



12<sup>ème</sup> colloque annuel de

# SALTISE

12<sup>th</sup> Annual Conference

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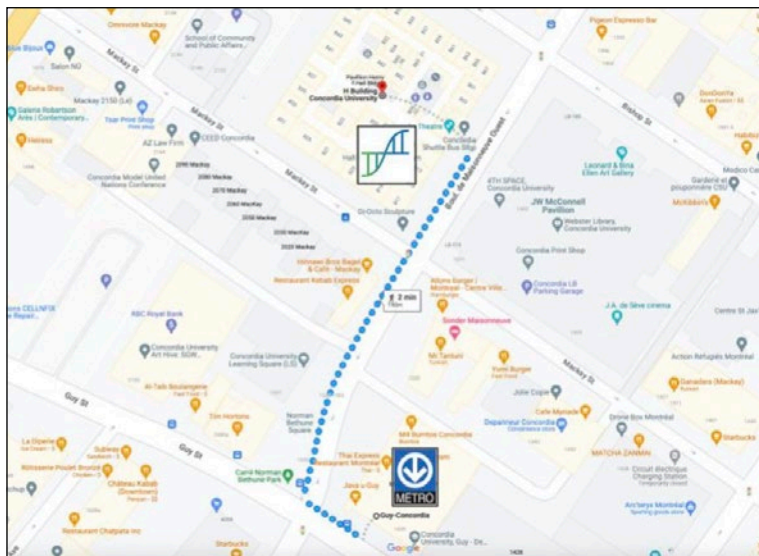
**THÈME** | LA CONCEPTION EN ÉDUCATION : UNE CONVERSATION ENTRE LA RECHERCHE ET LA PRATIQUE

**THEME** | EDUCATORS AS DESIGNERS: A PRACTICE-RESEARCH CONVERSATION

12 & 13 juin 2023 | June 12 & 13, 2023

# SALTISE Conference Venue

OUR HOST FOR 2023 IS CONCORDIA UNIVERSITY



## Location of Events | Lieu des événements

### EVENTS WILL BE HELD AT:

#### Concordia University

The main venue is the Henry Hall Building  
 1455 Boul. de Maisonneuve Ouest, Montréal, QC H3G 1M8  
<https://www.concordia.ca/maps/buildings/h.html>

### VISITOR PARKING

Parking in the vicinity of Concordia is limited.

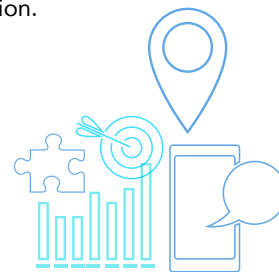
[Click here](#) for information on parking options and rates around Concordia University Downtown Campus.

### PUBLIC TRANSPORTATION

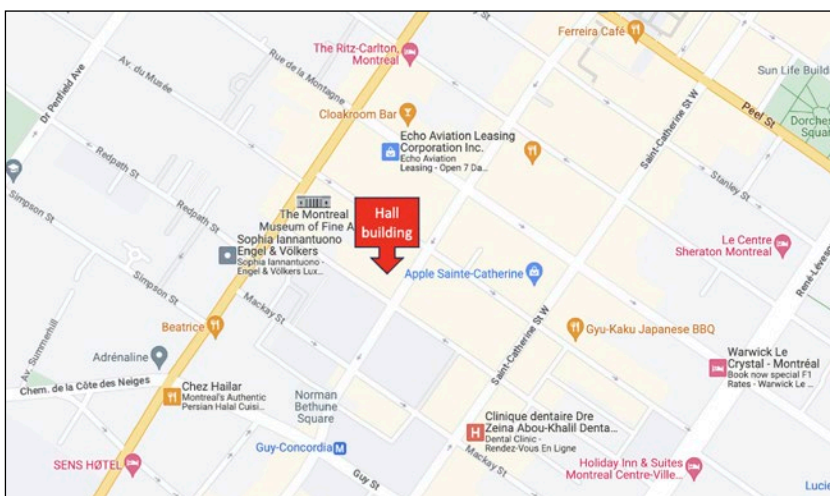
Concordia is centrally located in downtown Montreal.

**Metro:** Guy-Concordia (Green Line)

**Bus:** there are several bus lines that serve the Guy-Concordia metro station. For bus lines see the map above or visit [www.stm.info](http://www.stm.info) for more information.



## Registration & Room Information Information sur les inscriptions et les salles



### REGISTRATION

- on the Mezzanine - 2nd floor, Hall building

### CONFERENCE PRESENTATIONS

- on the 4th and 6th floors, Hall building

### KEYNOTES

- in the H110 amphitheatre, Hall building

### REFRESHMENT BREAKS:

- Mezzanine

### AWARDS CEREMONY:

- In the DeSève amphitheatre, Library building - main floor

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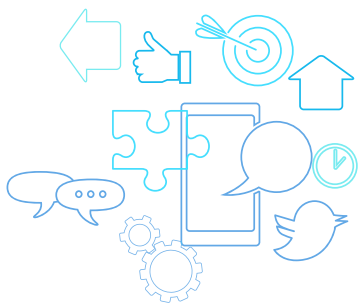
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## Internet connection for the conference days:

NETWORK / RÉSEAU:  
ConcordiaGuest

USERNAME / NOM D'UTILISATEUR:  
saltise

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WAC-Saltise23



## Connect with SALTISE Connectez avec SALTISE

Visit our website at | Visitez notre site web: [www.saltise.ca](http://www.saltise.ca)



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# About SALTISE

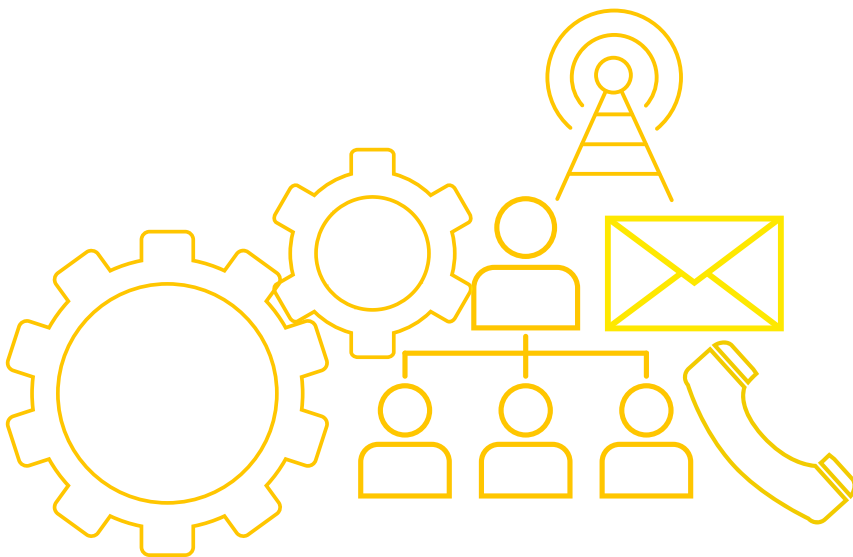
SALTISE - SUPPORTING ACTIVE LEARNING & TECHNOLOGICAL INNOVATION IN STUDIES OF EDUCATION is a professional learning community made up of educators from both English and French institutions within the Greater Montreal area, and beyond. Our community of post-secondary instructors, educational researchers, 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 TECHNOLOGIQUE 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/>



# 2023 SALTISE Conference Committee

## Comité organisateur du Colloque SALTISE

(IN ALPHABETICAL ORDER)

### Conference Chair

Suéli Bonafim, SALTISE

### Conference Planning Committee

Alex Enkerli, Collecto

Annie-Hélène Samson, Dawson College

Ariel Harlap, Concordia University

Bojana Krsmanovic, Concordia University

Carolyn Sealfon, University of Toronto

Elizabeth Charles, Dawson College

Éric Francoeur, École de technologie supérieure

Eva Bures, Bishop's University

Joel Wiebe, University of Toronto

Ken Ragan, McGill University

Lorraine Chiarelli, SALTISE

Maria Orjuela-Laverde, McGill University

Michael Dugdale, John Abbott College

Murray Bronet, John Abbott College

Sara Hashem, Champlain Regional College

Sarah Anthony, Carleton University

Tamara Western, McGill University

### Innovator Awards Selection Sub-Committee

Annie-Helene Samson, Dawson College

Murray Bronet, John Abbott College

Sarah Anthony, Carleton University

### Student Awards Selection Sub-Committee

Chao Zhang, McGill University

Joel Wiebe, University of Toronto

Phoebe Jackson, John Abbott College

### Keynote Sub-Committee

Carolyn Sealfon, University of Toronto

Elizabeth Charles, Dawson College

Sara Hashem, Champlain Regional College

### Program & Schedule

Elizabeth Charles, Dawson College

Michael Dugdale, John Abbott College

Tamara Western, McGill University

Sara Hashem, Champlain Regional College

### Reviewers

Abdeljalil Métioui, UQAM

Alan de Aguiar Lopes, Concordia University

Alex Enkerli, Collecto

Alice Cherestes, McGill University

Amanda Argento, John Abbott College

Amine Rahj, Concordia University

André Villeneuve, Université Laval

Andrea Cooperberg, John Abbott College

Annie Chevrier, McGill University

Arzu Sardarli, University of Regina

Beth Acton, John Abbott College

Caroline Begg, McGill University

Cathy Roy, Dawson College

Chloe Lei, Concordia University

Chris Whittaker, Dawson College

Danielle Viens, Cégep du Vieux Montréal

Dario Guiducci, John Abbott College

Diane Leduc, UQAM

Diane Querrien, Concordia University

Eric Francoeur, École de technologie supérieure

Fetita Belkacem

Grace Mitri-Younes, McGill University

Heather McPherson, McGill University

Jean-François Brière, Dawson College

Jeremie Choquette, Dawson College

Joel Wiebe, University of Toronto

Joss Ives, University of British Columbia

Julie Lessard, Laval University

Laura Pavelka, McGill University

Lorraine Chiarelli, SALTISE

Maria Orjuela-Laverde, McGill University

Marie-Claude Petit, UQAM

Maxime Denis, McGill University

Michael Dugdale, John Abbott College

Mohammad Al Bukhari Marzuki

Mohammed Marzuq Abubakari

Nicholas Park, Vanier College

Pallavi Sirjoosingh, McGill University

Phoebe Jackson, John Abbott College

Rebecca Brosseau, McGill University

Rebecca Peters, Cégep Édouard-Montpetit

Safeera Jaffer, McGill University

Samuel Richer, McGill University

Sean Hughes, John Abbott College

Selma Hamdani, Dawson College

Tamara Western, McGill University

Teresa Hernandez Gonzalez, Concordia University

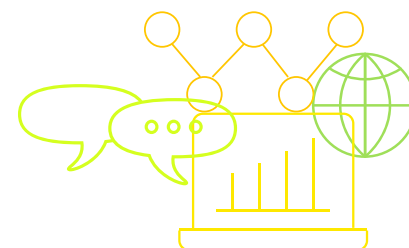
Tim Campbell, Vanier College

Wonneken Wanske, Heritage College

### Technical and Logistics Support

Graphic Design (Program & Posters): Isabelle Kalekas

Translation: Gabrielle Adam, Concordia University, Eric Francoeur, École De Technologie Supérieure



# Welcome Message from the Interim Director of the Centre for Teaching and Learning (CTL), Concordia University

# Message de bienvenue de la directrice par intérim du «Centre for Teaching and Learning» (CTL), Université Concordia

THE CENTRE FOR TEACHING AND LEARNING IS DELIGHTED TO HOST SALTISE'S 12<sup>TH</sup> ANNUAL CONFERENCE!

This year's theme, *Educators as Designers: A Practice-Research Conversation*, typifies the heart of the SALTISE objective. The multiple achievements of the SALTISE network to date – from the curation of a diverse set of highly impactful classroom activities intended to engage students more deeply with content, to the collaborative development of the myDALITE open digital platform that promotes social learning and peer instruction, to the creation of a thriving community of instructors and educational developers working across institutions to lead innovation in educational design. It is wonderful to see how the SALTISE community has grown far beyond the institutions of the greater Montreal area and heartening to see how many professionals have remained so passionately committed to its mission.

From the entire CTL team at Concordia, we hope this conference brings you an opportunity for reflection, inspiration and reinvigoration!



LE CENTRE FOR TEACHING AND LEARNING (CTL) EST RAVI D'ACCUEILLIR LE 12<sup>E</sup> COLLOQUE ANNUEL DE SALTISE !

