Innover chaque jour/ Innovating Every Day
Conférence virtuelle RCIÉ 2021/ 2021 CNIE Virtual Conference

Organisée par / Hosted by
Université Concordia / Concordia University
Program de technologie éducative / Educational Technology Program

19 au 21 avril, 2021/ April 19 through 21, 2021

Dans ce programme de conference / In this Conference Program

Reconnaissance territorial / Territorial acknowledgement

Reconnaissance virtuelle
Nous amerons à reconnaître les Autochtones de tous les territoires dans lesquels nous nous trouvons aujourd'hui. Même si nous nous rencontrons sur une plateforme virtuelle, nous devrions prendre un moment pour reconnaître l'importance du territoire dans lequel chacun d'entre nous se trouve. Nous reconnaissons le territoire pour réaffirmer notre engagement et notre responsabilité quant à l'établissement de relations positives entre les nations et à l'approfondissement de notre compréhension des peuples autochtones et de leurs cultures. D'un océan à l'autre, nous reconnaissons le territoire ancestral et non cédé de tous les Inuits, de toutes les Premières Nations et de tous les Métis.

Reconnaissance pour l'hôte de la conférence
Nous tenons d'abord à souligner que les terres d'où cette conférence est organisée font partie du territoire traditionnel non cédé des Kanien'keha:ka (Mohawk), qui a longtemps servi de lieu de rassemblement et d'échange entre les nations.

Acknowledgement of the Virtual Space
We would like to acknowledge the Indigenous Peoples of all the lands that we are on today. While we meet here on a virtual platform, we should take a moment to recognize the importance of the land on which we are each located. We acknowledge the territory to reaffirm our commitment and responsibility in building positive relationships between nations and in developing a deep understanding of Indigenous peoples and their cultures. From coast to coast to coast, we acknowledge the ancestral and unceded territory of all Inuit, First Nations, and Métis peoples.

Acknowledgement for the Conference Host
We acknowledge that the land from which this conference is hosted is the traditional and unceded territory of the Kanien'heha:ka (Mohawk), a place that has long served as a site of meeting an exchange amongst nations.

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KnowledgeOne est une société de services de conseil en apprentissage et de formation en ligne (*eLearning)* qui fournit des solutions d'apprentissage fiables et rentables aux entreprises, organisations professionnelles et institutions.

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Thompson Rivers University
Kamloops, BC
www.tru.ca

Weyt-k! Les campus de l'Université Thompson Rivers sont situés sur les terres ancestrales du Tk'emlúps te Secwépemc (campus de Kamloops) et du T'exelc (campus de Williams Lake) au sein de Secwépemc'ulucw, le territoire ancestral et non cédé du Secwépemc. La division *Open Learning* de l'Université Thompson Rivers propose un apprentissage flexible en ligne et à distance, permettant aux étudiants d'étudier à temps partiel

Weyt-k! Thompson Rivers University campuses are located on the traditional lands of the Tk'emlúps te Secwépemc (Kamloops campus) and the T'exelc (Williams Lake campus) within Secwépemc'ulucw, the traditional and unceded territory of the Secwépemc. The Open Learning division of TRU provides flexible online and distance learning, allowing students to study

	ou à temps plein. Avec 350 cours et plus de 50 programmes, les étudiants peuvent étudier en tout lieu, en tout temps.	part-time or full-time to get ahead. With 350 courses and 50+ programs students can study anytime, anywhere.

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 Athabasca, AB www.athabascau.ca	L'Université Athabasca est le chef de file de classe mondiale dans l'enseignement en ligne et à distance. Basée en Alberta et disponible en ligne dans le monde entier, nous sommes la première Université en ligne du Canada.	Athabasca University is a world-class leader in online and distance education. Based in Alberta and available online around the world, we are Canada's Open, Online University.
 Concordia University Centre for Teaching and Learning Montréal, QC https://www.concordia.ca/ctl.html	Le Centre d'enseignement et d'apprentissage (CTL) fait progresser les techniques factuelles de l'enseignement et de l'apprentissage en soutenant l'excellence, l'inclusion et les chances pour l'ensemble de la communauté universitaire. Twitter: https://twitter.com/cuteachlearn?lang=en	The Centre for Teaching and Learning (CTL) advances evidence-based approaches to teaching and learning by supporting and sustaining excellence, inclusion and opportunity for the entire academic community.
 McGill Teaching and Learning Services Contact: tls@mcgill.ca https://www.mcgill.ca/tls/	Les services d'enseignement et d'apprentissage de l'Université McGill offrent ressources, soutien, reconnaissance, et des possibilités de perfectionnement au personnel enseignant, aux étudiants et à la communauté de l'Université McGill en général. Pour le personnel enseignant, nous développons des ressources, offrons des consultations et mettons en œuvre des technologies d'apprentissage. Pour les étudiants, l'Université offre 2 programmes: SKILLS21 et SKILLSETS. Nous	Teaching and Learning Services provides resources, support, recognition, and development opportunities to instructors, students, and the broader McGill community. For instructors, we develop resources, offer consultations, and implement learning technologies. For students, we run SKILLS21 and SKILLSETS, oversee course evaluations, and improve learning spaces. For the Community, we organize events, assist with program development,

	supervisons également les évaluations des cours et améliorons les espaces d'apprentissage. Pour la communauté, nous organisons des événements, aidons à l'élaboration de programmes et publions régulièrement du contenu sur notre blog. Twitter: https://twitter.com/mcgilltls YouTube: https://www.youtube.com/channel/UCK0hARepW4F0dxo58Fmwgvg	and publish regular content on our blog.
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Bienvenue / Welcome

Au nom du Réseau canadien pour l'Innovation en Éducation et de notre comité, nous vous souhaitons la bienvenue à notre conférence virtuelle 2021.

Le voyage vers cette destination n'a pas été facile. Nous avons planifié deux fois un événement en personne, et par deux fois, la pandémie en a décidé autrement.

Finalement, il nous a fallu être fidèle à notre nom: innover! Nous avons expérimenté d'autres conférences en ligne pour découvrir ce que nous aimions et avons développé un concept pour l'expérience utilisateur. S'appuyant sur ce concept, nous avons développé un programme, choisi une plate-forme technologique, programmé des sessions et préparé des conseils pour les conférenciers et bénévoles.

Ce faisant, nous n'avons pas essayé de reproduire une expérience en personne. Nous avons plutôt essayé de créer une expérience virtuelle unique et significative qui offre aux participants des occasions d'apprendre, de réseauter et de découvrir un peu de notre charmante ville de Montréal.

Lors de la conception de cette expérience, nous avons également reconnu l'ironie de la situation dans laquelle nous nous trouvons. Depuis des décennies, nous encourageons l'apprentissage à distance et en ligne. Il a fallu une pandémie pour que d'autres l'adoptent.

