SALTISE

SALTISE Annual Conference 2013

Program

Pedagogical Change in Higher Education:
Building New Models of Learning and Teaching

Dawson College,
4001 de Maisonneuve West
Montreal, Quebec, H3Z 3G4

June 10-11, 2013

http://www.saltise.ca/conference-2013/
2013conference@saltise.ca

Dawson Internet Guest Access

USERNAME: SALTISE2013

PASSWORD: !SALTISE2013

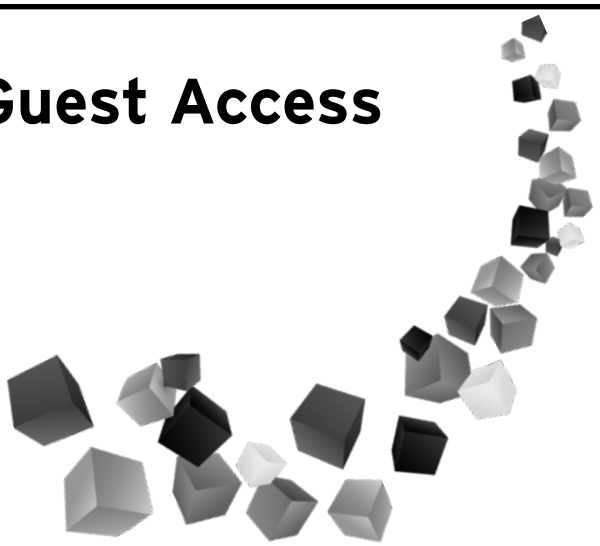


Table of Contents

SALTISE CONFERENCE 2013 ORGANIZING COMMITTEE

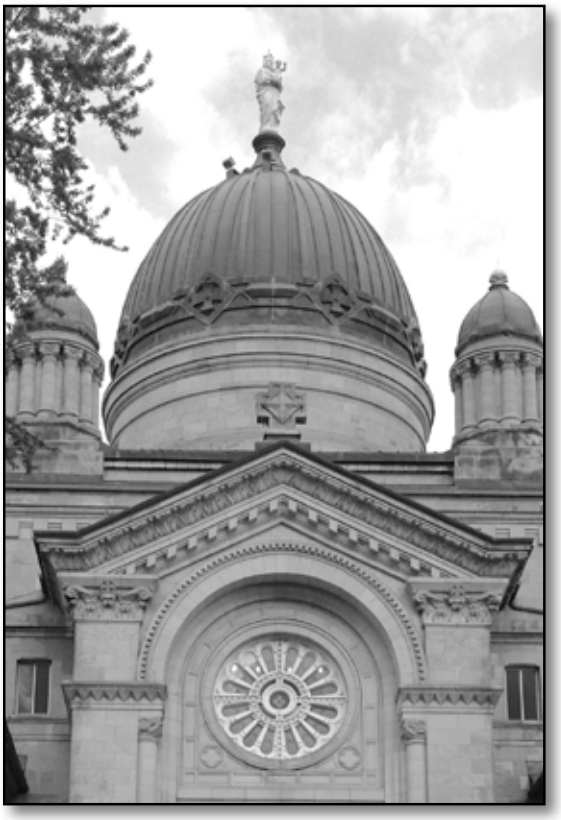
From left to right

Elizabeth S. Charles, Diana Tabatabai, Marielle Beauchemin, Maria Orjuela-Laverde, Murray Bronet, Nathaniel Lasry, Kathy Morrison

Missing: Silivia D'apollina, Joy Morgan, Nicole Mardis, Jonathan Summer, Yann Brouilette, Chris Whittaker

SALTISE

Bienvenue de Richard Filion,
directeur général du Collège Dawson



Chers participants,

Il me fait plaisir, en tant que directeur général du Collège Dawson, de vous souhaiter la bienvenue au Congrès SALTISE 2013 intitulée « Le changement pédagogique en enseignement supérieur : construire de nouveaux modèles d'apprentissage et d'enseignement ».

Le Collège Dawson est très fier d'être partie prenante à ce congrès d'envergure internationale qui réunit des chercheurs de pointe dans les domaines de l'éducation, de l'apprentissage et des technologies éducatives. Pour cette conférence, avec nos partenaires de l'Université McGill, du Cégep John Abbott et du Cégep Vanier, le consortium Soutien à la pédagogie active et à l'innovation technologique dans les Sciences de l'éducation (SALTISE) a su proposer un programme d'ateliers et de discussions des plus intéressants, favorisant la présentation et la promotion des méthodes pédagogiques innovatrices pour l'enseignement des sciences.

Cette conférence fournira aussi maintes occasions d'échanges entre pairs. Je vous sais donc anxieux de participer à de stimulantes discussions et d'assister à d'inspirantes présentations offertes par nos conférenciers invités.

Je souhaite aussi que vous preniez le temps de visiter notre magnifique campus et de profiter de ce que Montréal a à offrir.

Bon congrès à toutes et tous!

Richard Filion

Directeur général

Welcome from Richard Filion,
director general of Dawson College

Dear Participants,

It is my privilege as Director General of Dawson College, your host institution, to welcome you to this year's SALTISE Annual Conference "Pedagogical Change in Higher Education: Building New Models of Learning and Teaching."

We are immensely proud to be involved in this exciting international conference featuring leading researchers in education, learning and educational technology. With our partners from McGill University, John Abbott College and Vanier College, the Supporting Active Learning & Technological Innovation in Science Education (SALTISE) consortium has assembled a stellar program of workshops, keynote sessions, paper and poster presentations in the promotion of innovative teaching methods in science.

The conference will also provide an excellent opportunity to exchange with peers. I know you join me in the anticipation of stimulating discussion and powerful presentations by our keynote and invited speakers. I also hope you will take the time to explore our wonderful downtown campus and all that Montreal has to offer.

Have an excellent conference!

Richard Filion

Director General

SALTISE

SALTISE - SUPPORTING ACTIVE LEARNING & TECHNOLOGICAL INNOVATION IN SCIENCE EDUCATION is a consortium composed of faculty from Dawson, John Abbott and Vanier Colleges, and McGill University. It is funded by a Chantier 3 institutional grant from the Ministry of Education, Sports and Leisure (MELS) - L'appel à la technologie et à l'innovation pour parfaire l'enseignement des sciences/ Using Technology and Innovation to Improve Science Education.

The SALTISE Conference Committee welcomes you to the 2nd Annual Conference "Pedagogical Change in Higher Education: Building New Models of Learning and Teaching." We have put together a full schedule of distinguished speakers, workshops, presentations and poster sessions to inspire you to engage with us in promoting innovation in teaching.

Enjoy the conference!
The Conference Committee

Joy Morgan (Conference Project Manager)

Elizabeth (Liz) Charles (Dawson College - coordination & fund raising)

Maria Orjuela-Laverde (McGill - communication & registration)

Silvia d'Apollonia (Dawson College - communication & public relations)

Murray Bronet (John Abbott College - recruitment & public relations)

Nathaniel Lasry (John Abbott College - fundraising & recruitment)

Diana Tabatabai (McGill - public relations & logistics)

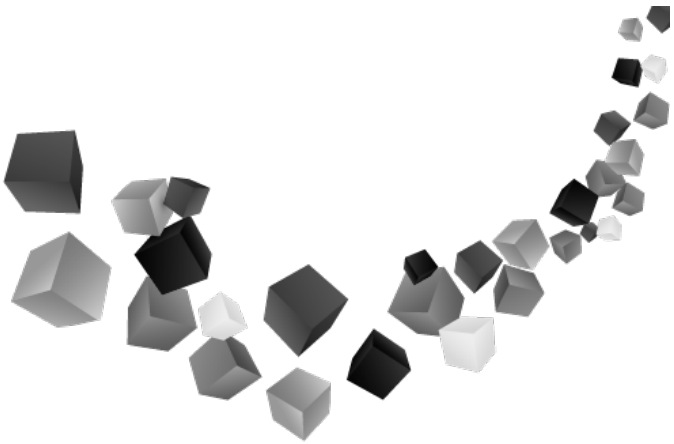
Marielle Beauchemin (Vanier College - public relations & communication)

Kathy Morrison (Dawson College - public relations & logistics)

Yann Brouillette (Dawson College - logistics)

Jonathan Sumner (Dawson College - logistics)

Robert (Bob) Bracewell (McGill - budget)



COLLEGE AWARDS COMMITTEE

Azra Khan (Dawson College)
and Susan Ajersch (John Abbott College)

UNIVERSITY AWARDS COMMITTEE

Ken Ragan (McGill University)
and Lawrence Chen (McGill University)

Information About SALTISE

SALTISE HAS DEVELOPED AN ORGANIZATIONAL STRUCTURE WITH COMMITTEES, sub-committees and working groups, which have allowed the project to move forward on the grant's objectives. Its various committees have organized workshops, a speakers series, conference talks. The activities have brought together over 500 instructors from Quebec colleges and universities (and high schools). SALTISE events have hosted international scholars, as well as provided opportunities for local experts to share best practices in the area of active learning pedagogy and the use of technology. Members of the SALTISE community have presented on the grant's expanding repertoire of best practices at conferences within Quebec and Canada as well as internationally. SALTISE has produced a website <www.saltise.ca> that features sponsored events and resources. It is constantly expanding as a repository of best practices and other tools aimed at college and university teaching.