Le thème de cette année: «La conception en éducation: une conversation entre la recherche et la pratique», est au cœur de l'objectif de SALTISE. Les multiples réalisations du réseau SALTISE à ce jour - de l'élaboration d'un ensemble varié d'activités de classe à fort impact visant à impliquer les étudiants plus profondément dans le contenu, au développement collaboratif de la plateforme

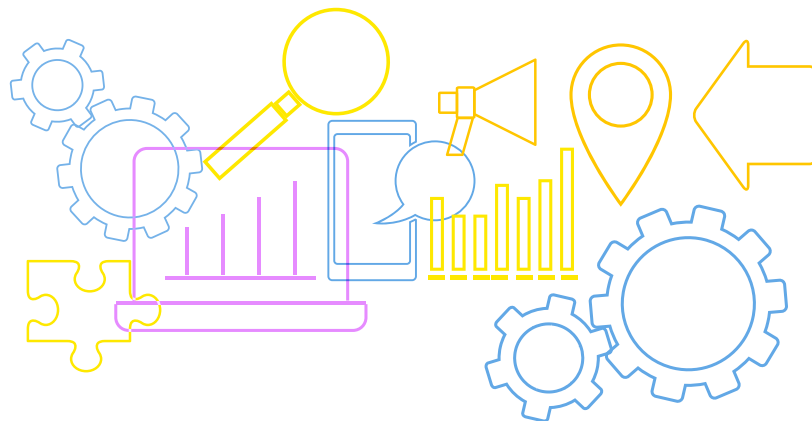
numérique ouverte myDALITE qui favorise l'apprentissage social et l'enseignement par les pairs, en passant par la création d'une communauté florissante d'instructeurs et de développeurs pédagogiques travaillant au sein d'institutions pour mener l'innovation dans la conception éducative. Il est merveilleux de voir comment la communauté SALTISE s'est développée bien au-delà des institutions de la région métropolitaine de Montréal et réconfortant de voir combien de professionnels sont restés si passionnément engagés dans sa mission.

De la part de toute l'équipe du CTL à Concordia, nous espérons que cette conférence vous apportera une occasion de réflexion, d'inspiration et de revigoration !

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**Carol Hawthorne**

*Directrice intérimaire, Centre for Teaching & Learning*



# 2023 Welcome from SALTISE

ON BEHALF OF THE CONFERENCE COMMITTEE AND SALTISE EXECUTIVE, we extend a warm welcome to the 12<sup>th</sup> Annual SALTISE Conference, with the theme of: Educators as Designers: A Practice-Research conversation! We express our sincere gratitude to our gracious host, the Centre for Teaching and Learning (CTL) at Concordia University, and thank them for their hospitality and collaboration. Their unwavering support throughout the past months of preparing for the conference has been a true testament to their commitment to SALTISE and its mission of building a community of educators who work together to build and share knowledge about teaching and learning.

From its inception, SALTISE has aimed to strengthen the links between practice and research. Through this work, we have recognized the significance of deliberate design for new pedagogies—for practitioners it is the pragmatics of implementation, for researchers it is the principles and what these tell us about instruction. As such this year's theme might seem like an obvious one for our community to rally around. The science and art of instructional design are advancing steadily through a dynamic interplay between scholarly research and practical experience—a fundamentally transactive process (i.e., they build on each other's reasoning and potentially arrive at a shared understanding; Weinberger, 2011).

The dynamic and rapid societal-level changes through which we are living are making the future direction of higher education more uncertain than ever. Locally, these changes include the implementation of new programs (e.g., Social Science and Science in the Québec college network) and adaptations to new legislative realities (e.g., Law 14 in Québec). Globally, they include revisions of programs of study to better prepare students for a rapidly changing workforce, responses to increasing pressure (from students, administrators, teachers) for blended- and distance-learning alternatives. They also include the impacts, many of which are yet to be understood, that ChatGPT and other emergent technologies are having on teaching and assessment. As teachers, educational developers, administrators, and researchers, we all have important roles in cooperatively and collaboratively adapting to these and other emergent challenges. Thinking and working with each other to discuss and explore these implications of these new technologies is more important than ever.

Lastly, we draw your attention to the unique opportunity offered to our SALTISE community, through the collaboration of our Executive with our colleagues from the International Society of the Learning Sciences (ISLS), who have been an important influence over the years. Their annual meeting is being held in parallel with SALTISE, June 12–15. While the overlapping scheduling of the Monday and Tuesday sessions was not our original plan, we hope you will make the most of our SALTISE schedule and the joint event, the Tuesday afternoon poster session. We hope that you will find insights and inspiration in the many talks, posters, symposia, demonstrations, and mini-workshops from SALTISE; and, from the “other side” of the researcher-practitioner divide (ISLS) take advantage of the informal meetings afforded by the proximity of our colleagues from ISLS. We encourage you to attend the poster session on Tuesday at 4:30 and sign up for the special discounted rate for the Wednesday and Thursday sessions of ISLS.



Immerse yourself in the enriching experiences awaiting you at SALTISE 2023. Enjoy the conference to the fullest! As educators (teachers, instructors, educational developers, and researchers), let us be designers and engage in conversation to identify what we might need to design for the future of learning and instruction.

## ***Enjoy the Conference!***

*Liz & Michael*



# Un mot de bienvenue de SALTISE

AU NOM DU COMITÉ DE CONFÉRENCE ET DE L'EXÉCUTIF DE SALTISE, nous vous souhaitons chaleureusement la bienvenue à la 12<sup>e</sup> Conférence annuelle de SALTISE, ayant pour thème : "Les éducateurs en tant que concepteurs : une conversation entre la pratique et la recherche!" Nous exprimons notre sincère gratitude à notre hôte très aimable, le Centre d'enseignement et d'apprentissage (CTL) de l'Université Concordia, et les remerciements pour leur hospitalité et leur collaboration. Leur soutien indéfectible tout au long de ces derniers mois de préparation de la conférence a été un véritable testament à leur engagement envers SALTISE et sa mission de construction d'une communauté d'éducateurs qui travaillent ensemble pour construire et partager des connaissances sur l'enseignement et l'apprentissage.

Depuis sa création, SALTISE vise à renforcer les liens entre la pratique et la recherche. Grâce à ce travail, nous avons reconnu l'importance d'une conception délibérée pour les nouvelles pédagogies - pour les praticiens, il s'agit de la pragmatique de la mise en œuvre, tandis que pour les chercheurs, il s'agit des principes et de ce qu'ils nous instruisent sur l'enseignement. Le thème de cette année peut donc sembler évident pour notre communauté. La science et l'art de la conception pédagogique progressent régulièrement grâce à une interaction dynamique entre la recherche universitaire et l'expérience pratique - un processus fondamentalement transactif (c'est-à-dire qu'ils s'appuient sur le raisonnement de l'autre et parviennent potentiellement à une compréhension partagée ; Weinberger, 2011).

Les changements dynamiques et rapides que nous vivons au niveau de la société rendent l'orientation future de l'enseignement supérieur plus incertaine que jamais. À l'échelle locale, ces changements comprennent la mise en œuvre de nouveaux programmes (par exemple, les sciences sociales et les sciences dans le réseau collégial québécois) et les adaptations aux nouvelles réalités législatives (par exemple, la Loi 14 au Québec). À l'échelle mondiale, ils incluent la révision des programmes d'études pour mieux préparer les étudiants à un monde du travail en évolution constante, ainsi que les réponses à la pression croissante (de la part des étudiants, des administrateurs et des enseignants) en faveur d'alternatives d'enseignement mixtes et à distance. Ils incluent également les impacts, dont beaucoup restent à comprendre, que ChatGPT et d'autres technologies émergentes ont sur l'enseignement et l'évaluation. En tant qu'enseignants, développeurs pédagogiques, administrateurs et chercheurs, nous avons tous un rôle

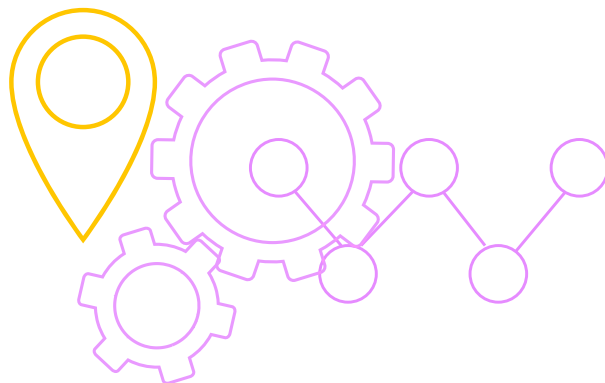
important à jouer pour nous adapter de manière coopérative et collaborative à ces défis et à d'autres défis émergents. Réfléchir et travailler ensemble pour discuter et explorer les implications de ces nouvelles technologies est plus important que jamais.

Enfin, nous attirons votre attention sur l'opportunité unique offerte à notre communauté SALTISE, grâce à la collaboration de notre exécutif avec nos collègues de la Société internationale des sciences de l'apprentissage (ISLS), qui ont été une influence importante au cours des années. Leur réunion annuelle se déroule en parallèle avec SALTISE, du 12 au 15 juin. Bien que le chevauchement des sessions du lundi et du mardi n'ait pas été prévu à l'origine, nous espérons que vous profiterez au maximum de notre programme SALTISE et de l'événement commun, la session de posters du mardi après-midi. Nous espérons que vous trouverez des idées et de l'inspiration parmi les nombreux exposés, affiches, symposiums, démonstrations et mini-ateliers de SALTISE ; et, de "l'autre côté" du fossé entre chercheurs et praticiens (ISLS), profitez des réunions informelles offertes par la proximité de nos collègues de l'ISLS. Nous vous encourageons à assister à la séance d'affiches le mardi à 16h30 et à vous inscrire au tarif spécial réduit pour les sessions du mercredi et du jeudi de l'ISLS.

Plongez-vous dans les expériences enrichissantes qui vous attendent à SALTISE 2023. Profitez pleinement de la conférence! En tant qu'éducateurs (enseignants, formateurs, développeurs pédagogiques et chercheurs), soyons des concepteurs et engageons-nous dans une conversation pour identifier ce dont nous pourrions avoir besoin pour concevoir pour l'avenir de l'apprentissage et de l'instruction.

***Nous vous souhaitons un bon colloque!***

*Liz & Michael*





# Lifetime Achievement Award 2023

## Reconnaissance pour l'ensemble de la carrière

### *Murray Bronet*



Building a special community takes the efforts of many people with diverse talents working towards a shared goal. From the earliest meetings sketching out how to proceed with a Chantier 3 grant, to our current Entente Canada-Québec Service agreement engaging teachers and researchers in improving student learning, Dr. Murray Bronet has helped SALTISE find its voice, define its mission, and build its community.

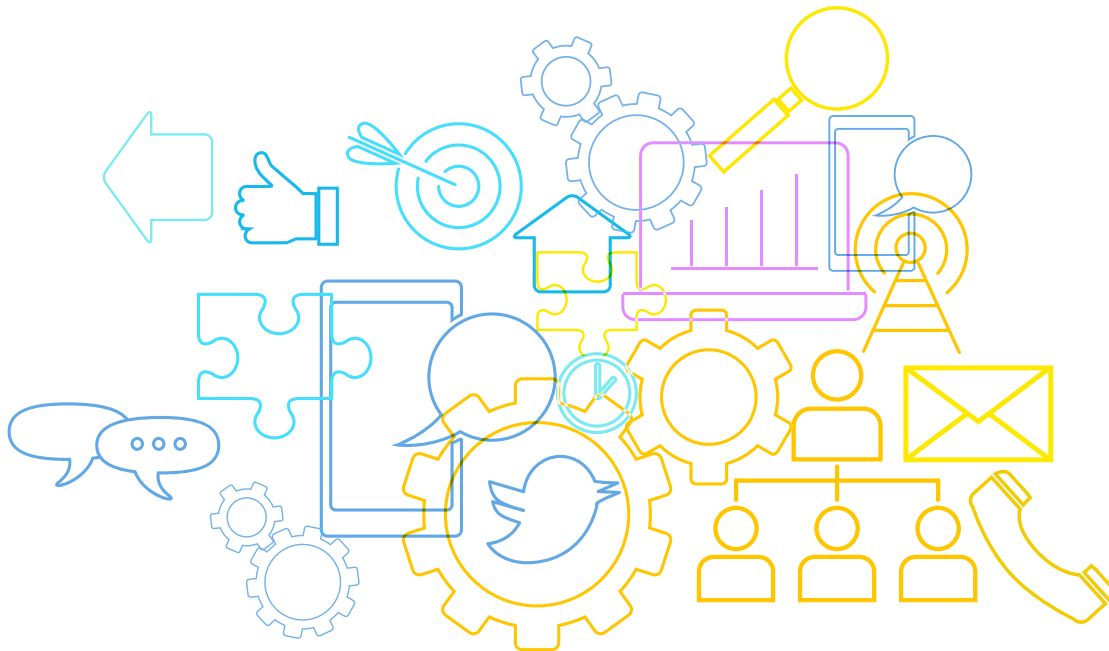
This year, the Executive is genuinely delighted to present Murray with the 2023 SALTISE Lifetime Achievement Award for his invaluable contributions to the community from its inception,

From the very beginning, Murray has helped SALTISE achieve its goals. Be it finding sources of funding, recruiting colleagues, partnering with other departments and institutions, or some other strategy, the SALTISE community has benefitted from his

inspired pragmatism in getting a job done. Every year, SALTISE's conference committee has benefitted from the time and energy he has graciously volunteered; when we have needed someone to liaise with college administrators, he has stepped forward with great effect; and when we have needed a local ambassador, he found time to publicize and encourage early adopters.

