and emeritus Co-Director

2025 Welcome & Acknowledgements from SALTISE

Message from the co-directors Michael Dugdale, Selma Hamdani, and Phoebe Jackson



On behalf of the Conference Committee and the SALTISE Executive Committee, we welcome participants to the 14th Annual SALTISE Conference and express our sincere gratitude to our host, Dawson College, for their steadfast support and continued hospitality. Dawson's commitment to making this event a success is but one more example of their belief in the importance of building and sustaining a community that constantly strives to learn and share knowledge for improving our teaching and learning practices.

This year's venue, the location of the very first SALTISE conference, couldn't be more appropriate as we reflect on the last fifteen years of our community's growth, and the lessons learned that are helping us plan our next steps. With SALTISE's five-year service agreement coming up for renewal, we have been reflecting on our successes as well as where we need to improve, in order to plan for our next phase. Central to this process were the 5-year Service Evaluation Survey and focus groups in which a great many of you graciously participated—thank you so very much! We have been drawing on the insights you've provided to plan for our next steps, facing new challenges.

This retrospective lens helped shape this year's conference theme: *Connecting Communities Over a Decade: Reflections on Past, Purpose, and Path Ahead*. The plenary sessions, *SALTISE as a Systemic Actor: Tracing the Roots of Educational Innovation and Beyond the Campus: Convening for the Future of Learning Ecosystems,* build on the theme of preparing for the future by better understanding our past. It is our hope that, through the eyes of our panellists, we will generate new ideas on how our community can rise to the challenges ahead.

The obstacles facing the education sector, both local and global, are serious: the ever-accelerating pace of technological evolution and the pressures it places on our students, teachers, and society; shrinking budgets and hiring freezes; even geopolitical tensions facing our institutions in ways not seen for generations. But challenges can also mean opportunities. Artificial intelligence, adaptive learning systems, and virtual reality can all play important roles, provided we learn to maintain our guiding principles of "human centredness" addressing "human needs"; increased budgetary constraints, while forcing difficult choices, prompts us to look at innovative solutions to helping our students learn; and difficult political circumstances can, at the very least, help us reaffirm the importance and fragility of the principles of scholarly inquiry. These realities underscore the importance of the work we do together: building knowledge, skills, and relationships that serve both learners and society.

So, while we enter this time of renewal with our eyes open to the obstacles ahead, we also see opportunities in new beginnings. SALTISE itself is evolving: we are excited to welcome two new Co-Directors: Selma Hamdani and Phoebe Jackson, both of whom have had long associations with our community and bring fresh perspectives and energy to our leadership.

We also take this opportunity to recognize and celebrate Liz Charles in her new role as Director Emeritus. Liz's role in founding, building, growing, and guiding this community we are today has been truly singular. It is no exaggeration to say that without her vision and dedication, SALTISE would look very different. As our theme suggests, building a community as strong and as vibrant as ours requires the concerted effort of many people. However, without Liz, we may never have reached that critical mass to get off the ground. And, as you will hear more about in our Opening Ceremony, Liz's tireless, inspiring work from the pre-SALTISE days right through to today has provided the fodder, the glue, and the guardrails that have kept us moving forward together, in a direction of which we can all be proud. We are certain that her powerful vision will continue to guide us as she takes on her new role.

We are honoured to continue our partnerships with educators, pedagogical counselors, and institutions across Québec and beyond. Our initiatives this year have addressed topics ranging from AI and academic integrity to inclusive course design and program-level evaluation. Through webinars, visiting scholars, collaborative research, and tool development, SALTISE has worked with the community—learning as much as we share, in a reciprocal spirit of innovation.

SALTISE is ever grateful for the support and funding from the Entente Canada-Québec (ECQ). We also take this opportunity to thank the members of our Orientation Committee, which includes representatives from the Ministère de l'Enseignement Supérieur (MES). This funding, and the committee's continued confidence in our community, enable us to accompany and support educators as they further develop their student-centred practice. Furthermore, along with contributions from our other sponsors [1], this funding allows us to not only hold this annual meeting and celebration, but to make it freely available to everyone, in keeping with our values of inclusivity and community engagement.

As we gather again for this year's conference, we wish to foreground the uniqueness and growth of our community. What began as a few people interested in better understanding how to improve educational practices, has become a community of nearly two thousand people, still based in Québec but with members from around the world. Education is not an individual activity. It is only together that we will move forward and find successful paths through the future, whatever that may look like. We are excited for what is to come, both at this 14th annual conference and beyond as we work together to make the unknown, known.

Enjoy the Conference!
Michael, Selma, and Phoebe

[1] A big thank-you to our Conference Sponsors: Dawson College, John Abbott College, McGill TLS, McGill OSE, Concordia CTL, ETS, Champlain College Saint-Lambert campus.

Mot de bienvenue et remerciements de SALTISE — 2025

Message des co-directeurs Michael Dugdale, Selma Hamdani, et Phoebe Jackson



Au nom du comité de conférence et du conseil de direction de SALTISE, nous souhaitons la bienvenue à toutes les participantes et à tous les participants à la 14e conférence annuelle de SALTISE. Nous exprimons notre sincère gratitude à notre hôte, le Collège Dawson, pour son soutien indéfectible et son hospitalité constante. L'engagement du Collège Dawson à assurer le succès de cet événement témoigne une fois de plus de sa conviction profonde quant à l'importance de bâtir et de soutenir une communauté qui cherche continuellement à apprendre et à partager des savoirs pour améliorer nos pratiques d'enseignement et d'apprentissage.

Notre lieu de rencontre cette année, qui a accueilli le tout premier colloque de SALTISE, est particulièrement symbolique alors que nous faisons le bilan des quinze dernières années et des apprentissages qui guideront nos prochaines étapes. À l'approche du renouvellement de notre entente de service, nous avons pris le temps d'examiner à la fois nos réussites et les enjeux rencontrés, afin de mieux planifier l'avenir. Le sondage d'évaluation ainsi que les groupes de discussion — auxquels plusieurs d'entre vous ont participé avec générosité — ont été au cœur de cette réflexion. Merci sincèrement de votre engagement : vos réflexions ont enrichi notre planification pour les années à venir.

Cette réflexion sur le parcours de SALTISE a inspiré le thème du colloque de cette année : *« Plus d'une décennie à tisser des liens entre les communautés : réflexions sur le passé, les priorités et la portée».* Les plénières — « SALTISE en tant qu'acteur systémique : retracer les racines de l'innovation éducative » et « Au-delà du campus : bâtir ensemble les écosystèmes d'apprentissage de demain » — prolongent cette thématique en soulignant l'importance de comprendre notre histoire collective afin de mieux préparer l'avenir. Nous espérons que les interventions de nos panélistes susciteront des idées nouvelles sur la manière dont notre communauté peut continuer à évoluer et à relever les défis à venir.

Les défis auxquels est confronté le secteur de l'éducation, tant à l'échelle locale que mondiale, sont considérables : l'évolution technologique rapide et les pressions qu'elle engendre sur les apprenants, notre personnel enseignant et la société dans son ensemble; les compressions budgétaires et les gels d'embauche; sans oublier les tensions géopolitiques qui touchent nos établissements d'une manière inédite depuis des générations. Or, ces défis peuvent également ouvrir la voie à de nouvelles possibilités. L'intelligence artificielle, les systèmes d'apprentissage adaptatif et la réalité virtuelle peuvent tous jouer un rôle clé, à condition de rester guidés par des principes fondamentaux : une approche centrée sur l'humain et une attention constante aux besoins réels des apprenants. Les contraintes financières, bien qu'elles imposent des choix difficiles, nous incitent à explorer des solutions novatrices pour mieux soutenir l'apprentissage. Quant aux bouleversements politiques, ils nous rappellent — parfois avec insistance — la nécessité de défendre les valeurs qui fondent notre mission : la rigueur intellectuelle, la liberté académique et la pensée critique. Ces réalités renforcent la pertinence et l'urgence du travail que nous accomplissons collectivement : bâtir des savoirs, développer des compétences et tisser des liens durables, au service des personnes apprenantes et plus largement, de la société.

Ainsi, bien que nous abordons cette période de renouveau avec une conscience claire des obstacles à venir, nous y voyons également l'opportunité de nouveaux départs. SALTISE est elle-même en pleine évolution: nous avons le plaisir d'accueillir deux nouvelles co-directrices, Selma Hamdani et Phoebe Jackson. Toutes deux engagées depuis longtemps au sein de notre communauté, elles apportent un regard neuf et une énergie renouvelée à notre leadership.

Nous profitons de cette occasion pour rendre hommage à Liz Charles, qui assume désormais le rôle de directrice émérite. Son apport à la fondation, au développement et à l'orientation de la communauté que nous formons aujourd'hui est tout simplement remarquable. Il n'est pas exagéré de dire que, sans sa vision et son engagement indéfectible, SALTISE aurait emprunté un tout autre chemin. Comme le rappelle notre thème cette année, bâtir une communauté forte et dynamique repose sur les efforts conjoints de nombreuses personnes. Mais sans Liz, il est possible que nous n'ayons jamais atteint la masse critique nécessaire pour véritablement prendre notre envol. Son travail infatigable et inspirant — des débuts qui ont précédé même la création officielle de SALTISE jusqu'à aujourd'hui — a offert à notre communauté l'élan, la cohésion et les repères essentiels pour progresser ensemble avec fierté. Comme vous l'entendrez lors de la cérémonie d'ouverture, son influence se fait encore sentir, et nous sommes convaincus que sa vision continuera de nous éclairer dans cette nouvelle phase de notre histoire collective.

SALTISE exprime sa profonde reconnaissance pour le soutien et le financement reçus dans le cadre de l'Entente Canada–Québec (ECQ). Nous tenons également à remercier les membres de notre Comité d'orientation, qui inclut des représentantes et représentants du ministère de l'Enseignement supérieur (MES). Leur appui constant et leur confiance renouvelée nous permettent de soutenir les enseignants.es ainsi que l'ensemble du personnel éducatif dans le développement de pratiques pédagogiques centrées sur les besoins des personnes apprenantes. Par ailleurs, grâce aux contributions de nos autres partenaires financiers, ce soutien rend possible non seulement la tenue de cette rencontre annuelle et de cette célébration, mais aussi leur accessibilité gratuite pour toutes et tous — en cohérence avec les valeurs d'inclusion et d'engagement communautaire qui définissent notre mission.

Alors que nous nous réunissons pour la conférence de cette année, nous souhaitons souligner la singularité et l'évolution remarquable de notre communauté. Ce qui a commencé avec quelques personnes animées par le désir d'améliorer les pratiques éducatives s'est transformé en une communauté dynamique de près de deux mille membres. Toujours profondément enracinée au Québec, notre communauté rayonne désormais bien au-delà, accueillant des membres de partout dans le monde. L'éducation n'est jamais une entreprise solitaire. C'est en unissant nos efforts, nos idées et nos expertises que nous pouvons avancer et imaginer, ensemble, les voies possibles de l'avenir — quelles qu'elles soient.

C'est avec beaucoup d'enthousiasme et de joie que nous entamons ce 14e colloque annuel, tout en regardant avec confiance vers l'avenir. Ensemble, nous avons le pouvoir de transformer l'inconnu en découvertes enrichissantes et en belles opportunités.

Bon colloque à toutes et à tous !
Michael, Selma et Phoebe

SALTISE Lifetime Achievement Award - 2025
Prix d'excellence SALTISE pour l'ensemble de la carrière - 2025

Chris Whittaker

As many of you know, Chris Whittaker is an instructor in the Department of Physics at Dawson College and a long-standing contributor to the SALTISE community. Since 2010, Chris has been part of the core team that supported the formation of the network. His role as a practitioner—committed to designing active learning spaces and strengthening ties between research and practice–– has been pivotal to SALTISE's growth and evolution. In particular, his collaborations with the eLATE initiative, then led by Maria Orjuela-Laverde, helped solidify system-level connections between McGill's Faculties of Science and Engineering and the broader SALTISE community.

Over the years, Chris has taken on multiple pivotal roles—serving on the SALTISE Executive and acting as one of our principal liaisons to the Dawson faculty, especially through his work with the Dawson Active Learning Community (DALC). He has also been a familiar and welcome presence at our annual conferences, consistently serving as Master of Ceremonies for the keynote sessions, helping to shape the tone and spirit of our gatherings. And, true to his character, Chris has never hesitated to roll up his sleeves—whether it's troubleshooting AV or helping set up chairs.

Chris's steadfast commitment, collaborative spirit, and deep engagement with our mission have been instrumental in shaping the community we are today. We are deeply grateful for his many years of dedication and are proud to honour him with this Lifetime Achievement Award.

Congratulations!

Previous Recipients of the SALTISE Lifetime Achievement Award

2024

- Éric Francoeur - École de technologie supérieure (ÉTS)

2023

- Murray Bronet - John Abbott College

2022

- Nathaniel Lasry - John Abbott College

2021

- We honoured the founders and early supporters of SALTISE

2020

- Laura Winer - McGill University

2019

- Rob Cassidy - Concordia University
- Maria Orjuela-Laverde - McGill University

2018

- Thérèse Laferrière - Université Laval

2017

- Richard Filion - Dawson College
- Erich Schmedt - John Abbott College

2016

- Kenneth Ragan - McGill University

2015

- James Slotta - University of Toronto (OISE)

2014

- Silvia d'Apollonia - Dawson College

2025 SALTISE Best Practices & Pedagogical Innovators Award
Prix d'excellence et d'innovation pédagogique

The SALTISE "**Best Practices & Pedagogical Innovators Award**" recognizes educators (instructors and educational designers) who stand out as leaders in the promotion of academic excellence, use of innovative pedagogies, and support of their academic communities.

We are happy and proud to present these recipients who truly represent the best among us!

Congratulations to our 2025 Winners!

Best Practices & Pedagogical Innovators Award
FOR COLLEGE INSTRUCTORS

Gisela Frias,
DAWSON COLLEGE

Dr. Gisela Frias grounds her pedagogical praxis in inclusive experiential learning strategies that facilitate learning through self-reflection, peer to peer knowledge exchange, and deep critical thinking. Frias sees her students as co-creators of their learning objectives and expertly aligns these with program competencies. Frias expertly facilitates students to think at a higher systems level to account for the impacts of social inequities and injustices around the world, therefore connecting the personal and the local experience to global realities.

Providing space for non-western forms of pedagogical practice in her classroom is one of a multitude of reasons why Dr. Gisela Frias is an incredible pedagogical innovator and outstanding teacher. She practices radical transformative generative inclusive pedagogies and provides her students with the gift of deep learning that will enable them to think more critically as they navigate a complex world.

Letters of support from students, teachers and professionals enthusiastically supported this nomination with an exciting diversity of anecdotes and examples.

Best Practices & Pedagogical Innovators Award
FOR UNIVERSITY INSTRUCTORS

Neerusha Gokool,
UNIVERSITÉ DE MONTRÉAL

Dr. Neerusha Gokool is an exemplary educator whose innovative approach to teaching, mentorship, and pedagogical leadership has had a profound impact on her students and the broader educational community. Her commitment to student-centered learning is evident in her transformative courses, such as Gestion de classe, where she fosters active, immersive, and experiential learning. Through activities like the "Think-on-your-feet" challenge and the "Anonymous Roundtable Box," Dr. B. Gokool creates a classroom environment that encourages creativity, adaptability, and vulnerability. These strategies prepare students to navigate the complexities of teaching with empathy and confidence.

Beyond the classroom, Dr. B. Gokool is a leader in pedagogical innovation. She spearheaded the Université de Montréal EduTech GameJam, an event that promotes interdisciplinary collaboration in developing educational games, and co-founded a cutting-edge simulation project that allows students to experiment with classroom management strategies. Her approach integrates Universal Design for Learning (UDL), responsive pedagogy, and digital innovation, making her a trailblazer in the use of technology to enhance student engagement and learning outcomes.

Dr. B. Gokool's mentorship extends beyond her students, shaping the teaching culture within her department and inspiring faculty to embrace new pedagogical practices. Her unwavering dedication to professional development and continuous learning models lifelong growth for both students and colleagues. Through her transformative contributions to higher education, Dr. B. Gokool embodies the qualities celebrated by the SALTISE Best Practices & Pedagogical Innovators Award.

Best Practices & Pedagogical Innovators Award

FOR UNIVERSITY INSTRUCTORS

André-Joseph Cordeiro

CONCORDIA UNIVERSITY

André-Joseph (AJ) Cordeiro has supported the Department of Journalism at Concordia University endlessly for nearly a decade. He is responsible for orchestrating a live student-led election night broadcast, developing digital resources for our students and faculty during the COVID pandemic, supporting our radio, TV, video, and photo courses, and supporting the department's research initiatives, such as the Institute for Inclusive, Investigative, and Innovative Journalism that connects our students with Indigenous high school students in Montreal, as well as creating a welcoming environment for students in the department's newsroom centre.

Graduating from the Department of Journalism in 2014, Cordeiro worked as a teaching assistant before he was hired to his current role in September of that same year as a multimedia instructor. He quickly became the journalism department's go-to person for audio, video, photo, and digital tools. Cordeiro is a pivotal figure in the journalism department and goes beyond media instruction to deeply support student growth and well-being. He fosters a sense of community, offering personalized mentorship and support, exemplifying dedication and humility that enriches Concordia University and our department.

Cordeiro's reliability, transparency, kindness, wisdom, knowledge, humor, and positivity position him as a primary person in our department, not just for media instruction but for career guidance. His efforts and contributions have consistently helped shape every journalist in our program. He is also a recent recipient of the Concordia Council on Student Life (CCSL) Outstanding Contribution Award and the Concordia University Dean's Award for Excellence in Service to the Faculty by a Staff Member.

