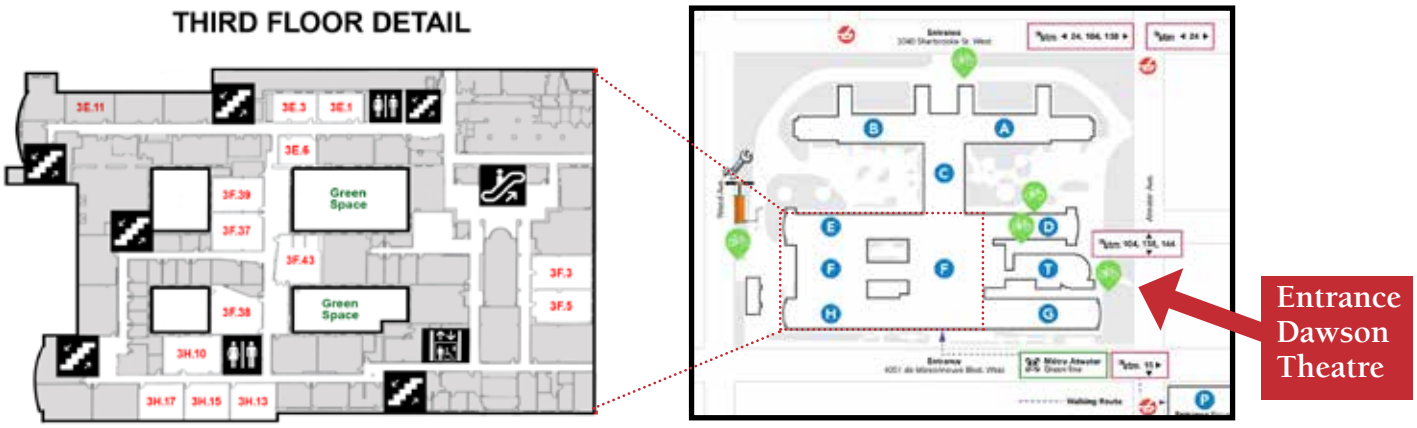
11ème colloque annuel de SALTISE

11th Annual Conference

THÈME | Dialogues collaboratifs : le rôle de l'apprentissage actif dans la réalité éducative d'aujourd'hui

THEME | Collaborative Dialogues: The Role of Active Learning in Today's Educational Realities

Map of Dawson College | Carte du Collège Dawson



Location of Events | Lieu des événements

EVENTS WILL BE HELD AT:

Dawson College
4001 Boulevard de Maisonneuve Ouest
Montréal, QC, H3Z 3G4

PUBLIC TRANSPORTATION

Metro: Atwater station (Green Line)

Bus: there are several bus lines that serve the Atwater metro station. For bus lines see the map above or visit www.stm.info

VISITOR PARKING

Parking in the vicinity of Dawson College is limited.

Due to road work, car access to de Maisonneuve may be restricted and rerouted between Atwater & Wood.

There is parking available at the Place Alexis Nihon shopping mall at a rate of $19.25/day. Access is on de Maisonneuve via Wood Ave.

Registration & Room Information
Information sur les inscriptions et les salles

REGISTRATION

June 2nd, from 9:00 AM to 3:30 PM at the following locations:

- Lower Atrium (Metro level)
- Upper Atrium (2nd floor, street level)

June 3rd, from 9:00 AM to 2:30 PM at the following locations:

- Lower Atrium (Metro level)
- Upper Atrium (2nd floor, street level)

KEYNOTES & PANEL

- Keynotes and Panel will take place at Dawson Theatre (see map above)
- Keynotes spillover room: 4C.1

CONFERENCE SESSIONS:

- Talks and Symposia: Third floor, F wing (see schedule for room assignments)
- Posters: Tents on the College's grounds (outdoors)

REFRESHMENT BREAKS:

- Station 1: 3rd floor across room 3F.39
- Station 2: 3rd floor across room 3F.38

WINE AND CHEESE RECEPTION:

- 5B.16

AWARDS CEREMONY:

- 5B.16

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Internet connection for the conference days:

NETWORK / RÉSEAU:	USERNAME / NOM D'UTILISATEUR:	PASSWORD / MOT DE PASSE:
eduroam	saltise@dawsoncollege.qc.ca	Dawjune2022

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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 1500 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 1500 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 internationaux, 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/

SALTISE Conference Committee
Comité organisateur du Colloque SALTISE

(IN ALPHABETICAL ORDER)

Executive Committee

Anastassis Kozanitis, UQAM
Carol Hawthorne, Concordia University
Chris Whittaker, Dawson College
Dalia Radwan, Concordia University
Elizabeth Charles, Dawson College
Kenneth Ragan, McGill University
Kevin Lenton, Vanier College
Maria Orjuela-Laverde, McGill University
Murray Bronet, John Abbott College

Conference Chairs

Bojana Krsmanovic, Concordia University / SALTISE
Sueli Bonafim, SALTISE

Conference Planning Committee

Azra Khan, Dawson College
Carol Hawthorne, Concordia University
Carolyn Sealfon, University of Toronto
Cory Legassic, Dawson College
Elizabeth Charles, Dawson College
Eric Francoeur, École de technologie supérieure
Eva Bures, Bishop's University
Florence Sedaminou Muratet, Collecto
Jennifer Mitchell, Vanier College
Joel Wiebe, University of Toronto
Kenneth Ragan, McGill University
Lorraine Chiarelli, Service Canada
Maria Orjuela-Laverde, McGill University
Michael Dugdale, John Abbott College,
Murray Bronet, John Abbott College
Sara Hashem, Champlain Regional College
Sarah Anthony, Carleton College
Tamara Western, McGill University

Innovator Awards Selection Sub-Committee

Azra Khan, Dawson College
Murray Bronet, John Abbott College
Tamara Western, McGill University

Student Awards Selection Sub-Committee

Chao Zhang, McGill University
Joel Wiebe, University of Toronto
Phoebe Jackson, John Abbott College

Keynote Sub-Committee

Cory Legassic, Dawson College
Jamilah Dei-Sharpe, Concordia University
Lorraine Chiarelli, Service Canada
Sara Hashem, Champlain Regional College

Program & Schedule

Chao Zhang, Mcgill University
Elizabeth Charles, Dawson College
Kenneth Ragan, McGill University
Michael Dugdale, John Abbott College
Tamara Western, McGill University

Volunteer Committee

Myriam Dimanche, Dawson College
Tannia Ditchburn, Vanier College
Carmen Leung
Chao Zhang

Reviewers

Alan de Aguiar Lopes, Concordia University
André Villeneuve, Université du Québec à Trois-Rivières
Andrea Pukteris, Vanier College / SALTISE
Caroline Begg, McGill University
Cathy Roy, Dawson College
Chao Zhang, McGill University
Chloe Lei, Concordia University
Chris Whittaker, Dawson College
Costanza Piccolo, University of British Columbia
Dario Guiducci, John Abbott College
Diane Querrien, Concordia University
Elena Boldyreva, University of Toronto
Eric Francoeur, École de technologie supérieure
Garrick Burron, University of Toronto
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Lorraine Chiarelli, Service Canada / SALTISE
Maria Orjuela-Laverde, McGill University
Michael Wood, McGill University
Monica Lopez, Dawson College
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Rebecca Brosseau, McGill University
Rebecca Pearce, McGill University
Rhys Adams, Vanier College
Rita Yu, Champlain College - St Lambert
Selma Hamdani, Dawson College
Siara Isaac, École polytechnique fédérale de Lausanne
Tamara Western, McGill University
Tim Campbell, Vanier College
Tim Miller, Dawson College

Technical and Logistics Support

Graphic Design (Program & Posters): Isabelle Kalekas
Web Support: Philippe Haché, Grenadine; Henry Balen, Grenadine
Translation: Eric Francoeur, École De Technologie Supérieure; Florence Sedaminou Muratet, Collecto
Live Streaming: Maëva Moimbé, WRG Inc.; Leslie Woods, WRG Inc.
Dawson Theatre: Alexander Smith
IT Support: Greg Bagshaw, Mike O'Hara, David Bannout

Mot de bienvenue de Diane Gauvin
Directrice générale du Collège Dawson

C'est avec un plaisir renouvelé que je souhaite la plus cordiale bienvenue à l'ensemble des participants qui nous font l'honneur de leur présence à l'occasion de la conférence annuelle de SALTISE.

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 plusieurs années, SALTISE met l'accent sur l'usage intelligent et scientifiquement fondé des technologies éducatives au service de l'apprentissage actif. L'irruption massive des technologies associées au numérique et à l'intelligence artificielle dans l'univers de la formation et de la production rend d'autant plus nécessaires une recherche et une réflexion ayant pour finalité l'évolution des moyens d'enseignement et des méthodes pédagogiques favorisant l'apprentissage profond.

C'est ce à quoi SALTISE s'affaire depuis plus d'une décennie et encore cette année, la conférence propose des thèmes et des ressources qui sauront certes inspirer le changement souhaité et fournir des pistes pour le mettre en œuvre.

Excellente conférence à toutes et à tous!

Diane Gauvin
Directrice générale
Collège Dawson

Welcome to SALTISE 2022 Conference from the Academic Dean Rob Cassidy

Welcome to Dawson College.

On behalf of the Dawson community, it is my pleasure to welcome you to the 11th annual SALTISE Conference.

This conference is one of the irreplaceable opportunities for the entire community of devotees of innovative teaching and learning to come together to exchange ideas, experience, energy and inspiration.

The theme of this year's conference, Collaborative Dialogues: The Role of Active Learning in Today's Educational Realities, has a special resonance. Pedagogy has been on a wild, perturbative ride these last years. Our communities and networks—and the collaborative dialogues they have enabled—have really been the heroes of keeping us moving forward, chin up, through the most difficult and challenging of times.

And as we slowly emerge from this wild ride, we begin to see the educational landscape differently— perhaps with an extended appreciation for the design of learning experiences—and the primordial role of active learning in it. What an important time to revisit and rekindle those collaborative dialogues!

This year's SALTISE conference promises to be an intensive opportunity to engage with your community of kindred spirits to explore this theme. With more than 60 sessions offered by teachers and researchers from 20 institutions, not to mention the stimulating keynote speakers, this year promises once again to deliver those professionally enriching exchanges that ignite, propel and fuel our practice throughout the year.

I wish you all an inspiring and rewarding collaborative dialogue.

Rob Cassidy
Academic Dean
Dawson College

Mot de bienvenue

Au nom de la communauté de Dawson, j'ai le plaisir de vous accueillir à la conférence annuelle de SALTISE 2022.

Chaque année, cette conférence offre une occasion exceptionnelle à toute la communauté des praticiens de l'enseignement et de l'apprentissage innovants de se réunir pour échanger des idées, des expériences, de l'énergie et de l'inspiration.

Le thème de la conférence, Dialogues collaboratifs : Le rôle de l'apprentissage actif dans les réalités éducatives d'aujourd'hui, a une signification particulière. Ces dernières années, la pédagogie a connu des bouleversements et des perturbations majeures. Nos communautés et nos réseaux - et les dialogues collaboratifs qu'ils ont permis - ont vraiment été les vedettes qui nous ont permis d'aller de l'avant et de persévérer dans les moments les plus difficiles.

En émergeant lentement de cette période de turbulence, nous commençons à voir le paysage éducatif autrement, peut-être en appréciant de façon plus approfondie la conception des expériences d'apprentissage et le rôle primordial de l'apprentissage actif dans ce contexte. Quel bon moment pour revisiter et relancer ces dialogues collaboratifs !

La conférence SALTISE 2022 promet d'être une occasion privilégiée d'explorer ce thème avec votre communauté d'âmes sœurs. Avec plus de 60 sessions offertes par des enseignants et des chercheurs de 20 institutions, sans parler des orateurs principaux stimulants, cette année promet une fois de plus d'offrir ces échanges professionnellement enrichissants qui enflamment, propulsent et alimentent notre pratique tout au long de l'année.

Je vous souhaite un dialogue collaboratif inspirant et enrichissant.

Rob Cassidy
Directeur des études
Collège Dawson

Welcome Message from the Dean of Academic Development Catherine LeBel

Welcome to Dawson College for the 11th edition of the SALTISE conference. Over its more than 50 years, Dawson has had and continues to have a long-standing tradition of supporting research and innovation. The creative spirit of the community and its commitment towards knowledge creation and dissemination is noteworthy. Dawson is proud to host once again an event that contributes to the ongoing collaboration and enrichment of our educational community.

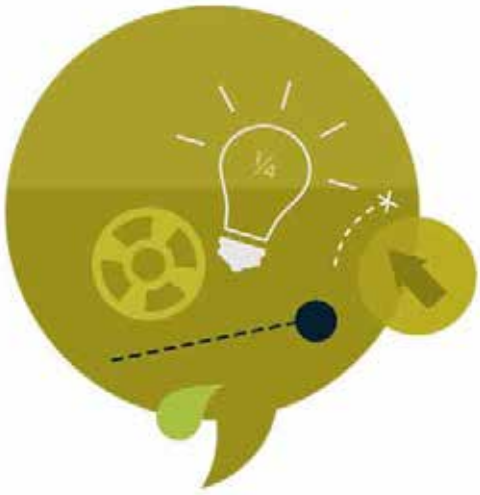
In light of our current educational climate, this year's conference theme dealing with the role of active learning in today's educational realities is well timed, as it will help us move forward to better educating our students who are dealing with the effects of a global pandemic along with equity, diversity, inclusion, and accessibility issues. The network created by SALTISE provides opportunities for connections, growth and the sharing of knowledge invaluable for all our institutions.