His dedication to building the SALTISE community is matched only by his dedication to improving student learning outcomes. As one of the early recipients of the SALTISE Best Practices and Innovators awards, Murray's enthusiasm for creatively improving teaching and learning has long been evident. His contributions include exploring student attitudes towards cooperative learning in education (ref), using Web 2.0 tools to connect students' conceptual and social networks in science education (ref), using Google Docs and other tools to facilitate Problem-Based Learning collaboration between urban (John Abbott College) and rural (Cégep de la Gaspésie et des Îles) cégep students, and developing tools to help students better learn the scientific process through helping them write better lab reports (OCLaRE).

Finally, these talents and this dedication are enhanced by Murray's kindness as a teacher, as a mentor to newer faculty, and as a colleague. Thank you, Murray, for all that you have done to help build this community, and for the caring way in which you have done it.



# 2023 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 2023 Winners!

### *Best Practices & Pedagogical Innovators Award for College instructors:*

#### **Tim Miller**

DAWSON COLLEGE



From the early stages of development of InterProfessional Education (IPE) activities at Dawson College, Tim saw the potential for various collaborations with Social Service teachers and students. Tim's inclusive vision has allowed the IPE family to grow and to build on the strengths of each health and social service discipline.

As a key member of the IPE team Tim has demonstrated an unwavering commitment to fostering collaboration and synergy among various healthcare and social service disciplines. Through his tireless efforts, Tim has spearheaded the implementation of innovative initiatives that bring together students from diverse health disciplines, ultimately shaping the future of healthcare professionals.

Under Tim's guidance, the IPE initiatives have resulted in tangible outcomes for Dawson students in the Biomedical Laboratory Technology program. This broadens student understanding of what a holistic patient-centered approach to health care looks like, and has provided a more profound reminder to them of the true impact of laboratory results on diagnosis, treatment, and overall patient management.

Tim has been a source of support and inspiration to teachers who have wanted to enrich their teaching and learning experiences through working in complementarity with other disciplines. His dedication to nurturing collaboration, improving patient outcomes, and shaping the future of healthcare education makes him an exceptional candidate for the Innovator Award.

### *Best Practices & Pedagogical Innovators Award for University Instructors:*

#### **Danielle Vlaho**

MCGILL UNIVERSITY



Every educational department has a handful of people that truly drive teaching excellence and innovation. Danielle is one of those people within the Department of Chemistry at McGill University.

As an academic associate, her work has been with the U1-U2 lab courses, with a focus on the organic, analytical, and integrated chemistry labs. As of fall 2018, our department had updated all the physical lab space for the undergraduate courses, but the student experience was lacking. Danielle was determined to match the student experience to the state of the art new facilities. She tested and developed countless new experiments, focusing on current techniques and relatable content. The changes were phenomenally well received by the students, lab staff, and professors.

Danielle then took our switch to remote delivery in 2020 as an opportunity to re-envision the lab component for Chem 212 (Org1) into one that focused on broader skills such as scientific literacy, written and oral communication, and collaborative problem solving. She single-handedly redesigned, redeveloped, and ran a brand new online Chem 212 lab component for fall 2020. Impressive enough on its own, she was also heavily involved in designing and delivering the online lecture components for the two intro organic courses (close to 1000 students all together). She led big changes such as student-led tutorials and no exams. Danielle became the “go-to” instructor in our department to advise others as we progressed through the pandemic. She took the efficiency of running active learning initiatives in our very large courses to a new level.

In light of all her achievements, Danielle is incredibly deserving of the recognition this award entails.

*Best Practices & Pedagogical Innovators Award  
for College Pedagogical Counsellors or  
Educational Developers:*

---

**Amanda Argento**  
JOHN ABBOTT COLLEGE



Amanda is a Pedagogical Counselor and Project Lead in the design of the John Abbott College (JAC) Innovation HUB, an educational and innovative resource available to Faculty, Staff, and to the college community. However, Amanda is more than just these official roles, she has become the college's go-to person. Whether a question is about how to create a Form, or

how to improve student attendance, members of the college community know they can rely on Amanda's incredible depth of pedagogical knowledge.

Amada also provides outreach and support to the early career teacher community through evidence-based approaches including workshops, drop-ins, one-on-ones, creation of a Faculty Welcome Guide, and has tailored resources based on teacher's needs. She has worked tirelessly for the last 2 years to build a successful Early Career Teacher (ECT) program that offers our ECT the support that has, before now, been lacking, and helps them not only establish themselves in their new teaching career but is also building a much-needed culture of continuous professional development in the college.

In addition, Amanda has instituted active collaborations with various areas at the college including faculty, professional development, student activities (Academic Success Centre, Counselling), as well as providing tutoring services (Physics, Math, and English), and support to Data Mining. Her implication has enabled the implementation of an online booking system which increased service use as well as track analytics to determine what periods are most busy and requested by students to receive tutoring. The Innovation HUB, for which Amanda is the Project Lead, is another example of her collaborative nature, as it is a direct result of interdisciplinary collaboration between pedagogical counsellors, communications, administration, and faculty members.

Amanda's innovative approach to pedagogy and supporting staff and faculty, her focus on active and evidence-based learning, and her technological experience and expertise, make her the ideal candidate for this award.

*Best Practices & Pedagogical Innovators Award  
for University Pedagogical Counsellors or  
Educational Developers:*

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**Charlene Lewis-Sutherland**  
MCGILL UNIVERSITY



As Senior Advisor, Equity and Anti-Racism Teaching and Learning at McGill's Equity Office, Charlene has brought a very people-oriented dimension to a domain where typically a professor would apply teaching techniques from the last century, without really questioning their ways of instructing students. With an incredibly strong depth and familiarity

with relevant academic equity and inclusion literature, Charlene brings a kind of levity and joy to work that can sometimes feel uncomfortable. To encourage change Charlene always provides support from the relevant literature, demonstrating how in-depth preparation was done before her talks, and equipping participants with ample tools, documentation, and readings to further explore.

Working on numerous projects and initiatives, at McGill, Charlene has been an engaged and effective pedagogical innovator. On a current project, Charlene is co-lead of the Faculty of Science Inclusive Teaching Initiative. Beginning in 2022 the goal of this initiative is to support Faculty of Science instructors who are interested in building more inclusive and anti-racist courses and classrooms. This initiative is part of the faculty's response to McGill's Action Plan to Address Anti-Black Racism (ABR Plan) and Strategic Equity, Diversity, and Inclusion Plan 2020-2025 (EDI Plan). In her role, Charlene has gone above and beyond to provide the group with resources and opportunities to reflect about how to create an equitable classroom space. She brings a clear vision of the inequities the group is working to mitigate and an extensive knowledge of pedagogical methods and practices that are important for inclusion, equity, and anti-racism in the classroom.

Charlene epitomizes an innovator by not only bringing numerous new, actionable ideas to equity, diversity, and inclusion projects, but also by following through and doing the substantial work to bring these ideas into existence so that colleagues and the broader McGill community, especially students, will benefit. All of this reflects how much Charlene is deserving of this SALTISE innovator award.

# Past recipients of the SALTISE Best Practices & Pedagogical Innovators Award

## 2022

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

## 2021

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

## 2020

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

## 2019

- Yann Brouillette (Dawson College)
- Nadia Naffi (Université Laval)
- Dominique Piotte (Ecole de Technologie Supérieure (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

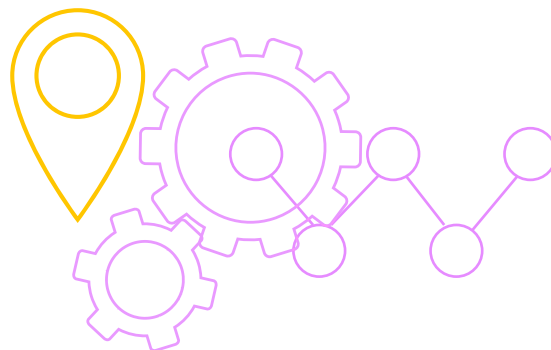
- Rhys Adams (Vanier College)
- Samantha Gruenheid (McGill University)
- Lawrence R. Chen (McGill University)

## 2014

- Kevin Lenton (Vanier College)
- Sean Hughes (John Abbott College)

## 2013

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



# 2023 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 Awardees

### **Hilary Sweatman** MCGILL UNIVERSITY

Hilary graduated from the University of Toronto with a bachelor’s degree in neuroscience and psychology, and is currently working on her Ph.D. in neuroscience at McGill University under the guidance of Professor Xiaoqian Chai. She is also a Vainer Scholar and a Science Education Fellow (SEF) with the Office of Science Education (OSE) in the Faculty of Science at McGill. As a senior SEF, Hilary has contributed to numerous OSE projects, including participating in the design and administration of the SciLearn neuroscience-based undergraduate student learning enhancement program, helping to run the OSE seminar series and events, and providing assistance for science education research projects.



At McGill, Hilary plays an instrumental role in running the SciLearn orientation and peer collaboration program. This student-centered program aims to help incoming students transition to learning science at the university level. Hilary, is also a key contributor to the SciLearn Instagram program to dispel misconceptions about how the brain works. For this program, she developed content about neuromyths and shared it on Instagram as short videos. This work is being presented at The Society for Teaching and Learning in Higher Education conference in Prince Edward Island this year. Hilary’s contribution to research with OSE is also reflected in another presentation for the International Society of the Learning Sciences conference, where she will showcase the use of machine learning to understand how undergraduate students succeed in the first year.

All of Hilary’s work exemplifies her dedication to the study of teaching and learning as well as an intense desire to enhance STEM education.

### **Claudia Flynn** MCGILL UNIVERSITY

At McGill University’s Faculty of Engineering, Claudia is a dedicated and active member of the E-IDEA (Engineering Inclusivity, Diversity, and Equity Advancement) team. She is also pursuing a master’s degree in Teaching and Learning Science and Technology at McGill’s Department of Integrated Studies in Education.



Claudia initially joined the E-IDEA Teamwork Initiative as a data analyst and quickly expanded her role to include pedagogical strategy and design, workshop facilitation, and mentorship. Passionate about her own education as well as that of her peers, Claudia has emerged as a significant role model inspiring others to reimagine their teaching and learning environment. Through the E-IDEA Teamwork initiative, Claudia works with other pedagogical innovators and course instructors to transform engineering curricula. This is done primarily by integrating opportunities for active learning within the classroom, with an emphasis on developing interpersonal skills and inclusive leadership behaviours among instructors and students alike. Claudia is not only a mentor to her fellow students and student groups, but is also respected by staff members as an advisor on best practices for inclusive pedagogy and teamwork.

In addition to her contributions to engineering curricula, Claudia advances the mission of SALTISE in a multitude of other spaces across and beyond McGill, including staff communities of practice, interfaculty committees, and conferences such as the Canadian Engineering Education Association conference.