Aussi, nous avons eu la chance de bénéficier de beaucoup d'aide: nos conférenciers, nos comités de programme et de conférence, le conseil d'administration et le personnel du RCIÉ, et *Hospitality Concordia*, en particulier la patiente et talentueuse Mariya Georgieva.

Nous sommes ravis de vous accueillir à notre événement virtuel et espérons que ce sera une expérience d'apprentissage et de réseautage précieuse pour vous.

Saul Carliner et Giuliana Cucinelli

On behalf of the Canadian Network for Innovation in Education and our committee, we would like to welcome you to our 2021 Virtual Conference.

The journey to this destination was not easy. Twice we planned for a face-to-face event, and twice, the pandemic had its own ideas.

In the end, we had to be true to our name: innovate! We experienced other online conferences to find out what we liked and devised a concept for the user experience. Based on that, we developed a program, chose a technology platform, scheduled sessions, and prepared guidance for speakers and volunteers.

In the process of doing so, we did not try to duplicate an in-person experience. Rather, we have tried to create a unique and meaningful virtual experience that provides participants with opportunities to learn, network and experience a bit of our charming Montreal.

When designing this experience, we also recognized the irony of the circumstance in which we find ourselves. For decades, we have been promoting distance and online learning. It took a pandemic for others to embrace it.

Also when designing this experience, we had much assistance: our speakers, our program and conference committees, the CNIE Board and staff, and Hospitality Concordia, especially the patient and talented Mariya Georgieva.

We are delighted to welcome you to our virtual event and hope it is a valuable learning and networking experience for you.

Saul Carliner and Giuliana Cucinelli
Co-Chairs

À propos du Réseau / About the Network

Le réseau canadien pour l'innovation en éducation (RCIÉ): Organisme de professionnels voués à l'excellence dans l'innovation en éducation au Canada. Notre culture d'inclusion accueille toutes les personnes intéressées par l'innovation dans l'éducation de nos systèmes: de la maternelle à la 12e année, les établissements postsecondaires, la formation privée et le développement professionnel, ainsi que les acteurs du secteur. Notre objectif est de créer un espace de dialogue, de collaboration et d'innovation! Pour plus d'informations sur le RCIÉ, consultez le site http://cnieRCIÉ.ca/.

La RCIÉ parraine:

- Les publications
  - Revue canadienne de l'apprentissage et de la technologie
  - La revue internationale de l'apprentissage en ligne et de l'enseignement à distance
  - Actualités mensuelles
- Récompenses
  - Fonds de fiducie de l'AMTEC (pour soutenir la recherche, l'apprentissage et le développement professionnel des étudiants, des professionnels et des professeurs)
  - Prix CNIE: Excellence dans l'intégration de la technologie, dans la conception pédagogique et dans l'intégration de la technologie dans un partenariat ou une collaboration Prix de la rédaction pour des articles dans nos revues
  - Prix du leadership
- Et cette conférence annuelle

The Canadian Network for Innovation in Education (CNIE) is an organization of professionals committed to excellence in the provision of innovation in education in Canada. Our inclusive culture welcomes all those interested in examining innovation in education from our K-12 systems, post-secondary organizations, private training and professional development and those involved in industry – our goal is to provide a space for dialogue, collaboration and innovation! Find more information about the CNIE at http://e.cnie-RCIÉ.ca/.

The CNIE sponsors the following:

- Publications
  - Canadian Journal of Learning and Technology
  - International Journal of e-Learning and Distance Education
  - Monthly newsletter
- Awards
  - AMTEC Trust Awards (to support research, learning, and professional development by students, professionals, and faculty)
  - CNIE Awards: Excellence in the Integration of Technology, in Instructional Design, and in the Integration of Technology in a Partnership or Collaboration
  - Editor's Awards for articles in our journals
  - Leadership Award
- And this annual conference

À propos de cette conference / About this Conference

Avant le contexte de la pandémie, nous vivions déjà dans une période numérique déstabilisante, modifiant des industries et des organisations établies depuis longtemps. Vous avez probablement vous-même été confrontés aux impacts perturbants des technologies numériques dans les télécommunications, l'édition, la formation en milieu de travail et l'enseignement supérieur. Puis, la COVID-19 a frappé et les professionnels de notre domaine ont seulement eu une à deux semaines pour transférer l'enseignement et d'autres opérations en ligne. Historiquement, le domaine de l'éducation n'a jamais connu une transition aussi rapide et complète. Les professionnels de notre secteur d'activité ont joué un rôle crucial dans l'effort de s'adapter à ce contexte.

Lors de la conférence 2021 du Réseau canadien virtuel pour l'innovation en éducation, nous explorons deux types d'innovation : celle exigée immédiatement par la pandémie de la COVID-19 et celle liée aux changements systémiques plus généraux découlant des transformations numériques. Toutes deux sont l'essence même de l'innovation quotidienne. Dans cette optique, les professionnels qui soutiennent les missions éducatives des organisations postsecondaires, des systèmes M-12, de la formation continue, du développement professionnel et de la formation en milieu de travail sont invités à partager des rapports sur les deux types d'innovation. Maintenant comme à long terme, les innovations issues des transformations numériques sont indispensables pour l'éducation et la formation.

We already lived in a period of digital disruption, which disturbs entire industries and long-standing organizations. You had probably experienced the disruptive influences of digital technologies in telecommunications, publishing, workplace learning, and higher education. Then COVID-19 struck, and professionals in our field literally had one to two weeks to transfer teaching and other operations online. Never in history has education made such a comprehensive transition so quickly and professionals in our line of work played central roles in that effort.

At the 2021 Virtual Canadian Network for Innovation in Education Conference, we explore both types of innovation: the innovation demanded immediately by the COVID-19 pandemic and the broader systemic changes arising from digital disruption. At this conference, professionals supporting the educational missions of post-secondary organizations, K-12 systems, continuing education, professional development, and workplace training share reports about both types of innovation: in the here-and now and for the long-run, both of which are the essence of innovating every day.

Les Volets de Cette Conference / Conference Streams

- **L'architecture de l'apprentissage**: Fait référence à la conception de programmes d'études et à des efforts intégrés d'apprentissage et de communication pour aider les apprenants à atteindre des objectifs importants.
- **Conception des expériences d'apprentissage**: représente la dernière approche des professionnels actifs en matière de conception d'expériences pédagogiques. Parfois appelée conception détaillée, la conception d'expériences d'apprentissage intègre le meilleur des éléments suivants:
  - La conception pédagogique (l'ingénierie des expériences pédagogiques pour faciliter l'apprentissage)
  - La conception de l'expérience utilisateur (en prenant soin lors de ces séquences de s'assurer de la compréhension et du confort des apprenants)
  - Bien que le concept ait gagné en popularité parmi ceux qui conçoivent du matériel didactique à utiliser dans l'apprentissage en ligne asynchrone, les concepts s'appliquent plus largement.
  - Parmi les pratiques qui rendent les expériences d'apprentissage accessibles figurent celles qui utilisent des ressources éducatives libres
- **Pratiques de l'enseignement fondées sur des preuves**: Repose sur le haut savoir en matière d'enseignement et d'apprentissage, qui étudie de manière empirique les approches disciplinaires et généralisées d'enseigner des sujets particuliers en classe, et en partage les conclusions afin de renforcer l'enseignement.