This year's programming and keynote speakers will undoubtedly foster thoughts, ideas, new projects and collaborations amongst the participants. Beyond the conference, I encourage you to explore the SALTISE website, where you will find evidence-based resources on strategies and approaches, workflows of active learning activities, articles, news and more.

To the keynotes and speakers, thank you for your openness to share your expertise and experiences. I also want to convey my appreciation to the volunteers and the College staff who have helped to make the conference a successful event. I would like to congratulate the organizers for putting together this conference that enriches the experiences of the educational community.

Thank you for joining us and welcome to the conference, our College and beautiful gardens!

Catherine LeBel
Dean of Academic Development
Directrice adjointe, Développement académique
Dawson College



2022 Welcome from SALTISE

ON BEHALF OF THE CONFERENCE COMMITTEE AND THE SALTISE EXECUTIVE, we welcome you to the 11th Annual SALTISE Conference! We are grateful to our host Dawson College, in particular its Director General (Diane Gauvin) and Academic Dean (Rob Cassidy), and thank them for their hospitality and support. We are delighted to come together in-person, finally, while providing opportunities for those who may need to join us online. We look forward to two days of sharing, celebrating, and reconnecting, after a long two years.

Much has happened in the world since we last met last year. Standing mid-way through 2022 we have witnessed some events that seem too long in the making and others that are too reminiscent of the past. For instance, the appointment of the first black woman to the US Supreme Court, a major milestone long in coming. The success of vaccination programs that have reduced hospitalization rates and deaths from Covid-19 in much of the Western world, leading some to claim that we are returning to normal. However, we would be foolhardy to claim that life in 2022 is normal. While curbed, the impact of the pandemic continues to tax our medical workers who still fight the ravages of new variants, anti-vaxers, and systemic shortages. Political unrest across the global is visceral as images of war, devastation, and horrors of human rights violations pour in from Ukraine, from Somalia, and countless other countries. In many ways our fight against climate change has taken a back seat globally as the media shifts its attention away from the marches led by Greta Thunberg to other immediate crises like inflation and politicians unable to appease everyone in our democratic society. Not to mention, as equity and reconciliation become commonplace, we struggle to make sense of the systemic imbalances and injustices created by colonialism and imperialism. So where does this leave us? What is the role of education and communities like ours? What should we be doing?

Modestly, we at SALTISE have been asking what role instruction and learning plays in moving forward, given the enormity of the systemic problems. Our longstanding goal has been to bring educators, practitioners and researchers, alike, together to co-design solutions. This new approach of community-based partnerships and shared knowledge building is in contrast to traditional knowledge transfer. Within this framework, we have been reflecting on issues of giving greater space for multiple voices to be heard and ways for shared representations to be designed – what some call "boundary objects." We believe that these new forms of collaboration hold the potential of developing methods that can lead to more equity and inclusion in our instruction and learning solutions.

This agenda can be seen in our 2021-22 webinars series that focused on bringing greater clarity to issues of inclusion as it relates to designing assessment, learning outcomes, and considering how to engage students in difficult social discussions. We have supported colleagues in their efforts to design instruction and alternative assessments using tools that deepen understanding of ideas and improvements in meaning-making. We have extended our development of tools that support our colleagues with their course designs and, importantly, the work of program revision, particularly, alignment of instruction and learning outcomes (competencies).

This year's conference theme invites us to reflect on the role of active learning in our current educational climate struggling to adjust curricula and pedagogies that consider Indigenization, epistemic decolonization, anti-Black racism, feminism, queer and trans rights, disability justice, accessibility, as well as technology and student development. We thank our excellent Conference Committee for their thoughtful examination of issues and ideas that has resulted in three exceptional keynote plenaries.

Lastly, we are indebted to our SALTISE Team made up of the Office and our 2021-22 Fellows. This unique team consists of the project manager, Suéli Bonafim, our research assistants, most of whom are graduate students, and our colleagues from sister colleges, who have become the backbone of the organization. We also thank our advisors, the Anglo College Representatives, the SALTISE Executive, the sub-Committees, and the Comité d'Orientation, the Ministry-appointed oversight committee, who have become our partners in the truest sense. You are responsible for helping us achieve our goals for 2021-22 and making SALTISE a success. Thank you all!

Enjoy the Conference!
Liz & Michael

Un mot de bienvenue de SALTISE

AU NOM DU COMITÉ ORGANISATEUR DU COLLOQUE ET DU COMITÉ EXÉCUTIF DE SALTISE, nous vous souhaitons la bienvenue au 11e colloque annuel de SALTISE ! Nous sommes reconnaissants envers notre hôte, le Collège Dawson, en particulier sa directrice générale (Diane Gauvin) et son directeur des études (Rob Cassidy), et nous les remercions pour leur hospitalité et leur soutien. Nous sommes ravis de nous réunir enfin en personne, tout en offrant la possibilité à ceux qui souhaitent se joindre à nous en ligne de le faire. Nous nous réjouissons de ces deux jours d'échanges, de célébrations et de retrouvailles, après deux longues années.

Beaucoup de choses se sont passées dans le monde depuis notre dernière rencontre l'année dernière. À mi-chemin de l'année 2022, nous avons été témoins d'événements qui couvaient depuis trop longtemps et d'autres qui nous rappellent trop le passé. Par exemple, la nomination de la première femme noire à la Cour suprême des États-Unis, un événement majeur qui s'est fait attendre. Le succès des programmes de vaccination qui ont réduit les taux d'hospitalisation et les décès dus à la Covid-19 dans une grande partie du monde occidental, ce qui a poussé certains à déclarer un retour à la normale. Cependant, il serait téméraire de prétendre que la vie en 2022 est normale. Même si elle est freinée, la pandémie continue de peser sur nos travailleurs médicaux qui doivent encore lutter contre les ravages des nouveaux variants, des antivaccins et des pénuries systémiques. L'agitation politique à travers le monde est viscérale, alors que les images de guerre, de dévastation et d'horreurs de violations des droits de l'homme affluent d'Ukraine, de Somalie et d'innombrables autres pays. À bien des égards, notre lutte contre le changement climatique a été reléguée au second plan à l'échelle mondiale, les médias détournant leur attention des marches menées par Greta Thunberg vers d'autres crises immédiates telles que l'inflation et l'incapacité des politiciens à apaiser tout le monde dans notre société démocratique. Sans compter que, alors que l'équité et la réconciliation deviennent monnaie courante, nous nous efforçons de donner un sens aux déséquilibres et injustices systémiques créés par le colonialisme et l'impérialisme. Alors, où cela nous mène-t-il ? Quel est le rôle de l'éducation et des communautés comme la nôtre ? Que devrions-nous faire ?

À SALTISE, nous nous sommes modestement demandé quel rôle l'enseignement et l'apprentissage jouent pour aller de l'avant, étant donné l'énormité des problèmes systémiques. Notre objectif de longue date a été de réunir des éducateurs, des praticiens et des chercheurs afin de concevoir ensemble des solutions. Cette nouvelle approche de partenariats communautaires et de construction de connaissances partagées s'oppose au transfert de connaissances traditionnel. Dans ce cadre, nous avons réfléchi à la manière de donner plus d'espace à de multiples voix pour qu'elles soient entendues et aux moyens de concevoir des représentations partagées — ce que certains appellent des « objets frontières ». Nous pensons que ces nouvelles formes de collaboration offrent la possibilité de développer des méthodes qui peuvent conduire à plus d'équité et d'inclusion dans nos solutions d'enseignement et d'apprentissage.

Cet agenda peut être vu dans notre série de webinaires 2021-22 qui s'est concentrée sur la clarification des questions d'inclusion en ce qui concerne la conception de l'évaluation, les résultats d'apprentissage et la manière d'engager les étudiants dans des discussions sociales difficiles. Nous avons soutenu nos collègues dans leurs efforts pour concevoir un enseignement et des évaluations alternatives à l'aide d'outils qui approfondissent la compréhension des idées et améliorent la construction du sens. Nous avons étendu notre développement d'outils qui soutiennent nos collègues dans la conception de leurs cours et, surtout, dans le travail de révision des programmes, en particulier l'alignement de l'enseignement et des résultats d'apprentissage (compétences).

Le thème du colloque de cette année nous invite à réfléchir au rôle de l'apprentissage actif dans notre climat éducatif actuel, en luttant pour ajuster les programmes d'études et les pédagogies qui prennent en compte l'indigénisation, la décolonisation épistémique, le racisme anti-Noir, le féminisme, les droits des homosexuels et des transsexuels, la justice pour les personnes handicapées, l'accessibilité, ainsi que la technologie et le développement des étudiants. Nous remercions notre excellent comité organisateur pour son examen réfléchi des questions et des idées, qui a abouti à trois plénières exceptionnelles.

Enfin, nous sommes redevables à notre équipe SALTISE, composée du bureau et de nos boursiers 2021-22. Cette équipe unique est composée du chef de projet, Suéli Bonafim, de nos assistants de recherche, dont la plupart sont des étudiants aux cycles supérieurs, et de nos collègues des collèges partenaires, qui sont devenus la colonne vertébrale de l'organisation. Nous remercions également nos conseillers, les représentants des collèges anglophones, l'exécutif de SALTISE, les sous-comités et le Comité d'orientation, le comité de surveillance nommé par le ministère, qui sont devenus nos partenaires au sens propre du terme. Vous avez la responsabilité de nous aider à atteindre nos objectifs pour 2021-22 et de faire de SALTISE un succès. Merci à tous !

Nous vous souhaitons un bon colloque!
Liz & Michael

2022 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 five recipients who truly represent the best among us!

Congratulations to our 2022 Instructors!

Nik Provatas
MCGILL UNIVERSITY

Professor Nikolas Provatas has spent the last four years pioneering curiosity-driven active learning approaches to teaching Introductory Electromagnetism for freshmen students in the Life Sciences. His aim throughout his pedagogical work has been to design peer-led, process-driven learning structures where constructive failure is encouraged, and regularity of practice and transparency of process are rewarded.

After the successful implementation of a fully flipped classroom for 650+ students in 2019, Nikolas Provatas has adapted this active learning model to best suit the scale and demographic of his course, so he created a bespoke hybrid course structure that allowed students to invest in the course at their desired level of active engagement.

This year, he dedicated himself to pioneering new assessment strategies that emphasize curiosity-driven and application-based learning through a group-project alternative to the standard multiple-choice midterm test, an exercise that pushed the boundaries of qualitatively assessing concept integration in a freshman course. Moreover, Nikolas Provatas' initiative to design and implement small-group, student-led tutorials in McGill's large-scale introductory physics courses was so impactful that it is now also being implemented in PHYS 101: Introduction to Mechanics to provide all incoming freshman Life Science students with a chance to experience collaborative small-group tutorial environments.

Cathy Roy
DAWSON COLLEGE

Curious to explore new realms in pedagogy and unwavering in her commitment to her students' success and well-being, Cathy has consistently been an ambassador for active learning strategies including two-stage examinations and simulation. Open to innovation and eager to say yes to new adventures in pedagogy, Cathy converted her didactic course to join a novel, outreach project in the community.

Having embraced professional development from the onset of her career, Cathy has been involved in several communities of practice including UDL and Dawson's Active Learning Community. She is continually excited to share her newly-constructed knowledge with her department and makes herself available to mentor her peers. Her latest endeavour was exploring the use of branching scenarios to improve clinical judgement amongst Physiotherapy Technology students.

In addition to the above accomplishments, Cathy has played a pivotal role in the Implementation of the new Physiotherapy Technology program. She has challenged her colleagues to embrace a new method of teaching and encouraged the group to move beyond their level of comfort and strive for a better-aligned curriculum. In collaboration with the Office of Academic Development, she also spearheaded the adoption of the CourseFlow platform for use in program development which will undoubtedly contribute to ongoing curricular alignment and increased student success.

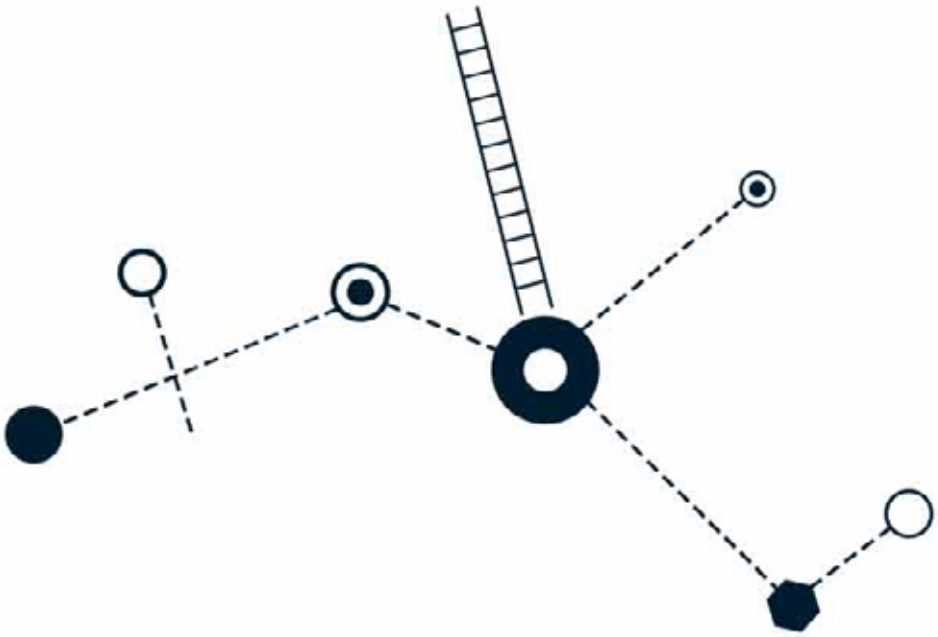
Cory Legassic
DAWSON COLLEGE

Since arriving at Dawson 12 years ago, Cory's commitment to enhancing the teaching and learning experience of others has continued to grow and inspire. He has been a faculty member with the Humanities and Sociology Departments where he has created and taught courses on social movements, social justice, and anti-racism. Dawson recognized his dedication and expertise in teaching by awarding him their Director General's Teaching Excellence Award in 2015-16.