# Past recipients of the SALTISE Student as Educational Innovator Award

## 2022

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

## 2021

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

## 2020

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

## 2019

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- Armin Yazdani, PhD in Neuroscience, McGill University



# SALTISE 2023 Keynote Speakers / Conférenciers

## **Diana Laurillard**

PROFESSOR OF LEARNING  
WITH DIGITAL TECHNOLOGY,  
UNIVERSITY COLLEGE  
LONDON, UK



*“Educators collaborating to innovate:  
The roles digital technologies can play”*

As blended learning is now becoming a significant part of higher education, there is a great deal of work to be done to develop these new opportunities for learning and teaching. Teachers are best placed to do this: they are at the front line of development of these new methods because they are with their learners every day, able to discover what works, and what does not. But they cannot do innovation on this scale alone. The keynote will demonstrate why it is important that educators, professional development staff and researchers can now design blended learning by collaborating on sharing and testing new digital pedagogies. It will show how the phases of the design process can be articulated in the Learning Designer, a free, open and online design tool, available for all. For example, it can model some of the classic pedagogies reworked for blended and online modes. Users can also share their designs for peer review, and for collaboration on innovative versions. The aim is to recreate the community knowledge-building mechanism of scholarly journal articles, but in a way that suits the nature of experimental pedagogy. Orchestrating this process to enable further learning and collaboration can then make use of MOOC platforms, as the talk will illustrate.

### **Bio**

Diana Laurillard, Professor of Learning with Digital Technology at UCL Knowledge Lab, University College London. Formerly: Head of the e-Learning Strategy Unit at the government’s Department for Education and Skills; Pro-Vice-Chancellor Learning Technology and Teaching at the Open University. Supervising masters and doctoral students working on educational technology. Research: ‘The Transformational Potential of MOOCs’ (Centre for Global HE, UCL-IOE); ‘Future Education’ (RELIEF Centre, UCL-IGP); the Learning Designer tool. Leading the Blended and Online Learning Design course, free and open to all; adaptive games for low numeracy . Recent book: Teaching as a Design Science, Routledge.

## **Kelly Miller**

SENIOR LECTURER IN  
APPLIED PHYSICS,  
HARVARD UNIVERSITY, US



*“Overcoming Challenges in Active  
Learning Environments”*

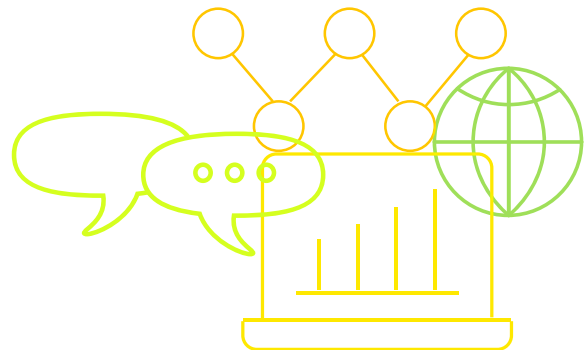
Despite active learning being recognized as a superior method of instruction in the classroom, most college instructors around the world still choose traditional teaching methods. This talk will focus on best practices in active teaching strategies and how students’ perceptions of their own learning are often misleading. The importance of diversity in team-based learning and the challenges associated with assessments in these environments will also be discussed.

### **Bio**

Kelly is a Senior Lecturer in Applied Physics in the School of Engineering and Applied Science at Harvard University. She completed her Ph.D. in Applied Physics from Harvard in 2015. Prior to that, she received a Master’s in Physics from the University of Vermont and completed her undergraduate education at McGill University.

Before graduate school, Kelly taught middle and high school science at various schools in Toronto, Rosseau, Montreal, and Vermont. She spent a year sailing around the world while teaching physics for [Class Afloat](#), an experiential education program for high school students onboard a tall ship.

While teaching high school physics, Kelly developed a passion for teaching and scholarship in education. Her Ph.D. focussed on the use of technology and interactive teaching strategies in undergraduate physics classrooms. At Harvard, Kelly teaches interactive, project-based courses in both physics and engineering. She is also a co-founder of [Perusall](#), a collaborative reading platform to help get students prepared for class.



# 2023 Schedule at a glance | Résumé du programme

Day 1 – June 12, 2023							
8:00 - 9:00	Registration and Light Breakfast - Mezzanine						
9:00-10:15	<b>T01 - Talk</b> Emerging Issues in STEM Teaching	<b>T02 - Talk</b> Technologies for Learning	<b>T03 - Talk</b> Designing for Online Teaching and Learning	<b>S01 - Symposium</b>	<b>W01 - Mini-workshop</b>	<b>D01 - Demo/ Perform</b>	
	<p><b>5343_ From conception of engineers to conception in teaching: what conditions for the training of future teachers?</b> Abir Ouerhani, Fatima Bousadra, Nicolas-Félix Lacombe and Elijah Van Houten</p> <p><b>8168_ Assessing the understanding of uncertainty using the CDPA in undergraduate physics laboratory courses at McGill University</b> Matheus Azevedo Silva, Pessôa, Rebecca Brosseau, Kenneth Ragan, Lilian Childress and Armin Yazdani</p> <p><b>5010_ Les laboratoires par recherche guidée en physique : la modélisation au cœur de l'apprentissage.</b> Vincent Sicotte and Jean-François Désilets</p>	<p><b>1581_ Synchronous distance simulation with confederate assessments for a health program: applications for experiential learning</b> Oxana Kapoustina, Hugo Marchand, Amanda Cervantes, Rosetta Antonacci, William Landry and Suhanya Sinnathurai</p> <p><b>9898_ Le potentiel des technologies immersives en univers social au secondaire</b> Normand Roy, Bruno Poellhuber and Marie-Claude Larouche</p> <p><b>3120_ How Digital Tools Have Reshaped Everyday Work in Higher Education</b> Saul Carliner</p>	<p><b>1275_ Help! I have an online exam!</b> Manasvini Narayana</p> <p><b>7265_ What are we measuring, when we measure engagement?</b> Theo Stojanov</p> <p><b>6155_ Reflective learning using an ePortfolio in a science seminar course</b> Katie Lucas</p>	<p><b>4260_ The story of Interprofessional Education: Designing a program within programs</b> Tim Miller and Krista Bulow</p>	<p><b>9539_ Implementation of Case Studies in Scientific Disciplines</b> Beth Acton and Tania Peres</p>	<p><b>4045_ Students Living with Chronic Pain: Visualizing Invisible Barriers to Learning Using Artificial Intelligence and Virtual Reality</b> Valerie Bourassa and Hannah Derue</p>	
	ROOM 420	ROOM 429	ROOM 431	ROOM 413	ROOM 621	ROOM 670	
10:15-10:45	Break						
10:45-12:00	<b>T04 - Talk</b> Digging Deeper: Fundamental Research	<b>T05 - Talk</b> Instructional Design Challenges	<b>R01 - Round Table</b> Expanding Students' Experiences	<b>S02 - Symposium</b>	<b>W02 - Mini-workshop</b>	<b>W03 - Mini-workshop</b>	<b>W04 - Mini-workshop</b>
	<p><b>3491_ Adaption and Co-regulation of Classroom Engagement in a Grade-Eight Knowledge Community: Co-designing Scripts, Roles, and Technology</b> Joel Wiebe, Emilia Martin and Jim Slotta</p> <p><b>2648_ Fostering Adolescents' Self-Directed Learning Through Making: The Development of an Integrated Model</b> Heather Pearson and Adam Dube</p>	<p><b>399_ Designing Inquiry-Based Pedagogies for STEM Education: Connecting Theory and Practice</b> Shanmugavalli Narayanan and Anila Asghar</p> <p><b>3983_ The role of the teacher in a project-based course in higher education</b> Hélène Nadeau and Sylvia Cox</p> <p><b>1187_ Designing and implementing a case-based instructional approach to a microeconomics course based on the Scholarship of Teaching and Learning framework.</b> Sacha Des Rosiers and Tanya Chichekian</p>	<p><b>2467_ Windows, mirrors and sliding glass doors: Leveraging community partnerships to provide authentic learning experiences in secondary education</b> Emily Di Nunzio and Isabella Liu</p> <p><b>3276_ Supporting collaborative learning about Nature of Science and science identity development in a high school Biology class in Ontario</b> Elena Boldyreva, Maria Niño-Soto and James D. Slotta</p> <p><b>2451_ AI Curriculum Implementation in College Pre-University Programs: Adding Experiential Learning to the Toolkit</b> Joel Trudeau, Robert Stephens, Vanessa Gordon, Victor Ponce and Sameer Bhatnagar</p>	<p><b>7538_ OPIEVA's Chatbot: for a portrait of interactivity in assessment</b> Marie-Claude Petit, Julie Rose, Séverine Locret, Diane Leduc and Chantal Tremblay</p>	<p><b>7129_ Getting back to basics: Connecting through notebook making</b> Melissa Rivosecchi, Aeron MacHattie and Muhammad Owais</p>	<p><b>6176_ La créativité pour mêler nos pratiques : un empoussancement pédagogique</b> Stéphanie Granger and Caroline Chouinard</p>	<p><b>4157_ Designing Online Interactive Simulations for Learning</b> Camila Lee, Preeti Raman and Justin Reich</p>
	ROOM 420	ROOM 429	ROOM 670	ROOM 413	ROOM 431	ROOM 409	ROOM 621
12:00-13:30	Lunch						
13:30-13:45	Welcome H110						
13:45-15:00	Keynote Diana Laurillard H110						
15:00-15:15	Break - Mezzanine						
15:15-16:30	<b>T06 - Talk</b> STEM: Approaches to Deeper Learning	<b>T07 - Talk</b> Collaborative Design	<b>R02 - Round Table</b> Improving Student Outcomes	<b>S03 - Symposium</b>	<b>W05 - Mini-workshop</b>	<b>W06 - Demo/ Perform</b>	
	<p><b>1466_ It IS Rocket Science</b> Lee Zentner and Knash Afshar</p> <p><b>9877_ Facilitating Active Learning in a 200-Student Introductory Physics Course</b> Garrick Burron and Carolyn Sealfon</p> <p><b>6921_ La problématisation des sciences et des technologies : de la théorie à la pratique</b> Nicolas-Félix Lacombe, Fatima Bousadra, Abir Ouerhani and Elijah Van Houten</p>	<p><b>8254_ Designing for Collaborative Design-Based Research within a University Teacher Education Context</b> Marta Kobiela</p> <p><b>2835_ Collaborative Curriculum Visioning and Analysis using CourseFlow</b> Eva Mary Bures</p>	<p><b>11211_ La passion : un vecteur d'apprentissage ?!</b> Julie Gagné, Philippe Gagné and Avery Rueb</p> <p><b>9787_ Leveraging Blended Learning for Enhanced Student Outcomes: An Interdisciplinary Roundtable</b> Neerusha Baurhoo, Kevin Casey, Elena Naidenova and Nicholas Park</p> <p><b>2587_ Integrating policy, principles, and practice in assessment to promote equity and healthy learning environments</b> Margo Echenberg, Carolyn Samuel, Eva Dobler, Laura Winer and Linda Varekamp</p>	<p><b>5871_ Designing Inquiry-Based Labs for Physics and Biology: Lessons learned from practitioner-researcher partnerships</b> Rhys Adams, Karl Laroche, Elizabeth Charles, Kevin Lenton, Michael Dugdale, Sean Hughes, Caroline Cormier, Véronique Turcotte and Chao Zhang</p>	<p><b>7808_ La schématisation: exemples pratiques orientés vers le développement du jugement clinique de l'étudiant(e).</b> Ondina Galiano and Lucie Giguere Kolment</p>	<p><b>9809_ Teaching Inclusive Teaching Strategies: A Game-Based Approach</b> Michael Reese and Reid Sczerba</p>	
	ROOM 420	ROOM 429	ROOM 670	ROOM 413	ROOM 431	ROOM 621	
16:30-16:45	Travel time						
16:45-17:45	Awards Ceremony						



