



Réseau des répondantes
et répondants **TIC**



NOTEBOOK

Meeting April 3, 4 and 5, 2019

DAWSON
C O L L E G E

Schedule and activity description

Wednesday April 3

1:00 PM	Welcome Words	Room 3C.1
1:30 PM	Mobilizing program teams to address change	Room 3C.1
2:45 PM	Break	Room 3C.1
3:15 PM Activities to choose	Feasibility survey for a shared web portal for Digital Education Resources (DER) research and Open Education Resources depot (OER)	Room 3G.2
	Accessible or inclusive courses?	Room 3C.1
	Digital manufacturing workshops – after the lab...	Room 3H.2
3:45 PM	Break	Room 3C.1
4:00 PM Activities to choose	Curation and collective annotation to develop 21st century skills	Room 3G.2
	Supporting teachers in a process of developing inclusive practices	Room 3C.1
5:15 PM	End of the day	

Thursday April 4

8:30 AM	Welcome Words	Room 3C.1
9:00 AM Activities to choose	Dashboards based on Learning Analytics: what are the possibilities and challenges for trainers and trainees?	Room 3C.1
	Reacts – A hyperpresence videoconference platform (activité bilingue)	Room 5B.13
10:00 AM	Break	Room 3C.1
10:30 AM Activities to choose	A self-assessment tool to support teachers in mastering informational and digital skills for their students	Room 3C.1
12:00 PM	Lunch	Room 3C.1
1:15 PM	ITREP Network: An assessment focused on the future	Room 3C.1
2:45 PM	Break	Room 3C.1
3:00 PM Activities to choose	ICT in high school: current status	Room 3C.1
	Networked Teaching and Learning: A recipe for meaningful, interactive, learning (activité en anglais)	Room 5B.13
4:15 PM Activities to choose	Integrating digital technology (DT) in the evaluation of learning: substitution or transformation of practices?	Room 3H.2
	Successful use of Office 365 in colleges: a thrilling Pecha Kucha!	Room 3C.1
5:30 PM	Cocktail	Room 3C.1

Friday April 5

8:30 AM	Welcome Words	Room 3C.1
9:00 AM Activities to choose	Designing a serious game for the classroom in 60 minutes (activité bilingue)	Room 3F.43
	Development, implementation and follow up of an integration plan for ICT: a roundtable that keeps on turning!	Room 3C.1
10:30 AM	Break	Room 3C.1
10:45 AM Activities to choose	Pedagogical possibilities of immersive reality, research and proposed projects	Room 3C.1
	Pilot project for a distance education (mostly) French course	Room 3F.43
11:45 AM	Review of the meeting	Room 3C.1
12:00 PM	See you next time!	

Mobilizing program teams to address change

Jean-Luc Trussart (Lanaudière – L'Assomption) | April 3 at 1:30 PM | Room 3C.1

DESCRIPTION

How to support program teams when adopting digital innovations or tools? What are the strategies, tools and potential solutions that could support and offer help for the implementation of efficient pedagogical leadership? Come discover and share tools and strategies to help you facilitate and inspire your work environment!

NOTES

Feasibility survey for a shared web portal for Digital Education Resources (DER) research and Open Education Resources depot (OER) (bilingual activity)

Pascale Blanc (Vitrine technologie-éducation), Isabelle Laplante (Centre de documentation collégiale [CDC]), Cathie Dugas (Centre collégial de développement de matériel didactique [CCDMD]) | April 3 at 3:15 PM | Room 3G.2

DESCRIPTION

The challenge linked with digital resources and their use is not new in the world of education. Initiatives to create directories cataloguing 'Teaching and Learning Resources' emerged in the late 1990s. We are currently seeing a renewed interest in this and institutional and governmental efforts converging to establish national platforms for digital education resources as demonstrated by some of the measures in the Digital Action Plan for Education and Higher Education of the MÉES. At the international level, this is linked to numerous factors of which we can highlight the increasing digitalization of education, the development of distance learning and hybrid training as well as the increasing number of digital education resources and autonomous learning situations.

The objective of this activity is to present the 'Feasibility survey for a shared web portal for Digital Education Resources (DER) and Open Education Resources (OER) depot' for which those responsible for this survey, le Centre collégial de développement de matériel didactique (CCDMD), the Centre de documentation collégiale (CDC) and the Vitrine technologie-éducation (VTÉ) have an agreement in principle with the MÉES. This presentation will finish with an exchange to gather comments and suggestions on planned actions in the development of the project.

NOTES

Accessible or inclusive courses?

Roch Ducharme (Centre de recherche pour l'inclusion des personnes en situation de handicap [CRISPESH]) | April 3 at 3:15 PM | Room 3C.1

DESCRIPTION

Accessibility and pedagogical inclusion: an ulterior motive, a daunting task, or rather, an integral part of the plan? We will explore a few simple concepts and principles on access and techno-pedagogical inclusion. These best practices will help many students at risk or with disabilities by reducing common learning barriers, such as access to reading.