Best Practices & Pedagogical Innovators Award

FOR UNIVERSITY PEDAGOGICAL COUNSELLORS OR EDUCATIONAL DEVELOPERS

Azra Khan,

DAWSON COLLEGE

Azra Khan, Pedagogical Counsellor in the Office of Academic Development at Dawson College, exemplifies the qualities recognized by the SALTISE "Best Practices & Pedagogical Innovators Award." Her leadership and behind-the-scenes dedication to academic excellence, inclusive pedagogy, and sustainable practices make her a linchpin in the Dawson community and beyond.

Azra supports new teachers through Dawson's New Faculty Orientation and Integration Program and continues to accompany them in developing pedagogical strategies and pursuing professional development. Her role expands across the college as co-chair of the Equity, Diversity, Inclusion, and Accessibility (EDIA) Working Group and as a member of the Strategic Plan Steering Committee, where her input contributes to Dawson's institutional priorities.

Her influence reaches the broader CEGEP network through active roles with Performa, AQPC, SALTISE (as a conference planning member), and Intercollegiate Ped Days. Azra is also a passionate advocate for sustainability in education. She serves on the Advisory Committee of Dawson's Office of Sustainability and facilitates Dawson's Sustainable Happiness Certificate for faculty and staff.

A tireless collaborator, Azra supports Dawson's communities of practice, coordinates grants for inclusive and equity-based initiatives, and shares best practices across institutional boundaries. She has contributed to numerous college bodies, including the Senate, Board of Directors, and multiple advisory committees. Azra's ability to seamlessly weave together inclusion, sustainability, collaboration, and innovation reflects her unwavering commitment to meaningful pedagogical change. She is a quiet but powerful force in shaping the future of education in Quebec's anglophone CEGEP network.

Best Practices & Pedagogical Innovators Award

FOR UNIVERSITY PEDAGOGICAL COUNSELLORS OR EDUCATIONAL DEVELOPERS

Amanda Saxe

MCGILL UNIVERSITY

Amanda is a Pedagogical Lead and Academic Associate with McGill University's ELATE (Enhancing Learning and Teaching in Engineering) and TLS (Teaching and Learning Services) units. In these roles, Dr. Saxe supports professors, lecturers, and teaching assistants to access training, develop effective teaching skills, and create accessible and inclusive pedagogies. She also contributes regularly to academic communities such as SALTISE and CEEA (Canadian Engineering Education Association).

Staff across the Faculty of Engineering place a high value on innovation in research and design. However, it can be challenging to drive innovation within the actual practice of teaching engineering and design in Higher Education. Dr. Saxe plays a crucial role designing tools and guiding sustainable actions toward a more accessible, inclusive, and altogether more impactful experience for increasingly diverse populations of learners. She has gone above and beyond to facilitate important discussions about disability justice and Universal Design for Learning, which are invaluable contributions in a university that remains highly inaccessible, both with respect to physical infrastructure and to the professional culture.

Dr. Saxe exemplifies collaboration and collegiality, and the Engineering department has benefited from her expertise, compassion, and enthusiasm to support my own work with the Office of E-IDEA (Engineering Inclusivity, Diversity, and Equity Advancement). Her collaborations include working groups on accessibility and inclusion, a Community of Practice to grow EDI advocacy among staff, and events to build EDI knowledge and skills, among others. Dr. Saxe is an incredibly deserving candidate for this SALTISE recognition.

Past recipients of the SALTISE Best Practices & Pedagogical Innovators Award

2024

- Daniel Goldsmith - Dawson College
- Giuliana Cucinelli - Concordia University
- Sara Hashem - Champlain College - St. Lambert
- John Bentley - Concordia University

2023

- Tim Miller - Dawson College
- Danielle Vlaho - McGill University
- Amanda Argento - John Abbott College
- Charlene Lewis-Sutherland - McGill University

2022

- Nik Provatas - McGill University
- Cathy Roy - Dawson College
- Cory Legassic - Dawson College
- Monica Lopez - Dawson College
- Marina Caplain - UQAM

2021

- Carmen Leung - Dawson College
- Saul Carliner - Concordia University
- The Dawson Faculty HUB - Dawson College
- Andrea Cooperberg - John Abbott College

2020

- Alice Cherestes, McGill University
- Phoebe Jackson, John Abbott College
- Ian MacKenzie, Dawson College
- Laura Pavelka, McGill University
- Laura Winer, McGill University

2019

- Yann Brouillette, Dawson College
- Nadia Naffi, Université Laval
- Dominique Piotte, Ecole de Technologie Superieure (ÉTS)
- Roberta Silerova, John Abbott College

2018

- Louis Normand, Collège de Rosemont
- Claire Trottier, McGill University

2017

- Ann-Louise Davidson, Concordia University
- Michael Dugdale, John Abbott College
- Karl Laroche, Vanier College

2016

- Marielle Beauchemin, Vanier College
- Jean-François Brière, Dawson College
- Lynda Gelston, John Abbott College
- Rosemary Reily, Concordia University

2015

- Rhys Adams, Vanier College
- Samantha Gruenheid, McGill University
- Lawrence R. Chen, McGill University

2014

- Kevin Lenton, Vanier College
- Sean Hughes, John Abbott College

2013

- Edward Awad, Vanier College
- Murray Bronet, John Abbott College
- Chris Buddle, McGill University

2025 SALTISE Students as Educational Innovators Award
Prix SALTISE pour les étudiants comme innovateurs en éducation

The SALTISE "**Student as Educational Innovators Award**" recognizes students (undergrad/college/continuing education and graduate) who stand as contributors to the SALTISE community through their actions in achieving academic excellence, promoting innovative pedagogies, as Teaching Assistants (TAs), Research Assistants (RAs), Course Lecturers, and in other tasks that support and/or are consistent with the goals of the SALTISE community.

Congratulations to Our Awardees

Student as Educational Innovators Award
UNDERGRADUATE, COLLEGE OR CONTINUING EDUCATION STUDENT

Angelica Calcagnile,
CONCORDIA UNIVERSITY

Angelica Calcagnile's experience as a continuing education student in an innovative classroom has led directly to an ongoing role as a mentor for other students, and as a full member of a research team of faculty, graduate and undergraduate students, and community members dedicated to exploring innovative pedagogy using video games.

Emerging as a leader on the student research team attached to a SSHRC-funded multi-year project on the use of Minecraft in the undergraduate classroom, she has presented her research at local, national and international refereed conferences, including SALTISE.

At the 2023 Canadian Game Studies Association national conference, Angelica and her colleagues won the Most Creative Paper award for their paper on innovative digital pedagogy; the paper is currently in submission for publication in a peer-reviewed journal.

Student as Educational Innovators Award
GRADUATE STUDENT

Nathalie Duponsel,
CONCORDIA UNIVERSITY

Nathalie Duponsel is an outstanding candidate for the SALTISE Graduate Student Innovators Award. As Nathalie's doctoral supervisor, I have witnessed her exceptional dedication to promoting excellence and innovation in education. She completed her PhD in education in April 2025 with excellence. Her research findings are very promising for STEAM education.

Nathalie was my teaching assistant for both undergraduate and PhD courses, where she showcased her skills by employing innovative approaches like problem-based learning, case-based learning, and flipped classrooms. She is also the Coordinator of the Concordia University Innovation Lab, where she works closely with students to develop their innovation skills. Nathalie has co-created groundbreaking pedagogical tools with me, including a toolkit to guide students through the innovation process. From 2017 to 2022, Nathalie committed herself to enriching the educational experiences of underserved communities at Chalet Kent Côte-des-Neiges. Her efforts were pivotal in fostering positive STEM experiences for marginalized youth, boosting their confidence and interest in STEM fields. Nathalie's doctoral thesis explores integrating maker education as a much-needed forward-thinking pedagogical approach in school settings.

Nathalie exemplifies steadfast support for her peers and a strong commitment to mentorship. She collaborates actively with fellow students in both the Innovation Lab and my research group, providing guidance and fostering skill development. Notably, she partnered with one of my undergraduate students to create a system map of educational programs in hospital schools for sick children. The team represented Concordia at the Map the System Canada competition in Calgary. In light of these achievements, I wholeheartedly endorse Nathalie as a deserving candidate for the Graduate Student Innovators Award.

Past recipients of the SALTISE Student as Educational Innovator Award

2024

- Andrew Rochon, BA in Philosophy, Concordia University (Undergraduate, College or Continuing Education Student Award)
- Victoria Marie Glynn, PhD candidate, McGill University (Graduate Student Award)

2023

- Hilary Sweatman, Ph.D. (candidate), Neuroscience, McGill University
- Claudia Flynn, MA in Integrated Studies in Education, McGill University

2022

- Jamilah Dei-Sharpe, Ph.D. (candidate), Critical Gender Studies Program, Concordia University
- Valérie Bourassa, Ph.D., Integrated Program in Neuroscience, McGill University
- Dan Stefan Petrescu, PhD in Chemistry, McGill University (posthumously)

2021

- Rebecca Brosseau, MA in Education, McGill University
- Cynthia Feng, MSc in Biochemistry, McGill University

2020

- Jasmine Chahal, PhD in Microbiology and Immunology, McGill University
- Franco La Braca, MSc in Physics Education, Concordia University

2019

- Armin Yazdani, PhD in Neuroscience, McGill University

SALTISE 2025: Keynote Plenary Panels | Panels pléniers

As SALTISE marks nearly 15 years of fostering pedagogical transformation, this two-part plenary brings together founding members, institutional leaders, policymakers, and cross-sector collaborators to reflect on the past, interrogate the present, and imagine the future of educational innovation.

This two-part panel series explores what it takes to enact and sustain meaningful educational change—both within communities of educators and across broader learning ecosystems.

The first panel, *Communities that Change*, examines how pedagogical transformation is cultivated through participation in Communities of Practice (CoPs), where shared repertoires and evolving norms act as levers for change. Drawing on recent research and long-standing collaborations, panelists will reflect on the cultural and institutional conditions that support or constrain innovation from within.

The second panel, *Beyond the Campus*, shifts the lens outward to consider how educational institutions can engage with community leaders, technologists, policymakers, and industry to co-create inclusive, sustainable learning systems. Panelists will discuss systemic constraints, the promise and peril of emerging technologies like AI, and the kinds of cross-sector partnerships needed to shape the future of education. Together, these panels highlight how transformation depends not just on new tools or policies, but on the **people, practices, and relationships that bring change to life.**

Panel 1 (Day 1, June 4th): Origins and Influence

Location: Cinéma Cineplex Forum auditorium #4
Time: 13:00–14:30

Title: Communities that Change: Repertoires, Participation, and the Practice of Reform

Why does change in teaching practice succeed in some communities and stall in others? This panel explores how innovation takes hold through sustained participation in Communities of Practice (CoPs), where shared repertoires—tools, routines, and ways of thinking—help educators shift how they teach and learn together.

Drawing on research and lived experience, panelists will reflect on the cultural and institutional conditions that support or constrain pedagogical change. From policy pressures and institutional fragmentation to the local dynamics of peer support, the conversation highlights how community—not just individual effort—shapes what becomes possible in classrooms.

Guiding Questions:

- What does it take to build communities where change is not only introduced, but integrated into practice and sustained?
- How might we strengthen the relationships, routines, and shared commitments that keep those communities growing?
- How might these insights inform the creation of future coalitions for transformative change in education?

Panel

- **Emma Harden-Wolfson**, McGill University
- **Thérèse Laferrière**, Université Laval
- **Jim Slotta**, University of Toronto (OISE)
- **Beth Acton**, John Abbott College

Panel 2 (Day 2, June 5th): Futures and Forward Motion

Location: Cinéma Cineplex Forum auditorium #4
Time: 10:30–11:45

Title: Beyond the Campus: Convening for the Future of Learning Ecosystems

This forward-looking panel explores how educational institutions can work with broader networks—including community leaders, technologists, policymakers, and employers—to co-create sustainable and inclusive learning ecosystems.

Framed by the concept of convening systems, the panelists will reflect on the challenges they face in their diverse roles—as educators, administrators, entrepreneurs, and public-sector leaders—and examine the institutional, technological, and cultural forces shaping those challenges.

Topics will include the pressures of budget cuts, the evolving role of AI in both learning and labor markets, the need for more experiential and equitable learning opportunities, and the ethical and psychological implications of rapid technological change. Panelists will also consider what kinds of cross-sector partnerships and public engagement are needed to strengthen the future of education, and how communities like SALTISE can support this work.

Guiding questions will prompt reflection on:

- What challenges are most urgent today?
- What systems, policies, or assumptions reinforce them?
- What new alliances and actions are needed to move forward?
- And how can education position itself—not in isolation, but in conversation with society—to meet the demands of a rapidly changing world?

Panel

- **Kate Arthur**, Entrepreneur, Author & AI literacy Adviser
- **Frank Baylis**, Engineer and Executive Chairman of Baylis Medical Technologies
- **Alice Cherestes**, McGill University
- **Armin Yazdani**, McGill University

Panelist Bios - Day 1

Emma Harden-Wolfson,
MCGILL UNIVERSITY

Emma Harden-Wolfson, PhD, is Assistant Professor in the Faculty of Education, McGill University. She is an international and comparative higher education policy specialist with regional specializations in Central Asia, Canada, Europe, and Latin America. Her research explores how and why higher education policy changes across contexts and the implications of policy change and reform, with a cross-cutting commitment to increasing equity in higher education. Over the past two decades, Emma has worked in higher education research, teaching, policy analysis, consultancy, and university administration across four continents. Prior to joining DISE, Emma was Head of Research and Foresight at UNESCO's International Institute for Higher Education in Latin America and the Caribbean where she led research on the right to higher education, digital transformations, artificial intelligence, student mobility, and the futures of higher education. Before moving to Canada in 2015, Emma was a higher education practitioner, working in a range of progressively senior student-facing and policy-oriented roles at the University of Central Asia, University College London, and the University of Oxford. She is co-author of the book Managing your career in higher education administration (Palgrave Macmillan, 2014), a Times Higher Education Book of the Year.

Thérèse Laferrière,
UNIVERSITÉ LAVAL
- Theoretical perspective

Dr. Laferrière is a full professor of pedagogy in the Department of Studies in Teaching and Learning at l'Université Laval. She received her doctorate in Education from Boston University, Boston. She is an associate researcher at the Institute for Knowledge Innovation and Technology (IKIT). She is the principal investigator of the network PERISCOPE (Plateforme Échange Recherche et Intervention: PERsévérance et réussitE, FRQSC, 1995-2005). Her research activities focus on networked learning environments, and especially learning communities, communities of practice and knowledge building communities. She has written extensively on ways that teacher education and professional development may be conducted: orientation documents, case studies, technical and research reports, articles, and book chapters.

Jim Slotta,
UNIVERSITY OF TORONTO (OISE)
- Early contributor to SALTISE

Jim Slotta (co- PI) is Professor and President's Chair in Knowledge Technologies and Education at the Ontario Institute for Studies in Education, University of Toronto. Since 2005, Dr. Slotta has led a team of students, designers and developers to investigate new models of collaborative and collective inquiry. These studies have advanced a pedagogical model known as Knowledge Community and Inquiry (KCI), in which students and teachers collaborate as a learning community to engage in STEM inquiry projects. Slotta currently directs the ENCORE lab (http://encorelab.org) in which KCI curriculum and technology environments are developed and researched. From 2006 - 2011, Slotta served as Canada Research Chair in Education and Technology, serving as PI or co-I on more than 30 funded projects and supervising 20 doctoral and post-doctoral researchers. In 2019, Slotta launched the Critical Action Learning Exchange (CALE), where teachers develop, exchange and discuss competency-centered curriculum that empowers students as learners, providing meaning and purpose to their schooling experience and scaffolding their formation of learner and career identity.

Beth Acton,
JOHN ABBOTT COLLEGE

Dr. Beth Acton is a faculty member in the Biology Department at John Abbott College, where she teaches both health-career and science program courses. She emphasizes case-based learning to promote deep understanding and critical thinking, integrating multiple active learning strategies including group work, just-in-time teaching, and peer and self-assessment to help students build transversal skills. Beth also incorporates a range of digital tools in her teaching practice, particularly when using the flipped classroom approach. As Department Chair, she contributes to numerous program and college-wide committees focused on curriculum development and student success. Her interest in science education began early; she volunteered with Let's Talk Science while at McGill University and later served as Executive Director of the organization during her PhD at the University of Toronto. Beth maintains a consistent curiosity for teaching and learning, regularly participating in seminars, non-credit courses, and pedagogical conferences. A SALTISE Fellow since 2022, she is part of our community of educators dedicated to evidence-based, innovative teaching practices.

Panelist Bios - Day 2

Kate Arthur,

ENTREPRENEUR, AUTHOR & AI LITERACY ADVISER

- Community partner bridging AI, storytelling, and education

Kate Arthur is a British-Canadian entrepreneur dedicated to advancing AI and computing literacies through education, with a focus on women and youth. Since the late 1990s, she has worked at the intersection of communications, technology, and education, co-founding two technology companies and establishing a digital education charity for young people. Kate serves as an adviser to the Montreal AI Ethics Institute (MAIEI), collaborates with the AI in Education Interdisciplinary Research Hub at Oxford University (AIEOU), and has contributed to UNESCO's AI competency frameworks for teachers and students, and UNICEF policy recommendations on AI and data governance for children. Her new book, Am I Literate? Redefining Literacy in the Age of Artificial Intelligence, explores how evolving our understanding of literacy is critical to responsible innovation and safeguarding both people and the planet.