At Dawson, he has demonstrated his strong leadership skills as coordinator for Dawson's New School. This school promotes student-centred learning by empowering students to have a greater role in shaping their own education.

Currently, as a SALTISE fellow, Cory continues to demonstrate his commitment to reaching out and sharing knowledge with colleagues throughout the academic community. His online learning activities along with other materials for in-person teaching have added value to SALTISE's ever-growing resource database.

To add further to his ongoing dedication to learning, Cory is currently studying for his PhD in Educational Studies at McGill University.



Congratulations to our 2022 Pedagogical Counsellors / Educational Designers!

Monica Lopez
DAWSON COLLEGE

Monica Lopez goes "above and beyond" in her role as a pedagogical counsellor. She is frequently involved with professional development activities that allow her to both continue to expand her own knowledge base, and to share insights on collaborative & interdisciplinary curricular design and alignment across the college and network. One example of this is her key role as a key player in the development of a new tool for collaborative curricular design (Courseflow "program level").

While assisting Physiotherapy Technology with the creation and implementation of our revised program, Monica has demonstrated an astounding level of dedication. Her expertise and guidance have been instrumental in helping us to realize the vision of our program over the past two years. She has managed the perfect balance of support and flexibility encouraging us to create an integrative and innovative design that best meets the needs of the next generation of students and faculty. She deeply integrated the competencies, ministerial requirements and intricacies of our program and was an essential part of many of the discussions surrounding our program revision, bringing tools, expertise, and practical know-how to the process. She became so comfortable with our disciplinary language and thinking that we often joke that she should receive an honorary DEC in Physiotherapy Technology once this revision process is complete!

Monica flips seamlessly between the roles of diplomat, advisor, coordinator, and pedagogical expert, bridging the administrative and logistical aspects of program revision with those of pedagogical innovation and current best practices. Without her guidance, our program would not have had the confidence to adopt the novel teaching and learning approach that was the basis for our program revision. Undertaking such a great shift in pedagogy takes leadership, expertise, and devotion. Monica is the epitome of these qualities, for which we are ever grateful.

Marina Caplain
UQAM

Marina Caplain has been working as a techno-pedagogical project manager for nearly 11 years at the Université du Québec à Montréal. A team player and woman of ideas, passionate about her work, she has collaborated in the creation of several large-scale projects at UQAM and in the Quebec university network. To name a few, let's mention the "Carrefour technopédagogique de l'UQAM" and the online training enseigneraluniversite.com, two inter-order projects dealing with the success of students with disabilities.

In the current context of the pandemic, Marina Caplain has contributed and still contributes to the training of many teachers to adapt their pedagogical practices for online teaching. A popular trainer, she has developed numerous pedagogical guides and tutorials to support teachers in this transition. With her expertise as a pedagogical engineer, she has produced numerous scientific and professional communications (ACFAS, SALTISE, AUPTIC, REFAD); moreover, she actively participates in numerous committees and groups such as GRIIP and REFAD.

If we had to choose five words that represent her, we could say without hesitation: Passionate – Pedagogue – Enthusiastic – Active – Innovative!

Past recipients of the SALTISE Best Practices & Pedagogical Innovators Award

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)

2022 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 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 two Awardees

Jamilah Dei-Sharpe
CONCORDIA UNIVERSITY

Jamilah Dei-Sharpe is a powerhouse of innovation; her many intersecting projects are committed to meaningful social transformation (through research about learning), community building, and a working model of building credibility through rigorous transparency and accessibility. Dei-Sharpe's research—in Critical Gender Studies, Black/Afro-diasporic Studies, Decolonial Pedagogy and Anti-Racist Education—is constantly engaging with other practitioner-researchers, teachers, and community members outside the walls of Concordia.

To start off, her important doctoral research on Black masculinities in Canada is taking the shape of a multimedia project on the [re]presentation of Black empowerment and community engagement. She exemplifies SALTISE values of reflexivity, deep engagement and powerful collaboration. She is the founding director of the Decolonial Perspectives and Practises Hub at Concordia where she co-facilitates ongoing syllabus deconstruction workshops for teachers across levels and disciplines. Through her ongoing pilot project "Respond to Crisis Canada", she coaches educators through a very thoughtful and supportive process of bringing anti-racist video resources into classrooms. The teaching packages that she has helped create reflect her rigour and deep knowledge of how to mentor across diverse contexts. She is also co-founder of the National Black Graduate Network and works hard as a student mentor and supervisor. Her work is a perfect celebration of the themes of this year's SALTISE 2022 conference: equity and social justice in education.

Valerie Bourassa
MCGILL UNIVERSITY

Valérie is a Ph.D. Candidate in the Integrated Program in Neuroscience at McGill University and studies mechanisms underlying chronic pain. She integrates various evidence-based approaches from her neuroscience background into her teaching as a TA and her work as a science education fellow. She is innovative and takes calculated risks when appropriate toward the aims of various projects, particularly in helping students achieve metacognitive skills.

She has developed partnerships with faculty members and staff in the biology department as well as the research ethics office to orchestrate a study to improve the quality of biology education in labs. She collaborated with peer graduate teaching fellows to design, run, and evaluate this program. She obtained several teaching fellowships throughout her doctoral studies from various organizations including the Association of American Universities (AAU STEM), Tomlinson Project in University Level Science Education (TPULSE), and Office of Science Education (OSE). Valerie has been working with the Enhancing Learning and Teaching in Engineering (eLATE) program to help deliver the stay on track program. She is also involved with the Office of Science Education SciLearn program and uses her expertise in neuroscience to design and deliver bootcamps and labs for incoming students in the Faculty of Science. Valerie has built multiple partnerships with Teaching and Learning Services (TLS) and continues to find innovative ways to help students become deep learners.

Dan Stefan Petrescu

SALTISE presents posthumously the 2022 Student as Educational Innovators Award to Dr. Dan Stefan Petrescu, Ph.D., for his outstanding contributions to increasing the knowledge and use of student-centered approaches at McGill's Faculty of Science. Dan's curiosity, enthusiasm, and fearlessness to explore pedagogical innovation and methods made him unique. He had an engaging charm, clear communicative style - in over 5 languages - and a ready smile that was contagious.

Dan's connection to SALTISE was strong. It included his role as co-founder and active participant in the Graduate Students Special Interest Group (Grad Student SIG), a developing network of graduate teaching fellows from multiple disciplines and institutions. His involvement in the SALTISE Conference went above and beyond being a presenter and included service as a member of the Conference Committee (2020 & 2021), the Abstract Selection Committee, and Session Chair. Last year (2021), Dan was nominated for the award with exceptional recommendations leaving the Award Committee with a difficult decision. Believing there would be another chance to present Dan with the award in 2022, the honour went to the other equally strong candidates.

And, more than a member and contributor to SALTISE, Dan was the best friend to our very own Suéli Bonafim.

On Sunday, October 3rd, 2021, we received the unbelievable sad news of a tragic accident that took the life of this amazing young individual. With a heavy heart, we mourn the loss of Dan Stefan Petrescu, SALTISE member and recipient of our student award, designed to recognize individuals who embody our Community's ideals – service, collaboration, and sharing.

Below we pay tribute to our colleague and friend. We elaborate on some of the other reasons why Dan was special to us as well as others, including his colleagues at McGill's Chemistry Department.

Tribute

Born in Germany in 1991 and raised in France. Dan chose to pursue his higher education first in the United States at Boston University where he completed his B.Sc. in Chemistry from 2009 to 2013 followed by a M.Sc. in Physical and Biophysical Chemistry from 2013 to 2015 before moving to Canada for his Ph.D. at McGill University to study Chemistry under the supervision of Professors Amy Blum and Mark Andrews.

Dan demonstrated his leadership skills and interest in educational innovation from the very beginning of his degree. He became a lead in TPULSE, the program where a small number of graduate students from the Faculty of Science are selected as Fellows and learn about evidence-based teaching and, in turn, mentor and train other students – graduate and undergraduate. As a Lead Fellow, Dan designed and delivered workshops that provided teaching assistants (TAs) with teaching and mentorship skills, and scientific presentation strategies. He introduced undergraduates and graduate students to course design and pedagogical innovations. Dan's commitment to service saw him become a member of the Chemistry Graduate Student Society, participating in the Chemistry Department's curriculum committee, and selected as President of the student committee of the Quebec Center for Advanced Materials.

As a doctoral candidate, Dan's research was cutting edge with the potential of making important contributions to his field of Chemistry. His research at McGill focused on 2 areas of nano-optical properties derived from biomatter. McGill awarded Dan his Ph.D. posthumously.

We are eternally grateful to have known Dan Stefan Petrescu. He will be sorely missed at SALTISE this year and in the years to come.

Past recipients of the SALTISE Student as Educational Innovator Award

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

Lifetime Achievement Award
Reconnaissance pour l'ensemble de la carrière

Nathaniel Lasry
JOHN ABBOTT COLLEGE

As one of the founding members of SALTISE, Nathaniel Lasry has been instrumental in making the community what it is today. His involvement has taken us from humble beginnings with seven like-minded colleagues, from five institutions, to an association that attracts over 1500 educators from over 20 institutions; our common goal, to engage in the quest to implement evidence-based instruction to improve the learning experiences of students. Like all overnight successes, this one has been over fifteen years in the making; and due to the efforts of people with special talents.

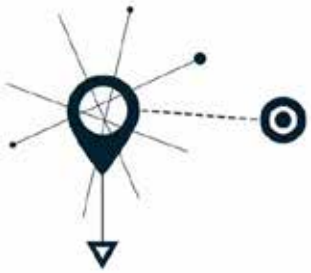
Nathaniel Lasry is one of these people. He brings together four endearing qualities: a sharp intellect, a wide imagination, a keen sense of duty, and a quick wit.

His intellectual capacity is clearly evident in his academic history. Starting with his PhD from the faculty of Education at McGill (Cognition & Instruction), after training in high-energy physics, and followed by a post-doctorate at Harvard School of Engineering & Applied Science working with Professor Eric Mazur. Then there is his involvement with research, as principal and co-principal on seven grants and authoring and co-authoring publications that continue to be cited as important contributions related to evidence-based instruction.

His imagination is legendary as SALTISE co-director and a teacher. As co-director he pursued the development of several digital platforms including the update of the DALITE tool. He imagined taking it from its limited state of the product of a pedagogical research funded by the Programme d'aide à la recherche sur l'enseignement et l'apprentissage (PAREA), a grant from Québec's Ministry of Education, to an international rebirth through Harvard University's HarvardEdX. As a teacher reinventing his classroom and implementing forms of instruction that engaged his students with the student-centered practices as well at the same time as facing the challenge of conceptual change head on with the science of science and the science of learning. For such efforts he received teaching excellence awards including the Saut-Quantique-Merck Frosst 2006, the Canadian Association of Physicists 2010 and the AESTQ 2013 Raymond Gervais.

His sense of duty is obvious with his commitment to SALTISE, which extends deep behind the scenes. Nathaniel isn't necessarily the one to show up to meetings; instead he works to write the grants, make the arguments, sell the idea and build the international connections that makes SALTISE known beyond our provincial borders. And, his sense of duty is not only to his academic life but extends to his family and friends. Nathaniel is the best family man and the truest of friends. We are honored to be his colleague and his friend, which is not always the same in this profession of teaching.

Last, but not least, Nathaniel is the quintessential entertainer with a quick wit and ability to see the humour or irony in any situation. This capability is probably the one that we value the most. It is a good thing to work hard, think deeply and be dedicated to a mission, but it is a difficult thing to learn to laugh at yourself while doing so. Nathaniel has taught us to do the latter. Thank you dear friend for your energy, light and laughter.



SALTISE 2022 Keynote Speakers / Conférenciers

Stryker Calvez

MICHIF/METIS EDUCATOR, RESEARCHER, AND COLLEAGUE
SR. MANAGER, EDI STRATEGY AND ENABLEMENT NUTRIEN

(Re)conciliation: Honouring the land and its peoples through education

Dr. Stryker Calvez is a Metis/Michif researcher, educator, and activist from the Red River territory around Winnipeg. Over the last 20 years he has worked extensively with provincial governments, post-secondary institutions, and community organizations to better understand how to implement and/or improve educational, social, and health and well-being programming for Indigenous peoples, newcomers to Canada, and historically disadvantaged populations. He is often recognized as a strong contributor to these stakeholders who are building better relationships with Indigenous Peoples, supporting diversity and inclusion management, and facilitating effective intergroup relations.

Currently, he is the Sr. Manager, EDI Strategy and Enablement at Nutrien. In this position, Stryker is helping to lead and support numerous organizational EDI and Indigenization initiatives, building Indigenous community development projects, and elevating (re)conciliation to the highest priority for the company, its partners, and the communities it serves.