NOTES

Digital manufacturing workshops – after the lab... (bilingual activity)

Jean-Pierre Dufresne (Vitrine technologie-éducation) | April 3 at 3:15 PM | Room 3H.2

DESCRIPTION

The Vitrine technologie education recently presented the Digital Manufacturing Workshop lab. During the lab, more than a dozen specialists listened to us on different aspects of implementing a Digital Manufacturing Workshop. In this presentation, you will be invited to revisit the subject and exchange on what you would have liked to learn that was not addressed, or to reflect on ways to share what a digital workshop has to offer.

NOTES

Curation and collective annotation to develop 21st century skills

Patti Kingsmill (Vanier) | April 3 at 4:00 PM | Room 3G.2

DESCRIPTION

Curation means gathering digital content, organizing it, summarizing it and sharing its most relevant elements on a cloud platform. Collective annotation allows users to comment on information in a collaborative environment. Both approaches can help students to consolidate their research, communication and collaboration skills, sharpen their critical thinking and develop metaliteracy. Discussion on these two approaches and their contribution to the development of skills for the 21st century: benefits and impacts of main platforms used.

NOTES

Supporting teachers in a process of developing inclusive practices

Lorraine Ouellette (Victoriaville) et Andréanne Turgeon (Profweb) | April 3 at 4:00 PM | Room 3C.1

DESCRIPTION

Universal Design for Learning (UDL) is an approach that is becoming increasingly recognized in colleges. This workshop aims at presenting a process that supports teachers in the implementation of inclusive practices by bringing together pedagogical and technological components. Come and discover how the UDL community of practice from CÉGEP de Victoriaville was able to develop a process that supports teachers in the implementation of inclusive practices. You will also discover an approach that was presented to a teachers' community of practice at CÉGEP Limoilou, that aims at generating reflection on selecting the right digital tools..

NOTES

Dashboards based on Learning Analytics: what are the possibilities and challenges for trainers and trainees?

Bruno Poellhuber (Université de Montréal), Normand Roy (Université de Montréal) | April 4 at 9:00 AM | Room 3C.1

DESCRIPTION

While we are still preoccupied with retention and success rates in distance learning, the use of traces left in digital learning environments (e.g. Moodle) could allow the measurement of behavioral development (Poellhuber et al., 2019) and cognitive commitment, while allowing the development of performing predictive algorithms. Our project aims at supporting commitment, retention and student success by developing and iteratively implementing

Dashboards that progressively improve with reinforcement learning algorithms. This project aims also to support students' self-regulation for MOOC and distance learning, but also to support trainers' action. Some pilot projects have enabled the validation of the approach, but problems of interpretation and adoption still remain with teachers. The opportunities and challenges of dashboards in teaching will be discussed among participants.

NOTES

Reacts – A hyperpresence videoconference platform (bilingual activity)

Jean-Pierre Dufresne (Vitrine technologie-éducation), Yanick Beaulieu (Reacts), David Bouchard (Reacts), Aldous Vijn (Reacts) | April 4 at 9:00 AM | Room 5B.13

DESCRIPTION

Presentation of the Reacts platform (Remote Education, Augmented Communication, Training and Supervision) which is a secure digital collaboration platform created by a Quebec enterprise, Technologies innovatrices d'imagerie Inc. (TII), which offers many capabilities that respond to many needs for collaboration and distance learning. Even though it was originally developed for health professionals, Reacts can easily find its way in the toolbox of any teacher who wishes to go beyond their classroom's limits. Reacts' integrated new interactive tools, including augmented reality, simultaneous multiple video streams and overlay of interactive multimedia content, will allow teachers to redefine their use of visual aids.

NOTES

A self-assessment tool to support teachers in mastering informational and digital skills for their students

Marie-Josée Tondreau (Abitibi-Témiscamingue), Nathalie Cadrin (Drummondville), Marie Jolicoeur (Lévis-Lauzon), Charles Lambert (Montmorency), Anne-Frédérique Champoux (REBICQ), Nicole Perreault (REPTIC) | April 4 at 10:30 AM | Room 3C.1

Context

Results from an Appeal to All sent to all ITREPs (members of REBICQ also responded) show that weaknesses were noted in informational and digital skills of teachers, including in searching for information, processing it and document management. We believe that this situation can contribute to provoking resistance when it comes to integrating information and digital skills from the ICT Profile for Students into programs of study.

The Digital Action Plan for Education and Higher Education from the *MÉES* includes objectives linked to the mastering of digital skills, for teachers and students.