# 2023 Schedule at a glance | Résumé du programme

Day 2 – June 13, 2023							
8:00 - 9:00	Registration and Light Breakfast - Mezzanine						
9:00-10:15	<b>T08 - Talk</b> <b>Collaborative Design</b> <i>3976_Développer ses compétences informationnelles à l'aide de Wikipédia</i> Dominic Hébert Sherman and Christine Marquis <i>4181_Leveraging knowledge synthesis practice for research skill development in undergraduate science courses</i> Heather Macdonald and Véronique Bézaire <i>5918_Communicative Competence: The role of Grammar in Teaching English as a Second Language</i> Mohammed Marzuq Abubakari ROOM 420	<b>T09 - Talk</b> <b>Learning Through Games</b> <i>2129_Teachers as video game designers: A collective autoethnography of our experiences, challenges, and triumphs</i> Neerusha Baurhoo-Gokool, Jason Lapointe and Terry Saropoulos <i>3593_Three Semesters in Minecraft: Lessons Learned from a Fully Flipped Online Class</i> Darren Wershler, Bart Simon and Stuart Thiel <i>9821_Jeux sérieux en réalité virtuelle pour apprendre les sciences : de la conception à l'implantation en classe</i> Christine Marquis, Bruno Poellhuber and Sébastien Wall-Lacelle ROOM 429	<b>T10 - Talk</b> <b>Design and Professional Development</b> <i>6301_Collaboration Nurtures Grassroots Professional Development</i> Rebecca Peters and Chloé Collins <i>9898_I-MersionCP : un dispositif de formation et de recherche pour les personnes conseillères pédagogiques du supérieur</i> Florian Meyer, Christelle Lison, Sonia Proust-Andrewkha, Félix Arguin, Constance Denis and Elsa Paukovic <i>3619_Use of Educational Technology in Resource Constrained Contexts</i> Rasel Babu ROOM 431	<b>S04 - Symposium</b> <i>5863_Promoting agency for pedagogical change through a science undergraduate education research course</i> Maxime Denis, Iris Guo, Anita Parmar, Pepin Megane, Samuel Richer and Tamara Western ROOM 413	<b>W07 - Mini-workshop</b> <i>1264_Everything You Wanted to Know About Blended Learning but Were Afraid to Ask</i> Daniel Goldsmith ROOM 620	<b>D02 - Demo/ Perform</b> <i>7566_A hands-on educational kit showcasing ethical and responsible use of AI to solve a societal issue</i> Meghriq Terzian, Mauricio Buschinelli, Ann-Louise Davidson, Kristen Irvine and Tarik Bikhandafne ROOM 621	
	10:15-10:45 <b>Break</b>						
	10:45-12:00 <b>Keynote Kelly Miller H110</b>						
12:00 - 13:30 <b>Lunch</b>							
13:30-14:45	<b>T11 - Talk</b> <b>Leveraging Technologies</b> <i>872_Profiter pleinement du potentiel des téléphones intelligents dans sa pratique pédagogique</i> Ryan W. Moon and Kim Burton <i>9334_Influential Trends: Information for Faculty Concerning Technologies for Students with Disabilities</i> Catherine Fichten, Alice Havel, Christine Vo and Guissou Iravani-Manesh <i>2782_Accessible from the Outset: Embedding Universal Design for Learning Principles in a Graduate Engineering Education Course</i> Amanda Saxe and Ayca Koseoglu ROOM 420	<b>T12 - Talk</b> <b>New Ways of Using Assessment</b> <i>1549_Détection des risques d'échec et d'abandon dans des cours d'informatique</i> Iannick Gagnon, Eric Francoeur, Amel Guedidi and Normand Roy <i>2053_Contending with the challenge of qualitative assessment at scale— Learnings from the implementation of two different approaches to application-based group projects in a large-scale freshman physics course for Life Sciences students</i> Rebecca Brosseau and Nikolas Provas <i>8048_OPIEVA - A compass for learner's emotions and beliefs about assessment</i> Félix Desgagné-Doyon, Diane Leduc and Edith Potvin-Rossette ROOM 429	<b>T13 - Talk</b> <b>Learners as Engaged Citizens</b> <i>1589_Formal fun: Eduhack as an Enzymatic Initiative for Substantiative Change</i> Amarachi Onuorah and Vidya Sujaya <i>3256_L'intégration du multiculturalisme dans un cours d'introduction à l'énergie en ligne: Stratégies et leçons de l'expérience</i> Ganna Plethnyova, Ethan Boechler, Sylvie Musongela, Rodrigo Verney Lopes Castello Branco and Jason M.K.C. Donev <i>4795_Cross-disciplinary courses as vehicles for climate change and sustainability education</i> Ed Hudson, Jessica Burpee and Richard Léveillé ROOM 431	<b>S05 - Symposium</b> <i>1502_Teaching to the Text Generation Generation</i> Robert Stephens and Joel Trudeau ROOM 413	<b>W08 - Mini-workshop</b> <i>2133_Visual Classrooms: Leveraging Web-based Technology to Enhance Collaborative Learning</i> Leslie Schneider, Alice Cherestes and Krista Johansen ROOM 620	<b>W09 - Mini-workshop</b> <i>3390_Top Hat in action: Using technology to create engaging learning experiences in and outside the class.</i> Adina Gray ROOM 621	
	14:45-15:15 <b>Break - Mezzanine</b>						
	15:15-16:30	<b>T14 - Talk</b> <b>Innovative Assessment Strategies</b> <i>7040_ "Group First" - New methods of two-stage exams implementation in organic chemistry</i> Laura Pavelka, Chuxuan Nie and Sophia Tuch <i>2120_Collaborative quizzes on- and off-line in introductory genetics</i> Emma Tomiuk and Tamara Western <i>4972_Using Video Rubrics to Enhance Student Learning</i> Tim Campbell ROOM 420	<b>T15 - Talk</b> <b>Online Learning Environments</b> <i>3060_La contribution d'une communauté de pratique sur la classe inversée pour les infirmières enseignantes d'un établissement en enseignement supérieur</i> Ondina Galliano <i>5054_Can survey data support instructors in creating learning environments that are conducive to student well-being?</i> Janette Barrington, Kira Smith, Pallavi Sirjoosingh, Laura Pavelka, Stephen George, Elizabeth Webb and Marcy Slapcoff <i>8912_Supporting Resilience in Nursing Students</i> Heather Bilkes ROOM 429	<b>T16 - Talk</b> <b>Designing in the 21st Century</b> <i>1251_Learning From Tool-Building: The Activity Theory Case For Agile Development of Education Technology</i> Jeremie Choquette <i>3312_Curious, Concerned, Confused? The need for AI Literacy for Educators</i> Lesley Wilton, Rutwa Engineer, Stephen Ip, Clare Brett and Athena Tassis <i>8294_Animate to Teach and Gamify to Practice: Utilizing Authoring Tools to Create Unique E-Learning Experiences</i> Mayy Elhayawi ROOM 431	<b>S06 - Symposium</b> <i>5029_Facilitating Engagement, Empathy and Critical thinking through the use of videogames in a College Classroom</i> Johnathan Mina and Pascale Warmoes ROOM 413	<b>W10 - Mini-workshop</b> <i>1467_Introducing Citizen Science in Introductory Astronomy</i> Karim Jaffer ROOM 620	<b>D03 - Demo/ Perform</b> <i>4530_Augmenting place: Centering student work in the creation of AR Cité, an augmented reality app</i> Nancy Rebelo and Reisa Levine ROOM 621
16:30 <b>POSTER SESSION (SALTISE &amp; ISLS) - Library Building (LB) Atrium</b>							
<b>Thank you and have a wonderful summer!</b>							

# Conference Program Abstracts

## Résumés du programme de la conférence

DAY 1 – June 12<sup>th</sup>

### Keynote

1:45-13:00

**Diana Laurillard**

*“Educators collaborating to innovate:  
The roles digital technologies can play”*

As blended learning is now becoming a significant part of higher education, there is a great deal of work to be done to develop these new opportunities for learning and teaching. Teachers are best placed to do this: they are at the front line of development of these new methods because they are with their learners every day, able to discover what works, and what does not. But they cannot do innovation on this scale alone. The keynote will demonstrate why it is important that educators, professional development staff and researchers can now design blended learning by collaborating on sharing and testing new digital pedagogies. It will show how the phases of the design process can be articulated in the Learning Designer, a free, open and online design tool, available for all. For example, it can model some of the classic pedagogies reworked for blended and online modes. Users can also share their designs for peer review, and for collaboration on innovative versions. The aim is to recreate the community knowledge-building mechanism of scholarly journal articles, but in a way that suits the nature of experimental pedagogy. Orchestrating this process to enable further learning and collaboration can then make use of MOOC platforms, as the talk will illustrate.



### Talks

9:00-10:15

#### T01 Emerging Issues in STEM Teaching

8168 *Assessing the understanding of uncertainty using the CDPA in undergraduate physics laboratory courses at McGill University*

MATHEUS AZEVEDO SILVA PESSÔA, REBECCA BROUSSEAU, KENNETH RAGAN, LILIAN CHILDRESS AND ARMIN YAZDANI

One of the primary goals of the McGill Physics Education Research Group (PER), a learning community bridging the Office of Science Education (OSE) and the Physics Department, is to enhance the conceptual understanding of uncertainty in undergraduate physics laboratory courses. This talk will address the implications of data collected over the last three years using the Concise Data Processing Assessment tool and how this tool can be further tailored to better serve the McGill context.

5010 *Les laboratoires par recherche guidée en physique : la modélisation au cœur de l'apprentissage.*

VINCENT SICOTTE AND JEAN-FRANÇOIS DÉSILETS

L'apprentissage par la modélisation a été implanté durant deux sessions du cours physique Mécanique, en parallèle avec une stratégie de recherche guidée en laboratoire. Selon le « CLASS survey », cette stratégie s'avère l'une des meilleures pour amener les étudiant·e·s à développer leurs attitudes scientifiques. Nous présenterons les résultats du CLASS, de même qu'un mécanisme d'évaluation par les pairs mis en place pour mesurer les contributions individuelles et les savoir-être dans les travaux d'équipe.

#### T02 Technologies for Learning

1581 *Synchronous distance simulation with confederate assessments for a health program: applications for experiential learning*

OXANA KAPOUSTINA, HUGO MARCHAND, AMANDA CERVANTES, ROSETTA ANTONACCI, WILLIAM LANDRY AND SUHANYA SINNATHURAI

Learning via simulation is an effective way to develop critical thinking in health care professions. We will describe a synchronous distance simulation pedagogy with the use of confederate assessments for students in an online nursing program. Logistic and personnel requirements, student pre-brief and debrief, training of personnel, as well as the planning for sound and camera positions and sound will be discussed. This will be followed by a short sample video of a simulation.

9898 *Le potentiel des technologies immersives en univers social au secondaire*

NORMAND ROY, BRUNO POELLHUBER AND MARIE-CLAUDE LAROUCHE

Les technologies immersives sont de plus en plus présentes dans le contexte éducatif et leur potentiel semble appuyé par plusieurs métaanalyses. Dans cette présentation, nous aborderons deux études de cas d'exploration de la technologie immersive au niveau secondaire en univers social. Les résultats ont montré que les TI ont un certain potentiel, mais que de nombreuses conditions doivent être mises en place pour en arriver à un usage pédagogique efficace.

3120 *How Digital Tools Have Reshaped Everyday Work in Higher Education*

SAUL CARLINER

Using "snapshots" from each five years between 1993 and 2023, this session looks at how digital tools have shaped work in higher education. Specifically, it explores technologies used for eight everyday tasks over the years. In doing so, this session reflects on the evolving impact of digital tools on work in higher education and identifies which digital tools were flashes in the pan and which ones became institutionalized and part of everyday work life.

### T03 Designing for Online Teaching and Learning

1275 *Help! I have an online exam!*

MANASVINI NARAYANA

Timed exams can be stressful, and online timed exams more so – for students, as well as for instructors who may need to mitigate for technical and other issues that arise during the exam. When students can access technical and content related support in real time, from within the exam, there are clear benefits. This case study describes the in-exam support service for online exams at Concordia University and explores its potential and limitations.

7265 *What are we measuring, when we measure engagement?*

THEO STOJANOV

How do engagement metrics assist in learning design? Adopting a cross-disciplinary perspective, I critically assess a variety of tools and approaches available to instructors and instructional designers to evaluate engagement in online learning environments. I examine my findings in the context of a recent project where engagement and its measurement were top design priorities.

6155 *Reflective learning using an ePortfolio in a science seminar course*

KATIE LUCAS

I will discuss the use of an ePortfolio to promote reflective and integrative learning in a second-year interdisciplinary science course. This tool provides students with an outlet for the contextualized learning happening in the classroom, as well as a longitudinal dimension to their learning by encouraging reflection on their work throughout the term. Students leave the course with a record of learning that will benefit them in their scientific degrees and beyond.

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## Symposia

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### S01 - Symposium

4260 *The story of Interprofessional Education: Designing a program within programs*

TIM MILLER AND KRISTA BULOW

Discover how a team of medical technology teachers has been able to design an Interprofessional Education approach to teaching across their 7 programs. Hear directly from the team on how they found creative solutions around common barriers and how these have directly influenced some the more impactful learning opportunities for the students.