Ung-Sang Lee

POST-DOCTORAL RESEARCHER, UC SAN DIEGO

Collaborative Design Partnerships as Vehicles for Learning

My work is driven by the understanding that schools advance racial justice and equity when school stakeholders collaboratively design for school improvement. My research examines how school stakeholders learn to collaboratively center justice and equity in their practices through design and improvement partnerships. More specifically, I connect three related areas of study, examining how: 1) organizational learning for racial justice occurs through distributed leadership in K-12 schools that respond to the knowledge and needs of minoritized school stakeholders; 2) methodological advances in research-practice partnerships (RPPs) facilitate systematic, participatory knowledge-building for racial justice in schools; and 3) technology-mediated educational practices can be designed and implemented to center the context-specific assets, knowledge, and needs of school stakeholders.

2022 Schedule at a glance | Résumé du programme

ON-SITE | Online

Day 1

9:30-10:45

S01 - Symposium

Fall of Artica: A dystopian game for change

Kathy Zhou and Jim Slotta

Room: 4C.1

S02 - Symposium

Design Thinking in Teaching and Learning in Higher Ed.

Tanya Chichekian, Sachas Desrosiers, Dawson College; Marie-Josée Chicoine, Cégep de Saint-Laurent; Dominique Paradis, Ungava Tulattavik Health Centre; Marylise Caron, Université de Sherbrooke

Room: 3H.10

T01 - Talk

Exploring tools and approaches across contexts

Active learning pedagogy as a tool of anti-racism in English as a Foreign Language classroom

Mohammed Marzuq Abubakari (University of Applied Management, Ghana)

L'approche actionnelle au service de l'apprentissage actif dans le cadre de l'enseignement du français langue seconde

Grace Mitri-Younes (McGill University)

The tools that allowed to (at last) flip my calculus class and seamlessly move from online to in-class: An end of term review

Mathilde Hitier (Dawson College)

Room: 3F.5

T02 - Talk

Inquiry and its role in labs

Scaffolding scientific reasoning: Two design solutions for implementing inquiry-based labs

Rhys Adams, Karl Laroche (Vanier College), Elizabeth Charles (Dawson College), Kevin Lenton (Vanier College), Michael Dugdale, Sean Hughes (John Abbott College), Caroline Cormier, Véronique Turcotte (Collège André-Laurendeau) and Chao Zhang (McGill University)

Physics education research at McGill: Strategies, frameworks, and tools

Benjamin Dringoli, Armin Yazdani, Veronique Brule, Janette Barrington, and Marcy Slapcoff (McGill University)

OCLaRE - A platform for scaffolding student lab report writing

Petra Turkewitsch (Cégep de la Gaspésie) and Murray Bronet (John Abbott College)

Room: 3F.37

T03 - Talk

Examing new teaching practices

Online learning during the COVID-19 pandemic: Feedback from students and teachers, and recommendations from experts

Olivia Ruffolo, Catherine Gravel, Mary Jorgensen, Francesco Salvo, and Anick Legault (Dawson College / Adaptech Research Network)

Tensions of practice: Translating active learning to a virtual science classroom

Heather McPherson and Rebecca Pearce (McGill University)

Resources mobilized by elementary preservice teachers to notice eliciting and responding practices: A comparison across mathematics and science

Vandana Chandrasekhar (McGill University)

Online
Livestreaming Room: 3F.38

10:45-11:00

Break

11:00-12:15

Panel - Emerging Researchers
The everyday application of science: A cross-disciplinary dialogue between emerging researcher
11:00 - 12:15 PM
(Dawson Theatre and live streamed through the Conferenece platform)

12:15-12:45

Break

12:45-14:00

Welcome Message & Keynote: Stryker Calvez
12:45 - 2:00 PM
(Dawson Theatre and live streamed through the Conferenece platform)

14:00-14:15

Travel Time

14:15-15:30

S03 - Symposium

Pioneering New Assessment Strategies in Freshman Physics: A Curiosity-Driven, Application-Based Alternative to the Multiple-Choice Test

Rebecca Brosseau, Nikolas Provatas and Peter El Khoury

Room: 4C.1

S04 - Symposium

Innovative Active Learning approaches

Selma Hamdani, Chris Whittaker, Philippe Ghayad, Andrea Strudensky, Diane Shea and Mathilde Hittier

Room: 3H.10

T04 - Talk

Machine learning, VR, and AI in education

The effects of desktop virtual reality simulations on student motivation, interest, engagement and learning in higher education sciences: A collaborative research

Sébastien Wall-Lacelle (Cégep de Saint-Jérôme), Bruno Poellhuber (Université de Montréal), and Christine Marquis (Cégep de Saint-Jérôme)

Let's try this again.: Deliberate practice in teacher education using virtual reality scenarios

Teresa Hernandez-Gonzalez, Remi Arora, and Shehrazade Bakarally (Concordia University)

Room: 3F.5

T05 - Talk

Emerging issues in STEM teaching

A deep-learning practice for an engineering course

Ahmad Hemami (Concordia University)

The need for interdisciplinary design approaches and the implementation challenges

Mark Driscoll and Rosaire Mongrain (McGill University)

Reflective practitioners through engineering design

Rubaina Khan and Jim Slotta (Univeristy of Toronto)

Room: 3F.37

S05 - Symposium

Active Learning through virtual realities and 3D avatars: A sneak peek behind the scenes of the process of conception, development, and implementation

Nadia Naffi, Ann-Louise Davidson, Julie Lessard, Isabelle Dufour, Marco Luna, Eugy Han, Julie-Christine Gagne and Maude Picard

Online
Livestreaming Room: 3F.38

S06 - Symposium

Learning how to learn best: SciLearn workshop incites changes in atomic habits

Valerie Bourassa, Armin Yazdani, Kira Smith, Janette Barrington and Marcy Slapcoff

Online
Livestreaming Room: 3F.39

15:30-15:45

Break

15:45-17:00

S07 - Symposium

A.I. in the Active Learning Classroom

Robert Stephens, Joel Trudeau, Sarah Allen, Andrew Katz, Victor Ponce (Dawson College)

Room: 4C.1

T06 - Talk

Engaging the student through projects

Learning by doing in short-term study abroad

Brett Fischer (Cégep André-Laurendeau) and Danielle Viens (Cégep du Vieux Montréal)

The garden as a living laboratory

Rosemarie Brodeur, Lissiene Neiva, and Mark Reynolds (Vanier College)

Reflections on collaborative teaching of Introduction to Forensic Science – A model for an interdisciplinary science course with a focus on justice and objective evidence

Justine Bell (Champlain College Saint Lambert)

Room: 3H.10

S08 - Symposium

Interrupting Islamophobia: Strategies for teacher intervention

Krista Riley and Leila Bdeir

Room: 3F.5

Spotlight Symposium

CourseFlow: Supporting Pedagogic & Program Design

The SALTISE Team

Room: 3F.37

S09 - Symposium

Exploring equity and inclusion in active learning STEM courses

Jaclyn Stewart, Joss Ives, Jared Stang, Karen Smith and Christine Goedhart

Online
Livestreaming Room: 3F.38

T07 - Talk

Changing Teacher Practices

And we'll find out what happens tomorrow: The mediating role of sleep in the active learning process

Brenna Santacroce (Concordia University)

Prepping for inclusion: Easy tips to make Office 365 and Zoom more accessible

Catherine Fichten (McGill University / Adaptech Research Network) and Alice Havel (Dawson College)

True or false? Fact-checking practices by Canadian adults

Giuliana Cucinelli and Leelan Farhan (Concordia University)

Online
Livestreaming Room: 3F.39

17:00-19:00

Wine and Cheese - Celebrating the 10th anniversary of the Dawson Active Learning Community (DALC) and Poster Session Room 5B.16

2022 Schedule at a glance | Résumé du programme

ON-SITE | Online

Day 2

9:30-10:45

S10 - Symposium	S11 - Symposium	T08 - Talk Digging deeper: research methodologies	T09 - Talk Technologies for learning	T10 - Talk Online and blended strategies
Engaging practitioner wisdom: Toward understanding scaffolds and student engagement for active learning Garrick Burron, Chao Zhang, Rhys Adams, Joel Wiebe, Emilia Martin, Elizabeth Charles and James D. Slotta	***The Role of Tutorials in Freshman Physics: Creating Space for Peer-Led, Process-Driven Learning*** Rebecca Brosseau, Nikolas Provatas and Kenneth Ragan	***15 years and counting: A comprehensive retrospective of the Dawson Active Learning Ecosystem and its development*** Chris Whittaker (Dawson College) ***Towards text analytics approach using natural language processing to extract suggestions, learning experience from SciLearn*** Neeraj Katiyar, Armin Yazdani, Kira Smith, Janette Barrington, Marcy Slapcoff, and Laura Pavelka (McGill University)	***Flex your classroom: A pilot project on HyFlex and active learning pedagogy*** Selma Hamdani (Dawson College), Michelle Kowalska (McGill University), Laila Akhrif (McGill University) and Marie-Pierre Gosselin (Dawson College) ***TacTIC de prof : Des capsules et des balados comme outils de développement professionnel en enseignement au collégial*** Cynthia Boulanger (Marianopolis College) ***Soutenir le processus d'intégration de ressources numériques à des pratiques pédagogiques visant à favoriser l'appropriation du concept de fraction par le bais d'un cercle pédagogique*** Yara El Ayoubi (Université de Montréal)	***The secrets to student-initiated social media groups' success*** Olivia Ruffolo, Catherine Gravel, Mary Jorgensen, Francesco Salvo, and Anick Legault (Dawson College / Adaptech Research Network) ***Providing structure and support for blended learning at John Abbott College*** Andrea Cooperberg, Teresa Berghello, and Amanda Argento (John Abbott College) ***Implementing the FUSION skills development curriculum into two capstone internship courses: A SoTL pilot study*** Julia L. Ginsburg, Megan Marcoux, Steven Henle, Susan Dinan, Janette Barrington, and Sandra Gabriele (Concordia University)
Room: 4C.1	*Room: 3H.10*	*Room: 3F.37*	*Room: 3F.38*	*Online* *Livestreaming Room: 3F.39*

10:45-11:00

Break

11:00-12:15

S12 - Symposium	T11 - Talk Designing for Assessment	T18 - Digital tools	T12 - Talk Enhancing engagement	S13 - Symposium	T13 - Talk Role of identity & affect in learning
Solidarity in and out of the classroom Natalie Gibb, Jessica Langston and Julie Vaudrin-Charette	***Active-learning pedagogies nurture critical thinking skills growth in a biochemistry class*** Chang Ge and Maxime Denis (McGill University) ***Establishing a dialogue through co-assessment: The example of an anthropology cegep course*** Edith Potvin-Rosselet (UQAM) ***Mastery-based grading in a second-year multivariable calculus course: Returning learner autonomy to students*** Xinli Wang, Joel Wiebe and Jim Slotta (University of Toronto)	***Understanding climate change using satellite data*** Karim Jaffer (John Abbott College) ***Chrome browser extensions for instructors: The under-utilized productivity tool*** Rosie Arcuri, Christine Vo, Maegan Harvison, Abi Vasseur, and Catherine Fichten (Adaptech Research Network)	***How to keep students from being board*** Kristina Swiercz (John Abbott College) ***Student-led tutorials: Active learning through teaching*** Laura Pavelka, Pallavi Sirjoosingh, and Danielle Vlaho (McGill University) ***Nurturing care in active learning classrooms*** Lynda Yearwood and Preeti Raman (University of Toronto)	***Discipline-Specific Sessions*** Key teachers from various disciplines. Plenary intro: Quinn Johnson, Wonneken Wanske, Hans Olivier Puskas, Lee Anne Johnston	***Developing Indigenous content for post-secondary science and mathematics courses*** Arzu Sardarli (First Nations University of Canada) ***Cultivating ensembles in STEM*** Carolyn Sealfon (University of Toronto)
Room: 4C.1	*Room: 3H.10*	*Room: 3F.37*	*Room: 3F.38*	*Online* *Livestreaming Room: 3F.39*	*Online* *Livestreaming Room: 3F.5*

12:15-13:00

Break

13:00-14:00

Keynote: Ung-Sang Lee

1:00 - 2:00 PM

(Dawson Theatre and Online live streamed through the Conferenece platform)

14:00-14:15

Travel Time

14:15-15:30

T14 - Talk Design challenge: from programs to courses and back	S14 - Symposium	T15 - Talk Preparing students for learning	T16 - Talk Designing for inclusion	T17 - Talk Emerging issues
A win-win partnership: A collaborative reflection on the program design and implementation process and how it paved the road for the development of the program level of CourseFlow Cathy Roy, Monica Lopez, Jeremie Choquette (Dawson College), and Bojana Krsmanovic (Concordia University) ***The one course to show you've learned everything*** Bruce Tracy (John Abbott College) ***Universal design for developing computer skills at the college level*** Hélène Nadeau and Sylvia Cox (Dawson College)	***La boussole évaluer: entre innovation et tradition de l'OPIEVA*** Isabelle Lepage, Marie-Claude Petit, Edith Potvin-Rosselet, Alexandre Bédard, Chantal, Tremblay and Diane Leduc	***Preparing incoming CEGEP Science Students before they start their first semester*** Rhys Adams (Vanier College), Carmen Leung (Dawson College), Julie Plante, and Karl Laroche (Vanier College) ***McGill University Stay on Track Program: Students' peer mentoring support of academic and wellness skills*** Nick MacKenzie, Alexander Liepins, and Maria Orjuela-Laverde (McGill University) ***Priming students for success: Students-as-partners in the development of pre-lecture resources for introductory genetics*** Tamara Western, Jacqueline Yao, Paary Balakumar, and Samuel Richer (McGill University	***Two-eyed seeing: Indigenous and ancient astronomy from across the globe*** Karim Jaffer (John Abbott College) ***Faculty perceptions of student identity in a Faculty of Science*** Martha Mullally and Tara Thachet (Carleton University) ***From integration to inclusion: From imposing a one-size-fits-all model to fostering an equal-access-for-everyone culture*** Mayy ElHayawi (Brilliant Minds Learning)	***Encyclopedie energie*** Anna Pletnyova, Ethan Boechler, Victoria Johnson, Paul Frey, and Jason Donev (University of Calgary) ***What AI? Making a case for AI literacies for educators*** Lesley Wilton, Stephen Ip, Meera Sharma, and Frank Fan (University of Toronto) ***Getting more out of midterm assessments*** Georg Rieger, Jess McIver, Silvia Mazabel, Sean Cooper (University of British Columbia), and Gerwald Lichtenberg (University of Applied Sciences - HAW)
Room: 4C.1	*Room: 3H.10*	*Room: 3F.37*	*Room: 3F.38*	*Online* *Livestreaming Room: 3F.39*