This raises the following questions:

- How can we lead teachers to reflect on their own informational and digital skills in order to ensure that students master these same skills?
- If so, how can we help teachers identify their needs for training?
- How can we encourage them to meet their needs for training?

Solution

The first step selected by Anne-Frédérique, Charles, Marie, Marie-Josée, Nathalie and Nicole is a self-assessment tool which enables teachers to identify their level of informational and digital skills (scenarios or multiple choice questions). Each teacher receives immediate feedback along with a variety of resources to improve their skills. All questions are related to the skills from the ICT Profile for Students.

This diagnostic tool is a formative evaluation that promotes reflection, which then brings teachers to identify improvement and development paths for these skills.

Activity

The activity will be split in three segments, in teams of six people. Skills from the ICT Profile will be allocated depending on the number of teams. Each team will work together in roundtables to:

1. Develop questions and answers according to the skill assigned to them;
2. Move to another team's roundtable to comment and improve on the questions and answers developed by the other team, for a different skill.
3. Bring together all teams in one large group and comment on the questions that were developed, and exchange ideas on how to promote and use this bank of questions in colleges.

All questions will be available in a text document so that each ITREP can adapt them depending on the resources and software applications offered in their institution.

Prior to the activity

Participants are asked, when possible, to compile their questions prior to the activity

NOTES

***BACK TO THE PROGRAM
WEDNESDAY – THURSDAY – FRIDAY***

ITREP Network: An assessment focused on the future

Nicole Perreault (Réseau REPTIC) | April 4 at 1:15 PM | Room 3C.1

DESCRIPTION

The ICT network for respondents (ITREP Network) has brought together, facilitated and supported pedagogical counsellors responsible for the integration of pedagogical technology in colleges since February 2002, and I have been in charge of animating it since November 2014.

Since then, we have developed an understanding and a collective library of which we are very proud. Our productions have had a concrete impact for teachers, students and other intervenors or services in our colleges (student success, student services, Cont. Ed, distance learning, etc.). We even saw their impact in the Digital Action Plan for Educational and Higher Education!

Our ITREP Network is a professional community of practice composed of generous and dynamic people who know very well that investing time and sharing is beneficial to everyone. As one member once said, 'it's a community where we can leave aside competition and think collectively!'

This activity is a special moment to look back at the work and actions done, and also to look to the future, in terms of our working tools and strategies that ensure communication and sharing that address the needs and constraints of all. The activity will also be an opportunity to target our expectations for succession planning for the animation of the Network.

NOTES

ICT in high school: current status

David Laplante (Sherbrooke), Jean Desjardins (Collège Sainte-Anne) | April 4 at 3:00 PM | Room 3C.1

DESCRIPTION

This presentation, hosted by two colleagues working in the field, will provide a better understanding of the current situation of ICT in high school, both public and private. There will be time for a group exchange on various issues brought up by our hosts.

NOTES

Networked Teaching and Learning: A recipe for meaningful, interactive, learning (English Activity)

Gabriel Flacks (linkr Education/Champlain, Saint-Lambert) | April 4 at 3:00 PM | Room 5B.13

DESCRIPTION

Linkr is a global educational network that has been brought into dozens of CEGEP classes from a variety of disciplines. Teachers have registered and invited students to linkr to: increase student engagement; enhance classwork and assessments; teach digital literacy skills; teach reading, writing and language skills; and for a variety of other goals. As part of the linkr network, students are able to safely and authentically interact across linguistic communities and across institutions. Online courses at Universities have used linkr to make courses meaningful while traditional university courses have used linkr to make larger courses personalized and meaningful. This presentation/workshop will provide attendees a brief tour of key linkr functionality and an opportunity to explore the platform with a guide. Come discover why linkr has already had teachers from over 15 CEGEPs benefit from its impact on their courses!

NOTES

Integrating digital technology (DT) in the evaluation of learning: substitution or transformation of practices?

Julie Lyne Leroux (Université de Sherbrooke) | April 4 at 4:15 PM | Room 3H.2

DESCRIPTION

Digital technology (DT) makes the evaluation of distance learning possible by offering a series of platform, ICT and web 2.0 tools. While some teachers use DT to mimic existing practices, others restructure and reorganize the practices of evaluating distance learning. Using research results, the workshop (roundtable) will provide practical situations and will present options for teachers from different programs.

NOTES

Successful use of Office 365 in colleges: a thrilling Pecha Kucha!

Manon Lessard (Jonquière), Myriam Arsenault (Valleyfield) | April 4 at 4:15 PM | Salle : 3C.1

DESCRIPTION

The objective of this Pecha Kucha* activity is to present, in quick succession, successful uses of the Office 365 Suite in our CEGEPs. Previously-identified ITREPs will present its use in less than six minutes, supported by a few punchy slides. The presentations will be grouped in blocks according to the application being presented. A brief question period will follow each block.

