

COMPETENCE, CULTURE AND CITIZENSHIP

Wednesday, June 8

1:45 pm

209 Creativity in the Science Classes for Deeper Understanding

Jailson LIMA, Rhys ADAMS, Vanier College

Vanier College has been exploring the use of creativity in enhancing learning in science courses. In-class and out-of-class activities engage learners through the use of visual arts to illustrate scientific concepts, which result in students developing deeper understanding by integrating knowledge about chemistry and physics. We present the framework for the activities and assessments, the online tools used to support a creative environment, the impact on students, and some of their final products.

214 Cross-cultural Adaptation in a Rural College

Carol RIERA, Cégep de La Pocatière

International students (ISs) and home students were interviewed to examine their views on the salient issues of IS adaptation. The ISs kept journals to express their feelings about cross-cultural adaptation. Participants were invited to sessions over a four-week period promoting intermingling between the communities. Follow-up interviews examined students' opinions towards the activities and their effects on IS adaptation. Results showed the benefits of intergroup activities to improve students' critical cultural awareness and to help them to become intercultural citizens.

Wednesday, June 8

3:30 pm

301 Educating for Culturally Competent Citizenship

Alan SEARS
Faculty of Education, University of New Brunswick

Canada is a diverse and complex country and Canadians are people engaged in an ongoing conversation about what it means to be Canadian. That conversation is rooted in critical issues including questions about the reasonable accommodation of immigrant groups, the preservation of official language minority communities, and the fostering of Aboriginal rights. We will address the kind of education necessary to nurture effective citizens who understand the subtle nuances inherent in these matters and are able to wrestle intelligently and respectfully with difficult questions that emerge from them.

– Conference – with simultaneous translation –

308 Smartpens, Tablets, Laptops: A Recipe for Active Learning

Johnathan MINA, Pascale WARMOES, Collège LaSalle

How do we bring pen and paper back into our 21st-century classrooms? If recent research is to be believed, cursive writing (handwritten notes) leads to deeper student learning. We will attempt to offer one possible solution to this: Smartpens. In addition to sharing our research findings with respect to student motivational levels and learning performance, we will offer attendees the opportunity to experiment with this technology.

(Participants are invited to bring their tablet, smartphone, or laptop).

Thursday, June 9

8:45 am

405 Inspiring the Development of Digital Competency, Culture, and Citizenship

Ryan W. MOON, Profweb

Teachers in the college network are actively augmenting their competencies by integrating information and communication technologies in their classrooms. Profweb will share some of its most inspiring stories on innovative uses of technology that support learning as evidence that teachers are developing a new digital culture. Are Web 2.0 tools, flipped classes, social networks, and other innovations empowering students? Session attendees will explore the ramifications for moving from the four-walled classroom to something else.

406 Ongoing Program Evaluation Revisited

Lee Anne JOHNSTON, Cégep Heritage College

Five years ago at the AQPC Symposium in Lévis, Cégep Heritage College unveiled its ongoing program evaluation approach, which was first implemented in 2009–2010. After seven years of this approach, we are pleased not only to share what we have learned but to explain how this approach fits into our emerging system of quality assurance.

36th AQPC Symposium in English

Thursday, June 9

8:45 am

414 Competency-Based Education in Action

Andy BROWN, Suzanne WASSEF
Champlain Regional College-St. Lambert

Competency-based education and adaptive learning are rapidly gaining popularity. They make great sense on paper, but what do they look like in reality? The use of recognition of acquired competencies at Champlain College has allowed Transportation and Logistics services to align both. Through individualized pathways, automated emails, online quizzes, and targeted resources, Champlain has found a way to not only enrich the learning experience of candidates, but also be a great deal more efficient pedagogically and administratively.

Thursday, June 9

10:30 am

507 Modelling and Practising Real-Life Civic Discussion in the Classroom

Daniel BOULERICE, *Cégep du Vieux Montréal*

Providing civic education is supposed to be an integral part of general-education courses. We want our students to become engaged, well-informed citizens. Current social and political debates/issues need to be brought into the classroom to model and practise discussions and activities on real-life civic issues. How can this be best accomplished? What are the dangers of bringing often controversial news subjects into the classroom? We will look at teaching strategies to help students become informed, open-minded, and engaged citizens.

513 Quebec Information Technology Promoting Competence, Culture, and Citizenship

Norman SPATZ, *Vitrine technologie-éducation*

As some teachers develop their own IT resources, others remain skeptical that technology enhances learning outcomes. We will share strategies on integrating *NewsActivist*, a teachers developed Quebec-based globally networked collaborative learning platform, to further linguistic and civic competencies. *NewsActivist* is a platform whose developer's initial objective was to enable community involvement among students in service-learning courses. Its communicative nature, however, engendered adoption by local teachers of English. The platform's flexibility has enriched student learning in unforeseen and innovative ways.