SALTISE COMMITTEE OF PRINCIPALS:

- Robert Bracewell (McGill, Faculty of Education)
- Elizabeth Charles (Dawson College)
- Nathaniel Lasry (John Abbott College)
- Silvia d'Apollonia (Dawson College)
- Kevin Lenton (Vanier College)
- Ken Ragan (McGill, Faculty of Science)

SALTISE COLLEGE-LEVEL COMMITTEE:

- Murray Bronet (John Abbott College)
- Marielle Beauchemin (Vanier College)
- Suzanne Kunicki (Dawson College)
- Chris Whittaker (Dawson College)
- Yann Brouillette (Dawson College)
- Jonathan Sumner (Dawson College)

GRAPHIC DESIGNER:

- Isabelle Kalekas (www.swishycoat.com)

SALTISE EXTERNAL ADVISORY BOARD:

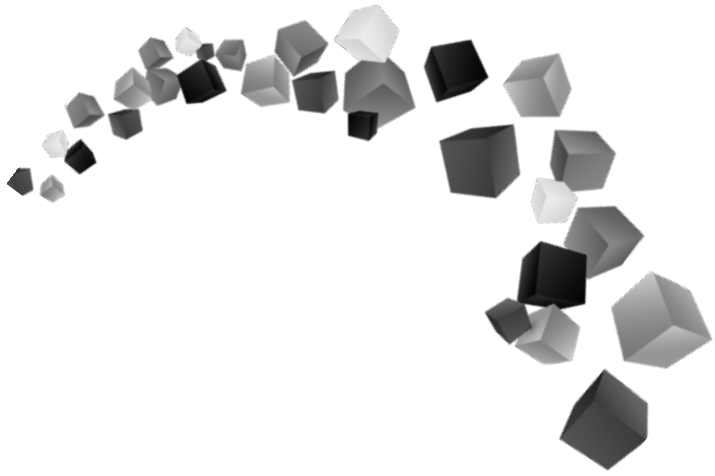
- Thérèse Laferrière (Laval University)
- Jim Slotta (OISE at the University of Toronto)

PROJECT ASSISTANTS:

- Maria Orjuela-Laverde (McGill, PhD candidate)
- Nicole Mardis (McGill, PhD candidate)
- Joy Morgan (McGill, Master's graduate)

PROJECT MANAGER

- Diana Tabatabai



SALTISE

SALTISE supports the following projects:

- Peer Learning Facilitator (PLF) project at McGill's MacDonald campus.
- Department of Microbiology and Immunology (MIMM) project at McGill
- Contemporary Issues in Aquatic Ecology project, Biology Department, Faculty of Science at McGill
- ALC communities of practice at Dawson and Vanier Colleges
- DALITE - Distributed Active Learning and Interactive Technology Environment – a collaboration between Dawson, John Abbott, Vanier and McGill Physics departments.

SALTISE 8 MINI-GRANT PROJECTS:

- Team-Based Learning approach to learn about important figures in the history of science - Champlain College- Saint Lambert
- Active Learning in Microbiology for Nurses at the College Level - Champlain Regional College Lennoxville & St-Lambert Campus
- Designing & producing chemistry videos to support the flipped classroom - Champlain College- Saint Lambert Campus
- Chemical Experiment Videos - with Explanations - Dawson College
- Whiteboards in the chemistry classroom - John Abbott College
- Active learning modules for sustainable development - Marianopolis college
- Active Learning Electronic Resources and Tools for Inquiry in Science (ALERTS) - McGill University
- Developing web-based tools to promote learning of Cell and Molecular Biology - McGill University
- Graphical Tablets as Active Learning Tools - Vanier College

Mc Graw Hill Education | LEARNSMART® CANADA

SALTISE thanks McGraw Hill for their sponsorship of this conference

Location of Events

ALL EVENTS WILL BE HELD AT DAWSON COLLEGE, located at 4001 de Maisonneuve W, Westmount, QC, H3Z 3G4.

Dawson College can be reached by a various methods of transportation (Atwater Metro, 24 bus on Sherbrooke, by Bixi (bicycle path on de Maisonneuve, and by car (parking arranged for Alexis Nihon parking lot). See College website for more details:

http://www.dawsoncollege.qc.ca/visiting-dawson

All venues, the Theater, Conrods (2.C.4), and the Warren G. Flowers Gallery are accessed on the second floor, from the de Maisonneuve Blvd. entrance.

June 10

NAME TAGS & REGISTRATION: the main entrance to 4001 de Maisonneuve West (look for the registration table as soon as you enter the building)

Workshop locations: in Conrod's , classrooms in the 3rd Floor F-Wing, and Physics' Labs in the 7th floor A-Wing.

Wine & Cheese Reception: Conrods (Atrium)

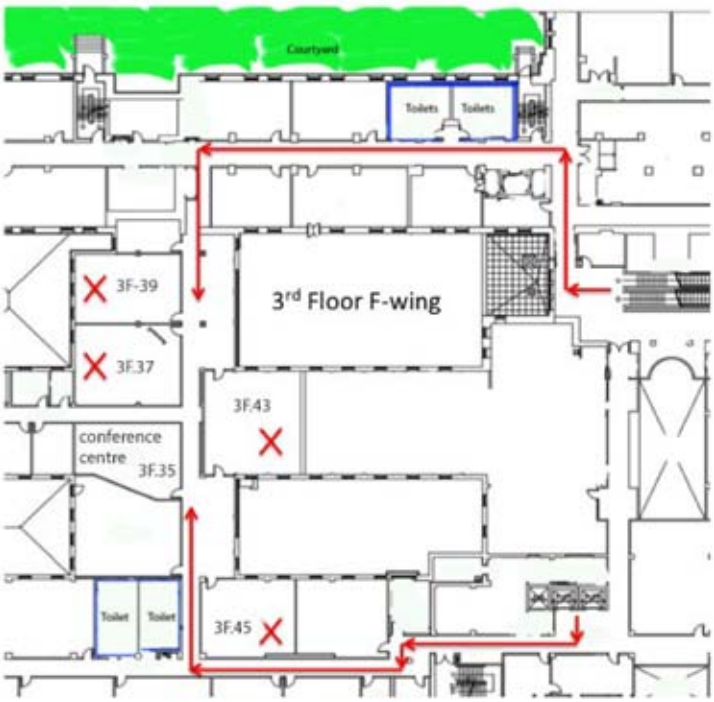
June 11

NAME TAGS & REGISTRATION: the main entrance to 4001 de Maisonneuve West (look for the registration table as soon as you enter the building)

KEYNOTE SPEECHES: will be held in the Dawson Theater

CONFERENCE SESSIONS: 3F wing (see map)

THE CLOSING RECEPTION AND POSTER SESSION: in Conrod's & the Atrium



SALTISE

Keynote Speakers

Opening remarks & Plenary Session:

MANU KAPUR

Changing the Practice of Teaching

Location and Time: Dawson Theatre
8:45 -10:00

DR. MANU KAPUR
MANU.KAPUR@NIE.EDU.SG

DR. KAPUR is Head of Learning Sciences Lab (LSL) at the National Institute of Education (NIE) of Singapore and an Associate Professor in the Curriculum, Teaching and Learning (CTL) Academic Group. He received his doctorate in instructional technology and media from Teachers College, Columbia University in New York where he also completed a Master of Science in Applied Statistics. He also has a Master of Education from the NIE and a Bachelor of Mechanical Engineering (Honours) from the National University of Singapore. He conceptualized the notion of Productive Failure and used it to explore the hidden efficacies in the seemingly failed effort of small groups solving ill-structured problems collaboratively in an online environment. His current research extends this line of work across the modalities of classroom settings in Singapore. Professor Kapur will talk about his research, which focuses on three critical areas of pedagogical change: (1) working to understand student understanding, (2) developing representational practice for making knowledge and processes visible for reflection, and (3) engaging in pedagogical moves that support students' inquiry.

Afternoon Plenary Session:

JIM SLOTTA (OISE) & YANNIS DIMITRIADIS (GSIC/EMIC),

An international perspective on new models of learning and teaching

Location and Time: Dawson Theatre
13:45 -14:45

DR. JIM SLOTTA
JSLOTTA@GMAIL.COM

DR. YANNIS DIMITRIADIS
YANNIS@TEL.UVA.ES

DR. SLOTTA is an Associate Professor with the Department for Curriculum, Teaching, and Learning and the Centre for Science, Mathematics, and Technology Education at the University of Toronto, OISE. He received his doctorate in Cognitive Psychology from the University of Pittsburgh, Pennsylvania; Masters of Science in cognitive psychology, University of Massachusetts, Amherst.

His research employs technology-enhanced learning environments to investigate cognitive models of learning and instruction. He's developing a new

pedagogical model called "Knowledge Community and Inquiry" (KCI), where students in a classroom work together to create a persistent knowledge resource, which then serves as a source of materials and inspiration to subsequent inquiry projects. Prof. Slotta has been the principle and co-principal investigator on numerous grants both in Canada, USA and Europe. Among these include the following internationally acclaimed projects: Science Created by You, the European Union; Logging Opportunities in Online Programs for Science (LOOPS): Student and Teacher Learning; Technology-Enhanced Learning in Science (TELS); to list a few.

Prof. Slotta is World Technology Award Winner in the category of Education and in 2006 was named a Canada Research Chair in Education and Technology. He writes extensively about the interplay between technology, pedagogy, and community, and lectures internationally.

DR. DIMITRIADIS is Professor of Telematics Engineering at the University of Valladolid, Spain. He is also coordinator of the GSIC/EMIC (Group of Intelligent and Cooperative Systems/Education, Media, Information and Culture) research group, since 1994, an inter-disciplinary team of more than 20 researchers from the fields of Telematics, Computer Science and Pedagogy.

Besides his technical background, Prof. Dimitriadis' main research interest is the support of Technology-enhanced learning activities and especially in Computer Supported Collaborative Learning, through both conceptual and technological tools. His main contributions concern the field of Learning Design or Scripting, through the proposal of the Collaborative Learning Flow Patterns, the Collage authoring tool and the Glue! architectural framework that covers important parts of the CSCL life cycle (design, deployment, enactment and evaluation). He has also contributed in Interaction Analysis, through a mixed evaluation approach and multiple field studies in real teaching and learning environments. Recently, he has been involved in the Classroom Orchestration field and its definition in conceptual terms, as well as in the extension of previous proposals in ubiquitous learning environments that include Web and Augmented Reality spaces.