- **Learning architecture Learning** architecture refers to the design of curricula and integrated learning and communication efforts to support learners in achieving important goals.
- **Learning experience design** represents the latest approaches among practicing professionals to the design of instructional experiences. Sometimes called detailed design, learning experience design incorporates the best of:
  - Instructional design (the engineering of instructional experiences to facilitate learning)
  - User experience design (taking care during these sequences to ensure the comprehension and comfort of learners)
- **Institutional technology** refers to the many classes of technology used to design, develop, deliver, and evaluate instruction, as well as manage educational operations. These technologies include:
  - Software for designing and developing instructional materials
  - Software for broadcasting over the web and producing complex online learning sequences
  - Classroom-related hardware and software, such as lecture-capture software, classroom response systems, and other technologies intended to strengthen the faceto-face class experience
  - Software for managing broader educational activities, from tracking individual students through a program and enrollments in

- L a technologie La technologie institutionnelle fait référence aux 3 institutionnelle nombreuses classes de technologie utilisées pour concevoir, développer, diffuser et évaluer une unité d'instruction, ainsi que pour gérer des opérations pédagogiques. Ces technologies comprennent:
  - Logiciel(s) de conception et de développement de matériel didactique
  - Logiciel(s) de diffusion sur le Web et de production de séquences d'apprentissage en ligne complexes
  - Matériels de travail en classe et logiciels liés à la salle de classe, tels que logiciels de capture de conférences, systèmes de réponse en classe et autres technologies destinées à renforcer l'expérience de classe en face à face
  - Logiciel(s) de gestion d'activités éducatives plus vastes, allant du suivi individuel des étudiants via un programme aux inscriptions à des cours individuels, en passant par l'intelligence artificielle signalant les étudiants à risqué
  - Technologie à l'échelle de l'organisation, qui gère des opérations autres que l'enseignement et l'apprentissage
- **Partenariat avec le corps professoral et l'administration**: Sont au cœur du succès des professionnels de l'éducation qui soutiennent les missions de leurs établissements. Ces partenaires sont souvent responsables de la mise en œuvre des innovations proposées et conçues par les professionnels de l'éducation. Mais en raison des différences de rôles et de priorités, ces partenariats posent des problèmes pratiques pour la promotion de l'innovation dans l'éducation

individual courses, to artificial intelligence that flags students at risk
  - Organization-wide technology, which manages operations other than teaching and learning
- **Partnering with Faculty and Administration**: Central to the success of educational professionals who faculty and administration support the missions of their institutions are their partnerships with faculty and administration. These partners are often responsible for implementing the innovations that educational professionals propose and design. But because of differences in roles and priorities, these partnerships pose practical challenges in promoting innovation in education.

Jour un / Day One
Lundi 19 avril / Monday, April 19

Remarque: toutes les heures de l'Est. Lorsque vous ajoutez ces sessions à votre calendrier, veuillez prendre en compte le fuseau horaire.

Note: All times Eastern. When adding these sessions to your calendar, please take the time zone into consideration.

Day at a Glance

9:30 – 10	**Orientation de la conférence en ligne / Online conference orientation**			
10-11:15	***Keynote*: Sympathy for the Devil: Criticizing and Criticalizing the Media** Shirley R. Steinberg, University of Calgary			
11:30-12:30	**Volet: L'architecture de l'apprentissage / Track: Learning Architecture** **Topic: Open and Online Curricula** *OERs Are Not Just for Students: Transforming Curriculum Design Through OER Creation*, Marie Bartlett, Thompson Rivers University *The Architecture of Open Education in the United States*. Adnan Qayyum, Athabasca State *Revamping Moodle Learning Experience to Support a Fully Online Masters Program*, Stefan Krueger, KnowledgeOne	**Volet: Conception des expériences d'apprentissage / Track: Learning Experience Design** **Topic: Cases and Techniques Used in the Pandemic** *Designing and Delivering Emergency Remote Teaching Support Services to Faculty*,; Erika Giraldo, KnowledgeOne, and Farnaz Gholami, Knowledge One *Disrupting Instructional Models for Serious Game Design and Delivery Following a Global Pandemic*, Amélie Poulin, Baton Simulations; Kamran Shaikh, Baton Simulations/ Concordia University *Refining Active Learning Strategies for the Pandemic Remote Teaching and Learning Environment,* Alice Cherestes, McGill University; Dr. Leslie Schneider, Visual Classrooms	**Volet: Conception des expériences d'apprentissage / Track: Learning Experience Design** **And...Shuffle! A New Approach to Course Design Using OER Content Strategy Cards (Workshop)** John Murray, Ryerson University; Huong Lu, Ryerson University	**Volet: La technologie institutionnelle / Track: Institutional Technology** **Using WordPress to Build an Online School, Teaching Platform, and Online Courses (Workshop)** Erica Hargreave, UBC; Lori Yearwood, Ahimsa Media; Kevin Ribble, BCIT
12:30 – 1:00	Break			
1:00 – 2:00	**Annulé - Cancelled** **Volet: Partenariat avec le corps professoral et l'administration / Track: Partnering with Faculty and Administration** **The Future of Work is Now – But Are Universities Up to the Task? A Fully Online "Learn and Earn" Ecosystem Innovation for Workers Delivered by Faculties, Faculty Members and Continuing Education (Workshop)** Anne-Marie Brinsmead, Ryerson University	**Volet: Conception des expériences d'apprentissage / Track: Learning Experience Design** **Topic: Accessibility** *Making Accessibility Services Accessible through ICT*. Ryan Lahti, University of Waterloo *Are You Asking? Accessibility in Online Learning*, Erica Hargreave, UBC; Lori Jones, BC School District #8; Eva Somogyi, BCIT	**Volet: Conception des expériences d'apprentissage / Track: Learning Experience Design** **Pedagogical Approaches for Inclusive Online Instruction (Workshop)** Robline Davey, SFU; Natalie Frandsen, SFU; Lisa Dyck,SFU	**Volet: Conception des expériences d'apprentissage / Track: Learning Experience Design** **Living Objects: Application of Photogrammetry in Immersive and Remote Learning (Workshop),** Michael Sider, University of British Columbia; Suzie Lavallee, University of British Columbia; Sharon Hu, University of British Columbia
2:15 – 3:15	**Volet: Partenariat avec le corps professoral et l'administration / Track: Partnering with Faculty and Administration**	**Volet: Conception des expériences d'apprentissage / Track: Learning Experience Design** **Session Topic: Self-Regulated Learning**	**Volet: Conception des expériences d'apprentissage / Track: Learning Experience Design** **Exploring Immersive Media to Develop Creative and**	**Volet: Conception des expériences d'apprentissage / Track: Learning Experience Design** **From Pyramids to Spirals: Gamification**