Frank Baylis,

ENGINEER AND EXECUTIVE CHAIRMAN OF BAYLIS MEDICAL TECHNOLOGIES

- Policy maker and entrepreneur committed to innovation and equity

Frank Baylis is the executive chairman of Baylis Medical Technologies, a medical device company focused in the areas of interventional radiology and neurology. From October 2015 to October 2019 Frank was the Member of Parliament for the federal riding of Pierrefonds-Dollard. Frank was President of Baylis Medical Company from 1989 to 2015. During that period the company grew into a world leader in the areas of interventional cardiology and pain management. Baylis Medical Company was sold to Boston Scientific in 2022 for $1.75 billion. Frank is a Professional Engineer with a degree in electrical engineering from the University of Waterloo.

Alice Cherestes,

MCGILL UNIVERSITY

- Academic leader and science innovator

Dr Cherestes has PhD Chemistry from City University of New York, in New York city in 1998. She is an educator with extensive experience in teaching chemistry. Professor Cherestes incorporates active learning into her teaching and is always interested in increasing student engagement in her courses. She is passionate about increasing student agency in learning and empowering students to take ownership of their educational journey. Currently, Professor Cherestes, as a Sustainability Education Fellow, is focused on developing learning outcomes and learning activities for the introductory general chemistry course that align with the United Nations Sustainable Development Goals . This initiative aims not only to increase student engagement, but also to introduce students to the concept of sustainability early in their academic careers by contextualizing chemistry within the broader framework of global challenges and solutions. Their efforts in this area reflect a forward-looking approach to education, ensuring that students are equipped with the knowledge and skills to contribute to a sustainable future. She has won the 2009 - Award for Teaching Excellence, Macdonald Campus, McGill University and the SALTISE Innovator Best Practices & Pedagogical Innovators Award in 2020 at the SALTISE Conference.

Armin Yazdani,

MCGILL UNIVERSITY

- Practitioner shaping local learning environments

Armin completed his PhD at McGill in Neuroscience. He currently teaches in the undergraduate neuroscience program and is an academic associate with the Office of Science Education.

Armin received the Weston fellowship from Teaching and Learning Services (TLS), was the lead fellow with the Tomlinson Program in University Level Science Education (TPULSE), and was a graduate teaching fellow with the Office of Science Education and the AAU STEM project. In 2019 he won SALTISE's Students as Educational Innovators Award and has presented numerous times at the SALTISE conference.

Schedule at a glance | Résumé du programme

Day 1 – June 4, 2025

08:00–09:00 — Registration (Upper Atrium)

09:00–10:15

Practice—Collaboration	Design and Development	Inclusiveness	Practice—Collaboration	Practice—Assessment	Prof. Devel	Design and Development
IL-1: Addressing Current Challenges	**T-01: Adapting Curriculum for a Changing World**	**IL-2: EDI In Action**	**T-02: Engaged Learning in Action**	**T-03: Rethinking Assessment for Meaningful Learning**	**S-01: Supporting Early Career Teachers**	**S-02: Interdisciplinarity**
Workshop on Specific Challenges and Promising Avenues for Teaching General Education Humanities and Philosophy Courses in French at English CEGEPs Carl Saucier-Bouffard, Sarah Allen, Martine Gosselin	*Developing Transversal Competencies in Technical Education: Study Results, Successes, and Challenges* Avery Rueb, Neerusha Gokool, Kevin Casey *Field Guide to Designing Interdisciplinary Courses in Science* Justine Bell, Alain Toutloff *Leçon apprise dans un contexte de changement en éducation infirmière : Du présentiel au virtuel* Anne-Laurie Beaubrun, Dajena Victor	*The Power of Mattering: How to Weave Equity into the Content and Pedagogy of a Course* Jessica Langston	*Learning Resources and Strategies to Support Flipped Class Format* Pallavi Sirjoosingh *Experiential Education equals Transformative Learning* Heather Martin, Myka Taylor *Integrating Participatory Approaches to Collaborative Community Engagement in Higher Learning* Barry Stewart	*Rethinking Assessment in Large CS Courses: Implementing a Competency-Based Grading Scheme* Giulia Alberini *Fair Grades, Better Learning: Implementing Alternative Grading Practices* Caroline Cormier, Bruno Voisard, Véronique Turcotte, François Arseneault-Hubert *Student Engagement with Authentic Assessment and Its Influencing Factors in Nursing Education* Yusuf Josiah, Krista Muis, Nikki Lobczowski, Laura Winer	*Triumphs & Trials: Intercollegiate Support for (Early Career) Teachers* Max Salonine, Marianne Lynch, Phoebe Jackson Amanda Argento	*From Insight to Action: Assessing and Designing for Interdisciplinary Thinking and Learning* Kevin Lenton, Sean Hughes, Annie-Hélene Samson, Rhys Adams, Karl Laroche, Mathilde Hitier, Jean-François Brière, Chao Zhang, Liz Charles, Selma Hamdani, Michael Dugdale
Room: 3F.45	Room: 3F.37	Room: 3F.5	Room: 3H.10	Room: 3F.7	Room: 3F.38	Room: 3F.3

10:15–10:30 — Break (across rooms 3F.37 and 3F.38)

10:30–11:45

Design and Development	Practice—STEM	Design and Development	Practice—AI	Practice: Assessment	Design and Development	Design: Critical Issues
IS-01: Engaging Students Beyond the Classroom	**T-04: Inclusive and Effective STEM Pedagogies**	**IL-3: Design Experiences**	**T-05: AI-Powered Pedagogies**	**IL-4: Video Rubrics**	**T-06: Bridging Practice & Design**	**S-03: Climate Emergency**
Exploring Effective Integration of Social Media: Enhancing Pedagogy and Student Engagement Niusha Zohoorian Fooladi *Transversal (Soft) Skills - Let's see if you can guess companies' expectations for cégep interns!* Avery Rueb, Neerusha Gokool, Kevin Casey	*Reducing language barriers for non-native learners in STEM education* Franco La Braca *Implementation of a modular Suzuki reaction in the undergraduate organic chemistry laboratory* Danielle Vlaho, Mitchell Huot, Alexei Kieran, Gagan Daliaho *Enhancing equity across foundational science courses – a follow up study on class size and cohort.* Iain McKinnell, Martha Mullally	*Curriculum design for environmental and sustainability education: Lessons learned and recommendations* Stephanie Leite, Jessica Latus	*Using AI tools to Enhance Students' Learning Experience of Mathematical Proofs* Xinli Wang, Brenda Stoesz *Voltaire: an AI Chatbot to Enhance Evidence-Based Argumentation on Technology and Society.* Eric Francoeur, Ashwinia Yogarajah, Marton Rolo-Dussault *Automated Generation of Challenge Questions for Student Code Evaluation Using Abstract Syntax Tree Embeddings and RAG* Anis Boubaker, Ying Fang	*Video Rubrics: Helping Students Make Sense of Assessment Criteria* Tim Campbell, Stacey DeWolfe, Karl Laroche, Sonny Ruffolo	*Learning on the Job: Using the Tips to Set Yourself Up for Success on Your Work Term Resource to Navigate Workplace Professionalism* Stefanie Corona, Natalie Roper *Interdisciplinary Thinking in Practice: Designing and Piloting the Thematic Issues Course* Selma Hamdani, Ivan Freud *Building AI into Tools, Activities, and Course Designs* Michael Dugdale	*Climate Literacy Project* Jessica Burpee, Julien Morency-Laflamm
Room: 3F.3	Room: 3F.37	Room: 3F.5	Room: 3H.10	Room: 3F.38	Room: 3F.7	Room: 3F.45

11:45–13:00 — Lunch

13:00–13:15 — Welcome

13:15–14:30 — Keynote
Cinéma Cineplex Forum auditorium #4

14:30–14:45 — Break (across rooms 3F.37 and 3F.38)

14:45–16:00

Practice—Assessment	Prof. Devel	Practice—Interdisciplinarity	Inclusiveness	Design and Development	Digital literacy	Assessment
IL-5: Digital support for Novel Assessment	**IS-02: Supporting Digital Pedagogy**	**IL-6: Across the Disciplines**	**T-07: Equity and Inclusion in Curriculum and Design**	**S-04: A focus on Ed. Dev.**	**T-08: Fostering Digital and Academic Literacy**	**S-05: Innovative Assessment**
Using "Zettelkasten": Creating a note-taking assessment Justin Feng	*Digital Accessibility Workshop* Colin Fredericks *Create Your Own Open-Source Online Course with Moodle, H5P, and Google* Marie-J. Martineau, Brett Fischer	*Project-Oriented Learning to Connect Disciplines: Student and Teacher perspectives* Sylvia Cox, Hélène Nadeau	*Enhancing Universal Design Learning (UDL) through Integrating a Course-specific Chatbot* Vicki Zhang *Guidelines to create an inclusive classroom for neurodiverse learners* Meghrig Terzian, Ann-Louise Davidson, Monia Poncik, Alina Gutiérrez, Kristen Irvine *Incorporating Indigenous Knowledge on Environmental Sustainability into the Quebec Science Curriculum* Charles Yeboah, Anila Asghar	*Educational developers: from a little-known profession to active colleagues fostering teaching growth and advancing institutional change* Carol Hawthorne, Jennie Ferris	*Enhancing Student Engagement in Technical Writing Through Publication and Recognition* Azfar Adib *An AI-Based Math Tutoring System: From Conceptualization to Implementation in CEGEP Classrooms for Accessible and Flexible Learning* Neerusha Gokool, Derrick Chung, Elena Naidenova, Karl Laroche *Research Project on the Development of Digital Literacy* Sophie Marier	*NÉO: A Game for Rethinking Assessment* Frédéric Doré
Room: 3F.45	Room: 3F.38	Room: 3F.5	Room: 3F.37	Room: 3H.10	Room: 3F.7	Room: 3F.3

16:00–16:15 — Travel

16:15–17:00 — SALTISE Awards
Room: 5B.16

Schedule at a glance | Résumé du programme

Day 2 – June 5, 2025

08:00–09:00 — Registration (Upper Atrium)

09:00–10:15

Practice	Interdisciplinarity	Serious Games	Practice—Assessment	Maker Spaces	Design and Development—AI	AI in Practice
IS-03: Effective Simulation	IL-07: Learning from Other Disciplines	T-09: Game-Based Learning in Action	T-10: Rethinking Assessment in Higher Education	IL-08: Designing for Discovery	T-11: From Peer to Policy: AI's Role in Learning	S-06: Working with Generative AI
Enhancing Active Learning in Engineering Lab Safety Through Interactive Virtual Simulations Blaise Hanel, Nasim Razavinia *From Basement to Top Floor: 30 Years of Simulation Evolution in Nursing Education at the Ingram School of Nursing* Hugo Marchand, Maria Damian	*Come play with us! Applying early childhood active learning approaches to other disciplines* Helen Stathopoulos, Roxana Yanez	*Developing tutorials with a games-focused approach* Jason Lapointe *Past Methodologies & Present Technologies: Panoramic Perspectives in Minecraft and Pedagogy* Rosemary McDonald, Claire Seymour, Quinn Saggio, Daniella Odubayo, Aiden Wagner *Les jeux de société éducatifs : un levier d'apprentissage actif pour l'approfondissement des connaissances* Juliana Nuzzo, Neerusha Gokool, Kenza Ousrir	*Technical Interviews as Alternative Assessments in Large CS Courses* Giulia Alberini *Exploring oral examinations in college science courses: emotions, inclusion and practice* Sébastien Wall-Lacelle, Émile Morissette *Impacts of Specifications Grading in a Neuroethics Course* Emma Tomiuk, Jean-Christophe Boivin, Emma Kowal, Armin Yazdani	*Open Creative Spaces* Chris Colley, Lexie Tucker, Stacy Allen	*An Exploration of Agentic AI for Collaborative Learning in Computer Science* Atif Ahmad, Preeti Raman *AI Generated vs. Peer Feedback in ESL Writing: Effects on Writing Skill, Self-Efficacy, and Enjoyment* Ying Fang, Ya Tan, Chan Zuo, Anis Boubaker *AI in Online Course Design, from Speculation to Application: Promise, Peril, and Policy* Theodor Stojanov, Nancy Di Girolamo, Maggie Lattuca	*GenAI Sandbox* Joel Trudeau, Robert Stephens
Room: 3F.3	Room: 3F.45	Room: 3F.7	Room: 3H.10	Room: 3F.5	Room: 3F.37	Room: 3F.38

10:15–10:30 — Break (across rooms 3F.37 and 3F.38)

10:30–11:45 — Keynote Panel (Cinéma Cineplex Forum auditorium #4)

11:45–13:00 — Lunch

13:00–14:00 — Poster Session (Upper Atrium)

14:00–15:15

Design and Development	Inclusiveness	Practice – STEM	Practice—Maker Spaces	Research	Practice—AI
IS-04: Orchestrating Collaboration in the Classroom	S-07: Identities and labels	T-12: Evolving Lab Practices for Deeper Learning	T-13: Innovations in Maker-Centered Education	IL-09: Sparking Engagement	T-14: Academic Writing in the Age of Generative AI
Reflecting on Teamwork: An Experiential Approach for Educators Reem Ramadan, Renee Pellissier *A SCripting and ORchestration Environment (SCORE) for active learning* James Slotta, Joel Wiebe, Preeti Raman, Chenxuan Meng, Naxin Zhao	*Growing up as A Minority: Please Don't Give Us Labels* Britney Vu	*Diagnostic des conceptions d'étudiants du collégial au laboratoire : prédire, observer et expliquer* Abdeljalil Métioui *From recipe-based to discovery learning laboratories: Students' perspectives on opportunities and challenges in an introductory biology CEGEP course* Neerusha Gokool, Karl Laroche *A Decade of Progress: Exploring the Pedagogical Potential of At-Home Lab Kits in STEM Education* Kenza Ousrir, Neerusha Gokool, Juliana Nuzzo	*Maker-centered education: What are its challenges in K-12 schools?* Nathalie Duponsel, Ann-Louise Davidson *Using 3D Printing to Foster Self-Directed Learning in High School* Heather Pearson, Adam K. Dubé *A peerScholar Enhanced Coder-Maker Experience Enabling Pedagogical Transformation in a Challenging Context* Eliane Chaker Metni, Steve Joordens	*A Pedagogical Framework Informed by Self-Determination Theory to Motivate Students in Science and Sustainability Education* Neil MacIntosh, Anila Asghar	*Should You Use AI to Write Your Syllabus?* Stephanie King *Enhancing Academic Writing with Generative AI: Implementation and Lessons Learned* Kevin Casey, Jennifer Banton *Generative AI and Scholarly Discourse: A Data-Driven Assessment of Linguistic Shifts in Academic Writing* Anis Boubaker, Ying Fang
Room: 3F.38	Room: 3F.45	Room: 3F.7	Room: 3H.10	Room: 3F.5	Room: 3F.37

15:15–15:30 — Break (across rooms 3F.37 and 3F.38)

15:30–16:45

Design and Development	Inclusive Learning Design	Serious Games	Design and Development—AI	Practice	Design and Development
T-15: Program-Level Innovations in Teaching and Learning	T-16: Holistic Approaches in Education	IL-10 Gamifying Feedback	IL-11: AI Supporting Effective Teaching	T-17: Collaborative Teaching for Student Success	S-08: Program Design with CourseFlow
Blended for Success: Insights from the McGill Desautels Blended Learning Initiative Angela Guadagno, Jasmine Parent, Katherine Correia *Self-serve materials for developing program outcomes* Jennie Ferris *Building an embedded Interprofessional Education Program: past, present and future practices revealed.* Krista Bulow	*Leveraging Emerging Technologies to Enhance Accessibility and Universal Design in Digital Learning Environments for Students with Disabilities from an Indian Perspective* Mathew Martin Poothullil John *Fostering Emotional Exploration and Regulation in Teacher Education: Leveraging Virtual Reality for Reflective Practice* Teresa Hernandez-Gonzalez, Remi Arora *Why paper belongs in the classroom: a pedagogical, wellness, and sustainability approach.* Catherine Henderson	*Stacking the Deck for Better Peer Feedback: A (Card) Game-Based Approach* Vikram Singh	*L'IA au service de la pédagogie : découvrez notre assistant intelligent pour les personnes enseignantes!* Bruno Poellhuber, Michel Desmarais	*Building Student-Centered, Inclusive Blended Learning Classrooms Post-Pandemic: Insights from a Community of Practice of CEGEP Teachers* Neerusha Gokool, Kevin Casey, Nicholas Park, Karl Laroche, Elena Naidenova, Juliana Nuzzo, Kenza Ousrir *Towards Informed Group Formation in Large Undergraduate Classes* Irum Mahmood, Preeti Raman *Data Sharing Parties: Disseminating Classroom Research Findings and Maintaining Fruitful Partnerships with Collaborating Instructors* Romane Monnet, Sanheeta Shankar, Kristy A. Robinson	*Looking through Multiple Lenses: CourseFlow in Action at the Program Level* Beth Acton, Kurt Holfeld, Marianne Lynch, Susan Martin
Room: 3F.37	Room: 3F.7	Room: 3F.5	Room: 3F.38	Room: 3H.10	Room: 3F.45

16:45–18:00 — Wine and Cheese & Fellows (Room: 5B.16)

Conference Program Abstracts
Résumés du programme de la conférence

DAY 1 – June 4th

SESSIONS

9:00 - 10:15

IL-1: Addressing Current Challenges

Workshop on Specific Challenges and Promising Avenues for Teaching General Education Humanities and Philosophy Courses in French at English CEGEPs

CARL SAUCIER-BOUFFARD, SARAH ALLEN AND MARTINE GOSSELIN (Dawson College)

A bilingual workshop where teachers from different English CEGEPs can share pedagogical approaches, active learning strategies and/or technological tools for addressing the challenges raised by the implementation of Law 14. The main challenges lie not only in teaching courses in French that are already linguistically and conceptually demanding when offered in English, but also in teaching to students with very different levels of French. The facilitators will present the results of their work on an Entente Canada-Québec grant aimed at developing resources for a French version of the Humanities Applied Ethics course.