Closing Keynote Session:

THÉRÈSE LAFERRIÈRE (UNIVERSITÉ LAVAL) & LAURENT POLIQUIN (UQAM),

The Quebec Experience with large scale Pedagogical initiative/ the future of Technopedagogie

Location and Time: Theater 16:00-17:00

DR. THÉRÈSE LAFERRIÈRE
TLAF@FSE.ULAVAL.CA

DR. LAURENT POLIQUIN
POLIQUIN.LAURENT@UQAM.CA

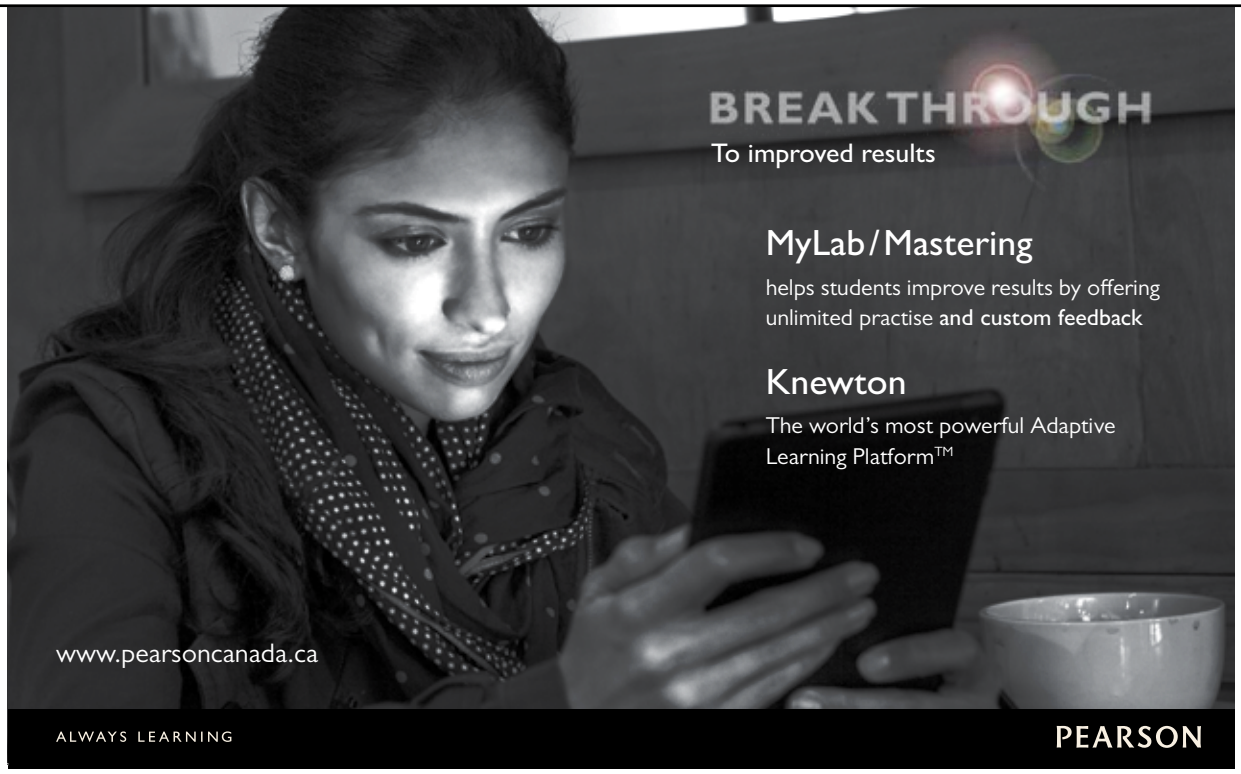
DR. LAFERRIÈRE is a full professor of pedagogy in the Department of Studies in Teaching and Learning at l'Université Laval. She received her doctorate in Education from Boston University, Boston. She is an associate researcher at the Institute for Knowledge Innovation and Technology (IKIT) at the University of Toronto, and an associate researcher with the Centre francophone d'informatisation des organisations (CEFRIO), a knowledge transfer organization dedicated to the use of digital tools in organizations.

Her research activities focus on networked learning environments with particular emphasis on teacher-student(s) interactions and peer interactions as electronically linked classrooms become reality in elementary and secondary schools

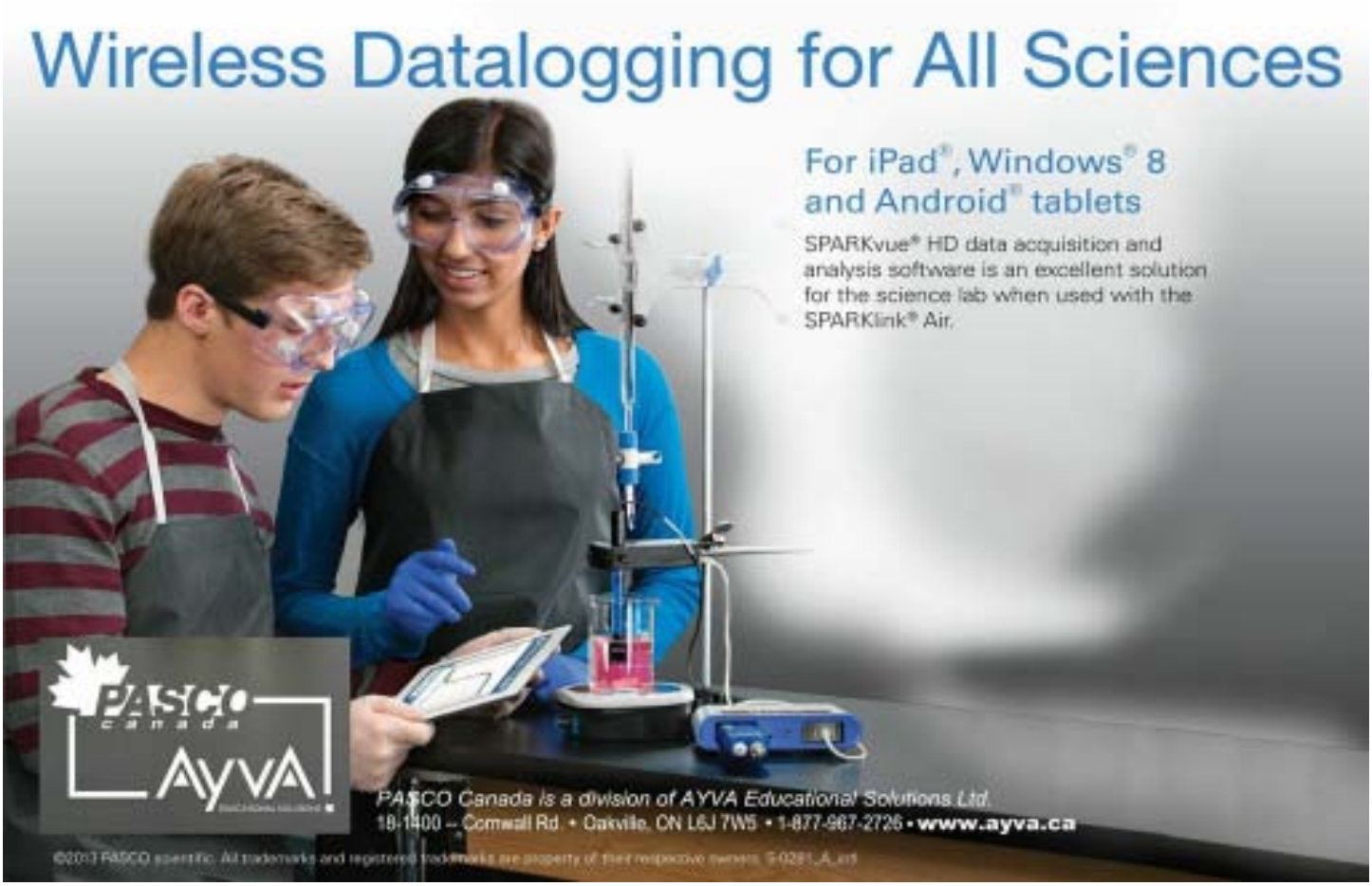
as well as in faculties of education and post-secondary education, in general. And, has written extensively on ways that teacher education and professional development may be conducted: orientation documents, case studies, technical and research reports, articles, and book chapters.

Prof. Laferrière was the leader of the research theme "Educating the Educators" within the TeleLearning Network of Centres of Excellence (NCE Canada). She is currently the director of CRIRES, a multi university research center on successful schooling. She has been president of the Canadian Association for Teacher Education (CATE/CSSE), and the president of the Canadian Education Association (2001-2002). Recently, she was the coordinator of CATE SIG Technology and Teacher Education.

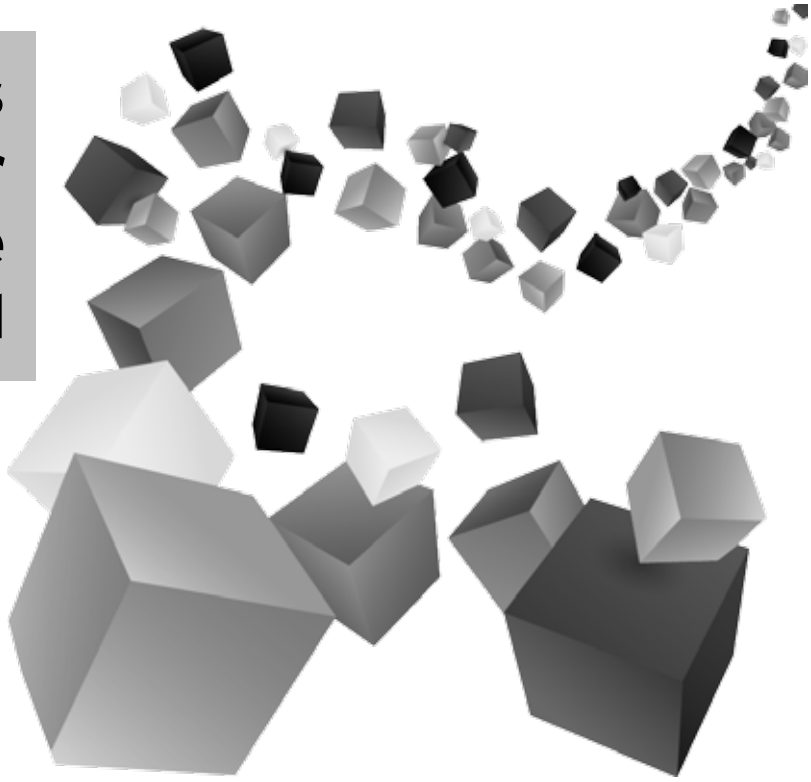
DR POLIQUIN is professor in the department of Biological Sciences, Université du Québec à Montréal, since 1989. His research interests are in cell biology and virology, as well as in active methods for teaching sciences. He was part of a group of colleagues who changed the B.Sc. program in biology at UQAM, in 1996, to arrange the program entirely around student-centered pedagogy, mostly Problem-based learning. It thus became the first undergraduate program in Sciences in Canada to use that approach in its entirety. Since then it has become a model world-wide of how an institution can implement a program-wide change in pedagogy with a broader range of life and learning skills. Besides his work on virus/host cell interactions (specifically, cellular and molecular mechanisms determining the evolution of an infection and the possible release of pathologies), Dr. Poliquin has given workshops on how to design and incorporate problem-based learning in College and University courses.