	From Distance Education to Blended Learning: Leading Pedagogical Change Martha Cleveland-Innes, Athabasca University; Kathleen Matheos, University of Manitoba	*From Other-Regulation to Self-Regulation: Gamification of Language Learning Strategy Instruction.* Teresa Hernandez Gonzalez, Concordia University *Supporting Self-Regulated Learning in Undergraduate Courses*, Silvia Mazabel, University of British Columbia *The SRL Paradox: How Instructor Presence Fosters Self-Regulated Learning,* Laila Ferreira, University of British Columbia; Jennifer Walsh Marr, University of British Columbia; Katherine Lyon, University of British Columbia; Silvia Mazabel, University of British Columbia; Jess McIver, University of British Columbia; Georg Rieger, University of British Columbia	**Engaging Educational Solutions (Workshop),** Erica Hargreave, University of British Columbia; Lori Yearwood, Ahimsa Media	**and Inquiring Minds for Global Skills (Workshop)** Neus Lorenzo Galés, Departament d'Educació, Catalonia (Spain); Ray Gallon, The Transformation Society
3:30 – 4:15	**Volet: L'architecture de l'apprentissage / rack: Learning Architecture Track: Learning Architecture** **FutureReady: Equipping Concordia Students for the Ever-Changing Workforce**, Tey Cottingham, Concordia University	**Volet: Conception des expériences d'apprentissage / Track: Learning Experience Design** **Topic: Teaching with Technology** *Maximize Engagement with Polling During Virtual Events*, Eva Zeng, Schulter Systems *Engaging Students by Adapting the Moodle Database Activity*, Nadine Ciamarra, KnowledgeOne; Yamna Ettarres, KnowledgeOne	**Volet: Conception des expériences d'apprentissage / Track: Learning Experience Design** **Topic: Alignment, Curation and Reuse** *CourseFlow: A Visual Design Tool to Align Program, Course and Pedagogical Design*, Rob Cassidy, Concordia University; Elizabeth Charles, Dawson College and SALTISE; Jeremie Choquette, Dawson College and SALTISE *Leveraging Existing Resources to Create Engaging Learning Experiences,* Julie Whitehead,Western University	**Volet: Conception des expériences d'apprentissage / Track: Learning Experience Design** **Topic: Evaluation** Assessing Learning Online: The Good, The Bad & The Innovative! Michelle Sengara,York University *Formal Formative Evaluation of a Master-Level Online Course*, Diane Maratta, Athabasca University; Cindy Ives, Athabasca University
4:30- 5:30	**Réseaux sociaux: réseautage rapide / Social: Speed Networking**			

Lundi 19 avril / Monday, April 19
10:00 – 11:15 am

Remarque: les détails du programme sont fournis dans la langue dans laquelle le matériel sera présenté. Les descriptions des sessions en français sont publiées en français. Les descriptions des sessions en anglais sont publiées en anglais.

Note: Program details are provided in the language in which the material will be presented. Descriptions of French sessions are published in French. Descriptions of English sessions are published in English

***Keynote*: Sympathy for the Devil: Criticizing and Criticalizing the Media**

Shirley R Steinberg, University of Calgary

How do we walk between the lines of socially aware pedagogy and consumer desire? Unlike many topics, media education and studies require equitable and conscientious lenses as we traverse the practical and the esoteric in light of contemporary world events. While we tackle

the instructional and mechanical, we are obligated to grapple with the social and political nuances and implications of our work.

Shirley R Steinberg considers herself an expositor and analyst of pretty much the entire universe. Understanding that she is usually wrong and somewhat annoying, she also is Research Professor of Critical Youth Studies at the University of Calgary. An occasional panelist for CTV and CBC, her topics traverse politics, religion, social inequities and rock n' roll. Her recent publications include *Behind the Bricolage: Redefining Rigor and Complexity in Research* (2021), *Handbook of Critical Pedagogies* (2020), *The Stigma of Genius: Einstein, Consciousness and Critical Education.* Originally from Baltimore, she reached Calgary via Los Angeles, New York and Montreal. Thrilled to be "back" in Montreal with dear friends at Concordia.

Lundi 19 avril / Monday, April 19
11:30 – 12:30 pm

Volet: L'architecture de l'apprentissage / Track: Learning Architecture
Topic: Open and Online Curricula

OERs Are Not Just for Students: Transforming Curriculum Design Through OER Creation
Marie Bartlett, Thompson Rivers University

In May of 2019, Thompson Rivers University (TRU) offered its first version of a week-long course (re)design workshop. Recognizing we had been primarily using resources from other institutions, we opted to create resources specific to TRU through a one-day facilitated writing sprint. We believed that a one-day sprint would be sufficient to create a few course design resources that TRU faculty could use,
both for face-to-face and online course creation and revision.

But we were wrong.

The project grew from being conceptualized as a few stand-alone documents to being imagined as a large online open educational resource. The benefits of OERs for students have been investigated (Hendricks, Reinsberg, & Rieger, 2017; Jhangiani et al, 2018), but they are still relatively unstudied for faculty use. Moving beyond offering resources simply for course design, we decided to create an OER that encompasses three main areas of curriculum planning and design: composition, mapping, and alignment of learning outcomes at the course, program, and institutional levels; choice and alignment of instructional strategies and learning activities; and alignment of outcomes assessment at all levels. We divided into three teams and got to work. After several planning meetings and full-day working sessions, we are nearly ready to release the resource into the world, just in time for TRU's 2020 Course (Re)Design Institute.

In this session, we will outline our goals for and process of creating the OER. As well, we will demonstrate the OER, and session participants will have an opportunity to explore its various features.

By the end of the session, participants will be able to:

- Articulate the value of OERs for faculty use
- Access the open educational resource with their own device(s)
- Explore the features of the resource
- Assess the value of the resource for their own contexts
- Share the resource with others from their own institutions, if desired

The Architecture of Open Education in the United States
Adnan Qayyum, Athabasca University

Rationale for the Study: As a part of the Germany-based Center for Open Education Research, this study was one of eight country studies on the institutional, policy, and regulatory infrastructure that enables the creation and dissemination of open education initiatives, including open education resources.

Research Questions:
- What are the different types of open education initiatives being undertaken in the United States?
- What variables are most important for the creation and implementation of open education?
- What is the relation between public and commercial entities involved (if there are any)?

Methodology: Data about research and practices of open education were gathered using an extensive literature review and internet-based snowballing strategy. The practices of open education were gathered according to framework by Weller et al (2018) on the history of open education.