15:30-15:45

Break

15:45-17:00

Awards Ceremony

Room 5B.16

Conference Program Abstracts
Résumés du programme de la conférence

DAY 1 – June 2nd

Collaborative Panel Project
Emerging researchers

11:00-12:15

ASIA BLACKMAN (McGill University), HADJARA SIDBE (University of Montreal), MARIA GRULON (University of Montreal), MIDHAT NOOR KIYANI (McGill University), RENATO CARVALHO (University of Toronto), RHONDA CHUNG (Concordia University), AND WEI WEI (UCLA)

The everyday application of science: A cross-disciplinary dialogue between emerging researchers

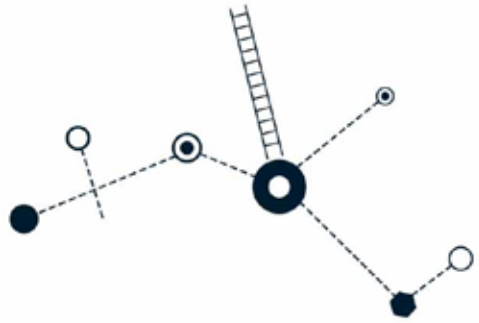
In this session, emerging researchers from STEM, Education and the Social Sciences engage in a participatory panel, unpacking the question: how can emerging researchers actively engage with the intersection of active learning, equity, and other forms of inclusive pedagogy? Facilitators Jamilah Dei-Sharpe and Cory Legassic invite the panel participants to put the work by the two 2022 conference keynote speakers, Dr. Kimberley Gomez and Dr. Stryker Calvez, into dialogue with the conference themes and their disciplinary specific expertise. This panel is championed as an exploratory pilot-project for SALTISE that intends to provide an alternative model for knowledge exchange and production at academic conferences; an inventive approach to integrating the exchange between early and career scholars, faculty and students within the conference. Prior to the session, the panelists formed a pre-conference reading group to unpack one article from each of the keynote presenters and collaboratively design the parameters of the session. The articles chosen include: Calvez (2017) "The Interpersonal Skills of Community-Engaged Scholarship: Insights from Collaborators Working at the University of Saskatchewan's Community Engagement Office" and Gomez (2015) "Situated Cognition and Learning Environments: Implications for Teachers on- and Offline in the New Digital Media Age". From the realities of graduate students, this panel will explore the pedagogical tools garnered from our keynotes that yield greater collaboration, equity, critical consciousness, and deep learning. In a climate calling for more representative and accessible science, this session hopes to further inspire conferences as collaborative spaces for meaningful, ever-evolving, and cross-disciplinary knowledge work.

Keynote

12:45-14:00

Dr. Stryker Calvez

Dr. Stryker Calvez has been on a long personal and professional journey to decolonize his life and education. In doing so, he has navigated the uncertainty of his own future and that of his family and community in post-colonial Canada. Struggling to know and understand the future is the biggest challenge. How we chose to embrace this uncertainty is important, not just for ourselves, but for the wellbeing of our children who will inherit our actions. This is why Dr. Calvez has chosen to follow the teachings of his Elders and listen to his community as he works collaboratively with others to explore the different ways we can all support (re) conciliation in postsecondary education. The journey starts with recognizing that this land that we all share, and call home, is an Indigenous place, filled with diverse stories, wisdoms, and ways of knowing. We need to accept this complex reality in order to learn from the land, to understand it as Turtle Island, so that we can be open to the gift of understanding and lift ourselves and our communities up. The opportunities and paths for (re) conciliation are before us and they are as diverse as the land that is Canada. Dr. Calvez will consider the challenges that many people experience while choosing how they might support building the future we all want for our students and children; a future that is as strong, beautiful, and wise as this land and its many Peoples.



Talks

9:30-10:45

T01 Exploring tools and approaches across contexts

MOHAMMED MARZUQ ABUBAKARI (University of Applied Management, Ghana)

Active learning pedagogy as a tool of anti-racism in English as a Foreign Language classroom

An ideal class of English as a Foreign Language (EFL) is characterized by a multi-racial student population of non-native speakers of English. The class may be threatened by racial tensions among the students. This Paper examines the extent to which Active Learning Pedagogy could be used to prevent racism in EFL classrooms. After literature review and analysis, the Paper finds Active Learning Pedagogy as a tool of racial harmony and solidarity in multi-racial classrooms.

GRACE MITRI-YOUNES (McGill University)

L'approche actionnelle au service de l'apprentissage active dans le cadre de l'enseignement du français langue seconde

Placer l'apprenant en tant qu'acteur social au centre du processus de l'apprentissage/enseignement telle est la visée de l'adoption de l'approche actionnelle comme stratégie d'enseignement du français langue seconde dans le cadre de l'apprentissage actif.

Ainsi avons-nous choisi d'exposer à partir de la théorie socio-constructive, la méthode Profle qui propose aux enseignants/animateurs des niveaux A1-C2, de nouvelles perspectives pour élaborer des tâches sociales qui répondent aux besoins communicatifs des apprenants dans la vie réelle.

MATHILDE HITIER (Dawson College)

The tools that allowed to (at last) flip my calculus class and seamlessly move from online to in-class: An end of term review

Being part of Dawson Active Learning Community, I have been flirting with the idea of flipping my class, but never made it that far … until now.

In this practice-centred talk, I will present the two main tools that allowed me to jump in with both feet this term, as well as to move seamlessly from online to in-class teaching: Ximera and OneNote.

09:30-10:45

T02 Inquiry and its role in labs

RHYS ADAMS, KARL LAROCHE (Vanier College), ELIZABETH CHARLES (Dawson College), KEVIN LENTON (Vanier College), MICHAEL DUGDALE, SEAN HUGHES (John Abbott College), CAROLINE CORMIER, VÉRONIQUE TURCOTTE (Collège André-Laurendeau) AND CHAO ZHANG (McGill University)

Scaffolding scientific reasoning: Two design solutions for implementing inquiry-based labs

We report on two case studies, each featuring a unique Inquiry-Based Laboratory implementation: (1) design focus, in Physics; (2) experimental focus with scaffolded lab-reports, in Biology. Students in both approaches showed clear improvements in their scientific reasoning with positive changes to their epistemic beliefs. We will elaborate on these case studies, the instruments used to measure student scientific reasoning and epistemic beliefs, and how our results can be transferred to all science courses.

BENJAMIN DRINGOLI, ARMIN YAZDANI, VERONIQUE BRULE, JANETTE BARRINGTON, AND MARCY SLAPCOFF (McGill University)

Physics education research at McGill: Strategies, frameworks, and tools

The McGill Physics Education Research group has been working since 2019 to investigate how to enhance the teaching and learning of Physics in undergraduate lab courses through evidence-based, inquiry-guided strategies. Quantitative and qualitative measures of student understanding of uncertainty, teaching assistant-student interaction, lab manual level of inquiry, and other topics of interest were collected. The group has found multiple avenues for potential pedagogical intervention, including incorporating writing-to-learn exercises and revising the teaching assistant training program.

PETRA TURKEWITSCH (Cégep de la Gaspésie) AND MURRAY BRONET (John Abbott College)

OCLaRE - A platform for scaffolding student lab report writing

OCLaRE (Online Collaborative Lab Reporting Environment), an online platform designed to help students improve their laboratory report writing, will be interactively showcased. Participants will be introduced to scaffolding pedagogy and its implementation in completing laboratory reports. Modifications will be made to a sample OCLaRE experiment on the teacher interface, and the impact of these changes on the final student report will be demonstrated.

09:30-10:45

ONLINE

T03 Examining new teaching practices

ANICK LEGAULT, CATHERINE GRAVEL, MARY JORGENSEN, OLIVIA RUFFOLO, AND FRANCESCO SALVO (Dawson College / Adaptech Research Network)

Online learning during the COVID-19 pandemic: Feedback from students and teachers, and recommendations from experts

During the COVID-19 pandemic, post-secondary institutions shifted to online learning. Unfortunately, students and faculty often encountered similar challenges. Results from meetings with students and faculty from post-secondary institutions in Quebec will be presented. In addition, online education experts' perspectives will complement the concerns raised, distinguish online pedagogy from emergency online education and discuss digital environments in the success of online education. While online education presents obstacles, techno-pedagogy is invaluable for academic success.

HEATHER MCPHERSON AND REBECCA PEARCE (McGill University)

Tensions of practice: Translating active learning to a virtual science classroom

This presentation examines the challenges faced by science teachers at two Montreal high schools who worked to translate active teaching strategies in online environments during the COVID-19 pandemic. To understand how teachers navigated the tensions of engagement and active learning, we drew on Cultural-Historical Activity Theory to explore how teachers learned and developed virtual AL strategies. This study is significant because participants reported that many AL pedagogies developed during the pandemic would be sustained post-pandemic.

VANDANA CHANDRASEKHAR (McGill University)

Resources mobilized by elementary preservice teachers to notice eliciting and responding practices: A comparison across mathematics and science

A critical aspect to learn the practice of eliciting and responding to students' thinking (E&R) entails noticing how these practices are enacted. This presentation focusses on the similarities and differences in the resources available for elementary preservice teachers (PSTs) to notice the practice of E&R in their mathematics and science methods course. In addition, I will explore how PSTs mobilize these resources to make sense of E&R in their own teaching across mathematics and science.

Symposia

09:30-10:45

Symposia 01

KATHY ZHOU AND JIM SLOTTA (University of Toronto)

Fall of Artica: A dystopian game for change

This thesis examines serious game design processes within the context of a Knowledge Community and Inquiry (KCI) model for STEAM education. The goal was to better understand Games for Change (G4C) in relation to critical pedagogy and collective inquiry. This work advances the design and understanding of a G4C titled Fall of Artica, which can provide a foundation for further research into how such a curriculum can empower students within a makerspace context.

09:30-10:45

Symposia 02

TANYA CHICHEKIAN (Université de Sherbrooke), SACHAS DESROSIERS (Dawson College), MARIE-JOSÉE CHICOINE (Cégep de Saint-Laurent), DOMINIQUE PARADIS (Ungava Tulattavik Health Centre), MARYLISE CARON (Université de Sherbrooke)

Design thinking in teaching and learning in higher education

As a problem-solving approach in education, design thinking (DT) emphasizes an iterative and student-centered focus. While DT has been proliferating into K-12 education, little is known about how educators in postsecondary perceive the importance and potential contribution of DT in their contexts. This bilingual symposium presents the insights of 4 postsecondary educators from different disciplines as they developed innovative solutions to potential learning challenges using a DT framework in a project-based professional development.

Talks

14:15-15:30

T04 Machine learning, VR, and AI in education

SÉBASTIEN WALL-LACELLE (Cégep de Saint-Jérôme), BRUNO POELLHUBER (Université de Montréal), AND CHRISTINE MARQUIS (Cégep de Saint-Jérôme)

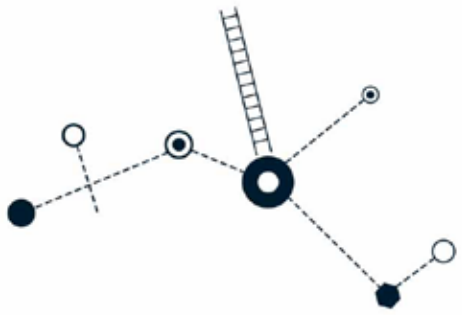
The effects of desktop virtual reality simulations on student motivation, interest, engagement and learning in higher education sciences: A collaborative research

Virtual reality simulations offer the potential to contribute positively to the alarmingly low levels of motivation and achievement that have been reported throughout the literature on science education. Our research team undertook a design-based in which over 35 teachers and 5000 students in higher education sciences. Results suggest that these simulations engage students deeply on an affective level and highlight the importance of the pedagogical scenario in which they are integrated.

TERESA HERNANDEZ-GONZALEZ, REMI ARORA, AND SHEHRAZADE BAKARALLY (Concordia University)

Let's try this again.: Deliberate practice in teacher education using virtual reality scenarios

Virtual Reality (VR) scenarios are used to provide deliberate practice opportunities to pre-service teachers (PSTs). As part of an eventual bank of scenarios, we have developed a preliminary pilot scene that deals with a feedback meeting between the PST and a University supervisor. The PST selects the most appropriate option in responding to feedback prompts by the supervisor. Metrics collected include PST's sense of self-efficacy and VR user experience. We intend to share the process of building the pilot scenario and some preliminary results.