*Pecha Kucha is a format that synchronizes an oral presentation with a quick succession of slides, preferably without animation. Each presentation lasts less than six minutes. This format keeps presentations concise and fast-paced and is respectful of time! (inspired from Wikipedia)

NOTES

Designing a serious game for the classroom in 60 minutes (bilingual activity)

Avery Rueb (Vanier College/Affordance Studio) | April 5 at 9:00 AM | Room 3F.43

DESCRIPTION

Short presentation followed by an interactive workshop to co-create a game using different game components. This activity is based on the GameStorm game-creation system designed by Affordance Studio.

NOTES

Development, implementation and follow up of an integration plan for ICT: a roundtable that keeps on turning!

Jocelyne Dupont (Shawinigan), Nicole Perreault (Réseau REPTIC) | April 5 at 9:00 AM | Room 3C.1

Our head is round so that our thoughts can change direction (free translation)

Francis Picabia, 1922

Why do they put pizzas in square boxes? (free translation)

Unknown

Context

In 2006, our colleague Huguette Dupont wrote, in a document entitled *Modèle des déterminants d'une intégration pédagogique concertée et réussie des TIC tels qu'ils entrent en jeu au Cégep de Granby*:

'The college network is currently restless in terms of research, projects and experiments related to the integration of ICT, locally in institutions, but also at the national level.'

If the college network was restless in 2006, the pot is boiling now!

- The Digital Action Plan for Education and Higher Education from the MÉES suggests a variety of actions aiming at, among other things, supporting the development of digital skills for students and exploiting digital technology as a vehicle for added value in teaching and learning practices.
- Ministerial specifications for programs of study are increasingly including skills linked to the mastering of informational and digital skills for students.
- Digital technology offers pedagogical approaches that seem to have an increasingly meaningful impact on student success.
- Academic institutions cannot ignore the importance of technology. Its role in supporting teachers is essential.

A successful integration of digital technology in academic institutions cannot be completed without the implementation of a collaborative ICT integration plan which includes rolls, objectives, actions, a schedule, etc. Some colleges have already completed it, some others have started while others are still reflecting on it. One thing is for sure, this is not a one-man show.

DESCRIPTION

Description of the activity

This roundtable on the development and implementation of an ICT integration plan, invites ITREPs who don't have an ICT plan in their college yet, and those who have one, to share their questionings, their good (and not so good) moves, and their tools. It will be an opportunity to find answers to questions such as:

- What is the ideal process for developing an ICT integration plan?
- Whose business should it be to develop and implement an ICT plan?
- What are the objectives of an ICT committee? Who should be a member of this committee? What is the role of each member?
- How can an ICT committee gain access to the concerns of different services in a CEGEP?
- How to ensure a follow-up on planned actions?
- What are the winning conditions for attaining the objectives and what are some not-so-good moves from other CÉGEPs?
- What are the College's foundational documents that can be used in developing an ICT integration plan and how to use them?
- What are the available resources that can support this process?
- Do we have tools that can be shared? Project management, grids (all sorts)
- Etc.

Prior to the activity

Participants are invited to suggest topics or questions before the beginning of the activity, through this link: <http://bit.ly/plan-tic>. Any topic or question related to an ICT integration plan is more than welcome!

NOTES

**BACK TO THE PROGRAM
WEDNESDAY – THURSDAY – FRIDAY**

Pedagogical possibilities of immersive reality, research and proposed projects

Bruno Poellhuber (Université de Montréal), Sébastien Wall-Lacelle (St-Jérôme) | April 5 at 10:45 AM | Room 3C.1

DESCRIPTION

With the arrival of new autonomous, immersive, virtual-reality headsets (IVR) (Oculus Go, Lenovo, Mirage Solo), it is now easier to imagine immersive virtual-reality scenarios that can be used in classrooms. We will start by briefly presenting some reviews of potential effects of IVR, followed by a presentation of the virtual reality living lab from the Centre de pédagogie Universitaire de l'Université de Montréal and other projects that are being developed in psychoeducation, education and biology. Several of these projects draw on the development of IVR material with 360 cameras. We will present you with simulations that are adapted specifically to college-level science, such as Biology and Chemistry (with Labster), and the proposed Science Program research project. Finally, you will be able to experience IVR scenarios and exchange with the rest of the team.

NOTES

Pilot project for a distance education (mostly) French course

Chantale Giguère (Dawson), Laurent Duval (Dawson) | April 5 at 10:45 AM | Salle : 3F.43

DESCRIPTION

A brief presentation of the techno-pedagogical model: a mix of in-presence classes, online group classes in synchronous mode (Zoom) and flexible individual classes in asynchronous mode (Moodle, Articulate). There will be a discussion on the benefits and challenges of implementing this experimental approach.

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