SALTISE thanks Pearson for their sponsorship of this conference



SALTISE thanks AYVA for their sponsorship of the Best Practice Award



Program at a Glance

Morning Schedule - June 11th

Keynote Speaker: Manu Kapur, "*Changing the Practice of Teaching*" 8:45 -10:00 in **Dawson Theatre**

	Room 3F.37	Room 3F.45	Room 3F.43	Room 3F.39
Session 1	**1.1 Best Practices of the Dawson ALC Teachers**	**1.2 Active Learning Initiatives at the University Level**	**1.3 The Great Debate: What do we need to know about using technology in Education** **[Invited Speakers]**	**1.4 Developing Web-based Tools to Promote Active Learning**
10:15 to 11:15	**Chris Whittaker** (Dawson) *Bringing "active engagement" to active learning* **Suzanne Kunicki** (Dawson) *Collaborative knowledge building* **Chris Roderick** (Dawson) *Knowledge visualization using the SMART board*	**Alice Cherestes, Gale Seiler & Terry Wan Jung Lin** (McGill) *Preparing Peer Learning Facilitators for teaching in the MALL (MacDonald Active Learning Lab)* **Claire Trottier & Sylvie Fournier** (McGill) *More thinking, less cookbook: redesigning an undergraduate immunology lab course* **Melanie Wilson & Neil Price** (McGill) *An Interactive Blended Approach to Aquatic Ecology*	**Vivek Venkatesh** (Concordia) Perceptions of the effectiveness of ICT: What do students want **Bob Bernard** (Concordia) How does distance & online education compare to traditional instruction **Manu Kapur** (National Institute of Education of Singapore) [Discussant]	**Ahmed Ibrahim** (McGill) *ALERTS for SAIL* **Joe Dent** (McGill) *Web-based tools for learning Cell & Molecular biology* **Nick Morfopos** (McGraw Hill) *The First and Only Adaptive Reading Experience Designed to Transform the Way Students Read*
Break & refreshments – Posters on Display [note formal poster session is at 3pm]				
	Room 3F.37	**Room 3F.45**	**Room 3F.43**	**Room 3F.39**
Session 2	**2.1 Concevoir des activités pour des espaces d'apprentissage actif** **[présentation en français]**	**2.4 Designing and Using Videos in Active Learning**	**2.3 How Research Can Inform Practice & Design of Learning Environments** **[Invited Speakers]**	**2.2 Preparing Your Students to Learn: Techniques that support active learning pedagogies**
11:30 to 12:30	**Jean-François Brière** (Dawson) *Problèmes distribué* **Yann Brouillette** (Dawson) *Pour une chimie encore plus vivante* **Mylène Saucier** (Dawson) *Comment importer l'apprentissage actif dans un programme de technique*	**Roxane Millette** (John Abbott) *Creating short tutorials using a Smartboard* **Elizabeth Janik** (Champlain) *Instructional Strategy for Learning Organic Chemistry* **Greg Mulcair** (John Abbott) *An easy start to blended learning with video lessons*	**Roger Azevedo** (McGill) *Using Advanced Learning Technologies to Enhance 21st Century Skills: Promises and Pitfalls* **Susanne Lajoie** (McGill) *Teaching and Learning through Technology Rich Learning Environments*	**Michael Lautman** (John Abbott) *Connecting the Dots* **Roberta Silerova** (John Abbott) *Starting with the basics: Using clickers to facilitate peer instruction* **Maria Bannert & Christoph Sonnenberg** (University of Wuerzburg, Germany) *Promoting learning through student's self-created metacognitive scaffolds*
	2.5 Sharon Coyle & Patricia Saindon (Cégep de Sept-Îles) **–** *What will the students do?* In Warren Flowers Gallery (2G.00) **[an interactive Skypel session]** **BILINGUAL PRESENTATION / PRÉSENTATION BILINGUE**			
12:30 -13:30 Lunch in Conrod's – Awards ceremony				

Afternoon Schedule – June 11

13:45 -14:45 in Dawson Theater
***Keynote speakers:* Jim Slotta & Yannis Dimitriadis**
"*An international perspective on new models of learning and teaching*"

	Room 3F.37	Room 3F.45	Room 3F.43	Room 3F.39
Session 3	**Using Public & Private Spaces for Learning**	**Au delà du contenu: Concevoir des environnements qui favorisent l'apprentissage [Invited Speakers] [présentation en français]**	**New Solutions for Teaching Science [Discussants are invited speakers]**	**Supporting Active Learning Communities**
15:00 to 16:00	**Murray Bronet & Suzanne Black** (John Abbott) *WhiteBoards in the Chemistry Classroom* **Kevin Lenton & Rhys Adams** (Vanier) *Taking Ownership of Learning Using Graphical Tablets* **Silvia d'Apollonia, Suzanne Kunicki** (Dawson) & **Murray Bronet** (John Abbott) *The Connected Science project*	**Radhi Mhiri, Maarouf Saad, Vahé Nerguizian** (L'École de technologie supérieure, UQAM) *Le E-Lab prolonge les horizons des travaux de laboratoire au-delà des limites conventionnelles* **Samuel Fournier St.Laurent (**Collège Ahuntsic) & **Bruno Poellhuber** (UdeM) *Lancement du projet: les conditions d'utilisation des classes d'apprentissage actif ayant un effet sur la motivation, l'engagement cognitive et l'apprentissage (CLAAC)*	**Michael Dugdale** (John Abbott) & **Sameer Bhatnagar** (Dawson) *DALITE: A new way of thinking about "peer-instruction" & learning science* **Takayoshi Sampson** & **Michael Hilke** (McGill) (*iOLM*) *iterative Online Learning Machine* **Jim Slotta** (OISE) & **Yannis Dimitriadis** (GSIC/EMIC) [Discussants]	**Kathy Morrison** (Dawson) *The role of community in transforming teaching* **Adam Finklestein** (McGill) *Teaching and learning experiences in ALCs* **Jim Sparks** (Champlain) *Communities of Interest: Precursors to Communities of Practice*
	3.5 Poster session [discussion with the authors] in the Atrium & Warren Flowers Gallery (2G.00) 15:00 to 16:00			

Break & refreshments

16:00-17:00 in Dawson Theatre
***Keynotes speakers*: Thérèse Laferrière and Laurent Poliquin,**
The Quebec Experience with large scale Pedagogical and Technopedagogie initiatives
Expérience avec des initiatives pédagogiques et technopédagogiques à grande échelle au Québec.

BILINGUAL PRESENTATION / PRÉSENTATION BILINGUE

17:00 – 18:00
Closing Reception (Wine & Cheese) in Conrod's

SALTISE

Abstracts for June 11th Sessions

Session 1 (9:00 - 12:15)

1.1 BEST PRACTICES OF THE DAWSON ALC TEACHERS – ROOM 3F.37

CHRIS WHITTAKER (DAWSON) -
Bringing "active engagement" to active learning

Do you want to turn your classroom into an active learning environment – one where students understand, construct and apply knowledge, analyze, evaluate and create, instead of an environment where they spend most of their time listening – but you're apprehensive and unsure? What does the process of change look like? How can you find the support and tools you need? What can you expect? This presentation will provide a brief overview of the personal experience of one teacher who has become a model of how to bring active engagement into your classroom.

SUZANNE KUNICKI (DAWSON) -
Collaborative knowledge building

Collaborative knowledge building (CKB), in contrast to information accumulation, is the process of building knowledge through group discussion, evaluation and synthesis of ideas. CKB aims to connect students and their individual knowledge, to each other, and to their teacher, in order to promote cognitive engagement, leading to a deeper understanding of the course content. Participants in this session will take part in a technology-assisted collaborative learning experience, followed by a discussion on the changes to pedagogy needed to implement active learning.

CHRIS RODERICK (DAWSON) -
Knowledge visualization using the SMART board

Ever wished your students could "see" abstract ideas? This presentation will describe and demonstration how you might move closer to such goals by using some of the features of the SMART board, coupled with a little imagination and willingness to experiment.

1.2 ACTIVE LEARNING INITIATIVES AT THE UNIVERSITY LEVEL – ROOM 3F.45

ALICE CHERESTES, GALE SEILER & TERRY WAN JUNG LIN (MCGILL) -
Preparing Peer Learning Facilitators for teaching in the MALL (MacDonald Active Learning Lab)

In this presentation, we will describe the idea and use of Peer Learning Facilitators (PLFs) in undergraduate science course, as a model for near-peer instruction. We will describe the training and continuous professional development provided to (PLFs) in their enactment of practices that will support students' active learning in the newly designed MacDonald Active Learning Lab. Constraints and affordances of our intervention with PLFs will also be discussed.

CLAIRE TROTTIER & SYLVIE FOURNIER (MCGILL)-
More thinking, less cookbook: redesigning an undergraduate immunology lab course

The Department of Microbiology and Immunology at McGill University is in the process of redesigning a core undergraduate immunology lab course. This course currently uses traditional instructional strategies: didactic lectures and guided "cookbook" labs. Our presentation will aim to share our experiences in redesigning this lab course to feature a problem-based learning approach that will allow students to formulate their own hypothesis and design and carry out an experiment using the reagents at their disposal.

MELANIE WILSON & NEIL PRICE (MCGILL) -
An Interactive Blended Approach to Aquatic Ecology

Aquatic ecologies of such areas as coral reefs, lakes and wetlands are being heavily impacted by an array of biological, geographical, economical, governmental, and societal influences. As a result, changes in these ecologies are impacting food supplies, economies, and reliant industries.