Revamping Moodle Learning Experience to Support a Fully Online Masters Program
Stefan Krueger, KnowledgeOne

Our company, KnowledgeOne, was commissioned to help Concordia University develop its first fully online program. While Concordia has many online courses delivered through the eConcordia LMS platform, this was to be the first program that would be entirely online and available around the world.

The situation presented four main challenges: (1) Even though we chose to use Moodle as an LMS-- which normally has a very outdated user interface--the goal was to provide a modern and visually impressive user experience. (2) The program involved a heavy workload and the pedagogical requirements included frequent peer collaboration. Therefore, the clarity and organization of the learning tasks was crucial for supporting students and minimizing cognitive load. (3) The faculty members wanted to provide students with a greater diversity of peer interactive activities than are typically found in an asynchronous online course. (4) Lastly, there was an expectation that the online portal would guide students through the entire journey in this graduate program, from onboarding to graduation. These challenges required us to be innovative in our approach to the LMS.

Our solution was to create a heavily customized version of Moodle. This involved wide ranging customizations to the platform and included:(1) creating a custom theme to overhaul the visual appearance of the Moodle platform and courses, (2) developing a site area to host non-course content, which we used for program onboarding, resource sharing, and community building, (3)

coding a new plugin to streamline how assignments and deadlines are presented to students, (4) coding a range of database templates to enhance student interaction and activities, (5) introducing more student-centric language, (6) adopting a system of assignments, "to-dos", and deadlines to help students progress smoothly through each term.

Volet: Conception des expériences d'apprentissage / Track: Learning Experience Design
Topic: Cases and Techniques Used in the Pandemic

Designing and Delivering Emergency Remote Teaching Support Services to Faculty
Erika Giraldo, Knowledge One; Farnaz Gholami, Knowledge One

Background: Our team set about designing a professor support service for emergency remote teaching on Moodle to offer to Concordia professors. This case study explores that service model's evolution, the processes which brought it to bear, and the effects of its implementation.

Problem Addressed by the Case: The acute need was to ensure courses were swiftly converted online and fully operational for all students in time for the start of forthcoming academic terms. From our side, this involved deciding how to offer professors personalized dedicated support with transitioning from in-class to online teaching and converting face-to-face assessments to online.
Solution devised
Our service offering included pedagogical and technical support with areas such as helping professors convert courses and assessments to online, ensuring content meets accessibility requirements, and using course authoring tools effectively.
The service involved consultations with a project manager and a learning advisor, plus a custom Moodle site with best-practice resources, forums, and sandboxes. The service complemented the efforts of Concordia's Center for Teaching and Learning to prepare courses for remote delivery.

Disrupting Instructional Models for Serious Game Design and Delivery Following a Global Pandemic
Amélie Poulin, Baton Simulations; Kamran Shaikh, Baton Simulations/ Concordia University

Name of Innovation: Virtual ERPsim (scaffolded gaming and structured deception)

Type of Innovation: Instructional approach and technology development

How the Innovation Works: ERPsim is a high-fidelity serious game based on a globally adopted and commercialized enterprise software, allowing participants to interact with real-time systems through various user interfaces and while experiencing genuine transactions (Couillard, 2020). ERPsim has proven helpful for developing an understanding of integrated processes supporting organizational goals, boosting learning of Enterprise Resource Planning (ERP) concepts, accelerating initial user adoption of such technology and developing relevant software skills (Cronan & Douglas, 2012; Léger, et al., 2011).

Historically positioned as a solution delivered primarily as an in-person training program, ERPsim was facing a crisis with newly imposed social distancing rules, making face-to-face delivery virtually impossible. Given the different technical challenges making remotely delivery problematic, disruption to the instructional approach and the overall design of the serious game was necessary to be able to attain to and attest to end-user learning and performance objectives.

Refining Active Learning Strategies for the Pandemic Remote Teaching and Learning Environment
Alice Cherestes, McGill University; Dr. Leslie Schneider, Visual Classrooms

This presentation re-imagines an approach to teaching organic chemistry for today's remote learning reality using active learning pedagogies and collaboration technology. The goal was to enable students to engage actively with each other and to develop skills as a learning community. We will describe how the use of an interactive discussion platform called Visual Classrooms along with carefully designed educational activities were used to achieve this goal in both pre and during COVID environments.

Volet: Conception des expériences d'apprentissage / Track: Learning Experience Design
And...Shuffle! A New Approach to Course Design Using OER Content Strategy Cards (Workshop)
John Murray, Ryerson University; Huong Lu, Ryerson University

This interactive 45-minute hands-on workshop will introduce participants to a set of content strategy cards to assist in online course design and delivery. Developed in May 2019 by a team of instructional designers, these cards were created to help educators branch away from fill-in-the-blank templates for course planning; emphasize Universal Design for Learning (UDL) principles in content creation and help educators embrace a student-centered vision of course design. The content strategy cards build on instructional design principles and the work of Distinguished Professor Cate Denial (2019) about "a pedagogy of kindness." Designed to inspire rather than dictate, the cards can be used to shape course activities and assessments, as well as ensure cohesion and engagement throughout a course. The content strategy cards are being used in online course planning and instructor professional development workshops, and have received a positive response. In this workshop, participants will be guided through an exploration of the simplicity, adaptability, and multi-functionality of the content strategy cards. Through the use of hands-on activities, participants will be encouraged to reflect on how the cards can be used to inform their own approaches to course design. At the end of the session, a digital version of the cards will be shared with participants as an Open Educational Resource (OER) that they can use and adapt to fit their learning spaces.

Volet: La technologie institutionnelle / Track: Institutional Technology
Using WordPress to Build an Online School, Teaching Platform, and Online Courses
Erica Hargreave, UBC; Lori Yearwood, Ahimsa Media; Kevin Ribble, BCIT

Sometimes it takes everything falling to pieces, to gain perspective and place your focus where your heart was telling you to. This was the case with a long desired dream to transform a WordPress site into a teaching platform, only thanks to the pandemic what the team behind this dream is creating is more inline with an online learning community - complete with a wellness studio, culture hub, kid's zone, and teaching lab.

Why WordPress? In building and strategizing, our team has had a few goals that are important to us. They include having open and free courses, diversity (in courses and in instructors), being global with instructors and ideas from different parts of the world, and creating revenue and sustainability for our instructors. These goals mean that in order to give ourselves the room to experiment and to build and share some free and open content on the platform, we need to keep the site related costs down. This way we can focus our financial resources on the courses and instructors, where we don't need to worry so much about enrolment minimums. We also need a

platform that is easily accessible to others and will be easy to teach our instructors how to build their courses on. WordPress provides all these elements, and the versatility to incorporate other future components that we may need, like e-commerce, translation services, discussion boards …etc.

In this session we will explore strategies and solutions for building a teaching site and open educational resources sustainably with WordPress through the teaching platform we've built that has been used by a Canadian post secondary school, the film industry, and the Canadian arts and culture community to deliver online teaching solutions throughout the pandemic. In addition, we will explore how instructors at another Canadian post secondary school are utilizing WordPress to teach courses, not through turning WordPress into a learning management system with plugins, but through creative educational design.