T-01: Adapting Curriculum for a Changing World

Developing Transversal Competencies in Technical Education: Study Results, Successes, and Challenges

AVERY RUEB (Vanier College), NEERUSHA GOKOOL (Université de Montréal) AND KEVIN CASEY (Vanier College)

This presentation will share the results of a study evaluating the integration of transversal competencies, such as collaboration, time management, and networking, within the multimedia technical program at Vanier College. We will present student feedback on competency grids and the mentorship program, highlighting successes and challenges. Students appreciated the clarity of expectations and the ability to track their progress. However, balancing competency development with academic workloads remained a significant challenge. Practical solutions and tools developed from this project will be shared to help participants adapt these practices to their own institutions.

Field Guide to Designing Interdisciplinary Courses in Science

JUSTINE BELL AND ALAIN TOUTLOFF (Champlain College)

This talk presents a website that is being developed as a tool for teachers and administrators for communication and shared understanding when designing or updating interdisciplinary courses – in particular for the interdisciplinary competency in the new Quebec Science Program. The website follows the structure of: What is Interdisciplinarity? Why teach interdisciplinary courses? When should one design interdisciplinary courses? Who should teach these courses? How should these courses be designed? The talk will outline the content of the website and focus on definitions of interdisciplinarity, the challenges of implementing interdisciplinary courses and some examples of different interdisciplinary course designs.

Leçon apprise dans un contexte de changement en éducation infirmière : Du présentiel au virtuel

ANNE-LAURIE BEAUBRUN AND DAJENA VICTOR (McGIll University)

Dans un contexte d'évolution rapide de l'éducation en sciences infirmières, notre école a lancé le premier programme de baccalauréat en sciences infirmières en ligne du Québec. Ce programme, mis en place en 2021, offre le même contenu, les mêmes objectifs et résultats d'apprentissage que le programme en présentiel, tout en respectant les normes de l'Association canadienne des écoles de sciences infirmières (ACESI). Nous partageons notre expérience d'adaptation du cours d'examen clinique du présentiel au format en ligne, initialement évalué par des ECOS (examens cliniques objectifs standardisés), transformés en simulations formatives pour améliorer l'apprentissage et optimiser l'utilisation des ressources humaines.

IL-2: EDI In Action

The Power of Mattering: How to Weave Equity into the Content and Pedagogy of a Course

JESSICA LANGSTON (Heritage College)

Post-secondary institutions in Canada continue to centre European knowledge and pedagogical approaches, leaving the diverse knowledge of Black, Indigenous, and other racialized communities on the margins. The fact that such Eurocentric curricula contribute to a sense of isolation, shame, and disconnect for many BIPOC students is well established. What is less obvious – especially for teachers who were themselves educated in a Eurocentric system – is how to do things differently. This workshop will help participants to think through the best ways to build an anti-racist community of practice that is intergenerational, inter-institutional, and inter-community.

T-02: Engaged Learning in Action

Learning Resources and Strategies to Support Flipped Class Format

PALLAVI SIRJOOSINGH (McGill University)

The large enrolment general chemistry courses at McGill University have employed a flipped class format since Fall 2020. Short concept videos explaining the content are posted in advance of the scheduled class time, while class time is dedicated to problem-solving and applications of concepts. Since flipped format is unfamiliar to first-year university students, we have developed resources and strategies to support student learning. During the talk, I will expand upon the current learning resources and methodologies utilized in the current iteration of the courses. The presentation will focus on the logistics and organization of such resources for large enrolment courses.

Experiential Education equals Transformative Learning

HEATHER MARTIN AND MYKA TAYLOR (Dawson College)

Applying the principles of experiential education allows students with diverse learning abilities to work together and create personal connections. This workshop will encourage educators to explore opportunities for building interaction, reflection, conceptualization, and application of material through non-traditional classroom activities. Building community within the classroom through the use of active learning strategies can create a safe environment for all, enabling transformative outcomes. Institutional changes that result from an attention to well-being are essential to fulfilling the promise of higher education.

Integrating Participatory Approaches to Collaborative Community Engagement in Higher Learning

BARRY STEWART (McGill University)

Community collaborations can provide excellent opportunities for educators and researchers to enrich curricula, collaborative projects, and research. Here we provide practical recommendations for educators and researchers to integrate participatory approaches to community engagement. Recommended practices include embracing participatory methods to teamwork, promoting knowledge exchange and shared learning, and sustaining collaborative advantage in cooperative ecosystems. This presentation explores elements of past efforts where participatory approaches to community collaboration have been integrated into underlying frameworks and core academic processes. Selected scenarios demonstrate how key practices may be effectively integrated into academic processes such as curriculum design, research, and joint project management.

T-03: Rethinking Assessment for Meaningful Learning

Rethinking Assessment in Large CS Courses: Implementing a Competency-Based Grading Scheme

GIULIA ALBERINI (McGill University)

Traditional grading prioritizes performance over learning. In an introductory CS course, we implemented competency-based grading (CBG) to shift the focus to mastery and growth. This approach lets students demonstrate understanding at different levels rather than striving for perfection. This talk will share insights from two semesters of implementation, including challenges, refinements, and student feedback. By the conference, I hope to present preliminary data on student engagement and motivation. Attendees will gain practical strategies for designing and implementing CBG in large courses, managing student expectations, and fostering a learning-focused environment.

Fair Grades, Better Learning: Implementing Alternative Grading Practices

CAROLINE CORMIER, BRUNO VOISARD, VÉRONIQUE TURCOTTE ANDVFRANÇOIS ARSENEAULT-HUBERT (CEGEP André Laurendeau)

Students' grades are not always accurate because they do not always reflect learning, but rather the mistakes made during the semester. Traditional grading practices do little to support learning, precisely because they penalize students every time they make a mistake, potentially disadvantaging certain groups of learners. In this workshop, you will be introduced to alternative grading practices (AGPs), which aim to restore equity and accuracy in assessment while optimizing support for learning. You will explore different approaches to grading based on principles that could inspire changes to your practices.

Student Engagement with Authentic Assessment and Its Influencing Factors in Nursing Education

YUSUF JOSIAH, KRISTA MUIS, NIKKI LOBCZOWSKI AND LAURA WINER (McGill University)

Authentic assessment is vital in nursing education and requires the application of clinical judgment and problem-solving skills. This research will explore how nursing students in the Bachelor of Nursing (Integrated) program at McGill University engage with these tasks and identify the factors influencing this engagement. The study will employ an exploratory sequential mixed-methods approach. The anticipated outcomes are expected to enhance student engagement and learning in nursing education, with implications for various professional fields.

S-01: Supporting early career teachers

Triumphs & Trials: Intercollegiate Support for (Early Career) Teachers

MAX SALONINE (Vanier College), MARIANNE LYNCH (Vanier College) AND PHOEBE JACKSON (John Abbott College)

How can we create an engaged community to support teachers' pedagogical journey? Teachers and pedagogical counsellors from John Abbott and Vanier will share their accompaniment programs for early career teachers (loosely defined as those within their first five years of teaching), exploring the successes and challenges of these initiatives. Our data highlights the need for these types of programs and their positive impacts. With the help of SALTISE, we have extended our community of practice to include other colleges. We will engage participants in a discussion of how to continue to grow this community.

S-02: Interdisciplinarity

From Insight to Action: Assessing and Designing for Interdisciplinary Thinking and Learning

KEVIN LENTON (Vanier College), SEAN HUGHES (JAC), ANNIE-HÉLENE SAMSON (Dawson College), RHYS ADAMS (Vanier College), KARL LAROCHE (Vanier College), MATHILDE HITIER (Dawson College), JEAN-FRANÇOIS BRIÈRE (Dawson College), CHAO ZHANG (Dawson College), LIZ CHARLES (Dawson College), SELMA HAMDANI (Dawson College), MICHAEL DUGDALE (JAC)

Interdisciplinary learning is increasingly recognized as essential for addressing complex, real-world problems—yet educational systems struggle to support its development in meaningful and measurable ways. This interactive workshop describes the Student Attitudes Towards Interdisciplinarity Survey (SATIS), a research-based tool designed to assess students' epistemic beliefs and their ability to transfer knowledge across disciplines. Drawing on pilot studies across the college network, including biology–psychology and other course pairings, participants will explore how SATIS reveals gaps between students' recognition of interdisciplinary value and their ability to apply it in practice. The workshop goes beyond assessment by guiding participants through key design principles for interdisciplinary instruction, using the context of Energy in the new science program as a model. Using our experience —including the importance of contextual alignment, discipline asymmetries, and longitudinal shifts in epistemological development—attendees will learn how to create course activities and assignments that foster deeper integration across fields. Whether you are already teaching interdisciplinary courses or looking to build new connections, this session offers practical tools and research-based insights to enhance interdisciplinary learning and design.

10:30 - 11:45

IS-01: Engaging Students Beyond the Classroom

Exploring Effective Integration of Social Media: Enhancing Pedagogy and Student Engagement

NIUSHA ZOHOORIAN FOOLADI (John Abbott College)

This project presents an innovative pedagogical approach that enhances student learning through hands-on activities and the integration of social media tools. It aims to identify effective social media tools as educational resources and provide practical guidelines for teachers to incorporate them into their teaching practices. Drawing on Van Den et al.'s (2019) three-level model of Teacher, Student, and School, the research addresses: (1) institutional policies on social media use, (2) teachers' strategies for social media integration, and (3) students' responses to social media as a learning tool. Preliminary findings emphasize the importance of obtaining consent and maintaining ethical standards.

Transversal (Soft) Skills - Let's see if you can guess companies' expectations for cégep interns!

AVERY RUEB (Vanier College), NEERUSHA GOKOOL (Université de Montréal) AND KEVIN CASEY (Vanier College)

Participants in this session will explore best practices for developing transversal (soft) skills within CEGEPs, with a particular focus on technical programs. Through an interactive survey, they will rank the most important transversal skills and identify the ideal proficiency levels for incoming interns. Real-time comparisons with data from actual internship coordinators will provide valuable insights into industry expectations, helping participants understand how to better prepare CEGEP students for the workforce. This collaborative approach will highlight the diversity of perspectives among educators and contribute to the creation of more accurate Readiness Profiles for student success in the job market.

T-04: Inclusive and Effective STEM Pedagogies

Reducing language barriers for non-native learners in STEM education

FRANCO LA BRACA (NUCB International Junior and Senior High School)

Language is one of the primary means by which knowledge is shared, regardless of teaching style. As such, language accessibility is vital for students studying STEM subjects in a non-native language. Based on five years teaching physics and mathematics in Japan, where English is generally not one's first language, such students face linguistic barriers that limit their ability to learn effectively. In this talk, I will discuss approaches for reducing the effect of these barriers on student learning. These practices can be implemented regardless of language of instruction, making their consideration in instructional design invaluable in culturally diverse communities.

Implementation of a modular Suzuki reaction in the undergraduate organic chemistry laboratory

DANIELLE VLAHO, MITCHELL HUOT, ALEXEI KIERAN AND GAGAN DALIAHO (McGill University)

This presentation introduces a modular teaching framework for undergraduate organic chemistry, centered on the Suzuki reaction. By integrating hands-on laboratory work with sustainability metrics, the approach enhances student engagement while embedding principles of green and sustainable chemistry. Students are empowered to select reaction pathways and assess the environmental impact of their choices, encouraging creativity, critical thinking, and scientific curiosity. This initiative aims to better prepare students to tackle real-world challenges in chemistry through experiential and values-driven learning.

Enhancing equity across foundational science courses – a follow up study on class size and cohort

IAIN MCKINNELL AND MARTHA MULLALLY (Carleton University)

The Canadian Consortium of Science Equity Scholars is committed to improving equity in university science education by examining how students' perceptions of course climate relate to their emotional experiences and academic outcomes. In Fall 2024, the group conducted a study across multiple introductory Biology and Physics courses to explore these relationships. This presentation will share findings related to class size and cohort effects and outline a Faculty-wide, multi-year initiative aimed at disaggregating data to better understand how students' sense of belonging shapes their university experience.

IL-3: Design experiences

Curriculum design for environmental and sustainability education: Lessons learned and recommendations

STEPHANIE LEITE AND JESSICA LATUS (McGill University)

Since 2022, McGill University's Sustainability Education Fellows (SEF) program has fostered an interdisciplinary training environment for faculty and students to integrate sustainability into course design. A recent study examined the program's impact on the design and teaching practices of participating faculty and graduate students. This interactive session will share key findings from the study, including the program elements that most influenced shifts in participants' course design and pedagogy. Attendees will leave with practical takeaways for incorporating sustainability into their own courses, as well as ideas for adopting a whole-of-institution approach to environmental and sustainability education.

T-05: AI-Powered Pedagogies

Using AI tools to Enhance Students' Learning Experience of Mathematical Proofs

XINLI WANG AND BRENDA STOESZ (University of Manitoba)

We present a study where a generative artificial intelligence tool (genAI; i.e., ChatGPT) was used to produce mathematical proofs that were then presented to small groups of students during some of their weekly scheduled laboratories/tutorials in a third-year math course. Students were asked to review and evaluate these proofs and discover and correct the mistakes in the arguments. These activities encouraged peer interaction and strengthened students' problem-solving skills.

Voltaire: an AI Chatbot to Enhance Evidence-Based Argumentation on Technology and Society

ERIC FRANCOEUR, ASHWINIA YOGARAJAH AND MARTON ROLO-DUSSAULT (École de Technologie Supérieure)

The social impact of technology is a key topic in engineering education, requiring students to engage critically with societal, ethical, and environmental issues. In *Environnement, technologie et société* (TIN503) at ÉTS, a customized AI chatbot, Voltaire, was developed as a skeptical interlocutor. It challenges students to construct evidence-based arguments, provides real-time feedback, and supports iterative learning. This presentation will outline the chatbot's development, discuss its initial classroom implementation, and highlight key insights on student engagement, argumentation challenges, and feedback quality. The findings offer broader implications for integrating AI-driven critical dialogue in engineering education.

Automated Generation of Challenge Questions for Student Code Evaluation Using Abstract Syntax Tree Embeddings and RAG

ANIS BOUBAKER (École de Technologie Supérieure) AND YING FANG (Central China Normal University)

This paper presents an exploratory study on detecting learning gaps in student-submitted code by generating automated challenge questions. The method compares the abstract syntax trees of student code with those of class-taught examples using embeddings and retrieval-augmented generation. The approach identifies the most structurally deviant sections of student code and generates challenge questions targeting un-taught coding techniques, such as function pointers and variadic functions. The evaluation demonstrates the effectiveness of the selection process and the quality of generated questions. This work highlights the potential for using structural analysis and automated challenge question generation to improve student assessment in coding education.

IL-4: Video Rubrics

Video Rubrics: Helping Students Make Sense of Assessment Criteria

TIM CAMPBELL, STACEY DEWOLFE, KARL LAROCHE AND SONNY RUFFOLO (Vanier College)

A video rubric is an interactive video in which a teacher records themselves explaining an assignment's instructions and marking guidelines. The interactive component comes when students are prompted with questions throughout the video. This tool is designed to support students in drafting and editing their assessments and to mitigate the negative impacts of the time between the teacher delivering the instructions and the student completing the assessment. Presenters from four different programs at Vanier will share and demonstrate their experiences in designing video rubrics for various assessments. Participants will be supported in recording drafts for future implementation in their practice.

T-06: Bridging Practice & Design

Learning on the Job: Using the Tips to Set Yourself Up for Success on Your Work Term Resource to Navigate Workplace Professionalism

STEFANIE CORONA AND NATALIE ROPER (Concordia University)

Professionalism is essential for workplace success, yet many students enter their work terms unsure of how to navigate professional expectations. Since its launch in 2024, the Tips to Set Yourself Up for Success on Your Work Term resource has provided Concordia University Institute for Co-operative Education students with actionable strategies to develop professionalism on the job-such as effective communication, adaptability and accountability-across diverse industries. This session will explore professional workplace behaviours, examples of applied learning, student testimonials, as well as suggestions for how to integrate it into work-integrated learning programs in different contexts. Join us to discover strategies for preparing students to thrive professionally in today's dynamic workplaces.

Interdisciplinary Thinking in Practice: Designing and Piloting the Thematic Issues Course

SELMA HAMDANI, IVAN FREUD (Dawson College)

The Thematic Issues (TI) course was developed to scaffold interdisciplinary thinking for students in Dawson College's Social Science program, preparing them for a capstone course where they independently explore contemporary issues through multiple disciplinary lenses. Supported by SALTISE, this initiative brought together nine instructors from seven disciplines who formed a Faculty Learning Community (FLC) to collaboratively design and pilot the course. Through regular meetings, instructors shared challenges, explored pedagogical strategies, and developed three adaptable course design models—Serial, Spiral, and Jigsaw—each supporting interdisciplinary integration in distinct ways. This paper presents the process and outcomes of the FLC's work, including the affordances and limitations of each model, and how instructors tailored them to their disciplinary strengths and teaching contexts. The paper concludes with reflections on the role of the FLC in supporting interdisciplinary pedagogy and the ongoing collaboration with a research-practice partnership to refine these models further.