A new course, Contemporary Issues in Aquatic Ecology, was developed at McGill University with the support of SALTISE (Supporting Active Learning and Technological Innovation in Science Education) to inspire future scientists to develop innovate solutions to these expansive problems. Tentatively scheduled for the Fall 2014, the course combines an interactive online environment rich with multimedia content, in-class lectures, collaborative group activities and presentations, and a number of reflective journals to facilitate active learning. This presentation will showcase the online environment and discuss the pedagogical approach and rationale for the collaborative and reflective activities.

1.3 THE GREAT DEBATE: WHAT DO WE NEED TO KNOW ABOUT USING TECHNOLOGY IN EDUCATION? – ROOM 3F.43

VIVEK VENKATESH (CONCORDIA) -
Perceptions of the effectiveness of ICT:
What do students want

We are witnessing the integration of increasingly sophisticated information and communication technologies (ICTs) in higher education settings, including those under the umbrella of social media. Understanding learners' and instructors' perceptions of their proficiency and use of ICTs are critical to the success of their integration in universities. In this session, Venkatesh will describe the results of a survey study on perceptions of effectiveness of ICT use with data from 14,928 students and 2,626 instructors spanning 12 Québec universities. For instructors, the efficacy of ICT use, as well as constructivist and interactive forms of teaching most strongly predict a positive perception of the classroom learning experience. Conversely, for students, engaging and stimulating lectures are the chief predictors of their appreciation of their learning experience. Results and implications are discussed in light of prior empirical research on the frequency and nature of technology integration in higher education settings.

BOB BERNARD (CONCORDIA) -
How does distance & online education
compare to traditional instruction?

Distance and online education has become a fact of life in colleges and universities across the globe. One question that has been asked and answered about this relatively new learning environment is "How does distance and online education compare to traditional classroom instruction?" The result over a number of meta-analyses is that distance/online education slightly outperforms classroom instruction. While useful, these meta-analyses have not led to greater understanding of what makes distance education successful or unsuccessful. Why is this, and how can we change research questions to provide better guidance for educators designing and delivering distance education? What can we say to educators using technology in courses that are a mix of online and in-class instruction (i.e., blended instruction)? Results from several of our recently conducted meta-analyses may suggest some answers.

MANU KAPUR (NATIONAL INSTITUTE OF EDUCATION OF SINGAPORE) – Discussant

1.4 DEVELOPING WEB-BASED TOOLS TO PROMOTE ACTIVE LEARNING – ROOM 3F.39

AHMED IBRAHIM (MCGILL) – ALERTS for SAIL

In science education, different implementations of Inquiry-based instruction that engage students in activities, projects, cases, or research projects promote students' active learning inside and outside the lab or classroom. Engaging in any form of Science Active Inquiry Learning (SAIL) involves a plethora of tasks and activities. Making observations, collecting data, analyzing data, searching for information, solving problems, engaging in group discussions in a classroom or online, or constructing and presenting knowledge are all

examples of SAIL tasks and activities. Based on literature review, this study presents various effective ALERTs for SAIL that correspond to the different dimensions of inquiry enactment.

JOE DENT (MCGILL) –
Web-based tools for learning Cell & Molecular biology

We present a web interface to collect student-generated data into a common database. Students can access the database and use it to graph and analyse data, providing an intuitive understanding of experimental error and how statistics can be used to draw conclusions in the face of error.

NICK MORFOPOS (MCGRAW HILL) –
The First and Only Adaptive Reading Experience Designed to Transform the Way Students Read

SmartBook is the first and only adaptive reading experience available for the higher education market. Powered by the intelligent and adaptive LearnSmart engine, SmartBook facilitates the reading process by identifying what content a student knows and doesn't know. As a student reads, the material continuously adapts to ensure the student is focused on the content he or she needs the most to close specific knowledge gaps.

SmartBook engages the student in the reading process with a personalized reading experience that helps them study efficiently. It includes powerful reports that identify specific topics and learning objectives the student needs to study. Students can access SmartBook anytime via a computer or any device like the iPhone, iPad, and latest Android devices.

Instructors will benefit when students come to class better prepared because SmartBook personalizes the reading experience, allowing instructors to focus their valuable class time on higher level topics. It provides instructors with a comprehensive set of reports to help them quickly see how individual students are performing, identify class trends, and provide personalized feedback to students.

Collaborative Spaces for Higher Education

SMART Solutions create innovative environments that encourage both formal and informal collaboration for faculty and students, which enables them to achieve success and helps attract the best people to your institution.

smarttech.com/highereducation

SMART | Inspired Collaboration™

SALTISE thanks SMART Technologies for their sponsorship of this conference

Session 2 (11:30 - 12:30)

2.1 CONCEVOIR DES ACTIVITÉS POUR DES ESPACES D'APPRENTISSAGE ACTIF. [PRÉSENTATION EN FRANÇAIS] – ROOM 3F.37

JEAN-FRANÇOIS BRIÈRE (DAWSON) –
Problèmes distribué (Distributed problem solving)

Distributing the task of problem solving is an active learning strategy related to theories of distributed learning wherein student groups (or individuals) assigned distinct but related assignments switch exercises and complete the work of their classroom peers. The essential skills required and strengthened are the conceptual understandings of the task and a proficiency in adaptable problem solving. During this presentation the technique will be described and demonstrated.

YANN BROUILLETTE (DAWSON) –
Pour une chimie encore plus vivante (Making chemistry experiments come alive)

Yann Brouillette, professeur de chimie au Collège Dawson, et Christian Viel, cinéaste indépendant, ont produit une première série de dix vidéos mettant en scène des expériences chimiques courtes et interactives. Sous la forme « « dont vous êtes le héros », chaque vidéo est gratuit, facilement accessible en ligne et permet aux expérimentateurs virtuels de choisir le résultat d'expériences «réelles». La conférence mettra l'accent sur l'élaboration des vidéos, leurs interactivités et l'avenir des diverses plates-formes multimédias pour l'enseignement participatif.

MYLÈNE SAUCIER (DAWSON) –
Comment importer l'apprentissage actif dans un programme de technique. (How to bring active learning to a technical program)

While active learning as a pedagogical approach is growing in popularity in areas such as physics and biology, it is still relatively new in the "theory" components of technical programs. This presentation will discuss an effort to design activities to engage students more deeply in the theoretical aspects of a technical program – specially, these activities are being designed for the Rehabilitation Program, a new technical program at Dawson College.

2.2 PREPARING YOUR STUDENTS TO LEARN: TECHNIQUES THAT SUPPORT ACTIVE LEARNING PEDAGOGIES – ROOM 3F.39

MICHAEL LAUTMAN (JOHN ABBOTT) –
Connecting the Dots

There has been an explosion of interest in Active learning in the past decade, and with it the development of numerous tools and methods. There has been less consideration of how these tools can be used in a concerted manner so that they complement each other. Combining active learning methods provides opportunities for engagement and understanding for students with a broader range of learning styles. This seminar will look at how to effectively combine different active learning methods and how to evaluate which methods to use with a specific subject matter, as well as how to use different technologies to support this process. DALITE: A new way of thinking about "peer-instruction" & learning science.

ROBERTA SILEROVA (JOHN ABBOTT) –
Starting with the basics: Using clickers to facilitate peer instruction

This presentation will outline the use of clickers to initiate a Peer Instruction process amongst first year CEGEP Science students in Chemistry NYA and Chemistry NYB classes. "How can I steer my students into a discussion about Chemistry?" In this presentation Turning Technologies © clickers will be used by the audience to respond to various general science concept-type questions, in order to demonstrate successful strategies to provoke meaningful interactions between students. "If the students get this wrong, then they really

don't understand anything!" The value of getting it wrong will be explored, along with the importance of tailoring the question and limiting the pre-amble.

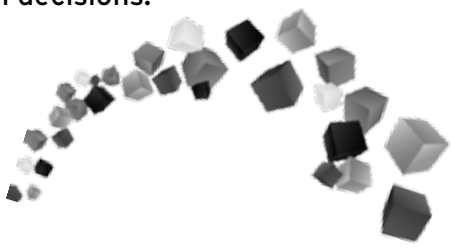
MARIA BANNERT & CHRISTOPH SONNENBERG (UNIVERSITY OF WUERZBURG, GERMANY) – Promoting learning through student's self-created metacognitive scaffolds

By presenting our empirical research we want to discuss the idea of student's self-created scaffolds and its implication for future research and everyday practice more detailly. Our research shows not only the significance of instructional scaffolds during self-regulated learning, but do also raise the question whether students need to be much more involved in the design of learning scaffolds in order to make them effective.

2.3 HOW RESEARCH CAN INFORM PRACTICE & DESIGN OF LEARNING ENVIRONMENTS (INVITED SPEAKERS) – ROOM 3F.43

ROGER AZEVEDO (MCGILL) – Using Advanced Learning Technologies to Enhance 21st Century Skills: Promises and Pitfalls

The ubiquity of advanced learning technologies (ALTs) poses opportunities and challenges for teachers and researchers. Despite their popularity and ease of implementation, researchers and teachers need to carefully consider the impact of ALTs in enhancing, fostering, and supporting students' learning across domains. In this talk, I will focus on highlighting both the promises and challenges posed by the integration of ALTs in STEM classrooms and using technology to provide just-in-time data that can enhance teachers' instructional decisions.



SUSANNE LAJOIE (MCGILL) – TEACHING AND LEARNING THROUGH TECHNOLOGY RICH LEARNING ENVIRONMENTS

Susanne Lajoie's view is that classrooms can be designed with technology rich situations that enhance learning and teaching. She suggests that computer environments, if designed appropriately, can extend and enhance what learners know and understand (Lajoie, 2000; 2009). Only by introducing these environments into authentic learning situations and studying how students learn through them can we know how to improve their design. She will present specific examples from psychology and medicine that illustrate the potential roles that technology rich learning environments can play within classrooms and the real world.

2.4 DESIGNING AND USING VIDEOS IN ACTIVE LEARNING – ROOM 3F.45

ROXANE MILLETTE (JOHN ABBOTT) – Creating short tutorials using a Smartboard

Smartboards have a recording function which simultaneously records the presenter's voice and actions on the board. During this presentation, I will demonstrate the recording options available with the SMART Notebook 11 software, including how to save the tutorial in format most suitable for online sharing with students.