Lundi 19 avril / Monday, April 19
12:30 – 1:00 pm

Pause / Break

Rejoignez-nous dans la Wonder Room pour le réseautage.
Join us in the Wonder Room for networking.

Lundi 19 avril / Monday, April 19
1:00 – 2:00 pm

Annulé / Cancelled

Volet: Partenariat avec le corps professoral et l'administration / Track: Partnering with Faculty and Administration

The Future of Work is Now – But Are Universities Up to the Task? A Fully Online "Learn and Earn" Ecosystem Innovation for Workers Delivered by Faculties, Faculty Members and Continuing Education (Workshop)

Anne-Marie Brinsmead, Ryerson University

Description: The needs of both the workforce and work have changed. Most universities and CE divisions are not moving quickly enough to address the need for upskilling and for associated "work evidence" among working adults (both referred to hereafter as "workers"). Financing upskilling and proof of related work experience are major barriers facing workers seeking alternative education upskilling such as university

CE certificates and stackable credentials. Ryerson University's CE division, the Faculty of Science, the Faculty of Engineering and Architectural Science, and faculty members have been successful with an innovation to address workers' challenges – including: tuition affordability and project-based work assignments from employers evidencing work experience where upskilling is occurring – by providing workers an ability to "earn" remuneration while they learn. Ryerson's "Learn and Earn Hub" ecosystem, the delivery of which will be simulated, is a financing and fully online alternative work experience generator from employers, while adult learners/workers complete university level workforce upskilling.

Learning Objectives:

1. Execute how to build between university Faculties, faculty members and CE a fully online "alternative financing and employer-generated project-based work evidence" ecosystem and how to determine which programs and workers benefit.
2. Strategize how to implement a fully online "Learn and Earn Hub" ecosystem using OER, open source communication and employer-based, fully online work experience generators and technologies, and,how to deliver to cohorts taking university CE certificates. With this Faculty-CE partnership, achieve a win-win: serve our workers with access and "work evidence related to upskilling" initiatives.
3. Bridge the gap between workers' desire to learn, the ability to pay for it and the "proof of skilled work" for an employer in the area of expertise of the university certificate being completed.
4. Maximize how to apply the session's best practices to harness workforce and upskilling opportunities in partnership with Faculties, faculty and CE at your educational institution.

Volet: Conception des expériences d'apprentissage / Track: Learning Experience Design

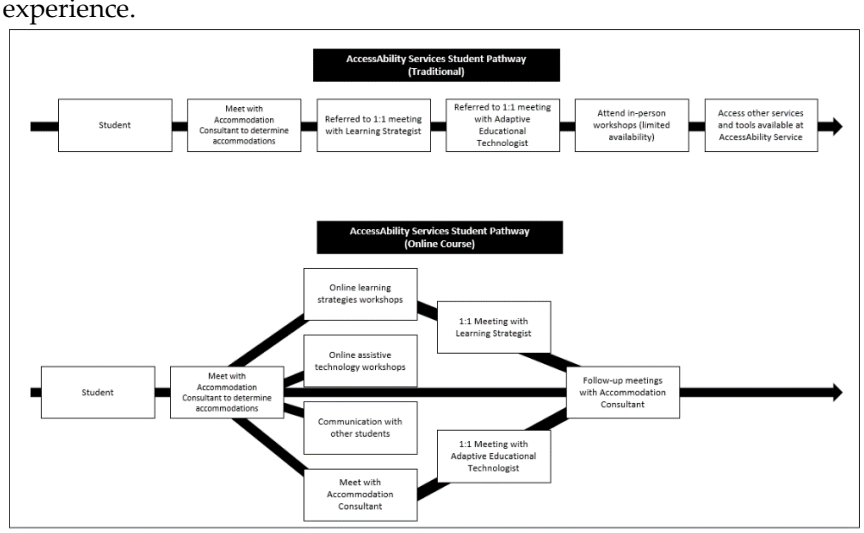
Topic: Accessibility

Making Accessibility Services Accessible through ICT

Ryan Lahti, University of Waterloo

Student services offered at post-secondary institutions in Canada are inherently inaccessible to students who may be unable to be on campus physically. Online courses, cooperative education placements and disabilities are some of the main reasons a student can be excluded from accessing services in-person. Through the implementation of information and communication technology (ICT) strategies, the development of an online course for the AccessAbility Services department at the University of Waterloo, we are increasing the accessibility of our services, and how students can access them.

The innovation works by replicating our current services, tools and workshops through the implementation of ICT in the form of videos, activities, communication and materials. Traditionally, services offered by AccessAbility Services were only available in-person. With the application of our online course, we can now provide asynchronous and synchronous learning for our students, while still maintaining our services in-person, creating a blended learning experience.



Challenges arising in this project are maintaining the quality of service and communication of this new course students. The quality of online education is always a cause for concern, so the AccessAbility Services office has implemented Jung's (2011) dimensions of e-learning quality into the development and monitoring of the course. Due to the nature of the course being a non-credit, open and self-register course, there have been challenges in communicating its value and importance to the university community.

In the Fall 2019 semester, we saw a gradual increase in student engagement with our Accessibility Services course. Over 400 students self-registered and began using our online services to supplement our in-person support. The Winter 2020 term has already seen a surge in enrollment at over 1000 students. Videos embedded in our course have surpassed 4000 plays and over 150 hours of watch time. The AccessAbility Services Office Administrators have seen a significant decrease in the number of simple repetitive questions asked by students (example: how to register for an alternative exam) due to the readily available information in the course. The course is also open to the university community, as it contains other valuable information specific to staff and faculty.

This framework of this project can be applied to other student service-based departments that rely heavily on in-person interaction. Departments such as Student Success, The Writing Centre, and Cooperative Education can benefit substantially from the digitization of their services.

In this presentation, I will thoroughly explain the innovative techniques used and the steps to increase the accessibility of services through the creation of an online course.

Note: *This organizational improvement project outlined in this CNIE Proposal is part of my final doctoral (EdD) project through Western University*.

References

Jung, I. (2011). The dimensions of e-learning quality: from the learner's perspective. *Educational Technology Research and Development*, *59*(4), 445-464.

Are You Asking? Accessibility in Online Learning

Erica Hargreave, UBC; Lori Jones, BC School District #8; Eva Somogyi, BCIT

Who decides what makes content accessible? Are we asking learners with disabilities what makes learning accessible to them, what is problematic, and what solutions work best?

It is our belief that educators need to listen more to learners with disabilities in order to create accessibility that meets their needs, rather than decide what is best for them.

While this is not a new problem when it comes to online learning, it has been highlighted by educators' sudden move to online learning environments during the COVID-19 pandemic. Add to this the minimal resources that creators of open educational resources face, and it is often all too easy to justify not taking the time to make resources accessible to all potential learners or to make broad decisions as to what will make a resource accessible without the input of learners with disabilities.