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## Mini-workshop

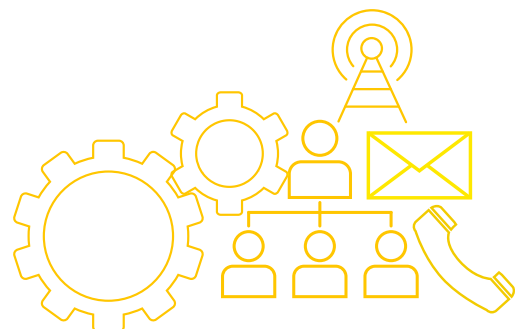
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### W01 - Mini-workshop

9539 *Implementation of Case Studies in Scientific Disciplines*

BETH ACTON AND TANIA PERES

Case studies provide an authentic learning activity by stimulating students' critical thinking, problem-solving, and decision-making skills. This workshop will guide science teachers in successfully integrating case studies into their curriculum by providing them with a comprehensive understanding of the best practices for case study design and implementation. During the workshop, participants will create a framework to be used to develop and implement a case study specific to the competencies and learning objectives in their courses.



# Demonstration/Performance

## D01 - Demonstration/Performance

4045 *Students Living with Chronic Pain: Visualizing Invisible Barriers to Learning Using Artificial Intelligence and Virtual Reality*

VALERIE BOURASSA AND HANNAH DERUE

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.

10:30-11:45

## T04 Digging Deeper: Fundamental Research

3491 *Adaption and Co-regulation of Classroom Engagement in a Grade-Eight Knowledge Community: Co-designing Scripts, Roles, and Technology*

JOEL WIEBE, EMILIA MARTIN AND JIM SLOTTA

Knowledge Community and Inquiry (KCI) is a pedagogical model for design, enactment, and evaluation of collective inquiry in K-12 classrooms. This paper presents an ongoing technology-supported, design-based research study that extends KCI to include a student model for guiding both adaptation and regulation of learning informed by student engagement (e.g., video, self-report, and digital trace data). Results evaluate the enactment of co-designed activity scripts, assigned/selected roles, and student outcomes.

2648 *Fostering Adolescents' Self-Directed Learning Through Making: The Development of an Integrated Model*

HEATHER PEARSON AND ADAM DUBE

Based on the results of a systematic review of studies that targeted self-directed learning (SDL), a new framework for using making-activities in high school classrooms is proposed that integrates all of the key characteristics of SDL and organizes them according to design thinking (DT) and self-regulated learning phases. The Integrated DT-SDL Model aims to provide educators and researchers with a guiding model in how to design maker-centric activities to support learners' agency and autonomy.

## T05 Instructional Design Challenges

399 *Designing Inquiry-Based Pedagogies for STEM Education: Connecting Theory and Practice*

SHANMUGAVALLI NARAYANAN AND ANILA ASGHAR

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.

3983 *The role of the teacher in a project-based course in higher education*

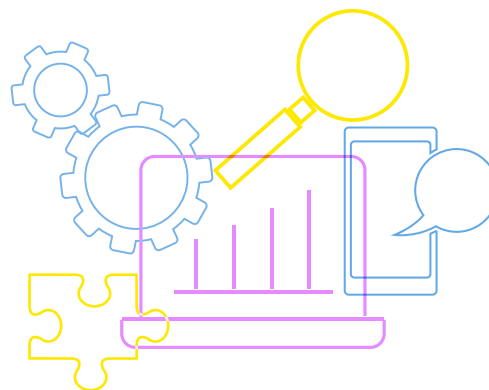
HÉLÈNE NADEAU AND SYLVIA COX

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.

1187 *Designing and implementing a case-based instructional approach to a microeconomics course based on the Scholarship of Teaching and Learning framework.*

SACHA DES ROSIERS AND TANYA CHICHEKIAN

The case-based method encourages learners to apply theoretical concepts to solve authentic problems and provides them with a tangible connection to what they are learning. This presentation explores the implementation of case studies in a cepeg microeconomics course over multiple semesters. Challenges and improvements are discussed based on the Scholarship of Teaching and Learning (SoTL) framework, thus highlighting the potential transferability of this methodological approach.



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## Round Table

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### R01 Expanding Students' Experiences

2467 *Windows, mirrors and sliding glass doors: Leveraging community partnerships to provide authentic learning experiences in secondary education*

EMILY DI NUNZIO AND ISABELLA LIU

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.

3276 *Supporting collaborative learning about Nature of Science and science identity development in a high school Biology class in Ontario*

ELENA BOLDYREVA, MARIA NIÑO-SOTO AND JAMES D. SLOTTA

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, osez-vous partager votre « TacTIC de prof » ?

2451 *AI Curriculum Implementation in College Pre-University Programs: Adding Experiential Learning to the Toolkit*

JOEL TRUDEAU, ROBERT STEPHENS, VANESSA GORDON, VICTOR PONCE AND SAMEER BHATNAGAR

AI technologies are transforming society and the way we learn and work. Equipping students with skills and a critical understanding of AI is crucial. This roundtable focuses on the integration of AI curriculum and experiential learning into higher education programs. Participants will engage in collaborative dialogue around topics such as the landscape of experiential learning, teaching AI competencies, balancing technical and transversal skills, and best practices for designing effective and innovative AI curricula.

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## Symposia

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### S02 - Symposium

7538 *OPIEVA's Chatbot: for a portrait of interactivity in assessment*

MARIE-CLAUDE PETIT, JULIE ROSE, SÉVERINE LOCRET, DIANE LEDUC AND CHANTAL TREMBLAY

Students' emotions and beliefs in assessment impact how they approach their learning. However, tools to probe these elements are rare. To help students manage their emotions while questioning their beliefs about assessment, OPIEVA launched the Compass- Emotions and Beliefs of Learners in Assessment, in 2023. This paper presents how the questionnaire was built and how the data was collected using the compass.

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## Mini-workshop

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### W02 - Mini-workshop

7129 *Getting back to basics: Connecting through notebook making*

MELISSA RIVOSECCHI, AERON MACHATTIE AND MUHAMMAD OWAIS

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.

### W03 - Mini-workshop

6176 *La créativité pour métisser nos pratiques : un empuissancement pédagogique*

STÉPHANIE GRANGER AND CAROLINE CHOUINARD

This workshop visually explores the inner world of others through an interdisciplinary approach that interweaves two disciplines in a pedagogical conversation to stimulate creativity as a process with hands-on material. Specifically, participants extract the key elements of a classic letter, reinvest them in inventive writing, sketch contemporary lofts that translate the infinite shades of the text by choosing a piece of furniture, a pattern, a colour palette, and then ask themselves: is it possible to create even more connections?

## W04 - Mini-workshop

4157 *Designing Online Interactive Simulations for Learning*

CAMILA LEE, PREETI RAMAN AND JUSTIN REICH

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.

15:15-16:30

## Talks

### T06 STEM: Approaches to Deeper Learning

1466 *It IS Rocket Science*

LEE ZENTNER AND KHASH AFSHAR

Rocket Science is a course designed to immerse students in the world of engineering through hands-on bi-weekly challenges/goals. They are chosen to push the students, and demonstrate how collaboration is required in large scale projects. The result is a course that marries theory and practice, provides the power of choice, the freedom to explore and experiment, while allowing students to work in a differentiated and collaborative pedagogical setting to achieve a common goal.

9877 *Facilitating Active Learning in a 200-Student Introductory Physics Course*

GARRICK BURRON AND CAROLYN SEALFON

Active learning is often seen as challenging, or even impossible, in large classrooms. This study, using self-study methodology (Loughran, 2004), examines the implementation of an active learning environment to a 200-student first-year physics course for non-physics specialists. The instructor, Sealfon, used the ISLE framework (Brookes, Etkina, and Planinsic 2020) to guide their instructional and laboratory design. Exam structure featured a multi-step design to help showcase students' abilities while maintaining rigour.

6921 *La problématisation dans l'enseignement des sciences et des technologies : de la théorie à la pratique*

NICOLAS-FÉLIX LACOMBE, FATIMA BOUSADRA, ABIR OUERHANI AND ELIJAH VAN HOUTEN

Les élèves ont besoin d'activités pédagogiques qui donnent du sens aux concepts enseignés à partir des problèmes qui les justifient. Dans une recherche sur l'apprentissage de la calorimétrie avec la réalité virtuelle, des élèves ont réalisé un laboratoire virtuel. Leurs réponses aux questionnaires prépost mettent en lumière que le laboratoire virtuel n'a pas emmené les élèves à distinguer chaleur et température. Ces résultats illustrent l'importance de la problématisation pour l'enseignement des sciences en réalité virtuelle.

### T07 Collaborative Design

8254 *Designing for Collaborative Design-Based Research within a University Teacher Education Context*

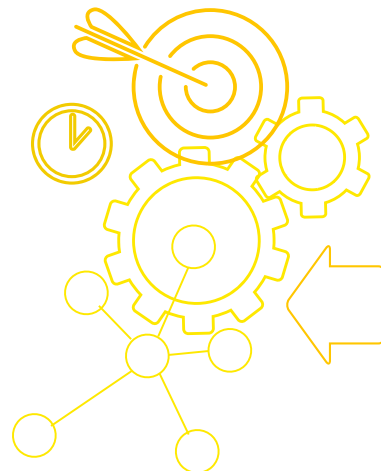
MARTA KOBIELA

In this study, we explore the questions, challenges, and considerations that arose as we engaged with university instructors in collaborative design-based research within the context of a teacher education course for prospective elementary mathematics teachers. We share three types of "tension" that we experienced in research design: a) tensions between competing demands of time, b) tensions between competing views of learning goals, and c) tensions between competing ethical considerations.

2835 *Collaborative Curriculum Visioning and Analysis using CourseFlow*

EVA MARY BURES

This presentation focuses on the process taken by 15 faculty members engaging in collaborative curriculum visioning in light of the new framework of professional teacher competencies of the MEQ. It will explore how CourseFlow supports us in this process, allowing us to visualize how our education programs currently support the development of professional competencies and allowing us to identify gaps. The presentation will incorporate a demo and report on adjustments we are considering.



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## Round Table

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### R02 Improving Student Outcomes

1211 *La passion : un vecteur d'apprentissage ?!*

JULIE GAGNÉ, PHILIPPE GAGNÉ AND AVERY RUEB

Est-il possible de transformer les passions des étudiant.e.s en une véritable source ludique d'apprentissage ? Dans le cadre de cette table ronde, vous serez invité.e à porter un regard critique sur la part de liberté que vous accordez à vos étudiant.e.s en plus de réfléchir à l'influence que peut avoir la passion sur la motivation et l'engagement. Osez-vous faire davantage de place à ce qui fait vibrer vos apprenant.e.s dans votre salle de classe ?

9787 *Leveraging Blended Learning for Enhanced Student Outcomes: An Interdisciplinary Roundtable*

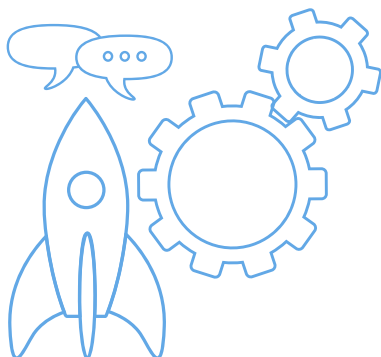
NEERUSHA BAURHOO, KEVIN CASEY, ELENA NAIDENOVA AND NICHOLAS PARK

In this presentation, we explore our journey in designing, implementing, and evaluating a practical and inclusive techno-pedagogical tool (i.e., video games) to meet the academic needs of CEGEP students in biology. We will discuss the educational theories and the principles of game design that informed the conceptualization of our games. We will also showcase our video games and discuss its implications for teaching and learning practices after discussing our challenges and triumphs.

2587 *Integrating policy, principles, and practice in assessment to promote equity and healthy learning environments*

MARGO ECHENBERG, CAROLYN SAMUEL, EVA DOBLER, LAURA WINER AND LINDA VAREKAMP

With a new, principle-guided, policy on assessment of student learning at our research-intensive university, a shift in assessment practices is underway. How can we inspire instructors to perceive value in this shift such that they consider assessment of student learning in meaningful ways? At this roundtable, we will explain the rationale for the principles and their relation to the Policy and teaching practices, and share our multi-faceted approach to raising awareness and garnering buy-in.