ELIZABETH JANIK (CHAMPLAIN) – Instructional Strategy for Learning Organic Chemistry

An active "flipped classroom" pedagogical design using two teacher-created interactive videos were prepared for learning about infrared spectroscopy in organic chemistry. A highlight of this instructional strategy includes a model of the cognitive processes required to interpret spectra. Interactive learning activities and assessments were created to compliment the videos.

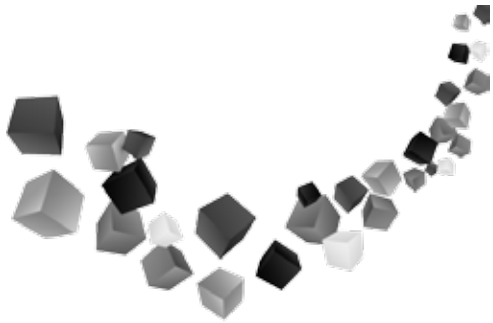
GREG MULCAIR (JOHN ABBOTT) –
An easy start to blended learning with video lessons

Video lessons are easy to create and can complement a traditional course in several ways. Students can pause and rewind them, make comments, ask/respond to questions and re-watch them at any time to refresh their understanding of the topic. All you need is a tablet (from $100) and screen recording software like Jing (free) or Camtasia (paid) and you can build a great video lesson. Adding the power of a CMS like Moodle, you can combine your videos with online questions and create a full eLesson experience for your students. Once built, your work can easily be re-used in future semesters and improved over time.

2.5 WHAT WILL THE STUDENTS DO? AN INTERACTIVE SKYPE SESSION IN THE WARREN G. FLOWERS GALLERY ROOM 2G.00

SHARON COYLE AND PATRICIA SAINDON (CÉGEP DE SEPT-ÎLES)

Active learning demands a paradigm shift from "What will the teacher do?" to "What will the students do?" Content is critical, but we can rethink our approach to helping students interact with content. We can support students in their efforts to make connections and build their own schemas for the information and skills we share with them. This session proposes a four-step process to support a shift towards more active learning: What do I want the students to know by the end of the course? How can I see if they have learned this? What can students do to develop the needed skills and knowledge? What content would best facilitate the learning?



Session 3 (15:00 - 16:00)

3.1 SUPPORTING ACTIVE LEARNING COMMUNITIES - ROOM 3F.39

KATHY MORRISON (DAWSON) –
The role of community in transforming teaching

Kathy will share her experience and views on the creation and evolution of the Dawson College Active Learning Community of Practice (ALCOP). She will suggest core components required to help build a strong and supportive Active Learning Community of Practice, as well as describe the growth of the Active Learning Community of Practice at Dawson College. Kathy will also present a few examples of Dawson ALCOP projects.

ADAM FINKLESTEIN (MCGILL) –
Teaching and learning experiences in ALCs

Active Learning Classrooms (ALC) are spaces that are specifically designed to "signal" a mode of learning focused on active collaboration and interaction. ALC offer many features that can provide a supportive learning environment; furniture that encourages collaboration (e.g. round tables and movable chairs for group work), and numerous technological features (e.g., digital writing, screen sharing).

We will discuss the results of a three-year analysis of the teaching and learning experiences in multiple ALC at McGill University.

JIM SPARKS (CHAMPLAIN) –
Communities of Interest: Precursors to Communities of Practice

A community of practice (CoP) is a group of people sharing common interests, knowledge and experiences. Many have attributed the success of innovative initiatives to the growth of such communities. But how does one build a CoP? Jim Sparks will discuss his experiences in developing such interest and describe the work it took to begin to plant the seeds and nurture the Active Learning group he started in 2009.

3.2 USING PUBLIC & PRIVATE SPACES FOR LEARNING – ROOM 3F.37

MURRAY BRONET & SUZANNE BLACK (JOHN ABBOTT) – WhiteBoards in the Chemistry Classroom

The chemistry classrooms at John Abbott College have each been fitted with six (6) new mini-whiteboards as a low cost way to convert or transform the existing space into an "Active Learning Classroom". Groups of 4-5 students were formed to solve problems, brainstorm, develop logic, verbal and qualitative understanding, as well as develop conceptual understanding of chemical concepts. Participants to this session will discover how both teachers and students reacted to this new learning and teaching environment.

KEVIN LENTON & RHYS ADAMS (VANIER) – Taking Ownership of Learning Using Graphical Tablets

The mini-grant allowed us to purchase 15 graphical tablets for use in the Vanier Active Learning classroom. Graphical tablets enable users to draw and write on a pad, while digitizing the input. It is like having a Smart Board on each student's desk. Unlike the Smart Board which provides a public learning environment, the tablets offer a private space for students to appropriate learning. We report on a successful classroom activity in which students produced short video rationales for a Physics concept of their choice.

SILVIA D'APOLLONIA, SUZANNE KUNICKI & (DAWSON) AND MURRAY BRONET (JOHN ABBOTT) – The Connected Science Project

George Siemens, Stephen Downs, and others, proposed Connectivism, a learning theory that argues that education in the digital age should help students construct and navigate complex networks of knowledge spanning individuals, social groups, and resources. This is the motivation behind our PAREA funded project, Learners, not Lurkers: Connecting Conceptual and Social Networks in Science Education. In this presentation, we will demonstrate and discuss the features of Connected Science, an intervention in Biology and Chemistry which combines web 2.0 tools and collaborative learning to encourage students to construct cognitive and social networks in which they learn from each other and from available resources.

3.3 AU DELÀ DU CONTENU: CONCEVOIR DES ENVIRONNEMENTS QUI FAVORISENT L'APPRENTISSAGE [PRÉSENTATION EN FRANÇAIS] – ROOM 3F.45

RADHI MHIRI, MAAROUF SAAD, VAHÉ NERGUIZIAN (L'ÉCOLE DE TECHNOLOGIE SUPÉRIEURE, UQAM) – Le E-Lab prolonge les horizons des travaux de laboratoire au-delà des limites conventionnelles

La présente communication décrit des projets de laboratoires à distance (LAD) développés à l'ÉTS en collaboration avec les Cégeps de Sorel-Tracy; de Valleyfield et de Granby. Dans ce mode de laboratoire, tout se passe comme si on procédait à un élargissement virtuel des limites de l'espace et de l'équipement, accompagné d'un enrichissement précieux du potentiel d'apprentissage. Le projet offre aussi un prolongement du temps d'exploitation des laboratoires, puisqu'à distance, les travaux peuvent être réalisés dans une planification qui dépasse les horaires conventionnels et qui dépasse aussi les dimensions géographiques contraignantes.

SAMUEL FOURNIER ST.LAURENT (COLLÈGE AHUNTSIC) & BRUNO POELLHUBER (UDEM) – Lancement du projet: les conditions d'utilisation des classes d'apprentissage actif ayant un effet sur la motivation, l'engagement cognitive et l'apprentissage (CLAAC)

Plusieurs établissements du réseau collégial ont déjà investi dans des classes d'apprentissage actif

ou prévoient le faire. Alors que des impacts positifs ont été identifiés en physique, notre projet de recherche, qui se déroulera dans quatre discipline, vise à mieux saisir les relations complexes entre les divers éléments affectés par l'implantation et l'usage de ces classes, soit les pratiques pédagogiques, les aménagements physiques, l'utilisation des équipements d'accès à Internet, ainsi que la motivation des étudiants, leur engagement et leur apprentissage.

3.4 NEW SOLUTIONS FOR TEACHING SCIENCE – 3F.43

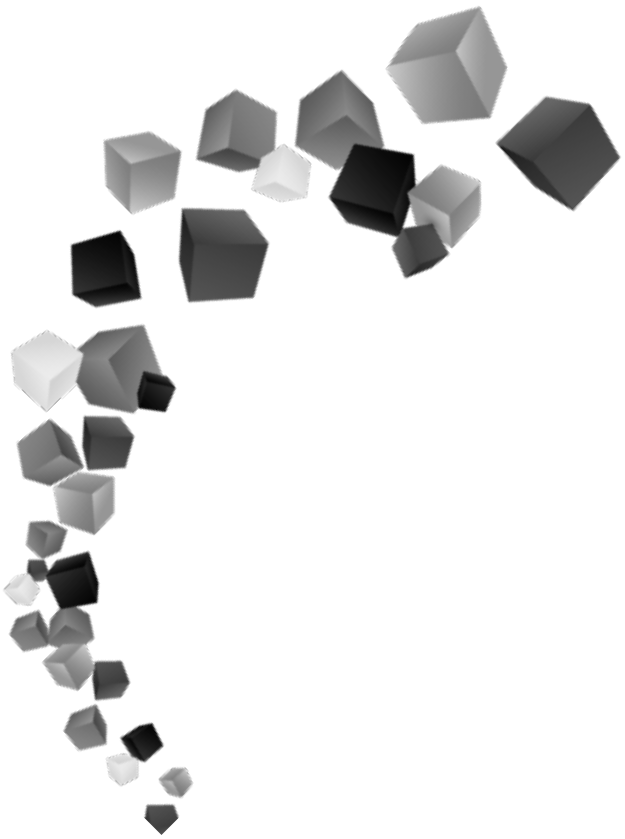
JIM SLOTTA (OISE) & YANNIS DIMITRIADIS (GSIC/EMIC) Discussants

MICHAEL DUGDALE (JOHN ABBOTT) & SAMEER BHATNAGAR (DAWSON) – DALITE: A new way of thinking about "peer-instruction" & learning science

The Distributed Active Learning and Interactive Technology Environment (DALITE) is an asynchronous virtual learning environment, conceived from the key principles of peer instruction. It's design aims at scaffolding a variety of cognitive processes including the ability to categorize, compare and evaluate, and assemble conceptual knowledge. This presentation will report on the first stages of its design-based research, which puts the focus on iteratively improving the DALITE environment based on the data collected.