Building AI into Tools, Activities, and Course Designs

MICHAEL DUGDALE (John Abbott College / SALTISE)

The rapid rise of generative AI models is echoing throughout society, and education is no exception. Initially celebrated for their potential to transform both work and learning, these systems are now under increasing scrutiny. Critics have raised significant concerns about biases within AI, the spread of convincingly authoritative misinformation or "hallucinations", and unresolved issues related to intellectual property, privacy, and the environmental toll of training these data-hungry models. In education, additional challenges — such as threats to academic integrity, overly simplistic or decontextualized responses, and worries about stifling critical thinking skills — further cast doubt on AI's role in teaching. As the presence of generative AI in education grows, we are left to ask: What principles should guide us in incorporating AI into our pedagogical designs to maximize its potential while mitigating these risks? This talk will briefly outline several ongoing projects that attempt to incorporate Generative AI as an aide for course design (virtualTA, a future version of SALTISE's CourseFlow) as well as harnessing Generative AI's ability to give voice to convincingly wrong statements (a future version of SALTISE's myDALITE) in a safe student-facing context.

S-03: Climate Emergency

Climate Literacy Project

JESSICA BURPEE, JULIEN MORENCY-LAFLAMME (John Abbott College)

The climate and ecological emergency (CEE) is a defining feature of our students' lives. As part of our Climate Action Plan, John Abbott College has spearheaded a college-wide initiative to ensure graduating students have learned about four aspects of the CEE: causes, impacts, dynamics, and actions. For the last 3 years, a team of released faculty worked with programs to integrate the four CEE objectives into their curriculum, taking advantage of opportunities arising from program revisions and teachers' initiatives. This process was supported by funds earmarked to hire climate experts in various disciplines to consult with faculty. We now have commitments from programs covering about 95% of the students. This workshop will first share how we integrated CEE objectives into almost all programs across the college, with a visual example on CourseFlow from the Science Program. We will then work with participants to brainstorm how the CEE could be integrated into their disciplines or programs.

14:45 - 16:00

IL-5: Digital support for novel assessment

Using Zettelkasten: Creating a note-taking assessment

JUSTIN FENG (McGill University)

Note-taking is something we all do. Whether we're jotting down notes on how to make the perfect cup of coffee or planning a cookie heist, we often don't think much about how we take those notes. But what about our students? In this interactive session, I will discuss the concept of note-making and how to create a formative assessment in your classroom, whether it's in language arts, nursing, or any other field. The session will include (a) a quick overview of note-making, (b) a workshop on creating your own assignment or lesson plan, and (c) an interactive exploration of existing and free note-making technologies.

IS-02: Supporting digital pedagogy

Digital Accessibility Workshop

COLIN FREDERICKS (Harvard University)

Whether you teach face-to-face, entirely online, or in a hybrid mode, digital accessibility is a key piece of a professor's toolkit. In this short, hands-on workshop you'll practice making your course materials accessible to all. You'll work in pairs, writing alternative text for images, selecting accessible color schemes, and altering written materials to use simpler language. This workshop is best for those with novice to intermediate experience in digital accessibility. Bring a computer or be ready to share.

Create Your Own Open-Source Online Course with Moodle, H5P and Google

MARIE-J. MARTINEAU (CEGEP EDOUARD-MONTPETIT)
& BRETT FISCHER (Cegep André Laurendeau)

In the digital age, educators can now create and share their own educational resources online. This interactive presentation will guide you through the steps to create a free and interactive Moodle course using accessible and open-source tools. This project is the result of a process that began prior to the recent discussions on the new ministerial Devis. The course aims to align high school practices with the new college Devis values, which are moving in the same direction. It was created by human intelligence; by teachers and for teachers and learners of second languages.

IL-6: Across the disciplines

Project-Oriented Learning to Connect Disciplines: Student and Teacher perspectives

SYLVIA COX AND HÉLÈNE NADEAU (Dawson College)

Project-oriented learning (POL) is becoming more and more popular in both curricular and extracurricular programs in colleges in Quebec. It fosters active learning and offers a valuable environment to integrate and connect multiple disciplines. Two teachers, who have applied POL in the field of Neuroscience for the last ten years at Dawson College, will present key aspects and advantages of the method. This will be complemented by the learner's perspective, through five posters of recent projects. Students will evaluate their experience with a specific focus on competency learning of multiple disciplines.

T-07: Equity and Inclusion in Curriculum and Design

Enhancing Universal Design Learning (UDL) through Integrating a Course-specific Chatbot

VICKI ZHANG (University of Toronto)

I will share my experience designing a first-year course in a specialized math field, integrating GenAI and guided by the principles from the UDL framework. GenAI helps me brainstorm applications in emerging fields to make the course more interesting and relevant, and build a course-specific Chatbot as an on-demand tutor. We will critically examine GenAI's limits, both through reviewing its outputs, and having frontline professionals speak about their experiences working with AI. I will discuss ways to counterbalance the potential isolating learning experiences brought upon by GenAI, including a portfolio approach to students' assessment which encourages collaboration and multiple means of expression.

Guidelines to create an inclusive classroom for neurodiverse learners

MEGHRIG TERZIAN (John Abbott College),
ANN-LOUISE DAVIDSON, MONIA PONCIK, ALINA GUTIÉRREZ AND KRISTEN IRVINE (Concordia University)

In this presentation, we will showcase the teacher resources we are developing in our two- year project. These resources include teaching strategies and guidelines to support neurodivergent students in transitioning smoothly from high school to CEGEP and achieving academic success. We will also present the key learning and transition challenges we identified in the interviews we conducted with students and teachers from the Computer Science Department (John Abbott College) that directly informed the development of the resources. This project is a collaboration between a team from the Computer Science department at John Abbott College and Educational Technology at Concordia University, with funding from the Pôle Interordres de Montréal (PIM).

Incorporating Indigenous Knowledge on Environmental Sustainability into the Quebec Science Curriculum

CHARLES YEBOAH AND ANILA ASGHAR (McGill University)

Customarily, mainstream Western science and science education have tended to marginalize Indigenous knowledge (IK), which has alienated Indigenous students in science discourses and careers. Since respecting and sustaining the natural environment serve as the epistemological foundation of learning in Indigenous communities, infusing science curricula with IK will make learning culturally relevant to Indigenous students and foster their environmental stewardship. This presentation provides a critical analysis of the environmental sustainability content in the secondary environmental science and technology curriculum in Quebec. Specifically, it discusses ways to include IK in the curriculum. The study findings will benefit policymakers and science educators.

S-04: A focus on Ed. Dev.

Educational developers: from a little-known profession to active colleagues fostering teaching growth and advancing institutional change

CAROL HAWTHORNE (Concordia University)
AND JENNIE FERRIS (McGill University)

This symposium is organized to briefly reflect on the past—looking at how the educational development role has broadened from teaching consultations to include instructional design, educational technology, curriculum development, policy development, and more. It will delve into the purpose(s) of the role, spotlighting an array of work from small initiatives to innovative projects, and examine the path ahead, sparking generative discussion, cross-institutional collaboration, and professional growth. **Symposium Takeaways:** * Understand the scope of educational development work. * Identify how educational professionals advance career growth for faculty, support positive institutional change, and build community within and beyond institutions.

T-08: Fostering Digital and Academic Literacy

Enhancing Student Engagement in Technical Writing Through Publication and Recognition

AZFAR ADIB (Concordia University)

Enhancing student engagement in technical writing courses remains a key challenge in engineering education. This talk explores three initiatives designed to address this issue by providing meaningful publication opportunities to students. These include supporting student publication in a university magazine, launching a portfolio website to showcase high-quality assignments, and organizing a contest to recognize outstanding submissions beyond coursework. Implemented in a second-year technical writing and communication course at an English-medium engineering school in Montreal, these initiatives aim to boost student motivation, professional development, and visibility. The talk will also reflect on the impact of these efforts, including student feedback, scalability, and sustainability, while highlighting key successes and areas for improvement.

An AI-Based Math Tutoring System: From Conceptualization to Implementation in CEGEP Classrooms for Accessible and Flexible Learning

NEERUSHA GOKOOL (Université de Montréal), DERRICK CHUNG (John Abbott College), ELENA NAIDENOVA AND KARL LAROCHE (Vanier College)

Many CEGEP students struggle with math leading to disengagement and dropout (Baurhoo-Gokool, 2020). Traditional math instruction remains rigid, failing to accommodate diverse learning needs. An AI-based tutoring system offers a solution by providing personalized, adaptive, and supportive learning experiences. This presentation aligns with the conference theme by exploring lessons learned in constructing an AI-based tutoring system and its potential in inclusive teaching. Using Engeström's (1987) activity theory, the system adapts to students' real-time performance, fostering confidence and mastery. Insights from our interdisciplinary team provide a roadmap for integrating AI into higher education math instruction.

Research Project on the Development of Digital Literacy

SOPHIE MARIER (Cégep de Lévis)

This project investigates the acquisition of 37 key digital literacy concepts, as outlined in the Digital Competency Framework, through the use of a serious digital game. It responds directly to the call from the Quebec Innovation Council's Ready for AI (2024) report to enhance digital and AI literacy among students and learners—a crucial step toward the responsible integration of technology and artificial intelligence in society. The presentation will outline the project's theoretical framework, research methodology, and the design of the digital learning tool. It will also emphasize the importance of inter-institutional collaboration in driving educational innovation. The project is led by Sophie Marier, in collaboration with Maude Bonenfant (UQAM) and Patrick Plante (TÉLUQ), and supported by five college partners from the greater Quebec City area: Cégeps Sainte-Foy, Garneau, Limoilou, Lévis, and Collège Mérici.

S-05: Innovative Assessment

NÉO: A Game for Rethinking Assessment

FRÉDÉRIC DORÉ

Assessment culture in post-secondary studies in Quebec more often than not promotes what are called "traditional" assessment practices : focused more on the disciplinary content and on teaching, less on the building of competency and learning. Changing assessment culture requires that many elements align, such as time to plan and elaborate new assessments, support networks from within institutions and throughout the education system and a positive discourse to promote assessment *for* learning, not only assessment *of* learning. *NEO : The Innovative Assessment Game* aims to create an intermediary space from which such a culture may start to emerge.

DAY 2 – June 5th

SESSIONS

9:00 - 10:15

IS-03: Effective simulation

Enhancing Active Learning in Engineering Lab Safety Through Interactive Virtual Simulations

BLAISE HANEL AND NASIM RAZAVINIA (McGill University)

Safety training is essential in engineering education; however, the current trainings lack student engagement. This project leverages VR/AR technology to replicate real-world laboratory scenarios and offers students hands-on experience in practicing safety protocols, identifying, and mitigating hazards. To enhance the safety training, we develop discipline-specific virtual reality modules to enforce effective training using Unity. Some of these modules recreate labs in fully gamified 3D environments, while others use panoramic images with interactive annotations. These modules aim to enhance student understanding of the safety guidelines and supplement the in-person safety training prior to entering the lab spaces.

From Basement to Top Floor: 30 Years of Simulation Evolution in Nursing Education at the Ingram School of Nursing

HUGO MARCHAND AND MARIA DAMIAN (McGill University)

Over the past 30 years, the Ingram School of Nursing at McGill University has transformed its approach to simulation as a pedagogical tool. Beginning with two plastic manikins in a flood-prone basement room, our simulation program has evolved into a state-of-the-art 12,000 square-foot facility with dedicated faculty, staff, high-fidelity manikins, and over 80 standardized patient actors. From just two simulations annually, our students now experience more than 20 simulation scenarios and hundreds of laboratory hours throughout their curriculum. This interactive session will share our journey, lessons learned, and practical recommendations for simulation program development.

IL-07: Learning from other disciplines

Come play with us! Applying early childhood active learning approaches to other college disciplines

HELEN STATHOPOULOS AND ROXANA YANEZ (Heritage College)

In this interactive workshop, college faculty and staff will be invited to engage in hands-on active learning experiences derived from the world of early childhood education, such as circles, learning centres, loose parts and engagement with community partners. These strategies can easily be transferred to other college disciplines, and they meet the students' needs for active participation, autonomous learning and connection with peers. Each activity will be introduced with a theory component describing its origins and pedagogical value, coupled with a practical component in the form of examples for each activity in other disciplines. Participants will then be invited to discover the materials, explore new possibilities in their own college teaching, and share their ideas with colleagues.

T-09: Game-Based Learning in Action

Developing tutorials with a games-focused approach

JASON LAPOINTE (John Abbott College)

In the Fall 2024 semester, the biology department began organizing teacher-led tutorials for first-year nursing students with a focus on developing game-based activities. In his talk, Jason Lapointe aims to share his experiences developing these tutorial sessions, including providing examples of the games that were created, best practices in adopting games to ensure student engagement, and how these tutorial sessions will evolve in future semesters.

Past Methodologies & Present Technologies: Panoramic Perspectives in Minecraft and Pedagogy

ROSEMARY MCDONALD, CLAIRE SEYMOUR, QUINN SAGGIO, DANIELLA ODUBAYO AND AIDEN WAGNER (Concordia University)

The panorama project, constructed in Minecraft and supplemented by innovative technologies, explores the relationships between student presence, video game environments, and knowledge production in the networked classroom. It scaffolds undergraduates' self-directed learning by creating an allegorical representation of reality that projects outsize spaces-within-space. The Minecraft panorama, akin to historical panoramas, is a layered environment that challenges the bounds of contemporary pedagogy—not because we are inside it, but because we have constructed it. By situating in-game procedures in relation to the material world, the project aims to model the co-production of illusionistic spaces, sensation, and scholarship.

Les jeux de société éducatifs : un levier d'apprentissage actif pour l'approfondissement des connaissances

JULIANA NUZZO, NEERUSHA GOKOOL AND KENZA OUSRIR (Université de Montréal)

Cette recherche examine les perceptions des étudiants sur l'approfondissement de leurs connaissances en éducation à travers un jeu de société éducatif. Le jeu, conçu par cinq étudiants, a été expérimenté dans un cours de gestion de classe auprès de 38 étudiants. Leurs perspectives ont été recueillies par questionnaires et observations, puis analysées. Les résultats montrent que les étudiants ont renforcé leur compréhension des théories étudiées à hauteur de 75 %. Trois thèmes émergent : clarification des concepts, application concrète des notions et consolidation des apprentissages par l'interaction, mettant en évidence le potentiel des jeux éducatifs comme outil d'apprentissage actif en enseignement supérieur.

T-10: Rethinking Assessment in Higher Education

Technical Interviews as Alternative Assessments in Large CS Courses

GIULIA ALBERINI (McGill University)

Technical interviews are common in computing but rarely integrated into coursework. This talk explores their implementation as an alternative summative assessment in two large CS courses. A dual-track grading system allowed students to choose between a coding project and a technical interview, promoting engagement and autonomy. We examine student outcomes, participation trends, and challenges in balancing fairness and logistics. Findings suggest that technical interviews enhance real-world preparedness but require careful design for accessibility and scalability. Best practices for integrating them into large courses and future refinements will be discussed.

Exploring oral examinations in college science courses: emotions, inclusion and practice

SÉBASTIEN WALL-LACELLE (Cégep de Saint-Jérôme) AND ÉMILE MORISSETTE (Centre Collégial de Mont Tremblant)

Traditional written exams in science raise issues of authenticity, extrinsic motivation, and anxiety, particularly among groups such as female students. Our project examined the integration of oral exams by professors and their impact on student emotions through 200 student surveys and interviews with 15 students and 5 physics professors. Our results reveal that oral exams reduce anxiety and promote positive emotions, especially among female students. Students appreciate the interaction with their professor, while professors find the assessments more profound, despite logistical challenges. The presentation will conclude with recommendations for integrating oral exams in a fair, supportive, and effective manner.

Impacts of Specifications Grading in a Neuroethics Course

EMMA TOMIUK, JEAN-CHRISTOPHE BOIVIN, EMMA KOWAL AND ARMIN YAZDANI (McGill University)

Students' grades have often been a source of anxiety in their academic journey, and fear of failure can impact motivation, learning, and academic performance. Specifications grading aims to partially address this issue by aligning learning outcomes with grades using a pass/fail system, where students pass a series of assessment tasks to earn a desired grade based on the mastery of course material. This grading system was recently implemented in a core neuroscience course at McGill University. We are interested in comparing students' perceptions of specifications grading, their motivation, and their approach to learning to previous iterations of the course.

IL-08: Designing for Discovery

Open Creative Spaces

CHRIS COLLEY, LEXIE TUCKER AND STACY ALLEN (LEARN)

Open Creative Spaces (OCS) is an innovative educational model designed to foster creativity, collaborative learning, and hands-on exploration. The framework empowers educators and students to engage with cutting-edge materials, allowing participants to develop and construct projects that meaningfully articulate conceptual ideas through interactive, experiential learning.

T-11: From Peer to Policy: AI's Role in Learning

An Exploration of Agentic AI for Collaborative Learning in Computer Science

ATIF AHMAD AND PREETI RAMAN (Toronto Metropolitan University)

This study examines the integration of a multi-agent Artificial Intelligence (AI) system in undergraduate Computer Science education to support caring pedagogical practices in large classes. The system incorporates five specialized AI agents supporting knowledge synthesis, task management, collaborative learning, instructor guidance, and personalized student support. Through mixed-methods research, we investigate how these agents facilitate individual learning, collaborative knowledge building, and instructor decision-making. This study contributes to the use of agentic AI in caring educational practices while maintaining personalized learning experiences in increasingly complex academic settings.