To address this issue, we are setting out to create a variety of open and free-to-access, educator focused resources that share the voices and experiences of learners with disabilities with online learning. Our goal is to support educators in making their online learning experiences universally accessible by asking and listening to learners with disabilities. The resources that we develop as a part of this project will include a vlogcast series on accessibility matters (sharing the voices, faces, and stories of the disabled community on what accessibility in open, online learning experiences means to them), case studies in the form of blog posts from the accessibility matters vlogcast, and themed open educational courses/units for educators on accessibility in online learning, starting with an open educational course on ableism and how to invite learners with disabilities into the conversation to create truly accessible education.

Volet: Conception des expériences d'apprentissage / Track: Learning Experience Design

Innovative Pedagogical Approaches for Inclusive Online Instruction (Workshop)

Robline Davey, SFU; Natalie Frandsen, SFU; Lisa Dyck,SFU

Students bring with them their unique and complex constellation of strengths, challenges, cultures, and experiences to post-secondary institutions. Inclusive learning environments should be designed to meet the diverse learning needs of all students. Creating online learning communities requires attention to inclusivity, accessibility, engagement, collaboration, critical pedagogy and cultural relevance. Online instruction may pose more challenges, especially for those instructors who transitioned to emergency remote instruction due to COVID-19. Delivering inclusive, accessible, engaging and culturally relevant content is even more critical in this context. However, online delivery may create unique opportunities to facilitate inclusive learning communities.

Presenters will use the first 20 minutes of the session to describe their own research interests, including critical approaches to fostering inclusive online learning communities, with particular consideration of learner's mental health and cultural backgrounds. This presentation will involve examining how using Universal Design for Learning (UDL) and Indigenous pedagogy can be used to facilitate inclusion and foster an online learning community for non-dominant learners.

The remainder of the session (40 minutes) will be spent in discussion. In this practice-oriented, interactive session, participants can expect to explore and share their own teaching practices and examine how critical digital pedagogy, focused on accessibility, mental health and Indigenous pedagogy can be incorporated to create more inclusive online communities.

Volet: Conception des expériences d'apprentissage / Track: Learning Experience Design

Living Objects: Application of Photogrammetry in Immersive and Remote Learning (Workshop)

Michael Sider, University of British Columbia; Suzie Lavallee, University of British Columbia; Sharon Hu, University of British Columbia

Description: Use of emerging technology in immersive and remote learning has been the focus of an ongoing collaboration between instructors from a variety of UBC faculties and UBC Studios. This initiative has become even more relevant and urgent with the recent increase in the need for remote online educational resources. Through this collaboration, a set of prototype educational 3D objects have been produced by scanning specimens from the UBC Forestry Sciences Natural History Collections. The resulting 3D objects have been deployed in an interactive annotated web VR context. These 3D objects and their deployment are designed to provide increased and more effective student access to specimens, resulting in enhanced learning. The deployment also offers remote learning support as instructors are moving course delivery to an online context. The

collaboration has also led to a large-scale project designed to provide photogrammetry and 3D printing across the university, involving faculty from departments including Forestry, Applied Biology, Asian Studies, Anthropology, Medicine, and Kinesiology.

This presentation will explore the process of photogrammetry as applied to educational specimens toward student access and learning, using the example of the UBC Forestry prototype scans. The presentation will also explore the resulting large-scale educational 3D object scanning and printing project.

The photogrammetry prototype process will be explored from different perspectives, and will cover:

- Learning objectives and context of the project, from the faculty instructor's perspective
- The process of choosing scanning technology and format, as well as deployment technology and format of the resulting 3D objects, to best suit the learning objectives of an educational media project
- Production and post-production process of 3D scanned objects for educational media purposes
- Lessons learned, best practices, methods and techniques developed during the project
- The pros and cons of 3D scanned objects various deployment formats for educational media

Learning Objectives: Participants will be able to:

- Develop an understanding of how to evaluate emerging technology for educational/ pedagogical purposes
- Develop an understanding of existing technologies for 3D learning

Lundi 19 avril / Monday, April 19
2:15 – 3:15 pm

Volet: Partenariat avec le corps professoral et l'administration / Track: Partnering with Faculty and Administration

From Distance Education to Blended Learning: Leading Pedagogical Change

Martha Cleveland-Innes, Athabasca University; Kathleen Matheos, University of Manitoba

Online and blended learning research and practice have been areas of growth for two decades in Canada, with over 95% of Canadian higher education institutions involved in some form of blended learning (COHERE 2011). Given the significant research and affordances of online and blended learning in addressing the key challenges facing higher education, it is surprising that in many institutions online and blended learning remains attenuated and apart from central strategies and policies. Bates corroborates these findings. Results from a survey in 2016-2017, only one in five institutions reflect a significant number of blended learning courses. As one looks at the advance and affordances of technology, and the pressures on higher education institutions for accountability, affordability and flexibility, one question remains. Why does this promising, evidenced-based pedagogical practice so often remain "outside" of a central strategy. Although some Canadian institutions are moving in the right direction, the system in general needs to pick up speed to respond to the needs of society.

For those who see the benefit, to individuals and society, of increased online and blended opportunities in Canadian higher education, we pose the following question: how can we lead? What are the potential leadership strategies and competencies required to deconstruct our

traditional models and structures and engage and collaborate with individuals willing and able to harness and implement online an blended learning? This reform of higher education needs a change in pedagogy and a change in leadership to make this happen. This session will speak to the potential preparation for a new type of leadership and engage the audience in a discussion about realities and practicalities of implementing new leadership to foster increased access to online and blended higher education.

Learning Objectives:

- Review leadership theory that supports practice for non-formal, informal, and formal leadership
- Offer and respond to perspectives about opportunities and barriers to the implementation of online and blended higher education
- Identify actionable responses in day to day education activity to encourage and promote accessible, high quality online and blended higher education
- Consider augmenting current networks to support each other's leadership efforts

Volet: Conception des expériences d'apprentissage / Track: Learning Experience Design

Session Topic: Self-Regulated Learning

From Other-Regulation to Self-Regulation: Gamification of Language Learning Strategy Instruction.

Teresa Hernandez Gonzalez, Concordia University

Language Learning Strategy (LLS) Instruction requires addressing how to motivate students to apply the effort needed to take control over their learning (Schunk & Zimmerman, 2012). A reconceptualization of LLS as not only self-regulated, but also other-regulated (Thomas & Rose, 2019) spurs us to explore "particular ways of encouraging L2 learners to take charge of their learning" (Lee, 2017, p.226). Gamification is the discipline that examines the role of game design and mechanics in non-gaming contexts with the purpose of increasing user engagement in the learning of complex skills. Although games and ludic activities have been part of language learning methods for a long time, the use of gamification in second language pedagogy is relatively recent (Dehghanzadeh, Fardanesh, Hatami, Talaee, & Noroozi, 2019) and its application has focused mainly on the secondary properties of games–the use of rewards in the form of points, badges, and levels ((Ortiz-Rojas, Chiluiza, & Valcke, 2017). This shallow implementation of gamification ignores the primary properties of effective games that are rooted in basic human psychological needs such as competence, completion, and control, among others (van Roy & Zaman, 2018).