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## Symposia

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### S03 - Symposium

5871 *Designing Inquiry-Based Labs for Physics and Biology: Lessons learned from practitioner-researcher partnerships*

RHYS ADAMS, KARL LAROCHE, ELIZABETH CHARLES, KEVIN LENTON, MICHAEL DUGDALE, SEAN HUGHES, CAROLINE CORMIER, VÉRONIQUE TURCOTTE AND CHAO ZHANG

We report on two Inquiry-Based Laboratory (IBL) based practitioner-researcher partnerships. Our IBL implementations have evolved over 2-3 semesters, resulting in (1) a four-module sequence that culminates in a design project for Physics, and (2) a new script based on conceptual progression for Biology. We will elaborate on our research findings, and how our approaches could serve as models for other science courses wishing to implement IBLs.

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## Mini-workshop

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### W05 - Mini-workshop

7808 *La schématisation: exemples pratiques orientés vers le développement du jugement clinique de l'étudiant(e).*

ONDINA GALIANO AND LUCIE GIGUERE KOLMENT

Il y aura premièrement une présentation de l'état des connaissances actuelles concernant la schématisation. il y aura une présentation et participation active sur des exemples de la schématisation qui illustreront comment faire des liens, intégrer vers la pratique du jugement clinique.

### W06 - Mini-workshop

9809 *Teaching Inclusive Teaching Strategies: A Game-Based Approach*

MICHAEL REESE

This session will present an approach for teaching research-based, inclusive-pedagogical strategies in any modality. This approach is based on a card deck inspired by game design. The presenter will describe the approach and then model the workshop for participants so they can incorporate the approach in their academic departments and faculty development programs. The presenters will leave time for Q/A.

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## Keynote

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10:30- 11:45

### Kelly Miller

*“Overcoming Challenges in Active Learning Environments”*

Despite active learning being recognized as a superior method of instruction in the classroom, most college instructors around the world still choose traditional teaching methods. This talk will focus on best practices in active teaching strategies and how students' perceptions of their own learning are often misleading. The importance of diversity in team-based learning and the challenges associated with assessments in these environments will also be discussed.

08:45-10:00

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## Talks

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### T08 Collaborative Design

*3976 Développer ses compétences informationnelles à l'aide de Wikipédia*

DOMINIC HÉBERT SHERMAN AND CHRISTINE MARQUIS

Dans un contexte de surabondance d'information numérique, notre recherche s'intéresse aux compétences informationnelles des étudiants du collégial ayant modifié des articles sur Wikipédia. Leurs contributions à l'encyclopédie ont été produites en contexte scolaire via un dispositif pédagogique élaboré pour le projet. Les résultats préliminaires issus des questionnaires et des entrevues permettront une première esquisse des effets potentiels de l'apprentissage actif à l'aide de Wikipédia sur le développement de ces compétences et la motivation scolaire.

*4181 Leveraging knowledge synthesis practice for research skill development in undergraduate science courses*

HEATHER MACDONALD AND VÉRONIC BÉZAIRE

This presentation illustrates the strength of a librarian and instructor collaboration to address deficiencies in undergraduate research skills. It shows how a STEM librarian and science instructor combined their respective expertise in knowledge synthesis and nutrition to co-design scaffolded in-class activities based on the systematic review methodology.

*5918 Communicative Competence: The role of Grammar in Teaching English as a Second Language*

MOHAMMED MARZUQ ABUBAKARI

In spite of the global desire for multilingualism, English remains the leading language of scholarship and service. This Paper examines the extent to which Grammar in teaching English could enhance the communicative competence of users. It analyzes the Krahen's five-dimensional Theory of Second Language Acquisition. The objective is to discover new insights into teaching Grammar as a tool of communicative competence. The Paper finds that Grammar remains central to communicative competence in English.

### T09 Learning Through Games

*2129 Teachers as video game designers: A collective autoethnography of our experiences, challenges, and triumphs*

NEERUSHA BAURHOO-GOKOOL, JASON LAPOINTE AND TERRY SAROPOULOS

In this presentation, we explore our journey in designing, implementing, and evaluating a practical and inclusive techno-pedagogical tool (i.e., video games) to meet the academic needs of CEGEP students in biology. We will discuss the educational theories and the principles of game design that informed the conceptualization of our games. We will also showcase our video games and discuss its implications for teaching and learning practices after discussing our challenges and triumphs.

*3593 Three Semesters in Minecraft: Lessons Learned from a Fully Flipped Online Class*

DARREN WERSHLER, BART SIMON AND STUART THIEL

This paper relates some of the lessons learned -- pedagogical and technical, successes and failures -- from teaching a fully flipped online class for three semesters. From January 2021, students in Video Games and/as Theory spent their contact hours in a custom Minecraft server linked to Discord, with lectures recorded as podcasts. Preliminary findings show tremendous engagement and increased student interest in research, but the class is resource-intensive and does not work for all learners.

*9821 Jeux sérieux en réalité virtuelle pour apprendre les sciences : de la conception à l'implantation en classe*

CHRISTINE MARQUIS, BRUNO POELLHUBER AND SÉBASTIEN WALL-LACELLE

À partir de l'analyse de la valeur pédagogique, nous avons conçu des jeux sérieux en réalité virtuelle pour apprendre les sciences de manière engageante et ludique. Notre grille de critères de qualité des jeux sérieux en RV et une adaptation de divers modèles de développement issus nous ont servi de guides pour le développement de 3 jeux sérieux en biologie, chimie et physique, expérimentés en classe. Les principes de design émergents seront présentés.



## T10 Design and Professional Development

### 6301 Collaboration Nurtures Grassroots Professional Development

REBECCA PETERS AND CHLOÉ COLLINS

A group of like-minded teachers from six CEGEPs felt compelled to find a creative solution to help all students navigate the intricacies of college life and thrive in General Education courses. We created open-source lessons to improve students' additional language skills and facilitate their transition to college. This presentation describes our creation process, explains the unexpected benefits that arose from our joint efforts, and highlights the importance of collaboration for grassroots professional growth and revitalization.

### 9898 I-MersionCP : un dispositif de formation et de recherche pour les personnes conseillères pédagogiques du supérieur

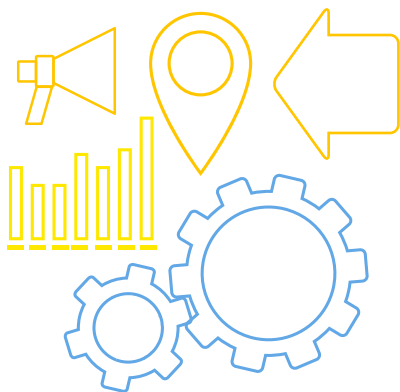
FLORIAN MEYER, CHRISTELLE LISON, SONIA PROUST-ANDROWKHA, FÉLIX ARGUIN, CONSTANCE DENIS AND ELSA PAUKOVICS

Le dispositif i-mersionCP vise le développement de la compétence numérique des conseillères et conseillers pédagogiques (CP) de l'enseignement supérieur et se caractérise par une approche de type communauté de pratique. Il comprend une recherche visant à avoir une meilleure compréhension du métier de CP et à construire un référentiel métier et un référentiel de compétences nécessaires à l'exercice de la fonction de CP. Les résultats permettront de redéfinir les activités du dispositif i-MersionCP.

### 3619 Use of Educational Technology in Resource Constrained Contexts

RASEL BABU

This qualitative research was conducted in two secondary schools in Bangladesh to learn how teachers used technology in the teaching-learning process and what kinds of issues they faced during technology adaptation. Overall, teachers were more comfortable in traditional teaching and hardly used technology. They had a lack of motivation as well as expertise in using technology. Infrastructural barriers and misconceptions about technology also contributed to the limited use of technology in the teaching-learning process.



## Symposia

### S04 - Symposium

#### 5863 Promoting agency for pedagogical change through a science undergraduate education research course

MAXIME DENIS, IRIS GUO, ANITA PARMAR, PEPIN MEGANE, SAMUEL RICHER AND TAMARA WESTERN

Executing pedagogical change in a scholarly manner with all partners at the table is challenging. The McGill University course FSCI 396 – Research in Science Teaching and Learning pairs undergraduate students with faculty to delve into the pedagogical literature to design and assess learning activities in science courses and programs. Our symposium focuses on how the Students as Partners –driven Scholarship of Teaching and Learning in FSCI 396 fosters agency for powerful pedagogical change.

## Mini-workshop

### W07 - Mini-workshop

#### 1264 Everything You Wanted to Know About Blended Learning but Were Afraid to Ask

DANIEL GOLDSMITH

This workshop will give a general overview of what blended learning is (and, perhaps more importantly, what it is not). We will explore how blended learning can be inspired and informed by active learning pedagogy. By the end of the workshop, I hope to leave you with some tools that you can use to craft a blended and/or active lesson and integrate it into your courses.

## Demonstration/Performance

### D02 - Demonstration/Performance

#### 7566 A hands-on educational kit showcasing ethical and responsible use of AI to solve a societal issue

MEGHRIG TERZIAN, MAURICIO BUSCHINELLI, ANN-LOUISE DAVIDSON, KRISTEN IRVINE AND TARIK BIKHANDAFNE

This activity is a practical demonstration for teachers in STEM of how ethical and responsible AI can be used in the classroom to tackle a societal issue. Participants will use a Raspberry Pi and sensors to read data and make AI decisions. The activity is one of three pedagogical kits developed by a team from John Abbott College and Concordia University with funding from the PIA (Pôle montréalais d'enseignement supérieure en intelligence artificielle).

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## Talks

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### T11 Leveraging Technologies

872 *Profiter pleinement du potentiel des téléphones intelligents dans sa pratique pédagogique*

RYAN W. MOON AND KIM BURTON

Le collectif Pratiques FAD, un regroupement de 5 collègues francophones à travers le Canada a développé des modules de microformation autoportants qui abordent les différentes considérations pour l'intégration des téléphones intelligents en classe ou en dehors de la classe. Cette présentation résumera les bonnes pratiques reliées à une utilisation efficace des téléphones intelligents dans sa pratique enseignante. On abordera également la conception du contenu pour le m-apprentissage (apprentissage mobile et microapprentissage).

9334 *Influential Trends: Information for Faculty Concerning Technologies for Students with Disabilities*

CATHERINE FICHTEN, ALICE HAVEL, CHRISTINE VO AND GUISSOU IRAVANI-MANESH

We will discuss influential trends in the accessibility of information and communication technologies in the postsecondary education of students with all types of disabilities that can be useful for faculty.

2782 *Accessible from the Outset: Embedding Universal Design for Learning Principles in a Graduate Engineering Education Course*

AMANDA SAXE AND AYCA KOSEOGLU

This presentation describes the process of integrating Universal Design for Learning (UDL) (CAST, 2022) strategies and content into a graduate engineering education course on instructional design. Students were introduced to traditional course design concepts, such as developing learning outcomes and assessments, alongside UDL and inclusive teaching strategies. Specific examples of how UDL was implemented in the design of this course, such as through flexible assessments and opportunities for student choice, will also be explored.

### T12 New Ways of Using Assessment

1549 *Détection des risques d'échec et d'abandon dans des cours d'informatique*

IANNICK GAGNON, ERIC FRANCOEUR, AMEL GUEDIDI AND NORMAND ROY

Cette présentation portera sur une étude exploratoire visant à déterminer l'utilité potentielle de l'analytique de l'apprentissage (learning analytics) pour la réduction de l'abandon ou des échecs dans certains cours d'informatique à l'ETS. Nous présenterons les résultats préliminaires de l'analyse de données recueillies sur l'environnement numérique d'apprentissage (ENA) et par questionnaire auprès des étudiants pour ensuite discuter du potentiel de cette approche dans la détection précoce des risques d'abandon ou d'échec.

2053 *Contending with the challenge of qualitative assessment at scale—Learnings from the implementation of two different approaches to application-based group projects in a large-scale freshman physics course for Life Sciences students*

REBECCA BROUSSEAU AND NIKOLAS PROVATAS

What are the implications of attempting to cultivate learner agency through qualitative assessment schemes for a freshman-level student demographic? As newcomers to a discipline, are these undergraduate students sufficiently equipped to apply their understanding of course content in creative ways? Can issues of grader subjectivity be mitigated with sufficient instructional scaffolding? This talk will explore learnings from two different approaches to application-based group projects in a large-scale introductory physics course for Life Sciences students.