AI Generated vs. Peer Feedback in ESL Writing: Effects on Writing Skill, Self-Efficacy, and Enjoyment

YING FANG, YA TAN, CHAN ZUO (Central China Normal University) AND ANIS BOUBAKER (École de Technologie Supérieure)

We examined the effects of AI-based feedback from iWrite and ChatGPT versus peer feedback on Chinese ESL college students' writing skill, self-efficacy, and enjoyment. Over a 16-week semester, 246 non-English major students were assigned to peer, iWrite, or ChatGPT conditions. Pre- and post-intervention assessments revealed no significant differences among feedback methods. Students' English proficiency did not moderate the outcomes, indicating AI-generated feedback is as effective as peer feedback. These findings suggest AI tools serve as reliable complements to traditional feedback methods, offering promising avenues for improving the feedback process in ESL writing instruction.

AI in Online Course Design, from Speculation to Application: Promise, Peril, and Policy

THEODOR STOJANOV, NANCY DI GIROLAMO AND MAGGIE LATTUCA (McGill University)

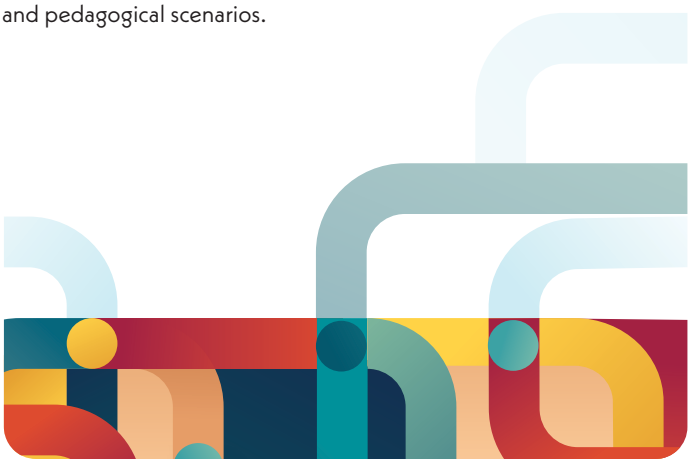
AI is the most talked-about innovation in education—but remains largely untapped. Policies and regulations create barriers, keeping AI at the fringes of academia, full of promise but absent in practice. While concerns over data sovereignty and intellectual property dominate discussions, practical applications remain elusive. Our presentation reframes AI as a missing team member in course development. How might it enhance instructional design and media production? What tools exist, and what obstacles remain? Our project aims to revisit, a year from now, how today's theories on AI in education align with future real-world insights.

S-06: Working with Generative AI

GenAI Sandbox

JOEL TRUDEAU, ROBERT STEPHENS (Dawson College)

This symposium is organized around the concept of a GenAI sandbox—a collaborative space for hands-on exploration of generative AI across disciplines. The sandbox concept promotes responsible GenAI integration through exploratory and reflective practice. Participants will be guided in groups through an interactive session of critical reflection and use cases from the latest AI models using ChatGPT. They will also be invited to contribute feedback toward a catalog of tools, activities, and pedagogical scenarios.



Poster Sessions
Sessions de posters

13:00–14:00

AI Peers to Correct Misconceptions and Support Critical Thinking

VIDYA SUJAYA, RUBEN WEIJERS, HANNAH BETTS, KUSHAL DEV, TOSHALI GOEL, JEAN-FRANÇOIS GODBOUT, REIHANEH RABBANY AND KELLIN PELRINE (McGill University)

Our work explores the use of AI, particularly large language models (LLMs, like ChatGPT), in supporting student critical thinking in classrooms. Acknowledging the hallucination phenomenon as a limitation of current LLMs, we ask the extent to which an imperfect AI can support learning, when positioned within a peer-role: that is accompanying and providing resources, but still requiring the student to be critical of all interactions. Results from our initial experiment of testing an AI-peer in an undergraduate Physics classroom, found 91% of students rating the AI interactions as helpful, and that student performance is not dependent on the AI's correctness.

Art Meets Science : Exploring the Impact of Museum Visits on Stress Levels of CEGEP Science Students

MAYA CHALOUHI, SAMANTHA BRISSETTE-GRECO, AVA FITOPOULOS, MOHAMED YOUNES (Dawson College)

In recent years, studies have highlighted the potential for prescribed museum visits that can have mental health benefits for patients suffering from various conditions, such as depression and anxiety. The question in this research was then posed: do regular museum visits have a measurable, punctual effect on the day-to-day stress levels of CEGEP science students? To investigate this, the stress levels of 11 students who regularly visited museums were compared to the ones of 14 students who did not, using a standardized and validated questionnaire. The results indicated no significant difference in immediate stress levels between the two groups. This may be explained by the small sample size, the relatively short duration and frequency of the museum visits, and uncontrolled factors, such as the students' different schedules in and out of school, which were not taken into account.

Best Practices for the Transmission of Knowledge in Science Laboratories: Lessons Learned from Expertise and Apprenticeship Frameworks

ROMANE MONNET AND MARIA CUTUMISU (McGill University)

Expertise and apprenticeship are integral to the transmission of knowledge in science laboratories, yet most instructors and researchers lack comprehension of the ways in which these concepts shape their practices. This work aims to help science instructors and researchers gain a deeper understanding of the theoretical foundations behind expertise and apprenticeship, while providing them with recommendations grounded in theory to effectively mentor future generations of scientists in the context of student-centred active learning laboratories. The proper training of science novices is of crucial importance as well-trained scientists will contribute more effectively to the industrial and academic workforce.

Black Women in Sciences: Past, Present and Future

ARMELLE TCHOUMI NEREE (Université de Montréal)

The underrepresentation of Black women in science, technology, engineering, and mathematics (STEM) remains a critical issue in academic research. This study explores how Black women are portrayed within STEM fields through a scoping literature review. A total of 300 documents were retrieved from peer-reviewed journals, and 30 texts were selected based on inclusion and exclusion criteria. The four interrelated categories that emerged from analysis were motivation, resilience, agency, and role models of women in STEM fields. They reveal Black women's self-determination in STEM and highlight the complex interplay of systemic barriers and personal strategies through which Black women navigate, resist, and reshape the STEM landscape. In sum, this study addresses how theoretical categories can be used to explain empirical realities and structure knowledge emerging from the scientific literature.

ChatGPT and the Art of Public Speaking: Today's Potentials and Tomorrow's Paths

SARA DJAMÀA (Université du Québec à Montréal, UQAM)

Lying at the evolving intersection of artificial intelligence (AI), communication, and human intelligence, this talk highlights both the current capabilities and limitations of ChatGPT in empowering the art of public speaking. It also discusses pressing ethical concerns surrounding the use of the chatbot to craft and deliver speeches and reflects on possible paths ahead. Can AI be the future of public speaking? With the rapid proliferation and integration of groundbreaking AI-powered technologies across industries, is it outlandish to row the boat against the stream to preserve the unique human touch in connecting with audiences, communities, and societies through public speaking?

Connecting Creativity: Convergence of Visual Arts and Computing

STÉPHANIE GRANGER AND OLIVIER TARDIF
(Cégep Marie-Victorin)

This interdisciplinary project at Cégep Marie-Victorin (Winter 2025) brings together Visual Arts and Computer Science students to create interactive artworks integrating digital imagery, sound, and movement. Mixed teams develop prototypes using Raspberry Pi and different electronic components. Two main artworks aim to explore motor control in 3D structures and communication between mobile artworks. The goal is to foster autonomy, collaboration, active learning and technical skills while emphasizing equity, diversity, and inclusion.

CoulombCompagnon: AI-Enhanced Learning for Mastering Electromagnetism

MARIIA ZHULDYBINA, MANUEL TRUDEL-FERLAND AND AZEDDINE GHODBANE (École de technologie supérieure MTL)

This project introduces CoulombCompagnon, an intelligent tutoring system designed to enhance the learning experience for electrical engineering students studying electromagnetism. By integrating AI-driven adaptive learning, the platform offers tailored problem-solving exercises, conceptual resources, and personalized feedback. Students receive step-by-step guidance, access to curated course materials, and AI-powered assistance to clarify complex concepts. Educators can monitor student progress and refine teaching strategies based on detailed performance analytics. CoulombCompagnon bridges the gap between theory and application, fostering deeper comprehension and equipping students with essential problem-solving skills in a dynamic, data-informed learning environment.

Empowering AI Literacy: Reflecting on Implementation and Impact of Experience AI (an educational program by The Raspberry Pi Foundation and Google Deepmind)

GERMAN ARCILA (Digital Moment)

Drawing on Digital Moment's extensive experience in AI education, this presentation shares key insights from the first year of Experience AI, a program developed by the Raspberry Pi Foundation and Google DeepMind. Aimed at students aged 11 to 14 and their educators, the program fosters foundational AI literacy by demystifying essential machine learning concepts such as how computers learn from data, the role of bias, model creation and transparency, the functioning and implications of large language models, and issues related to AI safety including data privacy, misinformation, and responsible use. The session will explore how the program was received across diverse Canadian educational contexts, highlighting positive shifts in educator confidence. It will also address implementation nuances and key learnings, offering practical insights into engaging students using free, adaptable resources while supporting varied learning needs.

Exploring the Impact of Self-Directed Learning on the Clinical Experience of Nursing Students at the College Level

JUSTIN MUVUNGA (Université de Sherbrooke)

This study investigates the effect of self-directed learning (SDL) on nursing students' clinical education at the CEGEP level. The quasi-experimental design involved 41 second-year nursing students, with 21 completing data collection and 15 included in the final analysis. Using the Self-Directed Learning Instrument (SDLI) for assessments, a paired t-test revealed no significant differences between pre- and post-intervention scores. Subgroup analyses also indicated no meaningful variations by age or educational status. Despite the lack of statistical significance, the findings highlight the challenges of implementing SDL and advocate for its integration into nursing curricula.

Factors Shaping Students' Feelings of Competence in Undergraduate STEM Education: A Thematic Analysis

FLORENCE LESSARD, COLE JOHNSON AND KRISTY A. ROBINSON (McGill University)

The present research investigates how students' perceptions of their classroom environment influence their motivational beliefs, particularly focusing on feelings of competence. Using qualitative methods, this study explores patterns of agreement and disagreement in the perceptions of competence climate among undergraduate STEM students. Thematic analysis was employed to detect factors that help shape positive competence feelings as well as potential sources of variability in judgments. We present findings with implications for theory, research and practice.

Improving Students Understanding of Molecular Interactions and Conformational Changes using a Data-Focused Molecular Case Study

TORI SCHERLE (UNIVERSITY OF OTTAWA) AND ALEXANDRA PETTIT (Carleton University)

Our goal is to improve students' understanding of protein-ligand interactions and receptor conformational change. This case study guides students as they use publicly available data from the Protein Data Bank and open access bioinformatic tools, to examine different types of ligands, the impact they have on receptor conformation and activity, ultimately explore and predict novel receptor-ligand interactions using molecular docking.Pre/post testing and survey data demonstrate that students are able to better understand these complex topics and value the authentic learning experience encountered in this exercise.

Les outils pédagogiques pour intervenir auprès des conceptions alternatives en géologie : Réflexions sur le passé, les priorités et la portée

MOUSSA MBENGUE, ABIODOUN GAUTHIER TONOUEWA AND NEERUSHA GOKOOL (Université de Montréal)

Des études menées à l'échelle internationale ont mis en évidence de nombreuses conceptions alternatives et des obstacles à l'apprentissage des géosciences en enseignement supérieur. Dans le but d'adresser des conceptions alternatives, des études d'intervention ont été menées auprès des étudiants en enseignement supérieur. Donc, le but de cette étude est de présenter les résultats découlant d'une revue de la littérature sur les préconceptions alternatives ainsi que les stratégies pour y remédier en géoscience. Cette présentation portera sur des pratiques pédagogiques innovantes en géologie, à fin d'outiller les enseignants à répondre aux besoins de la diversité des étudiants en enseignement supérieur

Lights, Camera, Inclusion: Enhancing Diversity and Representativeness in Nursing Educational Videos

MARTYNA REMBISZ, MARIA DAMIAN, ALLYSSA ZEAGMAN, ANNE-LAURIE BEAUBRUN AND BRUNA FERNANDES (McGill University)

In 2020, as McGill University shifted to remote learning due to the COVID-19 pandemic, it also launched its Equity, Diversity, and Inclusion (EDI) strategic plan. This project aimed to create culturally diverse educational materials that authentically represent nursing and promote culturally safe care, fostering an inclusive learning environment. Faculty identified a lack of cultural representation in previous content, which hindered students' ability to practice cultural humility and provide culturally competent care. In response, cultural and religious diversity was intentionally incorporated into the 2023 videos to address the need for greater inclusivity and representation in nursing education.

More Than Just a Number: Understanding Students' Perceptions of Specifications Grading

MARIANNE DUBÉ, JESSICA HUNTER, ROMANE MONNET, GIULIA ALBERINI AND KRISTY ROBINSON (McGill University)

Specifications grading, a competency-based grading scheme that emphasizes mastery while de-emphasizing percent grades, has been suggested by researchers to promote motivation in the classroom. However, the value of specifications grading has yet to be examined in authentic learning contexts with students from diverse backgrounds. This study examined students' perceptions of specifications grading in a large computer science undergraduate lecture course to identify common themes, perceived benefits, and important concerns of students, using open-ended survey responses. Findings highlight ways in which this type of grading can be adapted to STEM classrooms and current challenges yet to be addressed.

Moving Forward with Allyship at the Forefront: In eLearning, Training, and Design Practice (A Case Study from The Canadian Red Cross)

VISHALI NARAYANAN (Concordia University)

How do we currently work with and for Indigenous communities in instructional design across Canada? And moving forward, how can we better co-create learning experiences with Indigenous peoples? At the Canadian Red Cross, our Learning and Development team has explored these questions through a 7-course Indigenous Cultural Safety training series. Developed alongside our Office of Indigenous Relations, this project seeks to equip personnel with the historical and cultural knowledge needed for meaningful engagement. By sharing our work as a case study, we hope to spark discussions on integrating Indigenous perspectives into instructional design while fostering allyship, cultural safety, and collaboration.

Pre-service teachers' responses to children's literature on diverse family structures.

MARIA STERGIOU (McGill University)

My research on pre-service teachers' reactions to children's literature portraying diverse family structures, particularly LGBTQ+ families, looks at Canada's shifting family dynamics; classrooms must reflect this diversity to foster inclusivity. Children's literature serves as mirrors for self-recognition and windows into others' lives, supporting underrepresented students and building empathy. However, teacher training often overlooks LGBTQ+ themes, leaving educators unprepared. Using arts-based workshops with collage-making and critical discussions, my study explores pre-service teachers' responses and barriers. My research and study aim to enhance teacher education programs, equipping educators with strategies to embrace diversity, ensuring all families are celebrated in our classrooms.

"Sensemaking" instructional routines for computer science

MICHAEL DEUTSCH (McGill University)

This presentation showcases active learning routines for K-12 mathematics and computer science: Notice & Wonder, Same But Different, and Slow Reveal Code. Related to strategies like Think-Pair-Share and Peer Instruction, these routines generate talk and create space for seeing and interpreting differently, which is valuable in both math and CS. In the CS classroom in particular, these routines offer a way to do low-stakes computational thinking, collaboratively. Equity also improves, as new voices and perspectives join the discussion. Participants will try these routines and gain techniques and resources that can be adapted to their own classrooms.

Student-Directed Astronomy Projects

KARIM JAFFER AND JAC ASTRO (John Abbott College)

As part of the Science Option Course, student groups choose a self-directed project with access to real astronomical data. Selected projects will be displayed in this poster session, including: Observing evidence of exoplanets around distant stars, Processing astronomical images captured by remote & space telescopes, Analyzing the spectra of stars to determine their characteristics, and Advancing biological research studies aboard the International Space Station.

Supporting Collaborative Learning and Development of Students' Science Identities in a Biology Classroom

ELENA BOLDYREVA, MARIA NIÑO-SOTO AND JAMES D. SLOTTA (University of Toronto)

This paper reports on a study conducted with a Grade 11 Biology classroom, focused on supporting students' development of the 21st Century Competencies, NOS understandings, and science career exploration. A scientific learning community approach was implemented to improve inquiry-based learning, students' collaboration and thinking processes. Students examined evidence cases and participated in inquiry activities about resources and data analysis. This approach supported students' development of scientific competencies and their understanding of NOS and various science careers.

Supporting non-traditional Citizen Science Activities

KARIM JAFFER (John Abbott College)

As part of the Canadian Space Conference 2025, the topic of Citizen Science and what areas of CS can be accessed by space sciences students was explored through a workshop led by the RASC Education & Public Outreach Committee. Some of the key messages and potential partnerships will be shared in this short talk, along with current programs to build on the interest in CS. Participants will be led through a few hands-on activities to begin their own journey into Citizen Science.

Unraveling the Factors Influencing Academic Success: A Study of Learning Approaches

EMMA KOWAL AND ARMIN YAZDANI (McGill University)

Transitioning to learning science at the university-level presents unique challenges for first year STEM students. This project aims to assess how approach to learning, learning strategies, metacognitive strategies, motivation, mindset, and misconceptions about how the brain works may interact to predict academic performance, measured by final grades in an introductory course at McGill University. The results from this project will aim to help instructors better understand the interplay of factors that determine academic success and may aid with identifying at-risk students and developing customized interventions.