14:15-15:30

T05 Emerging issues in STEM teaching

AHMAD HEMAMI (Concordia University)

A deep-learning practice for an engineering course

This article reports an activity initiated for a graduate engineering course, aimed for deep learning. The course consists of 3-hour lectures. For better understanding of the material, this developed activity is aimed to replace a part of each lecture by a pre-lecture interactive module that students will exercise through computer. In this way, they are exposed to the lecture material, and are directed to think about what they are going to learn, especially mathematical outcome.

MARK DRISCOLL AND ROSAIRE MONGRAIN (McGill University)

The need for interdisciplinary design approaches and the implementation challenges

Through a NSERC Design Engineering Chair, the faculty of Engineering at McGill McGIll University has introduce interderpartmental capstone design projects. The benefits to ideation and collaborative work are evident. Over the past 3-years of its implementation over 250 students have taken part in these projects in which a functional prototype must be produced based on an unmet need. Albeit very rewarding and beneficial to practicum teaching it has not been without challenges.

RUBAINA KHAN AND JIM SLOTTA (Univeristy of Toronto)

Reflective practitioners through engineering design

This pedagogical research shows an assignment in an engineering design course that asked students to reflect on empathy and bias as an individual and the larger engineering profession. Prior to individual reflections, a studio-based activity enabled social recognition of perceptions of empathy and bias in design. The shared document was available to the learning community to make deeper connections during individual reflection. Analysis showed nuanced understandings of empathy and bias in the engineering profession.

Symposia

14:15-15:30

Symposia 03

REBECCA BROSSEAU, NIKOLAS PROVATAS, AND PETER EL KHOURY (McGill University)

Pioneering new assessment strategies in freshman physics: A curiosity-driven, application-based alternative to the multiple-choice test

This presentation will explore learnings from a multi-year experiment to reimagine assessment strategies in freshman physics that emphasize curiosity-driven and application-based learning through a group-project alternative to the standard multiple-choice midterm test. By asking students to create concept-bridging questions in pairs, this qualitative and quantitative assessment style provides students with the ability to demonstrate a deeper understanding of course content while also accommodating a more diverse body of learners.

14:15-15:30

Symposia 04

SELMA HAMDANI, CHRIS WHITTAKER, PHILIPPE GHAYAD, ANDREA STRUDENSKY, DIANE SHEA AND MATHILDE HITTIER (Dawson College)

Innovative active learning approaches

This presentation will showcase the innovative Active Learning approaches that the Dawson Active Learning Community (DALC) fellows have developed. The panelists will be presenting the various techniques that they have used and developed. They will provide concrete examples and applications. We will explore the use of online tools promote student collaboration and co-creation. We will also look at how the use of art and storytelling can be great inclusive pedagogical tools that promote student engagement.

14:15-15:30

ONLINE

Symposia 05

NADIA NAFFI (Université Laval), ANN-LOUISE DAVIDSON (Concordia University), JULIE LESSARD, ISABELLE DUFOUR (Université Laval), MARCO LUNA (Concordia University), EUGY YOUNG (Stanford University), JULIE-CHRISTINE GAGNE AND MAUDE PICARD (Université Laval)

Active learning through virtual realities and 3D avatars: A sneak peek behind the scenes of the process of conception, development, and implementation

In this online bilingual symposium, a panel of six innovative educators and learning experience designers will present four higher education projects that incorporate virtual reality and 3D avatars to facilitate active learning and learning transfer for complex competency development. They will walk you through the step by step of initiating, conceiving, designing, and implementing such learning experiences, the challenges they faced through the process, the solutions they tried, and the lessons learned.

14:15-15:30

ONLINE

Symposia 06

VALERIE BOURASSA, ARMIN YAZDANI, KIRA SMITH, JANETTE BARRINGTON AND MARCY SLAPCOFF (McGill University)

Learning how to learn best: SciLearn workshop incites changes in atomic habits

SciLearn is a program launched by McGill University's Office of Science Education to facilitate the learning transition of incoming students to university-level studies. In Winter 2022, over 300 undergraduate students participated in a workshop on atomic habits, where they explored the neuroscience basis of 5 effective study practices including healthy sleep habits, note-taking, time-management and organization, avoiding multitasking, and collaborative learning. We report on a cross-sectional evaluation of changes incited by participation in this workshop.

Talks

15:45-17:00

T06 Engaging the student through projects

BRETT FISCHER (Cégep André-Laurendeau) AND DANIELLE VIENS (Cégep du Vieux Montréal)

Learning by doing in short-term study abroad

Study abroad in North America is changing in two ways: short-term trips are becoming more popular (IIE, 2020), and more students are travelling in teacher-facilitated groups (Chieffo & Spaeth, 2017). These changes raise questions about how teaching methods can help to improve outcomes in short stays abroad, particularly in the case of language learners. This presentation, based on an analysis of 48 interviews with students and teachers, focuses on perceived successful study abroad facilitation practices.

JUSTINE BELL (Champlain College Saint Lambert)

Reflections on collaborative teaching of Introduction to Forensic Science – A model for an interdisciplinary science course with a focus on justice and objective evidence

This talk describes the experience of 15 years of teaching an interdisciplinary course, Introduction to Forensic Science, with three different disciplines: Biology, Chemistry and Physics. A short Literature Review is followed by an account of the background to the development of the course, the structure of the course and its role within the Criminology Option of the Social Sciences Program. The importance of objective evidence for justice is highlighted. An analysis of student feedback is followed by a conclusion and recommendations. The recommendations are especially pertinent to designing an interdisciplinary course in the Science Program.

ROSEMARIE BRODEUR, LISSIENE NEIVA, AND MARK REYNOLDS (Vanier College)

The garden as a living laboratory

This presentation showcases the Living Laboratory Gardens project at Vanier College, a two-year, interdisciplinary project centered on active, place-based learning. The presenters will discuss the goals, methods and outcomes after the first year.

Participants will come away with an overview of an innovative project that increases student engagement and leads to opportunities for improved student well-being, understanding of sustainability issues, and indigenization of the curriculum, through active, experiential learning in a natural space.

15:45-17:00

ONLINE

T07 Changing teacher practices

BRENNA SANTACROCE (Concordia University)

"And we'll find out what happens tomorrow": The mediating role of sleep in the active learning process

While it may feel like the only time we aren't active, sleep plays an integral role in the active learning process. Although some studies have highlighted the value of sleep in memory-consolidation and problem-solving, this presentation will add evidence of links between sleep and learner reflection, motivation, curiosity, and critical thinking. It will also consider recommendations for instructional design subjects such as asynchronous course design and diversity-inclusive pedagogy alongside contemporary sleep research.

CATHERINE FICHTEN (McGill University / Adaptech Research Network) AND ALICE HAVEL (Dawson College)

Prepping for inclusion: Easy tips to make Office 365 and Zoom more accessible

Are all aspects of active learning accessible to students with disabilities? One identified challenge for students with disabilities is access to online activities such as videos, quizzes, and homework assignments. What does it mean for something to be accessible and why is this important? We will introduce participants to several practical tools they can implement to address accessibility issues in their courses, including how to produce accessible Microsoft 365 documents and Zoom.

GIULIANA CUCINELLI AND LEELAN FARHAN (Concordia University)

True or false? Fact-checking practices by Canadian adults

Over the past years educators have been scrambling to respond to the intense rise in disinformation and fake news. The solution has been linked to media literacy effort. However, the underlying assumption is that the average citizen does not know how to differentiate between real or fake news. This presentation will shed light on participants diverse range of fact-checking behaviors.

Symposia

15:45-17:00

Symposia 07

ROBERT STEPHENS, JOEL TRUDEAU, SARAH ALLEN, ANDREW KATZ, VICTOR PONCE (Dawson College)

AI in the active learning classroom

Dawson College has made a significant institutional investment to build up pedagogical resources, curate course modules and activities, and identify faculty interests and expertise across disciplines, in an effort to highlight A.I.-related topics and tools in College classrooms. In this symposium, Fellows of Dawson's interdisciplinary A.I.-Themed Teaching and Research Communities of Practice will share their experience in researching and development of in-class activities employing and/or investigating A.I.-related technology, and discuss organizational strategies for implementation of similar projects by interested faculty across CEGEP programs.

15:45-17:00

Symposia 08

KRISTA RILEY AND LEILA BDEIR (Vanier College)

Interrupting Islamophobia: Strategies for teacher intervention

Based on a three-year Participatory Action Research project on the experiences of Muslim students in Cegep, this workshop will present some resources and strategies that teachers can use to better intervene in situations of racism and Islamophobia. After an overview of the key findings from the research, participants will be guided through practical case studies as a way to discuss and practice effective actions that can lead to a safer and more supportive campus.

15:45-17:00

Spotlight Symposium

THE SALTISE TEAM

CourseFlow: Supporting pedagogic & program design

This symposium will showcase scholars who are investigating equity in active learning STEM courses in the Canadian post-secondary context. Emerging evidence shows that active learning pedagogies may contribute to equitable learning outcomes. The symposium will highlight approaches to evaluating equity of active learning STEM courses in ways that avoid "deficit framing". These methods can uncover the role of power and privilege and identify systemic and structural barriers educators can change through inclusive practices.

15:45-17:00

ONLINE

Symposia 09

JACLYN STEWART, JOSS IVES (University of British Columbia), JARED STANG (University of Calgary), KAREN SMITH, AND CHRISTINE GOEDHART (University of British Columbia)

Exploring equity and inclusion in active learning STEM courses

This symposium will showcase scholars who are investigating equity in active learning STEM courses in the Canadian post-secondary context. Emerging evidence shows that active learning pedagogies may contribute to equitable learning outcomes. The symposium will highlight approaches to evaluating equity of active learning STEM courses in ways that avoid deficit framing. These methods can uncover the role of power and privilege and identify systemic and structural barriers educators can change through inclusive practices.

Posters

17:00-19:00

ISAAC BOUHDANA, MAXIME DENIS, AND JONATHAN CAMPBELL (McGill University)

Impact of online versus in-person active learning activities on student engagement

Are online and in-person students equally engaged in active learning? Behavioral, cognitive, and emotional engagement dimensions were assessed in an introductory computer science course. In-person students showed greater behavioural (+75%), cognitive (+38%), and emotional (+108%) engagement than online students; mean overall engagement was significantly (p=0.014) higher among in-person students (+66%). Additionally, in-person students reported greater attendance, enjoyment participating, and feelings of peer support. We propose promoting in-person enrolment and emotionally engaging activities in introductory courses.

REISA LEVINE AND BÉRENGÈRE MARIN-DUBUARD (Dawson College)

Exploring AR Cité - Augmented reality for education

Imagine if our city could speak of its past… what secrets would be revealed?

Over the past three semesters students and faculty from a range of disciplines have been building AR Cité, an augmented reality app that brings to life a selection of stories from in and around the Dawson community. Come and try out some of the AR experiences that we've created so far.

REHAB MAHMOUD, AMANDA SAXE, AND NASIM RAZAVINIA (McGill University)

Learning and study skills

Learning skills are pivotal to students' academic success in post-secondary education. This poster provides a summary of the McGill ELATE Student Success Program, which offers training on evidence-based learning and study strategies that facilitate students' pursuit of their academic goals. In this program, students learn concrete academic strategies, develop self-regulation skills, and acquire transferrable skills such as goal setting, planning, and time management that can be taken beyond academic work into one's life and career.

LISSIENE NEIVA (Vanier College)

Students on the Beamline – Student research at the Canadian Light Source

Students on the Beamline is an interdisciplinary, student-driven extracurricular research initiative that took place in the 2021-2022 school year at Vanier College, in collaboration with the Canadian Light Source, Canada's synchrotron facility, and the Vanier Gardens. Students have developed their own research project from the experimental question to planning, execution, data analysis and presentation. The initiative will be presented from the teachers' perspective, showing the challenges, the results, and the lessons learned.

DAY 2 – June 3rd

Keynote

13:00-14:00

Ung-Sang Lee

Far too often, educational designs aimed at equitable outcomes for diverse learners, like newly adopted educational curricula, pedagogical approaches, and new technologies, fall short of their initial promise. We view this primarily as a problem of learning across stakeholders, and co-design is an exciting and evidenced-based approach to facilitate learning that leads to educational change. Co-design is the process of collaboration between education stakeholders with varied expertise to design curriculum, processes, policies, or learning environments. The approach can be found in efforts to center equity and justice in the creation or modification of curriculum materials, interdisciplinary projects, interactive technologies, and policies. In teacher- centered co-design, teachers and researchers work together to prototype, implement evaluate, and refine educational designs. In the process of co-design, teachers and researchers engage in learning. To support the relevance, and success of the reform, teachers and researchers learn by sharing expertise, probe assumptions, and engage in contextualized trial and error, as they consider the goals, knowledge, and needs in the teaching and learning environments. In this approach to professional learning, teachers' pedagogical goals, knowledge, and needs - what we describe as their existing professional assets - are made visible. Researchers and teachers as co-design partners, can leverage these assets in support of more equitable educational practices. Drawing on diverse examples from over 20 years of co-design efforts in science, mathematics, English Language Arts, and computer science education, Dr. Lee and Dr. Gomez will illustrate how co-design effectively facilitates an asset-based approach to inservice teacher professional learning. The talk will conclude with an overview of the elements necessary for developing a successful co-design approach to local professional learning with teachers and researchers."