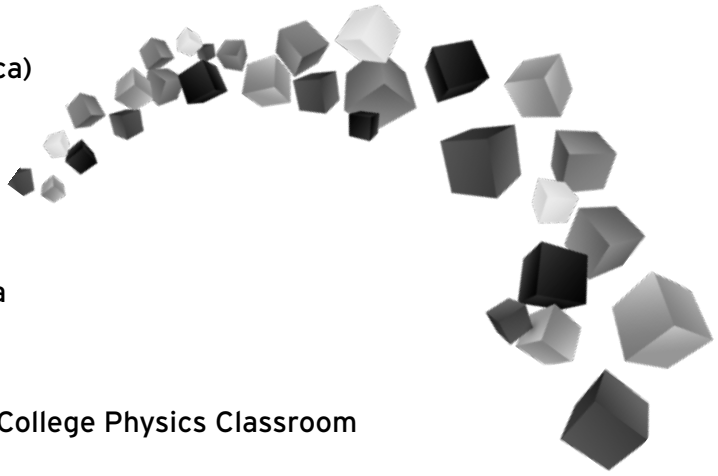
TAKAYOSHI SAMPSON & MICHAEL HILKE (MCGILL) – (iOLM) iterative Online Learning Machine

The 'iterative Online Learning Machine' iOLM was developed to supplement the undergraduate course on Electromagnetic Waves, for 3rd year physics major's students. This includes online content and a number of practice problems organized into many levels, as well as a pretest to determine students' initial standing, and a postest, designed to measure both improvement and mastery of the topics presented. The content was provided iteratively, based upon the individual performance. As long as the performance is below a certain threshold the student is presented with supplementary content, adding content following, either a mathematical approach, an intuitive approach, an approach based on examples or a combination of thereof. Only once a satisfactory success rate is attained the student moves to the next level. Using php (a server based online programming language), data from students' progress was extracted, and statistical analysis performed. The goal was to track the progress of the class to determine the effectiveness of the iOLM and measure differences in the individual learning pattern. In short, iOLM adapts to each student's learning speed and style, while providing data on the learning pattern and outcome of each student. In this presentation, iOLM will be demonstrated and its statistical results presented.



SALTISE

Poster Session - Conrods



1. CAROLINE VIGER (caroline.viger@johnabbott.qc.ca)
   Title: You Tube is not just for flipping classrooms
2. JESS GODIN (jessica.godin2@mail.mcgill.ca)
   Title: WOW Lab : Science and Math made fun!
3. GREG MULCAIR (greg.mulcair@johnabbott.qc.ca)
   Title: Breaking the Cultural Norm: A Quebec-India Collaboration in Student-Centered Learning
4. RHYS ADAMS (adamsrhys@gmail.com)
   Title: Integrating Photonics and Research In The College Physics Classroom
5. RHYS ADAMS (adamsrhys@gmail.com), KEVIN LENTON and HELENA DEDIC (dedich@vaniercollege.qc.ca)
   Title: ICT (& TLC) improves student motivation in physics courses
6. MURRAY BRONET (murray.bronet@johnabbott.qc.ca)
   Title: Student Attitudes towards Cooperative Learning in Education
7. JUSTINE BELL (jbell@champlaincollege.qc.ca)
   Title: Teaching History of Science using Team-Based Learning (TBL)
8. MARCEL SANKARELLI (m.sankeralli@marianopolis.edu)
   Title: TEPID – A warm entry into the seas of technology for development
9. PRISCILA CASTILLO-RUIZ (PCastilloruiz@champlaincollege.qc.ca), JOAN KEARVELL, ISABELLE MENARD
   Title: Active Learning in Microbiology for Nurses at the College Level
10. NATHANIEL LASRY (lasry@johnabbott.qc.ca)
    Title: Ooops: I think I've Just Flipped My Classroom
11. SALVADOR GARCIA-MARTINEZ (sa_garci@education.concordia.ca)
    Title: Video games for teaching at a Higher Education Level: Minecraft
12. REBECA CEREZO MENENDEZ (cerezorebeca@uniovi.es), J. CARLOS NUÑEZ, MIGUEL SANCHEZ-SANTILLÁN and NATALIA SUAREZ (University of Oviedo, Spain)
    Title: eGraph: a tool to visualize the student's learning process in Moodle

SALTISE thanks Cominar for their generous help with parking

SALTISE thanks Dawson College for their generous support of this conference

SALTISE thanks John Abbott College for their generous support of this conference

SALTISE thanks the McGill Bookstore for their generous support of this conference

SALTISE thanks Mighty Leaf for their generous support

SALTISE thanks Linda Miller and staff from Small Dog Communications Inc. for their support and design of the conference poster

TEL/FAX: 514.990.9329

SALTISE thanks Vanier College for their generous support of this conference

SALTISE

Index of Presenters
(P=Poster, T=Talk, W=Workshop, K=Keynote)

Name	Title of Presentation	Type	Date	Location & Time	e-mail address
Adams, Rhys	*Integrating Photonics and Research In The College Physics Classroom*	P	11th	Conrod's 17:00-18:00	adamsr@vaniercollege.qc.ca.com
Adams, Rhys	*ICT (& TLC) improves student motivation in physics courses*	P	11th	Conrod's 17:00-18:00	adamsr@vaniercollege.qc.ca.com
Adams, Rhys	*Taking Ownership of Learning Using Graphical Tablets*	T	11th	3F.37 15:00-16:00	adamsr@vaniercollege.qc.ca.com
Aunio, Anna-Liisa	*Confidence Builder: Designing basic active learning activities*	W	10th	Conrod's 9:00-12:15	aaunio@dawsoncollege.qc.ca
Azevedo, Roger	*Using Advanced Learning Technologies to Enhance 21st Century Skills: Promises and Pitfalls*	T	11th	3F.39 11:-30-12:30	roger.azevedo@mcgill.ca
Bannert, Maria	*Promoting learning through student's self-created metacognitive scaffolds*	T	11th	3F.39 11:-30-12:30	maria.bannert@uni-wuerzburg.de
Bell, Justine	*Teaching History of Science using Team-Based Learning (TBL)*	P	11th	Conrod's 17:00-18:00	jbell@champlaincollege.qc.ca
Bernard, Bob	*How does distance & online education compare to traditional instruction?.*	T	11th	3F.43 10:15-11:15	bernard@education.concordia.ca
Bhatnagar, Sameer	*DALITE: A new way of thinking about "peer-instruction" & learning science*	T	11th	3F.43 15:00-16:00	sbhatnagar@place.dawsoncollege.qc.ca
Black, Suzanne	*WhiteBoards in the Chemistry Classroom*	T	11th	3F.37 15:00-16:00	Suzanne.black@johnabbott.qc.ca
Brière, Jean-François	*Problèmes Distribué*	T	11th	3F.37 11:-30-12:30	jfbriere@place.dawsoncollege.qc.ca
Bronet, Murray	*Student Attitudes Towards Cooperative Learning in Education*	P	11th	Conrod's 17:00-18:00	murray.bronet@johnabbott.qc.ca
Bronet, Murray	*Inquiry-based Science: Creating your own active learning lessons*	W	10th	7A-2/7A-6 13:45-17:00	murray.bronet@johnabbott.qc.ca
Bronet, Murray	*WhiteBoards in the Chemistry Classroom*	T	11th	3F.43 15:00-16:00	murray.bronet@johnabbott.qc.ca
Bronet, Murray	*The Connected Science Project*	T	11th	3F.37 15:00-16:00	murray.bronet@johnabbott.qc.ca
Brouillette, Yann	*Pour une chimie encore plus vivante*	T	11th	3F.37 11:-30-12:30	ybrouillette@dawsoncollege.qc.ca
Cassidy, Rob	*Confidence Builder: Designing basic active learning activities*	W	10th	Conrod's 9:00-12:15	rcassidy@dawsoncollege.qc.ca
Castillo-Ruiz, Priscila	*Active Learning in Microbiology for Nurses at the College Level*	P	11th	Conrod's 17:00-18:00	PCastilloruiz@champlaincollege.qc.ca
Cerezo Menendez, Rebeca	*eGraph: a tool to visualize the student's learning process in Moodle*	P	11th	Conrod's 17:00-18:00	cerezorebeca@uniovi.es
Chereses, Alice	*Preparing Peer Learning Facilitators for teaching in the MALL (MacDonald Active Learning Lab)*	T	11th	3F.45 10:15-11:15	alice.cherestes@mcgill.ca
Coyle, Sharon	*What Will the Students Do?*	T	11th	2G.00 11:30-12:30	Sharon.Coyle@cegep-sept-iles.qc.ca
d'Apollonia, Silvia	*The Connected Science Project*	T	11th	3F.37 15:00-16:00	sdapollonia@place.dawsoncollege.qc.ca
d'Apollonia, Silvia	*Inquiry-based Science: Creating your own active learning lessons*	W	10th	7A-2/7A-6 13:45-17:00	sdapollonia@place.dawsoncollege.qc.ca
Dedic, Helena	*ICT (& TLC) improves student motivation in physics courses*	P	11th	Conrod's 17:00-18:00	dedich@vaniercollege.qc.ca
Dent, Joe	*Web-based tools for learning Cell & Molecular biology*	T	11th	3F.39 10:15-11:15	joseph.dent@mcgill.ca
Dimitriadis, Yannis	*Classroom Orchestration: Creating effective scenarios for active learning*	W	10th	Conrod's 13:45-17:00	yannis@tel.uva.es
Dimitriadis, Yannis (discussant)	*(iOLM) iterative Online Learning Machine*	T	11th	3F.43 15:00-16:00	yannis@tel.uva.es
Dimitriadis, Yannis	*An international perspective on new models of learning and teaching*	K	11th	Theater 13:45-14:45	yannis@tel.uva.es
Dugdale, Michael	*DALITE: A new way of thinking about "peer-instruction" & learning science*	T	11th	3F.43 15:00-16:00	michael.dugdale@johnabbott.qc.ca

Index of Presenters (cont.)
(P=Poster, T=Talk, W=Workshop, K=Keynote)