14:00 - 15:15

IS-04: Orchestrating Collaboration in the Classroom

Reflecting on Teamwork: An Experiential Approach for Educators

REEM RAMADAN AND RENEE PELLISSIER (McGill University)

Teamwork skills are essential for navigating today's increasingly diverse workplaces, and educators play a key role in fostering these skills through their practice. However, reflection—a crucial step in developing these skills—is often overlooked. As educators, we have found that students deepen their learning by engaging in structured reflection on their experiences in teams. This interactive workshop will immerse educators in guided reflection and discussion using real-life case studies, demonstrating how reflection is key to teamwork skill development. By experiencing this process firsthand, participants will be better equipped with the tools to integrate reflection into their own teaching practices.

A SCripting and ORchestration Environment (SCORE) for active learning

JAMES SLOTTA (University of Toronto), JOEL WIEBE (University of Toronto), PREETI RAMAN (Toronto Metropolitan University), CHENXUAN MENG (University of Toronto) AND NAXIN ZHAO (University of Toronto)

The SCripting and ORchestration Environment (SCORE) supports educators and researchers in designing and enacting active learning, including collaborative projects, collective inquiry, mixed reality, and asynchronous learning communities. SCORE features authoring tools, user management, data collection, collaboration support, and roomcasting for distributing resources to specific locations or devices. Inspired by the affordances of AI, SCORE includes a novel AI agent framework that provides real-time orchestration support, personalized learning guidance, learning analytics, and assessment. This presentation will showcase SCORE, including an interactive demonstration, discussing new modes of authoring and our vision for SCORE as an open-source project.

S-07: Identities and labels

Growing up as A Minority: Please Don't Give Us Labels

BRITNEY VU (Concordia University)

This symposium critically examines how educational labels—such as minority, underserved, or implicitly harmful phrases like you are stupid—shape student identities and reinforce educational hierarchies. Grounded in Critical Race Theory, post-structuralist thought, and autoethnography, the session explores how institutional language often reduces students to fixed roles, limiting their agency and potential. Through personal narrative, student-centered storytelling, and discourse analysis, the presentation centers the lived experiences of marginalized students, revealing how labeling can function as a subtle mechanism of control. Drawing on the work of Michel Foucault, it also highlights how students resist and redefine these imposed identities. Participants will be invited to reflect on their own roles in labeling, engage with counter-narratives, and share personal or student experiences through guided discussion. Together, we will explore how to transform educational spaces into ones of openness, dignity, and possibility—where labels no longer define, but dialogue liberates.

T-12: Evolving Lab Practices for Deeper Learning

Diagnostic des conceptions d'étudiants du collégial au laboratoire : prédire, observer et expliquer

ABDELJALIL MÉTIOUI (UQAM)

Dans cette recherche, nous présentons la conception d'un laboratoire constructiviste portant sur l'analyse qualitative de circuits électriques simples. Ce laboratoire vise à identifier les conceptions des étudiants à l'aide d'une démarche en trois étapes : prédire, observer et expliquer (POE). Il comprend six activités d'expérimentation liées à l'analyse qualitative de circuits composés de piles et d'ampoules branchées en série et en parallèle. Au total, 74 étudiants inscrits en troisième année du programme de baccalauréat en enseignement au primaire ont participé à cette recherche dans le cadre d'un cours sur la didactique des sciences.

From recipe-based to discovery learning laboratories: Students' perspectives on opportunities and challenges in an introductory biology CEGEP course

NEERUSHA GOKOOL (Université de Montréal) AND KARL LAROCHE (Vanier College)

This presentation focuses on the design, implementation, and evaluation of discovery learning laboratories grounded in constructivist approaches in a CEGEP biology course. Specifically, we will reflect on our journey transitioning from a recipe-based laboratory approach to a discovery learning approach. We will also discuss CEGEP students' perspectives (n = 40), gathered through journals and interviews, on the opportunities and challenges encountered in discovery learning laboratories. In conclusion, this presentation highlights the importance of discovery learning labs for college students, as well as the issues students face in navigating the complexities of these labs.

A Decade of Progress: Exploring the Pedagogical Potential of At-Home Lab Kits in STEM Education

KENZA OUSRIR, NEERUSHA GOKOOL AND JULIANA NUZZO (Université de Montréal)

Aligning with the conference theme of how the past forges the path ahead, this presentation explores the re-emergence of at-home science lab kits as inclusive, inquiry-based learning tools during the COVID-19 pandemic. A systematic review of 32 articles was conducted to examine the various types of at-home kits used during the pandemic and their impact on student learning. The presentation will highlight the importance of at-home lab kits in providing meaningful hands-on learning experiences that are accessible and flexible for students. Additionally, it will identify gaps in the current understanding of at-home lab kits, particularly in disciplines such as the life sciences.

T-13: Innovations in Maker-Centered Education

Maker-centered education: What are its challenges in K-12 schools?

NATHALIE DUPONSEL AND ANN-LOUISE DAVIDSON (Concordia University)

The Maker Movement has attracted educators with its potential to build 21st-century skills and foster growth mindsets. Many schools have integrated maker-centered education to enhance learning, but its nature often conflicts with formal education practices. This study explored challenges and enablers teachers face when integrating maker activities into K-12 education by interviewing 21 educators from Canada and the USA. The findings confirmed existing challenges, uncovered new ones, and identified enablers and strategies to address them. The study led to the development of a guiding questions framework to support the development and effective implementation of maker-centered education programs in school settings.

Using 3D Printing to Foster Self-Directed Learning in High School

HEATHER PEARSON AND ADAM K. DUBÉ (McGill University)

The present study examines if a 3D printing workshop results in an improvement in adolescents' self-directed learning (SDL) and confidence in enacting 21st century skills. Fifty-five adolescent girls across four grades (7-9, 11) participated in a researcher-led six-session 3D printing design challenge where they would plan, prototype individually and collaboratively, and 3D print two iterations. Results suggest that initially lower performing students primarily benefitted with learning gains in overall SDL readiness, critical thinking, and self-efficacy. Initially high performers enacted more forethought processes and effort during sessions. Overall, students' metacognitive evaluations improved, and they reported feeling highly responsible for their creations.

A peerScholar Enhanced Coder-Maker Experience Enabling Pedagogical Transformation in a Challenging Context

ELIANE CHAKER METNI AND STEVE JOORDENS (University of Toronto)

In this presentation, we will share our research framework with enhanced relationships that foster teacher Agency and research findings derived from inductive analysis with Secondary public school teachers and students in Lebanon who integrated coding, making, and peer assessment into learning. Our findings highlight the pivotal role of connectedness, which refers to the relationships and networks formed between teachers, students, and the broader educational community. The experience fostered a positive shift in relationships between teachers, between teachers and students, and with the wider educational community. Through this study, we illustrate how collaborative, technology-integrated learning can enhance educational outcomes and sustain meaningful pedagogical transformations.

IL-09: Sparking Engagement

A Pedagogical Framework Informed by Self-Determination Theory to Motivate Students in Science and Sustainability Education

NEIL MACINTOSH AND ANILA ASGHAR (McGill University)

Science teachers continue to face decreased motivation, lower achievement levels, and decreased enrollment in post-secondary science programs. Student-centered pedagogies, such as in-depth pedagogy informed by Self-Determination Theory, can improve student motivation by addressing students' basic psychological needs of autonomy, competency, and relatedness. Problem-based learning presents students with relevant situations and actively engages them in developing plausible solutions to problems. We propose a pedagogical framework, drawing on Self-Determination Theory, to promote students' motivation to engage actively with environmental sustainability education through problem-based learning. This framework is designed for secondary science classrooms to inform science teachers' pedagogical practice.

T-14: Academic Writing in the Age of Generative AI

Should You Use AI to Write Your Syllabus?

STEPHANIE KING (Concordia University)

Yes, AI can write your course syllabus for you... but should you let it? This session investigates the perils and pitfalls of relying on popular Generative Artificial Intelligence (GenAI) tools to generate course syllabi, specifically by taking a qualitative look at a variety of AI-generated syllabi and relating it back to course learning objectives. Understanding how Large Language Models work and empirically evaluating their output is key to deciphering which aspects of academic labor and instructional design need to remain human.

Enhancing Academic Writing with Generative AI: Implementation and Lessons Learned

KEVIN CASEY (Vanier College) AND JENNIFER BANTON (Concordia University)

This presentation describes our work developing and deploying a generative AI tool to support academic writing at Vanier College and Concordia University. The tool was designed to provide automated, constructive feedback on writing fundamentals such as structure, clarity, and citation format. While the technical aspects met project objectives, integrating the tool into writing centers and classrooms raised challenges. We outline our technical development, practical implementation in classroom settings, and the lessons learned from integrating the tool within established academic environments. This session offers practical insights for educators considering AI support in writing instruction.

Generative AI and Scholarly Discourse: A Data-Driven Assessment of Linguistic Shifts in Academic Writing

ANIS BOUBAKER (École de Technologie Supérieure) AND YING FANG (Central China Normal University)

The integration of generative AI (GenAI) tools like ChatGPT into academic writing offers both opportunities and challenges. This study investigates linguistic shifts in a dataset of 15,920 research papers (6,574 authors) before and after ChatGPT's release. We measure changes in lexical diversity, cohesion, readability, and syntactic complexity using TAACO. Post-ChatGPT papers tend to be shorter, more succinct, and show higher lexical diversity. They also exhibit subtle changes in readability and reduced noun/argument-based overlaps, suggesting reorganized cohesive structures. Observed across physical sciences, these findings highlight both the promise and intricacy of AI-driven transformations in scholarly communication.

15:30 - 16:45

T-15: Program-Level Innovations in Teaching and Learning

Blended for Success: Insights from the McGill Desautels Blended Learning Initiative

ANGELA GUADAGNO, JASMINE PARENT AND KATHERINE CORREIA (McGill University)

In response to the growing demand for flexible and engaging learning experiences, the Desautels Faculty of Management launched McGill University's first blended learning initiative. With support from McGill's Teaching and Learning Services and Desire2Learn, over 19 blended courses have been successfully implemented. Feedback from more than 1000 student survey responses demonstrates high satisfaction, as well as positive perceived impacts on stress levels and time management. Challenges such as reduced motivation and concentration and difficulty asking questions were also noted. This session will explore effective course design strategies, student and faculty experiences, and recommendations for enhanced blended learning in higher education.

Self-serve materials for developing program outcomes

JENNIE FERRIS (McGill University)

Program outcomes are clear statements of the knowledge, skills, and values that students will be able to develop by the end of a given program of study. Program outcomes help to enhance a shared sense of curricular priorities, guide curricular decisions, and more. This session introduces a suite of self-serve materials that you can draw on if you wish to develop program outcomes in your milieu. These materials were developed to offer more autonomy to units wishing to develop program outcomes locally, while concurrently increasing our capacity to support units. The materials can be adapted to different institutional contexts.

Building an embedded Interprofessional Education Program: past, present and future practices revealed

KRISTA BULOW (Dawson College)

Discover how the interprofessional education (IPE) team at Dawson College has been building towards an embedded IPE program across their seven medical technology and social service programs. You will learn about our past and present practices in addition to how we are working to remove barriers for future IPE learning opportunities. We will present the most recent research on this topic, outline our most impactful learning opportunities to date, present our current feedback data on the impact of IPE activities from our students, and list the steps we will need to take to ultimately build our embedded IPE program.

T-16: Holistic Approaches in Education

Leveraging Emerging Technologies to Enhance Accessibility and Universal Design in Digital Learning Environments for Students with Disabilities from an Indian Perspective

MATHEW MARTIN POOTHULLIL JOHN (University of Mumbai)

In advancing inclusive education, leveraging emerging technologies becomes pivotal to enhancing accessibility and promoting universal design in learning environments, particularly for students with disabilities. This paper employs the Uses and Gratification Theory as a framework to examine the dynamic interactions between students with disabilities and digital learning platforms. Exploring how individuals seek and utilize technology to fulfill specific needs and gratifications, this study delves into the multifaceted roles that technologies play in inclusive education.

Fostering Emotional Exploration and Regulation in Teacher Education: Leveraging Virtual Reality for Reflective Practice

TERESA HERNANDEZ-GONZALEZ AND REMI ARORA (Concordia University)

Supporting early-career teachers in developing skills for emotional exploration and regulation is key to fostering long-term success in education. With high attrition rates among new teachers, innovative tools are needed to better prepare them for classroom realities. This presentation explores the use of Virtual Reality (VR) as a reflective tool in teacher education programs. Designed as a community co-constructed project that actively involves pre-service and in-service teachers, the VR tool aims to strengthen collective wisdom around emotional regulation. This session highlights project insights, shares early results, and invites feedback on how VR can enhance professional integration.

Why paper belongs in the classroom: a pedagogical, wellness, and sustainability approach

CATHERINE HENDERSON (John Abbott College)

While digital competencies are essential for student learning, socialization, inclusion, and future employment, paper still has an important role to play in pedagogy and sustainability. This presentation outlines three main reasons why we should incorporate paper in the classroom: 1. Working on paper increases active engagement with course content; 2. Younger generations are actively looking to reduce screen time to counter digital overload and its effects on mental health; and 3. The proliferation of digital content is becoming unsustainable.

IL-10 Gamifying feedback

Stacking the Deck for Better Peer Feedback: A (Card) Game-Based Approach

VIKRAM SINGH (John Abbott College)

Let's play a game! In this interactive session, participants will engage with a card game designed to motivate students while enhancing the quality of their peer feedback. Rooted in Self-Determination Theory and game-based learning concepts, this innovative approach links feedback quality to in-game mechanics, turning peer feedback into an engaging challenge. Additionally, AI was used to assign cards to students based on a feedback quality taxonomy, reducing teacher prep time. Join us to play, reflect, and discover how game mechanics can transform peer feedback in the classroom!

IL-11: AI supporting effective teaching

L'IA au service de la pédagogie : découvrez notre assistant intelligent pour les personnes enseignantes!

BRUNO POELLHUBER (Université de Montréal) AND
MICHEL DESMARAIS (Polytechnique Montréal)

Dans la perspective des nouvelles possibilités offertes par l'IAg aux enseignant(e)s, nous avons développé un assistant pédagogique intelligent hébergé sur nos serveurs locaux AWS et utilisant des techniques de RAG pour aider à l'élaboration de plans de cours, de la contextualisation à la création d'un tableau d'alignement pédagogique. Cet outil facilite la rédaction d'objectifs d'apprentissage et leur classification, en proposant des stratégies d'enseignement et d'évaluation cohérentes. Les tests ont démontré sa pertinence pour le nouveau personnel enseignant. Une fonctionnalité permet également d'analyser un programme complet. Venez expérimenter cet assistant et échanger sur son intégration et ses évolutions futures.

T-17: Collaborative Teaching for Student Success

Building Student-Centered, Inclusive Blended Learning Classrooms Post-Pandemic: Insights from a Community of Practice of CEGEP Teachers

NEERUSHA GOKOOL (Université de Montréal),
KEVIN CASEY, NICHOLAS PARK, KARL LAROCHE,
ELENA NAIDENOVA (Vanier College), JULIANA NUZZO AND
KENZA OUSRIR (Université de Montréal)

Blended learning fosters active engagement, autonomy, and flexibility by integrating online and face-to-face instruction. A community of practice of five CEGEP teachers from physics, mathematics, biology, and social sciences explored its impact through focus groups and interviews. Benefits included improved performance and time management, while challenges varied by discipline—physics and biology benefited from simulations, mathematics required structured guidance, and social sciences needed peer discussions. This presentation, aligning with the conference theme, reflects on crafting discipline-specific blended learning strategies to enhance student success, peer collaboration, and academic integrity in higher education.

Towards Informed Group Formation in Large Undergraduate Classes

IRUM MAHMOOD AND PREETI RAMAN
(Toronto Metropolitan University)

This talk will explore optimal group formation for educators utilizing group projects to enhance student learning. Students in a large first-year undergraduate Computer Science course completed an assessment to quantify their Big Five personality traits. The assessment results were used to form groups using a Minimum Entropy Collaborative Grouping (MECG) algorithm and GPT-4o, both aimed at creating heterogeneous groups. The talk will compare the efficacy of heterogeneous grouping versus randomized grouping, and groups formed with MECG versus GPT-4o. This talk will offer new perspectives and tools to support student success by optimizing group formation to the SALTISE community.

Data Sharing Parties: Disseminating Classroom Research Findings and Maintaining Fruitful Partnerships with Collaborating Instructors

ROMANE MONNET, SANHEETA SHANKAR AND
KRISTY A. ROBINSON (McGill University)

Our research group has been in a successful collaboration with instructors from undergraduate STEM courses for multiple years. At the heart of this fruitful partnership is a mutual dedication to advancing each other's missions of research and practice. While instructors help us collect data for our studies investigating student motivation, we share personalized research insights to help improve their teaching approach. Here, we present our research dissemination efforts and how we are refining them based on instructor-driven insights gained from previous iterations. Our aim is to offer a model that others can use to strengthen and sustain their researcher-instructor collaborations.

S-08: Program Design with CourseFlow

Looking through Multiple Lenses: CourseFlow in Action at the Program Level

BETH ACTON (John Abbott College), KURT HOLFELD
(Dawson College), MARIANNE LYNCH (Vanier College),
SUSAN MARTIN KALLER (Champlain College - ST. LAMBERT), AND
MAX SALONINE (Vanier College)

The symposium will explore how CourseFlow software can support mapping course competencies, transversal skills, and exit profile goals while fostering best practices for program alignment at the college level. It will demonstrate how identifying gaps and guiding program committees will help strengthen program delivery at various stages, including revision, implementation, and alignment. Onboarding strategies will also be addressed, emphasizing how CourseFlow can become a practical and portable tool for preserving institutional knowledge and supporting instructors in adapting to evolving educational and technological landscapes.