8048 *OPIEVA - A compass for learner's emotions and beliefs about assessment*

FÉLIX DESGAGNÉ-DOYON, DIANE LEDUC AND EDITH POTVIN-ROSSELET

Students' emotions and beliefs in assessment impact how they approach their learning. However, tools to probe these elements are rare. To help students manage their emotions while questioning their beliefs about assessment, OPIEVA launched the Compass- Emotions and Beliefs of Learners in Assessment, in 2023. This paper presents how the questionnaire was built and how the data was collected using the compass.



## T13 Learners as Engaged Citizens

1589 *Formal fun: Eduhack as an Enzymatic Initiative for Substantiative Change*

AMARACHI ONUORAH AND VIDYA SUJAYA

Our presentation reports the planning, implementation, and evaluation of a virtual Educational Hackathon. The project was designed for and attended by Nigerian teachers for three days in November 2022. The event aimed to initiate international conversations on the Nigerian education ecosystem and design solutions with the teachers as significant stakeholders. By elaborating on the strategies employed, challenges, and lessons learned, we will provide perspectives on designing hackathons in education, especially with digital tools.

3256 *L'intégration du multiculturalisme dans un cours d'introduction à l'énergie en ligne: Stratégies et leçons de l'expérience*

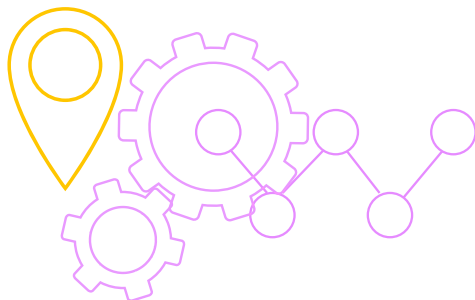
GANNA PLETNYOVA, ETHAN BOECHLER, SYLVIE MUSONGELA, RODRIGO VERNEY LOPES CASTELLO BRANCO AND JASON M.K.C. DONEV

Dans cette communication, nous partagerons nos expériences d'intégration des stratégies d'internationalisation et d'autochtonisation dans la conception d'un cours de physique asynchrone en ligne, Introduction à l'énergie. Créé avec l'utilisation des technologies éducatives en langues anglaise et française par un groupe diversifié d'universitaires, le cours contient des exemples provenant des communautés autochtones du Canada ainsi que de divers pays du monde et présente différentes perspectives sur l'utilisation globale de l'énergie.

4795 *Cross-disciplinary courses as vehicles for climate change and sustainability education*

ED HUDSON, JESSICA BURPEE AND RICHARD LÉVEILLÉ

Climate change and sustainability have scientific, technological, socioeconomic, political and ethical dimensions. Thus the disciplinary 'silos' which frame college curricula are barriers to effective education on climate change and sustainability. We present strategies and activities for climate and sustainability education from several co-taught, cross-disciplinary courses which bridge departments (including chemistry & physics and geography & physical education). These allow both students and teachers to understand the issues more holistically than discipline-specific conventions usually permit.



## Symposia

### S05 - Symposium

1502 *Teaching to the Text Generation Generation*

ROBERT STEPHENS AND JOEL TRUDEAU

With all the media hype about how A.I. text generation systems such as ChatGPT are ushering in a new era of rampant student plagiarism and possibly the "end of homework", many educators are wondering if they need to radically reshape their methods. In this symposium, members of the DawsonA.I. Community of Practice will demonstrate how text generation can be engaged proactively in the classroom, and how to best manage the academic integrity challenges it poses.

## Mini-workshop

### W08 - Mini-workshop

2133 *Visual Classrooms: Leveraging Web-based Technology to Enhance Collaborative Learning*

LESLIE SCHNEIDER, ALICE CHERESTES AND KRISTA JOHANSEN

Visual Classrooms is a research-validated active learning platform to help students learn new skills, content, and concepts and practice applying them with a community of peers. The platform's shared interactive collaboration space makes it easy for students to record and discuss their thinking on sticky-note-like posts using any media – drawing, text, videos. This hands-on workshop will include a demo of the platform, an interactive activity with participants, and time for feedback and discussion.

### W09 - Mini-workshop

3390 *Top Hat in action: Using technology to create engaging learning experiences in and outside the class.*

ADINA GRAY

This workshop aims to provide educators with the knowledge and skills to effectively use Top Hat – a powerful technology platform- to engage their students and promote active learning. By the end of the workshop, participants will understand how to use Top Hat to create interactive readings and assignments outside of class, as well as how to use polls, quizzes, and multi-media elements in class to encourage student participation and the application of their knowledge.

## Talks

### T14 Innovative Assessment Strategies

7040 "Group First" - New methods of two-stage exams implementation in organic chemistry

LAURA PAVELKA, CHUXUAN NIE AND SOPHIA TUCH

Two-stage exams are assessment methods that occurs in two discrete stages: the individual stage and the group stage. The goal is to bring active learning strategies into the assessment methods to increase student retention and comprehension as well as lower exam anxiety. "Group first" two-stage exams have been implemented in our large organic courses at McGill. This presentation aims to disseminate details about our "group first" model as well as the analysis of student feedback.

2120 Collaborative quizzes on- and off-line in introductory genetics

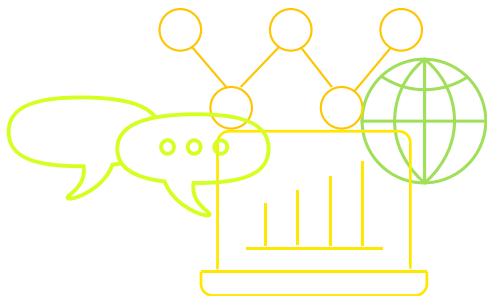
EMMA TOMIUK AND TAMARA WESTERN

To encourage student interaction and collaborative learning, group quizzes were adopted in introductory genetics. During remote learning, these quizzes were held online using myDALITE. Qualitative analysis of student comments allowed us to investigate perceptions of in-person versus online collaborative learning. Overall, in-person students had positive feedback, whereas remote learning students were more divided in their opinions. We propose these differences may result from the face-to-face exchange and feedback that occurs when talking to peers in-person.

4972 Using Video Rubrics to Enhance Student Learning

TIM CAMPBELL

Video Rubrics are an interactive tool that facilitate students editing of written work. The instructor records a video explaining assignment instructions and marking criteria while also prompting the students with questions that guide them in reviewing and editing their work. In this workshop, the facilitator will discuss and demonstrate various active rubrics, focusing primarily on Video Rubrics. Survey results of students' perception of Video Rubrics as a tool to support learning will be discussed.



### T15 Online Learning Environments

3060 *La contribution d'une communauté de pratique sur la classe inversée pour les infirmières enseignantes d'un établissement en enseignement supérieur*

ONDINA GALIANO

Lors de l'atelier, il y aura premièrement une présentation du projet d'innovation pédagogique de 3e cycle qui a permis d'effectuer une recherche quant à la contribution d'une communauté de pratique sur la capacité des enseignantes à mettre en place une classe inversée. Deuxièmement, il y aura une présentation et participation active sur des exemples de la classe inversée qui illustreront comment faire des liens, intégrer les systèmes/pathologies vers la pratique du jugement clinique des étudiantes

5054 *Can survey data support instructors in creating learning environments that are conducive to student well-being?*

JANETTE BARRINGTON, KIRA SMITH, PALLAVI SIRJOOSINGH, LAURA PAVELKA, STEPHEN GEORGE, ELIZABETH WEBB AND MARCY SLAPCOFF

Our research serves to assess whether a validated survey developed by researchers at SFU to assess learning environments for student well-being can lead to changes in teaching and learning practices. We are exploring this nexus between scholarship and practice using a facilitated conversation method. A pilot study in four undergraduate science courses in Fall 2022 (n=514) resulted in actual data forming the basis of case studies that bring to life strategies conducive to student well-being.

8912 *Supporting Resilience in Nursing Students*

HEATHER BILKES

Cegep nursing students report high stress, especially during clinical practicum. This qualitative study used the World Cafe Method to engage students in authentic dialogue about factors that promote resilience and how teachers might support this. Preliminary analysis (Constant Comparative Method) reveals supportive teachers understand the student experience, are organized and consistent, and provide constructive feedback in a positive way. Findings can equip both students and teachers with strategies to promote student resilience and lower attrition.

### T16 Designing in the 21st Century

1251 *Learning From Tool-Building: The Activity Theory Case For Agile Development of Education Technology*

JEREMIE CHOQUETTE

Using the lens of activity theory, we explore the potential for the stakeholders of education tools (such as instructors and pedagogical counsellors) to experience expansive learning and discover new ways of thinking about their activity, triggered by the introduction of the new tool. We make the case that this potential is greater when developing with an Agile philosophy.

LESLEY WILTON, RUTWA ENGINEER, STEPHEN IP, CLARE BRETT AND ATHENA TASSIS

Evolving AI technologies are becoming ubiquitous in everyday use. Generative-AI tools such as ChatGPT are gaining much attention. Research suggests that AIED technologies may not be fully understood by educators. Led by the latest literature in AIED, we examine more than 50 AI tools chosen by graduate students in their contexts to illustrate the pressing need for educators to acquire AI literacy skills and to ethically implement AI in the classroom.

8294 *Animate to Teach and Gamify to Practice: Utilizing Authoring Tools to Create Unique E-Learning Experiences*

MAYY ELHAYAWI

This talk will investigate how the boredom of 'chalk and talk' can be turned into an exciting expedition for intellectual discovery and emotional inspiration. Exploring the tips and tricks for animating and gamifying online learning experiences (through integrating multiple authoring tools) will provide attendees with the magic formula for creating a positive learning atmosphere wherein students feel excited, confident and ready to take risks.

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## Symposia

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### S06 - Symposium

5029 *Facilitating Engagement, Empathy and Critical thinking through the use of videogames in a College Classroom*

JOHNATHAN MINA AND PASCALE WARMOES

This project, which received the 2021 PREP research grant, investigates the use of entertainment-based videogames as an educational tool in CEGEP courses. Our research measures whether the videogames we choose had a measurable impact on our student's critical thinking skills and empathy levels in both a Humanities and the Special Care Counselling course. Our presentation will focus on presenting our research findings and offer a written guide to help teachers implement videogames in their courses.

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## Mini-workshop

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### W10 - Mini-workshop

1467 *Introducing Citizen Science in Introductory Astronomy*

KARIM JAFFER

Learning to draw features and detail from faint astronomical images is a skill useful in research and in pursuing Astronomy as a hobby. Students can contribute meaningfully to Citizen Science initiatives (regardless of their final academic path) by learning a few processing steps using free software.

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## Demonstration/Performance

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### D03 - Demonstration/Performance

4530 *Augmenting place: Centering student work in the creation of AR Cité, an augmented reality app*

NANCY REBELO AND REISA LEVINE

Imagine if our city could speak... what secrets would be revealed?

Over the past two years, students and faculty from a range of disciplines have been building AR Cité, an augmented reality app that brings to life stories from in and around Dawson College. Members of the production team will discuss the challenges and opportunities in developing cross-disciplinary research-creation projects as well as showcase some of the AR experiences.



# Communities of Practice

## 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](mailto: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](mailto: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 have moved to a hybrid format since Fall 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](mailto:cleung@dawsoncollege.qc.ca).

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

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

The group meets 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](mailto:carol.hawthorne@concordia.ca)



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 life-long 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](mailto: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*

# Words of Appreciation | Mots d'appréciation



The 12<sup>th</sup> 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 12<sup>e</sup> 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 !



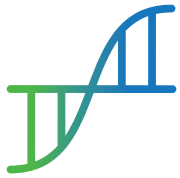
We thank our host, Centre for Teaching and Learning (CTL), Concordia University, for their warm welcome and commitment to ensuring the success of the SALTISE conference. We express our deep appreciation to the Director of CTL, Carol Hawthorn, and her staff, especially Emilie Albert-Toth, as well as members of the Concordia Hospitality service who have played a role in making this event a success.

Nous remercions notre hôte, le "Centre for Teaching and Learning" (CTL), de l'université Concordia, pour son accueil chaleureux et son engagement à assurer le succès du colloque SALTISE. Nous exprimons notre profonde gratitude Carol Hawthorn, directrice par intérim du "Centre for Teaching and Learning", ainsi que son équipe, en particulier Emilie Albert-Toth, et les membres de "Concordia Hospitality" 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**







# SALTISE 2023

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