Name	Title of Presentation	Type	Date	Location & Time	e-mail address
Finklestein, Adam	*Teaching and learning experiences in ALCs*	T	11th	3F.39 15:00-16:00	adam.finkelstein@mcgill.ca
Fournier St. Laurent, Samuel	*Lancement du projet: les conditions d'utilisation des classes d'apprentissage actif ayant un effet sur la motivation, l'engagement cognitive et l'apprentissage (CLAAC)*	T	11th	3F.45 15:00-16:00	
Fournier, Sylvie	*More thinking, less cookbook: redesigning an undergraduate immunology lab course*	T	11th	3F.45 10:15-11:15	sylvie.fournier@mcgill.ca
Garcia-Martinez, Salvador	*Video games for teaching at a Higher Education Level: Minecraft*	P	11th	Conrod's 17:00-18:00	sa_garci@education.concordia.ca
Godin, Jess	*WOW Lab : Science and Math made fun!*	P	11th	Conrod's 17:00-18:00	jessica.godin2@mail.mcgill.ca
Hamdani, Selma	*Confidence Builder: Designing basic active learning activities*	W	10th	Conrod's 9:00-12:15	shamdani@dawsoncollege.qc.ca
Hilke, Michael	*(iOLM) iterative Online Learning Machine*	T	11th	3F39 15:00-16:00	hilke@physics.mcgill.ca
Hughes, Sean	*Inquiry-based Science: Creating your own active learning lessons*	W	10th	7A-2/7A-6 13:45-17:00	sean.hughes@johnabbott.qc.ca
Ibrahim, Ahmed	*ALERTS for SAIL*	T	11th	3F.39 10:15-11:15	ahmed.ibrahim2@mail.mcgill.ca
Janik, Elizabeth	*Instructional Strategy for Learning Organic Chemistry*	T	11th	3F.45 11:30-12:30	ejanik@champlaincollege.qc.ca
Kapur, Manu	*Designing for Productive Failure*	W	10th	3F37 9:00-12:15	manu.kapur@nie.edu.sg
Kapur, Manu (discussant)	*The Great Debate: What do we need to know about using technology in Education?*	T	11th	3F.43 10:15-11:15	manu.kapur@nie.edu.sg
Kapur, Manu	*Changing the Practice of Teaching*	K	11th	Theater 8:45-10:00	manu.kapur@nie.edu.sg
Kearvell, Joan	*Active Learning in Microbiology for Nurses at the College Level*	P	11th	Conrod's 17:00-18:00	jik@hotmail.ca
Kunicki, Suzanne	*Collaborative Knowledge Building*	T	11th	3F37 10:15-11:15	skunicki@place.dawsoncollege.qc.ca
Kunicki, Suzanne	*The Connected Science Project*	T	11th	3F.37 15:00-16:00	skunicki@place.dawsoncollege.qc.ca
Laferrière, Thérèse	*The future of Technopedagogie*	K	11th	Theater 16:00-17:00	tlaf@fse.ulaval.ca
Lajoie, Susanne	*Teaching and Learning through Technology Rich Learning Environments*	T	11th	3F.39 11:-30-12:30	susanne.lajoie@mcgill.ca
Lasry, Nathaniel	*Ooops: I think I've Just Flipped My Classroom*	P	11th	Conrod's 17:00-18:00	lasry@johnabbott.qc.ca
Lautman, Michael	*Connecting the Dots*	T	11th	3F.39 11:-30-12:30	michael.lautman@johnabbott.qc.ca
Lenton, Kevin	*ICT (& TLC) improves student motivation in physics courses*	P	11th	Conrod's 17:00-18:00	lentonk@vaniercollege.qc.ca
Lenton, Kevin	*Taking Ownership of Learning Using Graphical Tablets*	T	11th	3F.37 15:00-16:00	lentonk@vaniercollege.qc.ca
Lin, Terry Wan Jung	*Preparing Peer Learning Facilitators for teaching in the MALL (MacDonald Active Learning Lab)*	T	11th	3F.45 10:15-11:15	terrylin.ca@gmail.com
Menard, Isabelle	*Active Learning in Microbiology for Nurses at the College Level*	P	11th	Conrod's 17:00-18:00	imenard@crc-lennox.qc.ca
Mhiri, Radhi	*Au delà du contenu: Concevoir des environnements qui favorisent l'apprentissage*	T	11th	3F.45 15:00-16:00	Radhi.mhiri@etsmtl.ca
Millette, Roxane	*Creating short tutorials using a Smartboard*	T	11th	3F.45 11:30-12:30	roxane.millette@johnabbott.qc.ca
Morfopos, Nick	*The First and Only Adaptive Reading Experience Designed to Transform the Way Students Read*	T	11th	3F.39 10:15-11:15	nick.morfopos@mheducation.com
Morrison, Kathy	*The role of community in transforming teaching*	T	11th	3F.39 15:00-16:00	kmorrison@dawsoncollege.qc.ca
Mulcair, Greg	*Breaking the Cultural Norm: A Quebec-India Collaboration in Student-Centered Learning*	P	11th	Conrod's 17:00-18:00	greg.mulcair@johnabbott.qc.ca
Mulcair, Greg	*An easy start to blended learning with video lessons*	T	11th	3F.45 11:30-12:30	greg.mulcair@johnabbott.qc.ca
Nerguizian , Vahé	*Au delà du contenu: Concevoir des environnements qui favorisent l'apprentissage*	T	11th	3F.45 15:00-16:00	vahe.nerguizian@etsmtl.ca

SALTISE

Index of Presenters (cont.)
(P=Poster, T=Talk, W=Workshop, K=Keynote)

Name	Title of Presentation	Type	Date	Location & Time	e-mail address
Nuñez, J. Carlos	*eGraph: a tool to visualize the student's learning process in Moodle*	P	11th	Conrod's 17:00-18:00	
Poellhuber, Bruno	*Lancement du projet: les conditions d'utilisation des classes d'apprentissage actif ayant un effet sur la motivation, l'engagement cognitive et l'apprentissage (CLAAC)*	T	11th	3F.45 15:00-16:00	bruno.poellhuber@umontreal.ca
Poliquin, Laurent	*The Quebec Experience with large scale Pedagogical initiative/ the future of Technopedagogie*	K	11th	Theater 16:00-17:00	poliquin.laurent@uqam.ca
Price, Neil	*An Interactive Blended Approach to Acquatic Ecology.*	T	11th	3F.45 10:15-11:15	neil.price@mcgill.ca
Roderick, Chris	*Knowledge visualization using the SMART board*	T	11th	3F37 10:15-11:15	croderick@place.dawsoncollege.qc.ca
Saad, Maarouf	*Au delà du contenu: Concevoir des environnements qui favorisent l'apprentissage*	T	11th	3F.45 15:00-16:00	alain.breuleux@mcgill.ca
Saindon , Patricia	*What Will the Students Do?*	T	11th	2G.00 11:30-12:30	
Sampson, Takayoshi	*(iOLM) iterative Online Learning Machine*	T	11th	3F39 15:00-16:00	takayoshi.sampson@mail.mcgill.ca
Sanchez-Santillán, Miguel	*eGraph: a tool to visualize the student's learning process in Moodle*	P	11th	Conrod's 17:00-18:00	
Sankarelli, Marcel	*TEPID – A warm entry into the seas of technology for development*	P	11th	Conrod's 17:00-18:00	m.sankeralli@marianopolis.edu
Saucier, Mylene	*Comment importer l'apprentissage actif dans un programme de technique.*	T	11th	3F.37 11:-30-12:30	msaucier@dawsoncollege.qc.ca
Seiler, Gale	*Preparing Peer Learning Facilitators for teaching in the MALL (MacDonald Active Learning Lab)*	T	11th	3F.45 10:15-11:15	gale.seiler@mcgill.ca
Silerova, Roberta	*Starting with the basics: Using clickers to facilitate peer instruction.*	T	11th	3F.39 11:-30-12:30	roberta.silerova@johnabbott.qc.ca
Slotta, Jim	*Classroom Orchestration: Creating effective scenarios for active learning*	W	10th	Conrod's 13:45-17:00	jslotta@gmail.com
Slotta, Jim (discussant)	*(iOLM) iterative Online Learning Machine*	T	11th	3F.43 15:00-16:00	jslotta@gmail.com
Slotta, Jim	*An international perspective on new models of learning and teaching*	K	11th	Theater 13:45-14:45	jslotta@gmail.com
Sonnenberg, Christoph	*Promoting learning through student's self-created metacognitive scaffolds*	T	11th	3F.39 11:-30-12:30	
Sparks, Jim	*Communities of Interest: Precursors to Communities of Practice*	T	11th	3F.39 15:00-16:00	jsparks@champlaincollege.qc.ca
Suarez, Natalia	*eGraph: a tool to visualize the student's learning process in Moodle*	P	11th	Conrod's 17:00-18:00	
Trottier, Claire	*More thinking, less cookbook: redesigning an undergraduate immunology lab course*	T	11th	3F.45 10:15-11:15	claire.trottier@mail.mcgill.ca
Venkatesh, Vivek	*Perceptions of the effectiveness of ICT: What do students want*	T	11th	3F.43 10:15-11:15	vivek.venkatesh@concordia.ca
Viger, Caroline	*You Tube is not just for flipping classrooms*	P	11th	Conrod's 17:00-18:00	caroline.viger@johnabbott.qc.ca
Whittaker, Chris	*Bringing "active engagement" to active learning*	T	11th	3F37 10:15-11:15	cwhittakeri@place.dawsoncollege.qc.ca
Whittaker, Chris	*Classroom Orchestration: Creating effective scenarios for active learning*	W	10th	Conrod's 13:45-17:00	cwhittaker@place.dawsoncollege.qc.ca
Wilson, Melanie	*An Interactive Blended Approach to Acquatic Ecology.*	T	11th	3F.45 10:15-11:15	melanie.wilson@mail.mcgill.ca

SALTISE 2013 Annual Conference

wishes to thank its partner organization for their support

Profweb supports IT integration in teaching and learning.

Profweb- the Quebec College Crossroad for IT integration: http://www.profweb.qc.ca/en

CCDMD provides digital and online materials for a number of college disciplines and programs.

CCDMD (Centre collégial de dévloppement de matériel didactique): http://www.ccdmd.qc.ca

La Vitrine Technologie promotes/supports the integration of technology in education, e.g. Eureka learning object repository.

La Vitrine Technologie-Education: http://ntic.org/

Cegep@distance develops distance education materials for college-level courses and provides on-line courses in many disciplines.

Cegep@distance: http://www.cegepadistance.ca

APOP provides a platform for disseminating pedagogical materials and promotes new information technologies.

La Vitrine Technologie-Education: http://ntic.org/

Teaching and Learning Services-Mcgill: http://www.mcgill.ca/tls/

Teaching and Learning Services (TLS) promotes and supports the ongoing development and enhancement of teaching and learning at McGill University.