SALTISE Fellows Program

The SALTISE Fellows Program adopts a faculty learning community model, supporting instructors as they collaborate to build and share knowledge. Fellows engage in enriching and extending SALTISE-sponsored projects, while also exploring opportunities for future collaborations aligned with the organization's mission. Using principles-based methods and innovative research-informed tools like myDALITE, CourseFlow, Visual Classroom, and Perusall, Fellows produce course/program materials, activities, guidelines, and best practices that contribute to the SALTISE website and reflect their growing expertise.

Our Fellows are a group of 8-12 faculty members from the Anglophone CEGEPs across Quebec. Representing diverse fields of study, they share a common goal: to expand our community's pedagogical expertise in order to improve and deepen students' learning experiences.

To learn more about our Fellows program and how you can participate visit the SALTISE Fellows Program webpage.

SALTISE Educational Developer's Special Interest Group (Ed Dev SIG)

The SALTISE Educational Developer's Special Interest Group (Ed Dev SIG) was created to provide a forum for exchange among professionals working in pedagogical support roles (Instructional Designer, Curriculum Developer, Educational Counsellor, Educational Technologist, etc.) at higher education institutes across Montreal.

The group meets once each semester via Zoom.

The meetings are an opportunity to explore emerging topics in the field, share and solicit peer feedback on projects members are working on, have candid conversations about all aspects of the work, and much more.

This community is also an opportunity to network, build collective knowledge and create some inter-institutional projects. All ideas and suggestions are welcome!

For more information check out our webpage on the SALTISE website.

You can also contact carol.hawthorne@concordia.ca or jennie.ferris@mcgill.ca

FOST - Faculty Online Support Team (John Abbott College)

Known broadly as FOST (Faculty Online Support Team), due to its origin during the pandemic, our Pedagogical Development and Innovation team at John Abbott College is a community of practice linking pedagogical specialists, a research officer, the IT department, and a group of faculty with specialized expertise, all under the supervision of the Dean of Pedagogy and Innovation. With weekly planning meetings in which we share our successes and challenges and brainstorm the best way to move forward, FOST supports teachers by offering mentorship, workshops, techno-pedagogical training, and many other resources. An important feature of our community is the close connections that have formed between faculty and non-faculty members, building trust in, and increasing relevance of, the support systems available to teachers. Also, by maintaining regular contact between members across diverse sectors of the college, we are able to more efficiently anticipate and address the needs of faculty and staff.

ELATE - Enhancing Learning and Teaching in Engineering (McGill University)

Enhancing Learning and Teaching in Engineering (ELATE) is an initiative that aims to foster learning communities comprising undergraduate and graduate students, teaching assistants, and academic and non-academic staff with the objective of enhancing and promoting excellence in the learning and teaching experience in the Faculty of Engineering at McGill. ELATE hosts Coffee and Chat gatherings where professors and instructors get together and share their experiences with different teaching and assessment strategies, hosts an annual teaching and learning conference, runs biannual TA orientations, provides pedagogical support for professors and instructors through workshops, consultations, and funding, and supports student learning initiatives. Topics discussed at recent ELATE events have included Generative AI and teaching, fostering students' entrepreneurial mindset, assessment practices, accessibility and inclusion, uncertainty in teaching and learning, and enhancing student engagement. If you would like to know more about ELATE, please visit https://www.mcgill.ca/engineering/initiatives/elate or write to us at elate.engineering@mcgill.ca.

Dawson Active Learning Community (DALC)

At Dawson College, faculty members have been progressively embracing Active Learning as an evidence-based instructional strategy. To bolster this trend, the college has supported the establishment of Active Learning classrooms and the enhancement of pedagogical resources and expertise through various faculty and researcher-led initiatives. Over the past decade, the Dawson Active Learning Community (DALC) has evolved, adapted, and expanded into a multifaceted community. It has overseen the development of 11 and soon to be 12 Active Learning classrooms, and contributed to half a dozen specialized learning spaces and labs. The community's greatest strength lies in the selfless dedication and camaraderie brought by the 100 teachers who are part of the community.

Communities of Practice | Communautés de pratique (cont.)

Saltise PAREA

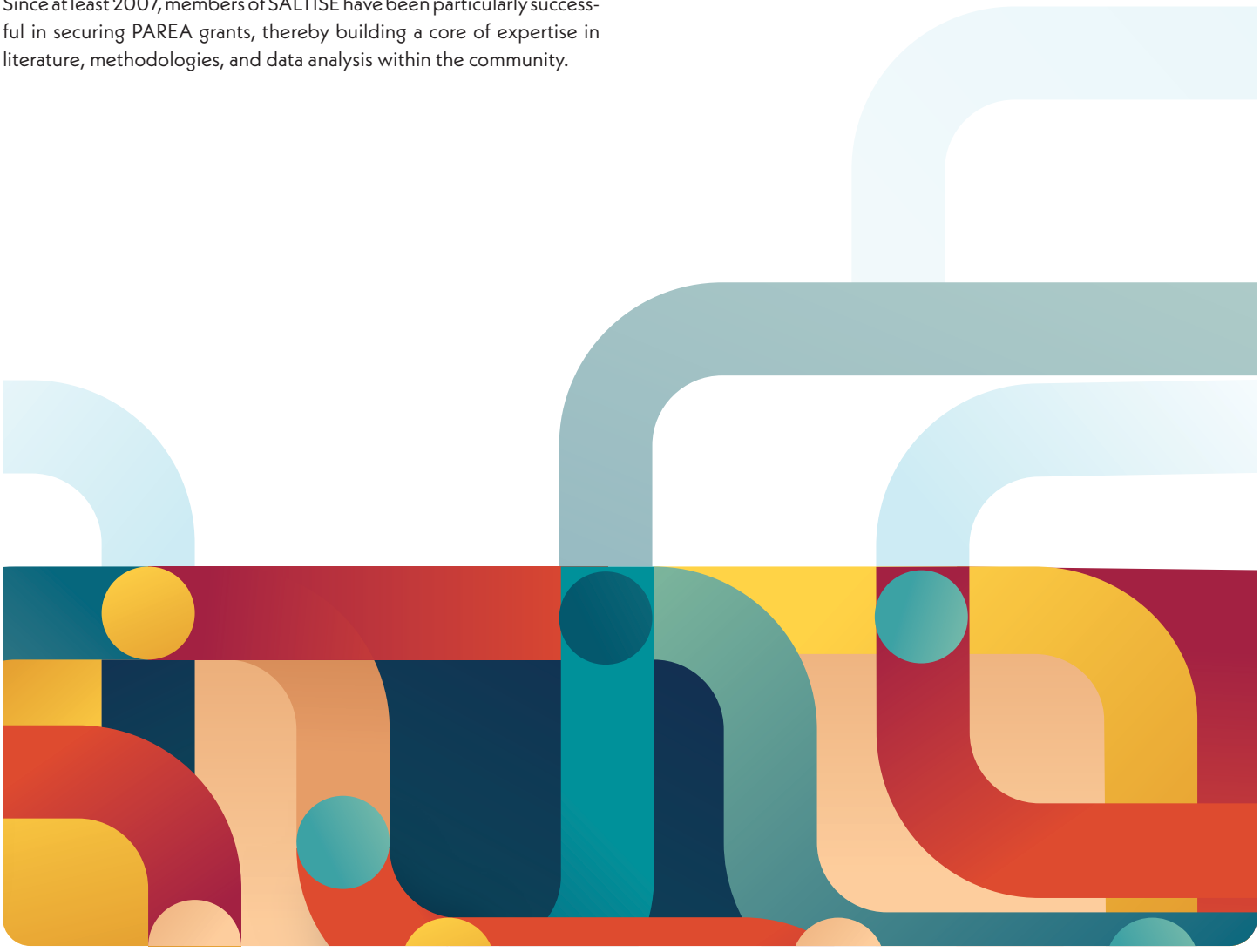
The Programme d'aide à la recherche sur l'enseignement et l'apprentissage (PAREA) is a funding initiative offered by the Québec Ministry of Higher Education. It awards grants to support research projects aimed at enhancing college education. The program's goal is to expand and strengthen research on teaching and learning within the college network.

PAREA is an important resource for SALTISE because sharing teaching practices alone is insufficient for effective teaching; these practices must be supported by rigorous evidence, preferably from research conducted in local contexts. This ensures that our practice is informed by research, and research remains responsive to practice. PAREA grants provide practitioners with release time to both advance pedagogical research and explore the literature. The concept of bridging research and practice is known in the literature as Researcher-Practitioner Partnerships (RPPs) (e.g., Penuel, et al., 2015). RPPs represent a novel approach to knowledge mobilization, promoting co-design and collaboration between researchers and practitioners, characterized by mediating tools and the development of new practices.

Since at least 2007, members of SALTISE have been particularly successful in securing PAREA grants, thereby building a core of expertise in literature, methodologies, and data analysis within the community.

Most recent grants are:

- 2023 to present - Co-conception et collaboration interdisciplinaires : Aider les éducateurs à concrétiser le plein potentiel du nouveau programme de sciences de la nature / Co-design and Interdisciplinary Collaboration: Helping Educators Realize the Full Potential of the New Science Program (Principle Investigator: Kevin Lenton, Vanier College)
- 2020 to 2023– Étayage des connaissances en contexte d'apprentissage par enquête en sciences: favoriser l'apprentissage de la démarche scientifique/ Building Knowledge in the Context of Inquiry-Based Learning in Science: Fostering the learning of the scientific process 2017 to 2020 – Gestion et régulation du flux d'information en apprentissage actif/ Managing and Regulating the Flow of Information in Active Learning 2014 to 2017 – investigating the pedagogical ecosystems created by innovative learning spaces and the outcomes of the student engagement. (Principle Investigators: Elizabeth Charles, Dawson College & Caroline Cormier, Collège André Laurendeau)



SALTISE S4 - Systems Supporting Student Success Communities of Practice

Building communities of practice (CoP) through our S4 groups is one of the main initiatives SALTISE has promoted during its mandate. Instructors and professional development personnel from French and English-speaking educational institutions in the greater Montreal area, as well as other regions of Quebec, are brought together by these groups. The main objectives of SALTISE/S4 are founded on the ideals of implementing evidence-based pedagogy involving instructional innovations and often leveraging the use of educational technology to promote improved learning.

We invite more disciplines to create a community.

If you are interested in starting an S4 group, please reach out to us at info@saltise.ca.

SALTISE S4-Biology Educators Community of Practice (BECoP)

The Biology Educators Community of Practice (BECoP) first met in the fall of 2021, with the goal of promoting discussion, a sharing of ideas, and collaboration between post-secondary Biology teachers. Members present at that initial meeting were from Anglophone CÉGEPs on the island of Montreal, but the community has expanded since then to include members from other Anglophone and Francophone CÉGEPs, from universities, and graduate students with an interest in education. The community is growing, and we're always interested in welcoming new members!

Meetings to date have been reasonably informal, occurring approximately once per month, online through Microsoft Teams. However, there are plans to occasionally organize hybrid meetings during the 2022-2023 academic year, allowing members in the Montreal area to meet in-person while still accommodating members outside of this area. Topics of discussion have included the Science program revision and new Biology competencies, inquiry labs in Biology, assessment strategies, and presentations on innovative pedagogical approaches. We often don't get through all of the planned topics for a meeting... there's just so much to discuss and share!

The online CoP has recently moved to a new home within the sharing platform Linkr. This site is very much still under construction, but you can already find several shared resources, including documents relating to the program revision, novel pedagogical tools, and recordings of all the meetings-to-date.

If you are interested in joining us, navigate to the following link and sign up for Linkr:
https://app.linkreducation.com/gp-WCPFWHW
This link will also bring you to the site in the future.

You should also send a message to Karl Laroche (larochek@vaniercollege.qc.ca) to indicate your interest, as we're still sorting out the communication channels for the group.

SALTISE S4-Physics Educators Community of Practice (PECoP)

The SALTISE community of physics educators is composed mostly of physics educators from anglophone colleges , but is open to anyone who cares about physics education. The group meets virtually two or three times per semester. The topics discussed are varied but focus on innovative pedagogical practices. During the last year, a fair portion of the meeting time was devoted to the pre-university Science Program revision. We also touched on the use of oral exams and ways to assess lab skills in exam settings.

Physics educators interested in joining the community of practice can contact Jean-François Brière at jfbriere@dawsconcollege.qc.ca.

SALTISE S4-Chemistry Educators Community of Practice (CECoP)

The SALTISE S4-Chemistry team started out as a small group of educators and researchers in 2018, mainly from Quebec's anglophone post-secondary institutions. Since then, the team has grown into a community of practice (CoP) and includes members from anglo- and francophone Cégeps, as well as Concordia and McGill University. The community has developed activities, resources and tools to support active learning in various chemistry courses. This includes General Chemistry and Organic Chemistry, with class sizes ranging from 12 to 1200 students! Members have also found support through the CoP when exploring different pedagogical practices (i.e. two-stage exams, flipped classroom approach, at-home experiments) or educational technologies (i.e. Visual Classrooms, Lightboards, myDALITE).

The S4-Chemistry team aims to meet bimonthly during the academic year to exchange ideas, share experiences, and discuss innovative pedagogical practices. More recently, meetings have also included discussions around the Cégep Science program revision, opening up the communication channel between Cégep and university faculty members. Meetings are usually in a hybrid format to allow for in-person and online attendance.

Chemistry educators and researchers interested in joining the SALTISE S4-Chemistry CoP can contact Carmen Leung at cleung@dawsoncollege.qc.ca.

Communities of Practice | Communautés de pratique (cont.)

Intercollegiate Ped Days (IPD)

Intercollegiate Ped Days (IPD) is a virtual event that provides a platform for sharing resources and knowledge by encouraging pedagogical best practices, addressing the collective needs of faculty and staff, and advancing communities of practice. IPD takes place annually over two days, with a renewed theme aligning with the organizing colleges' strategic plan goals and student success action plans.

IPD is the result of a collective effort of a consortium of English-language CEGEPs to promote sharing between college educators, foster intercollegiate professional development, strengthen collaboration amongst participating colleges, and further relationships with the wider CEGEP community.

IPD also provides a virtual space for continued resource and knowledge sharing. The vision for this space is to serve as a platform for:

- **Building relationships:** A site for teachers and staff to connect with their intercollegiate colleagues.
- **Promoting collaboration:** An avenue to initiate intercollegiate partnerships focusing on pedagogy and student success.
- **Professional development:** A space to facilitate the exchange of open and accessible educational resources.

Considering the grassroots nature of IPD, it will continue to evolve based on the needs of its colleges' community members.

Words of Appreciation | Mots d'appréciation

Enseignement supérieur Québec

The 14th ANNUAL SALTISE CONFERENCE COMMITTEE wishes to thank the **Entente Canada-Québec pour l'enseignement dans la langue de la minorité et des langues secondes** (ECQ), managed by Ministère de l'Éducation et de l'Enseignement supérieur, for their funding of the SALTISE service. This support is essential to keeping the SALTISE annual conference a FREE event. We appreciate the confidence they have shown our vision of bringing together the many institutions from both levels of post-secondary education in Quebec. Thank you!

Le COMITÉ D'ORGANISATION DU 14e COLLOQUE ANNUEL SALTISE tient à remercier **l'Entente Canada-Québec relative à l'enseignement dans la langue de la minorité et à l'enseignement des langues secondes** (ECQ), gérée par le ministère de l'Éducation et de l'Enseignement supérieur, pour son financement du service SALTISE. Ce soutien est essentiel pour que le colloque annuel SALTISE demeure un événement GRATUIT. Nous apprécions la confiance qu'ils accordent à notre vision de rassembler les nombreux établissements des deux niveaux d'enseignement postsecondaire au Québec. Merci !

Dawson COLLEGE

We thank our host, Dawson College, for their warm welcome and commitment to ensuring the success of the SALTISE conference. We express our deep appreciation to Diane Gauvin, Director General of Dawson College; Leanne Bennett, Academic Dean; Isabelle Carrier, Dean of Academic Development; and Arash Amirkhany, Analyst, Academic Development Office, who have played a role in making this event a success.

Nous remercions notre hôte, le Collège Dawson, pour son accueil chaleureux et son engagement déterminant dans le succès du colloque SALTISE. Nous sommes également profondément reconnaissants envers Diane Gauvin, directrice générale du collège Dawson; Leanne Bennett, directrice des études, Isabelle Carrier, directrice adjointe au développement académique; et Arash Amirhany, analyste au bureau du développement académique pour leur contribution essentielle à la réussite de cet événement.

SALTISE thanks the following for their generous financial support of the conference.

SALTISE remercie les suivantes pour leur généreux soutien financier à la conférence.

Enseignement supérieur Québec

Université Concordia University — Centre for Teaching and Learning

ÉTS — École de technologie supérieure — Le génie pour l'industrie — Université du Québec

Champlain College Saint-Lambert

Dawson College

John Abbott College CEGEP/College

McGill — Teaching and Learning Services

McGill — Faculty of Engineering

McGill — Office of Science Education — Bureau de développement pédagogique en sciences

SALTISE 2025

acknowledges the support of its network partners and looks forward to future collaborations.

SALTISE 2025

reconnaît le soutien de ses partenaires de réseau et anticipe avec enthousiasme de futures collaborations.

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