Talks

09:30-10:45

T08 Digging deeper: Research methodologies

CHRIS WHITTAKER (Dawson College)

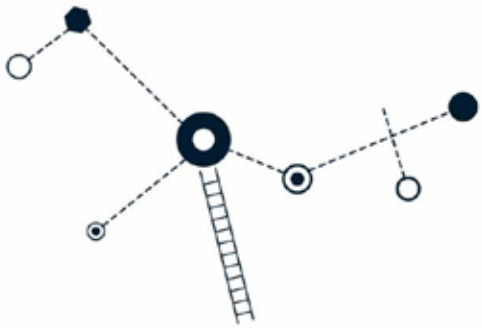
15 years and counting: A comprehensive retrospective of the Dawson Active Learning Ecosystem and its development

The Dawson College Active Learning Ecosystem has been developing and growing for a decade and a half. As the thesis for my PhD project, I have been creating an episodic account of the development process and design knowledge gained in the creation and refinement of the Dawson ALCs and investigating the emergence and evolution of the DALC as a Design Case. This presentation will provide an overview of the results of my investigations thus far.

NEERAJ KATIYAR, ARMIN YAZDANI, KIRA SMITH, JANETTE BARRINGTON, MARCY SLAPCOFF, AND LAURA PAVELKA (McGill University)

Towards text analytics approach using natural language processing to extract suggestions, learning experience from SciLearn

A new program at McGill introduces first-year science students to neuroscience educational research on study strategies and lifestyle habits. It was adapted this term into a two-hour 'boot-camp' and integrated into a 200-level organic chemistry course. Students earned a bonus mark for participating and writing a paragraph on how they applied (or will apply) what they learned. This session presents the methodology used to automate the analysis of these paragraphs using natural language processing techniques.



09:30-10:45

T09 Technologies for learning

SELMA HAMDANI (Dawson College), MICHELLE KOWALSKA (McGill University), LAILA AKHRIF (McGill University) AND MARIE-PIERRE GOSSELIN (Dawson College)

Flex your classroom: A pilot project on HyFlex and active learning pedagogy

This project explores the combined effects of comodal teaching, often referred to as HyFlex teaching and Active Learning (AL) pedagogy. We call this approach HyFlex-AL. This model offers students an inclusive and truly student-centered experience. Small group activities were developed to encourage live collaboration and interaction between onsite and online students in two General Psychology courses. Student feedback was collected throughout the semester. Recommendations and concrete guidelines for embracing a HyFlex-AL pedagogy will be discussed.

CYNTHIA BOULANGER (Marianopolis College)

TacTIC de prof : Des capsules et des balados comme outils de développement professionnel en enseignement au collégial

TacTIC de prof, c'est une plateforme de diffusion sur la technopédagogie et les pratiques innovantes s'adressant aux enseignants de français langue seconde du réseau collégial, mais aussi aux passionnés de pédagogie qui ont soif de nouvelles approches et qui s'intéressent à l'utilisation des technologies en classe. Dans cette présentation, vous découvrirez des pratiques novatrices en lien avec l'inclusion et la pédagogie active. En groupe, oserez-vous partager votre TacTIC de prof ?

YARA EL AYOUBI (Université de Montréal)

Soutenir le processus d'intégration de ressources numériques à des pratiques pédagogiques visant à favoriser l'appropriation du concept de fraction par le bais d'un cercle pédagogique

Cette communication présente les résultats d'une étude réalisée auprès de trois classes d'une école primaire et qui vise à soutenir l'intégration d'une ressource numérique aux pratiques pédagogiques efficaces par le biais d'un dispositif de développement professionnel de type cercle pédagogique. L'analyse qualitative des usages en classes et du travail dans l'application, tous deux documentés sur vidéo, permet de mieux comprendre le processus par lequel cette intégration se réalise et les effets sur le contexte d'apprentissage.

09:30-10:45

ONLINE

T10 Online and blended strategies

OLIVIA RUFFOLO, MARY JORGENSEN, CATHERINE GRAVEL, FRANCESCO SALVO, AND ANICK LEGAULT (Dawson College)

The secrets to student-initiated social media groups' success

During the COVID-19 pandemic, student to student interactions were reduced. As a result, students set up social media groups (SMGs) to support each other and counteract isolation. Students report that SMGs are indispensable for academic needs and mental health challenges. Unfortunately, there is little documentation on student-initiated SMGs. A survey of 100 post-secondary students will highlight the reasons why students join, or do not join SMGs, as well as their usefulness and accessibility.

ANDREA COOPERBERG, TERESA BERGHELLO, AND AMANDA ARGENTO (John Abbott College)

Providing structure and support for blended learning at John Abbott College

This presentation will provide an overview of the planning, implementation, and assessment of blended learning classes at John Abbott College.

This presentation will address the:

Definition and steps for implementation of the blended learning modality; Development of a blended learning procedure at JAC; Summary of activities conducted including ongoing support for teachers; Dissemination of a teacher and student survey; Recommendations for other higher education institutions on the implementation of a blended learning model.

JULIA L. GINSBURG, MEGAN MARCOUX, STEVEN HENLE, SUSAN DINAN, JANETTE BARRINGTON, AND SANDRA GABRIELE (Concordia University)

Implementing the FUSION skills development curriculum into two capstone internship courses: A SoTL pilot study

This session will present data collected from the implementation of FUSION – an online, self-directed curriculum designed to support student skill development in the domains of metacognition, problem solving, and communication. The curriculum was implemented in two university capstone internship courses as part of an experiential learning activity. Data analysis focuses on comparing students' and instructors' learning experiences from engaging with the curriculum. Ideas for future implementations of FUSION will be shared for discussion with attendees.

Symposia

09:30-10:45

Symposia 10

GARRICK BURRON (University of Toronto), CHAO ZHANG (McGill University), RHYS ADAMS (Vanier College), JOEL WIEBE (University of Toronto), EMILIA MARTIN (Upper Canada College), ELIZABETH CHARLES (Dawson College), AND JIM SLOTTA (University of Toronto)

Engaging practitioner wisdom: Toward understanding scaffolds and student engagement for active learning

Active learning curricula vary drastically in terms of form and intensity, featuring combinations of structured design patterns and implicit principles of enactment. This symposium features three studies that investigate the wisdoms of practitioners and the nuances and features of student engagement for active learning. These studies have implications for understanding barriers to active learning, the design and use of scaffolds for inquiry-based learning, and the engagement profiles of long arcs of active learning curriculum designs.

09:30-10:45

Symposia 11

REBECCA BROSSEAU, NIKOLAS PROVATAS, AND KENNETH RAGAN (McGill University)

The role of tutorials in freshman physics: Creating space for peer-led, process-driven learning

This panel discussion will provide an in-depth exploration of the role and impact of small-group, student-led tutorials in McGill's introductory physics courses for Life Sciences students. By creating smaller-scale learning communities within courses of roughly 550 students, these online tutorials have carved out a dedicated space for peer-led, process-driven learning where constructive failure is encouraged, and regularity of practice and transparency of process are rewarded.

Talks

11:00-12:15

T11 Designing for assessment

CHANG GE AND MAXIME DENIS (McGill University)

Active-learning pedagogies nurture critical thinking skills growth in a biochemistry class

Quantitative analysis of quizzes designed based on the Critical Thinking Assessment Test revealed that students improved their critical thinking (CT) skills by 20% ($p < 0.001$) throughout the semester in a large-size biochemistry class. Moreover, qualitative analysis of surveys revealed that problem-based learning best prepared students for CT-assessments compared to flipped teaching, clicker questions, and breakout room activities. Instructors should spend more time on explicit teaching applied to problem-based learning to nourish students' CT development.

EDITH POTVIN-ROSSELET (UQAM)

Establishing a dialogue through co-assessment: The example of an anthropology cegep course

This communication describes two instances of co-assessment between the teacher and the students of a course at cegep level. Co-assessment is a means of establishing a dialogue between the teacher and the students while they jointly discuss and assess the student's task. This practice can be beneficial for the learning experience because co-assessing demands the student to be engaged and to exercise his/her judgment. The communication also presents students' perceptions of their co-assessment experiences.

XINLI WANG, JOEL WIEBE AND JIM SLOTTA (University of Toronto)

Mastery-based grading in a second-year multivariable calculus course: Returning learner autonomy to students

We present a course design for second-year multivariable calculus that incorporates mastery-based grading, a learning community model, peer assessments and inquiry-based learning. Students learn how to assess mathematical proofs and offer constructive feedback to their peers. The adaptive nature of course assessments provides a flexible path towards success for each individual student. In addition, the class community participates in a structured, collaborative effort to produce a collective solution manual for the benefit of everyone's learning.

11:00-12:15

T12 Enhancing engagement

KRISTINA SWIERCZ (John Abbott College)

How to keep students from being "board"

Do your students complain of being bored in class? Tutoring or study sessions lacking engagement? Well, try a board game! By creating teams and encouraging a fun, casual and competitive environment you can create a positive and stimulating learning environment that encourages active thinking, collaboration and peer learning. In 2019 I implemented an optional board game night in-person to help my nursing students' study for their finals and all the students reported an increase in learning following the event. Many formats already for game-based learning exist for a variety of disciplines and creating your own game is easier then you may think!

LAURA PAVELKA, PALLAVI SIRJOOSINGH, AND DANIELLE VLAHO (McGill University)

Student-led tutorials: Active learning through teaching

The active learning model employs groupwork, problem-solving, and constructive feedback to foster student engagement. To enhance student experience during online/blended courses, we implemented student-led tutorials where instead of a leading teaching assistant, students presented solutions to assigned problems to peers and received feedback from peers and/or teaching assistants. The talk will focus on logistics and structure of the tutorials to provide guidelines for implementing student-led tutorials and discuss student response and feedback regarding the tutorials.

LYNDA YEARWOOD AND PREETI RAMAN (University of Toronto)

Nurturing care in active learning classrooms

Caring teachers need to constantly find innovative ways to actively engage with their students. This talk presents the results of a qualitative design study to answer the following research question: In what ways can students be cared for in a blended classroom? What active learning strategies can teachers use to create community and foster well-being in disruptive times? Results show that successful strategies centered around intentional design, communicating expectations, and building awareness through analytics.

11:00-12:15

ONLINE

T13 Role of identity & affect in learning

ARZU SARDARLI (First Nations University of Canada)

Developing Indigenous content for post-secondary science and mathematics courses

This presentation is based on outcomes of the complex of projects conducted for developing Indigenous content for post-secondary Science and Mathematics courses. Indigenous Knowledge Keepers' interviews and storytelling were used to obtain the Indigenous content. Analysis of the statistics of participation of youth and post-secondary students from the Indigenous communities in the projects shows that the use of examples with Indigenous content encourages them to apply for Science and Mathematics university programs.

CAROLYN SEALFON (University of Toronto)

Cultivating ensembles in STEM

How can we help all our students experience what we love about STEM, such as the playful curiosity and the excitement of exploration? Join us for a laughter-filled session where we will engage in active-learning exercises borrowed from improvisational theatre (improv) to practice creativity, listening, collaboration, and resilience. We will discuss how we can integrate and adapt such exercises to enhance teaching and learning.

AVERY RUEB AND JULIE GAGNÉ (Vanier College)

Passion pedagogy – Unleashing students' passions to lead the 21st century

The Passion Pedagogy is a project-based learning approach where students have agency to choose real-world problems they want to solve for a grade. By selecting and directing their work, students' motivation is heightened for projects including sports, technology, arts, and volunteering. The goal of this presentation is to inspire teachers to try out the Passion Pedagogy and to collaborate together to create effective pedagogical tools for its implementation in schools all over the world.

11:00-12:15

T18 Digital tools

ROSIE ARCURI, CHRISTINE VO, MAEGAN HARVISON, ABI VASSEUR, AND CATHERINE FICHTEN (Adaptech Research Network)

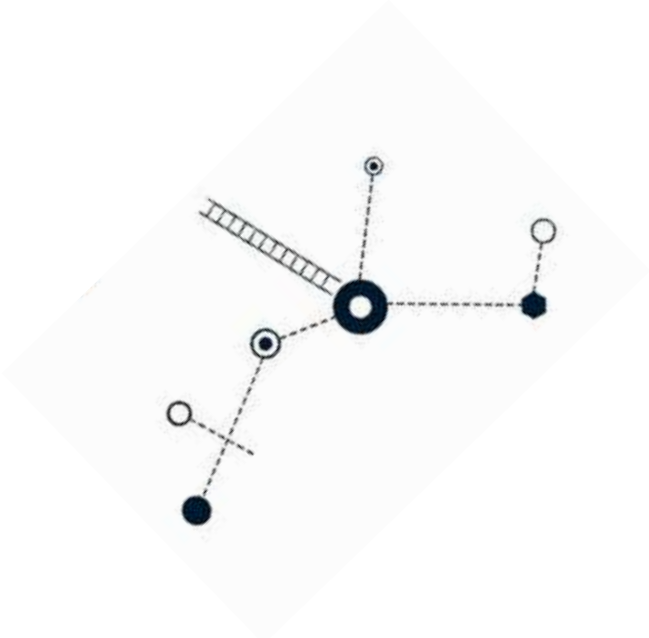
Chrome browser extensions for instructors: The under-utilized productivity tool

In a world where instructors are being asked to take on more and more responsibilities, time and energy are at a premium. Chrome browser extensions have the potential to be low cost, easy to learn productivity tools. Browser extensions are heavily utilized by students but can be just as helpful for teachers? Quickly stay organized, find, and convert classroom material, and improve student engagement at the click of a few buttons.

KARIM JAFFER (John Abbott College)

Understanding climate change using satellite data

Using available remote sensing data across the electromagnetic spectrum and obtained directly from Earth Observation Satellites via CSA, ESA and NASA, students in both core and option Science courses can examine climate change effects, natural resources management and climate emergency events. Some of this data is available only for educational institutions while much of it is becoming publicly available for citizen science initiatives and outreach as well.