517 Navigating Student Diversity in College Education

Kim MATTHEWS, Alan WONG, Sophia GRABOWIECKA
Vanier College

An increase in student diversity corresponds to a greater number of close encounters with diverging values and beliefs. What can students learn and how might they benefit from such experiences beyond the classroom? Colleges have an opportunity to play a significant role in their students' development by incorporating issues of diversity into the curriculum and in the classroom. We will offer guidance in addressing pedagogical challenges in fostering an inclusive environment that promotes responsible citizenship.

Thursday, June 9

1:45 pm

607 Orchestrating without Music: What's Involved in Making Active Learning Work

Elizabeth CHARLES, Chris WHITTAKER, Chao ZHANG
Dawson College
Nathaniel LASRY, *John Abbott College*
Kevin LENTON, *Vanier College*

We will report on a case study of 10 instructors from three colleges, representing five disciplines, who use active learning pedagogies. Our presentation describes the implementations of this pedagogical approach and identifies how these instructors manage the real-time demands of the classroom ecosystem and the regulation of classroom resources (human, knowledge, artifacts and tools): i.e., classroom orchestration. We report on three key factors that come out of this research and impact the professional practice of active learning.

610 Leveraging Student Potential in the Service of a Meaningful Community Project

Richard KLOPP, *Vanier College*

Beginning with a beehive metaphor for the classroom, in which students engage with their community in a symbiotic exchange of knowledge and services, we will highlight the challenges and benefits of expanding the classroom walls and pedagogical ambitions to the institutional scale. The presentation charts the evolution of one project from the *Sustainability-in-action* course involving an interdisciplinary team of students from several different classes working together on a campus tree survey and database. The results are impressive.

36th AQPC Symposium in English

Thursday, June 9

3:30 pm

704 Supporting Diversity through Universal Design for Learning

Roberta THOMSON, McGill University
Susan WILEMAN, Dawson College

The facilitators and stressors of the universal design for learning (UDL) framework was explored through qualitative interviews with faculty across five Montréal-area postsecondary institutions in this *Chantier 3* project 'allUDL'. The cumulative analyses have been completed, and this information is being transformed into a user-friendly bilingual website. This endeavor holds the potential to enrich pedagogical practices across the Quebec college system by supporting teachers in creating equitable multimodal learning environments.

709 The Benefits of Professional Learning Communities for All

Julie MOONEY, Dawson College/McGill University

By problematizing conventional approaches to educational development, our qualitative inquiry explores learning communities (LCs) at a college in Quebec, probing their potential and application as a framework for serving faculty-development needs, improving teaching and learning practices within and beyond classrooms, and fostering educational and institutional innovations. Participants will be invited to inquire about how LCs do/may impact their professional development, their teaching and learning practices and both the culture and development of innovation in their institutions.

712 Bridging the Pedagogical Gap with Seaweed

Murray BRONET, John Abbott College

As part of Entente Canada–Quebec grant, students from John Abbott College and the Cégep de la Gaspésie et des Îles have formed collaborative teams to solve real-life problems in a laboratory environment. Teams comprising two members from both colleges used a wiki to create a formal lab report using chat, forum, and Google Docs tools. Students also participated in online laboratory exercises with commercial software. Participating students significantly increased their final grades and the pass rate.

Friday, June 10

8:45 am

806 DALITE Grows up: From College to HarvardX and MITx

Elizabeth CHARLES, **Chris WHITTAKER**, Dawson College
Nathaniel LASRY, John Abbott College

We report on the iterative design process that shaped a web-based asynchronous learning environment: the *Distributed Active Learning and Interactive Technology Environment* (DALITE). DALITE – an effective tool for supporting conceptual learning – was initially developed by college researchers. We discuss the latest iteration of DALITE, which has brought it into the Open edX world. DALITE has been used in HarvardX and MITx courses where its potential is being tested as a tool for supporting better learning in online courses.

814 Learning Outside of the Classroom: Dawson College's Waskaganish Field Trip

Julia DE MONTIGNY, Dawson College

For the past six years, teachers at Dawson College have been taking Environmental Studies and Photography students on a 10-day field trip in the spring to Waskaganish, Quebec. On this field trip, students learn about the dynamic and complex relationships between the Quebec government and First Nations communities and about our changing environment, while developing an appreciation for the Cree culture. We will use this example as a starting point to consider field trips as opportunities to motivate and engage learners.

816 Peer-Tutoring Instructional Strategies and the Impact of Experience

Joshua BERMAN, Vanier College

For those who are new to research-based approaches in training their peer tutors, we will describe a recent PERFORMA research project at Vanier College in which 40 peer tutors from different academic disciplines and with different tutoring experience were observed using non-participant observation grids. The study's goal was to determine how the tutors differed in their use of instructional strategies. A discussion on best practices for peer-tutor training at various colleges will follow the research presentation.

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