Symposia

11:00-12:15

Symposia 12

NATALIE GIBB, JESSICA LANGSTON (CEGEP Heritage College), AND JULIE VAUDRIN-CHARETTE (CÉGEP de l'Outaouais and Ministère de l'éducation et de l'enseignement supérieur)

Solidarity in and out of the classroom

The fact that 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. Drawing on our work with an anti-racist community of practice, we ask the question: how does teaching and learning change when teachers develop curriculum with (and not just for) BIPOC students?

11:00-12:15

ONLINE

Symposia 13

Key teachers from various disciplines. Plenary intro:

QUINN JOHNSON, WONNEKEN WANSKE, HANS OLIVIER PUSKAS, LEE ANNE JOHNSTON

Discipline-specific sessions

Discipline-specific sessions (DSS) bring together CEGEP teachers from the same or related disciplines and provide opportunities to reflect, share, and learn from each other on current and perennial pedagogical considerations. Building on previous discipline exchange sessions held during Intercollegiate Ped Days, in which discussion focused on inclusive pedagogies, these sessions will welcome new voices as well as familiar faces, offering a unique opportunity to forge ahead with a productive pedagogical and community exchange.

Talks

14:15-15:30

T14 Design challenge: From programs to courses and back

CATHY ROY, MONICA LOPEZ, JEREMIE CHOQUETTE (Dawson College), AND BOJANA KRSMANOVIC (Concordia University)

A win-win partnership: A collaborative reflection on the program design and implementation process and how it paved the road for the development of the program level of CourseFlow

In this presentation, we will describe the program design process for the Physiotherapy Technology program at Dawson College. We will discuss the affordances of different tools upon the design process itself, and how this has informed the design of the program level of CourseFlow, SALTISE's instructional design tool.

This presentation will provide the perspectives of four different players in the process: The faculty implementation lead, the pedagogical counsellor, the CourseFlow developer, and the researcher.

BRUCE TRACY (John Abbott College)

The one course to show you've learned everything

The revised Science Program requires students To demonstrate the integration of their learning. In Arts & Sciences at John Abbott, the Integrating Activity course creates a framework to motivate, support and evaluate each individual as they accomplish that competency. This talk presents how the course is designed, executed and assessed. The interdisciplinary projects presented here can include written novels, animated films, 2D and 3D works of art, science experiments, robotics, research papers, illustrated children's books, and more.

HÉLÈNE NADEAU AND SYLVIA COX (Dawson College)

Universal design for developing computer skills at the college level

Developing practical programming skills in a course for which it is not the primary goal is a challenge. The teacher has to cater to a group of students with often widely diverse prior experience and interest in programming. This is where universal design practices can help. In this presentation, we will look at how a specific versatile environment removes barriers and allows for each student to develop competencies according to their goals and abilities.

14:15-15:30

T15 Preparing students for learning

RHYS ADAMS (Vanier College), CARMEN LEUNG (Dawson College), JULIE PLANTE, AND KARL LAROCHE (Vanier College)

Preparing incoming CEGEP Science Students before they start their first semester

We present Mathematics, Physics and Chemistry resources intended to better prepare incoming CEGEP science students. These consist of curated review materials, myDALITE and Webworks problems, and can be all compiled into a Moodle course at the start of a semester. The analytics can also be used to identify students who experience difficulties and provide very early support in the semester to these students. Usage statistics and student survey results will also be presented.

NICK MACKENZIE, ALEXANDER LIEPINS, AND MARIA ORJUELA-LAVERDE (McGill University)

McGill University Stay on Track Program: Students' peer mentoring support of academic and wellness skills

This presentation explores McGill's new Stay on Track program – a student peer-to-peer initiative that supports undergraduates' academic and wellness skills. With three separate methods of support (digital reminders, one-on-one mentoring, and peer-facilitated study groups), students are given the opportunity to improve their learning skills, accomplish their academic goals, and adopt strategies to improve their overall wellness. Results of an ongoing program evaluation that assesses students' growth will be presented.

TAMARA WESTERN, JACQUELINE YAO, PAARY BALAKUMAR, AND SAMUEL RICHER (McGill University)

Priming students for success: Students-as-partners in the development of pre-lecture resources for introductory genetics

A challenge in introductory courses is the diversity of background knowledge across students. We describe the design, implementation, and assessment of pre-lecture resources reviewing key concepts in a large genetics course. 'Genetics PRIMERs' were conceived and developed by a student-staff team. Our data reveal that students found PRIMERs beneficial, and used them for lecture preparation and examination review. These results suggest that the students-as-partners model is an effective way to create and refine course resources.

14:15-15:30

T16 Designing for inclusion

KARIM JAFFER (John Abbott College)

Two-eyed seeing: Indigenous and ancient astronomy from across the globe

Two-eyed Seeing is an approach to Indigenous and Ancient stories that highlights the observations and connections to nature as understood by modern scientific knowledge, while maintaining respect to the origins and traditions tied into these myths and legends. I will highlight a few examples of Two-Eyed Seeing in Astronomy including legends of the Moon, Sun, planets and certain constellations - which I use in Outreach and in the classroom, connecting to tools that can be used by students to make these observations themselves.

MARTHA MULLALLY AND TARA THACHET (Carleton University)

Faculty perceptions of student identity in a Faculty of Science

We have surveyed students and faculty in a Faculty of Science (FoS) about student identity, and challenges faced in the pandemic. The goal is to identify ways in which faculty perceptions of student identity and challenges are similar to, or different from, student descriptions. Our aim is to identify gaps between faculty perceptions and the realities in students lives, to find actionable ways to respond to the gaps, and build a more inclusive community.

MAYY ELHAYAWI (Brilliant Minds Learning)

From integration to inclusion: From imposing a one-size-fits-all model to fostering an equal-access-for-everyone culture

If you think about the classes you have taught or currently teaching, can you consider them as identity-safe worlds? Do they foster diversity and acceptance, create a sense of belonging and celebrate individual differences? If not, how can we move from accommodating the needs of students with disabilities (accessibility) to providing equal opportunities for a diverse student population (access)? How can we make that shift from imposing a one-size-fits-all model to fostering an equal-access-for-everyone culture?

14:15-15:30

ONLINE

T17 Emerging issues

ANNA PLETNYOVA, ETHAN BOECHLER, VICTORIA JOHNSON, PAUL FREY, AND JASON DONEV (University of Calgary)

Encyclopedie energie

Notre équipe a traduit en français une ressource éducative, sur l'énergie et l'environnement, à accès libre. Cette discussion traite de la façon dont la création d'outils pédagogiques réduit la minorisation de la langue française au Canada. Cette ressource sert de manuel gratuit en ligne pour un cours couvrant la science des problèmes énergétiques, d'un point de vue canadien, pour un public non technique.

LESLEY WILTON, STEPHEN IP, MEERA SHARMA, AND FRANK FAN (University of Toronto)

What AI? Making a case for AI literacies for educators

Advances in Artificial Intelligence (AI) have led to a prevalence of AI tools in everyday lives, yet teachers and students may not fully understand the implications of the underlying technologies. Drawing on emerging AIEd literature, we identify common concepts of AI Literacy and discuss data gathered from an instructor's reflections of 65 AIED projects. Our paper addresses the urgent need for AI Literacy for educators and the responsible implementation of AIEd.

GEORG RIEGER, JESS MCIVER, SILVIA MAZABEL, SEAN COOPER (University of British Columbia), AND GERWALD LICHTENBERG (University of Applied Sciences - HAW)

Getting more out of midterm assessments

An important reason for midterm assessments is to give students early feedback on their progress. In large science courses, such feedback is often in form of correct/incorrect grading due to time constraints. To address this challenge, we automatically supply additional grades that show students' performance in four question categories and provide specific recommendations for improvement in these categories. Initial results from a student survey are encouraging.

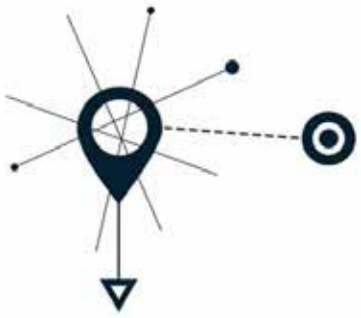
14:15-15:30

Symposia 14

ISABELLE LEPAGE, MARIE-CLAUDE PETIT, EDITH POTVIN-ROSSELET, ALEXANDRE BÉDARD, CHANTAL (UQAM)

La boussole évaluer : Entre innovation et tradition de l'OPIEVA

Les boussoles de l'Observatoire interuniversitaire sur les pratiques innovantes d'évaluation des apprentissages (OPIEVA) visent à documenter, à l'aide d'un questionnaire les pratiques évaluatives d'enseignants à tous les ordres d'enseignement, en français et en anglais. Au cours des trois communications, l'équipe de l'OPIEVA fera état des résultats des deux versions de cette boussole (2019 et 2022) ainsi que du travail de révision des items et des dimensions de l'évaluation qui constituent la version 2022.



DALC

— DAWSON ACTIVE LEARNING COMMUNITY —

Ten years ago, something special took root at Dawson. Initiated and driven by a diverse group of teachers, supported by a rich foundation of evidence and research, and with the goal of developing better teaching and learning practices, a rough-around-the-edges Learning Community designed and oversaw the development of Dawson's first Active Learning classroom and grew into the Dawson Active Learning Community (DALC). Since then, we have evolved, adapted, and grown into a multi-faceted community and we have overseen the development of 10 Active Learning classrooms, and contributed to half-a-dozen specialized learning spaces and labs.

> "Change is hard at first, messy in the middle, and gorgeous aat the end"
>
> Robin Sharma

At the 2022 SALTISE conference, the DALC invites you to join us in celebrating our 10th anniversary by:

- Looking for the DALC 10th anniversary sticker on SALTISE name tags
- Attending talks/sessions by DALC contributors
- **Attending the DALC 5 à 7 - June 2nd, 5-7pm on the Dawson grounds**
- Attending the SALTISE Awards ceremony

10TH ANNIVERSARY

McGill | ELATE

Enhancing Learning and Teaching in Engineering | Amélioration de l'apprentissage et de l'enseignement en génie

Enhancing Learning and Teaching in Engineering (ELATE) is one of four initiatives in the Faculty of Engineering at McGill University. ELATE's mission is 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.

ELATE hosts community gatherings whereby professors and instructors can get together and share their experiences with different teaching and assessing strategies (ELATE Coffee & Chat), organizes an annual conference on teaching and learning practices (including some directed at students), provides support for professors and instructors on developing their teaching strategies and pedagogies (ELATE Teaching and Learning Improvement Funds), and supports initiatives on student learning, e.g., through the student-led initiative Engaged Learning in Engineering (ELINE), and involvement in course design.

Recently discussed topics at ELATE Coffee & Chat include design for accessible learning, promoting and engaging students in lifelong learning, inductive teaching and learning, and team-based learning. Recent annual conferences have focused on team-based learning, flipped learning, and blended learning.

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.

Richard Felder facilitating a discussion at the 2018 ELATE Teaching and Learning Conference

Peter Ostafichuk facilitating the team-based learning workshop at the 2019 ELATE Teaching and Learning Conference

Biology Educators Community of Practice:

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. Look forward to seeing you at BECoP!

Physics Educators Community of Practice:

The SALTISE community of physics educators was back on track last fall! The group composed mostly of physics educators from anglophone colleges met virtually on a monthly basis. The topics discussed were varied but focused on innovative pedagogical practices such as the use of Geogebra simulations and inquiry-based labs in physics courses. A fair portion of the meetings was also used to discuss the pre-university Science Program revision.

In addition, the first of a series of workshops on creating inquiry-based labs in physics was offered to a larger audience of physics educators.

Physics educators interested in joining the community of practice can contact Jean-François Brière at

jfbriere@dawsconcollege.qc.ca .

SALTISE S4-Chemistry Community of Practice

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 monthly 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 have been held virtually since 2020, but will move to a hybrid format in the Fall of 2022 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.

Community of Practice - Ed Dev

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 2 - 3 times 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.

A Teams Community Channel was a feature added this year to enable resource sharing and facilitate ongoing conversations between meetings.

Also notable, this past year we were delighted to have members from our French institutions across Montreal (ETS, HEC, UMtl, UQAM) join us!

This dynamic group continues to grow and is happy to welcome new members who are working in faculty support and program development in higher education. For more information, contact carol.hawthorne@concordia.ca

Words of Appreciation | Mots d'appréciation

Éducation et Enseignement supérieur Québec

The 11th 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 11e 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 the Director-General, Academic Dean, the Dean of the Office of Academic Development (OAD), the senior Administration, and the many Departments and Services that have played a role in making this event a success.

Nous remercions notre hôte, le Collège Dawson, pour son accueil chaleureux et son engagement à assurer le succès du colloque SALTISE. Nous exprimons notre profonde gratitude au directeur général, au directeur des études, à la doyenne de l'Office of Academic Development (OAD), à l'administration supérieure et aux nombreux départements et services qui ont joué un rôle dans la réussite de cet événement.

SALTISE thanks the following for their generous support of the conference
SALTISE remercie les personnes suivantes pour leur soutien généreux au colloque

VANIER CÉGEP/COLLEGE

Université Concordia University — Centre for Teaching and Learning

Université Concordia University — School of Graduate Studies

DAWSON COLLEGE

ÉTS — Le génie pour l'industrie

50 John Abbott CEGEP/College

McGill Faculty of Engineering

McGill Office of Science Education

McGill Teaching and Learning Services

Éducation et Enseignement supérieur Québec

SALTISE 2022

Acknowledges the support of its network partners
and look forward to future collaborations