In this case study in innovation, short presentation format, we will report on two successful gamification experiences carried out with elementary students in ESL classrooms that focused on some of the primary properties of game design. The first, involving Quebec French-speaking students, implemented the game element of "representation of mastery", "gamefulness' (McGonigal, 2011), and "adaptive difficulty with immediate feedback" (Gordon, Brayshaw, & Grey, 2013) during the completion of a paired direction-giving task to address the "need for competence"(Dicheva, Dichev, Agre, & Angelova, 2015). The second project, involving Spanish pupils in the MEC-British Council Bilingual Project, addresses the "need for completion" and the "need for gathering goods" (Hamari, 2017) via collecting of pieces of a badge while practicing second language reading strategies.

We will share the results of both experiences including class video recordings, interviews with stimulated recall, and a task-based, semi-structured strategy questionnaire (Gunning, White, & Busque, 2016) and will contributing to the scarce research on LLS with young language learners (Gunning & Oxford, 2014; Mak & Wong, 2018; Ruiz de Zarobe & Zenotz, 2018).

Supporting Self-Regulated Learning in Undergraduate Courses

Silvia Mazabel, University of British Columbia

Canadian top research universities enroll highly qualified students and despite their potential for academic success, many of them struggle to take the flexible and reflective approach demanded by advanced academic study (Hadwin & Winne, 2012). Many institutions offer effective content-independent supports to foster student learning (e.g., learn-to-learn courses), yet these supports separate study skills from the process and content of learning (Hofer & Yu, 2003). Efforts at contextualizing supports in content courses to foster student deliberate and adaptive engagement in learning have occurred, but sustainable supports require content course instructor involvement (De Corte, 2016; Wingate, 2006). This study was anchored in sociocultural and socio constructivist conceptions of meaning making and self-regulated learning (SRL) as teaching and learning frameworks (Butler & Cartier, 2018). SRL refers to intentional, active and goal driven engagement in learning activities and is associated with academic achievement and wellbeing across the lifespan (Butler et al., 2017). Educators can influence student engagement in SRL through their teaching (Perry et al., 2015).

Using a multiple-case study design and a Community of Inquiry (CoI) model (Cochran Smith & Lytle, 2009), I partnered for ten months with five university instructors from the Faculty of Science at a Canadian research-oriented university to address two research questions (UBC Ethics Certificate H17-00037): How did participating instructors infuse opportunities for SRL in their undergraduate courses? How did they perceive supporting SRL?

Instructors engaged in situated, iterative and strategic individual and collaborative inquiry processes (Butler & Schnellert, 2020; Timperley et al., 2014) to learn about, design and implement SRL supportive practices (SRLSP) in a course of their choosing. Through these SRLSP they sought to engage their students in productive and adaptive learning. Instructors' actions and reflections about their SRL-focused teaching were documented in templates completed during our CoI meetings, classroom observations, brief and in-depth interviews, and through course documents (e.g., syllabi, presentations, activities).

The SRL Paradox: How Instructor Presence Fosters Self-Regulated Learning

Laila Ferreira, University of British Columbia; Jennifer Walsh Marr, University of British Columbia;Katherine Lyon, University of British Columbia;Silvia Mazabel, University of British Columbia;Jess McIver, University of British Columbia; Georg Rieger, University of British Columbia

We share how as instructors in three undergraduate UBC disciplines: academic writing, physics and sociology, we innovated our teaching using Self-Regulated Learning supportive practices (SRL-SP). SRL refers to deliberate engagement in learning activities and is displayed by learners taking ownership for their learning, and working with ideas in adaptive, transformative ways (Butler et al., 2017; Greene, 2018). Research indicates that SRL is key to students' academic, emotional, and social well-being and that it can be supported through classroom-wide supportive practices (Perry, 2013). We used a variety of SRL-SP (e.g., reflection, scaffolding and co-

construction of materials) as temporary instrumental supports for students to feel better equipped to navigate the learning context.

Instructors of each discipline will detail how they used SRL-SP before and after the move to online teaching and learning. We will share specific examples that demonstrate how SRL-SP were tailored to meet student needs and instructors' learning objectives in undergraduate courses within these academic disciplines. For example, prior to the remote education context, Sociology instructor Katherine Lyon focused on structured in-class reflection through oral and written prompts interspersed throughout the lecture. In the online context, this process has become further transparent and mediated through several platforms, including CLAS, Kaltura, Collaborate Ultra/Zoom and Canvas. As a result, Lyon has developed additional guidelines outlining expectations for student reflection, and has been able to ask students to revisit and identify their thought processes at various points in time. This has enhanced the formative/scaffolded elements of reflection.

Discipline specific incorporations of SRL-SP will be complemented with findings on how innovating with SRL-SP led to shifts in student learning such as an increased awareness about themselves as learners in relation to tasks and the learning context, increased willingness to make choices, better prediction/understanding of expectations, as well as enhanced awareness about others as learners in relation to collaborative tasks. We will further discuss what we conclude to be the SRL paradox: in fostering student self-regulation and independence, classroom-wide supports for SRL require a more intentional instructor presence in planning and thinking through course design, and being accessible in guiding students to adopt SRL strategies.

This presentation will illustrate the potential of SRL in providing instructors with a dynamic and situated pedagogical framework necessary to work with a diverse student body in an online environment as both instructors and students grapple with limited face-to-face interactions and an increased emphasis on students' independent management of their learning.

Volet: Conception des expériences d'apprentissage / Track: Learning Experience Design

Exploring Immersive Media to Develop Creative and Engaging Educational Solutions (Workshop)

Erica Hargreave, University of British Columbia; Lori Yearwood, Ahimsa Media

Augmented reality (AR), virtual reality (VR) and mixed reality (MR) are exciting technologies to explore in finding new ways to bring history, stories, science, and the arts to life in a way that entertains, engages and ultimately educates students. While newer and sexier, these technologies are not the solution to every project. You must first ask yourself why AR, VR or MR? What problem would these technologies solve for you? Would another medium be more effective in reaching your goals? If AR, VR, or MR is the right fit for your project, then what are the AR, VR, or MR challenges in addressing the needs of your project - looking at everything from connectivity, to ease of use, to comfort, to hardware, to funding …etc?

To aid in answering these questions, we explore case studies from a number of organizations, around the world, using AR, VR, and MR as educational solutions. In the process we will examine the challenges and successes that they have had with these technologies. Additionally, we will explore their decisions in making their creations open, free, or restricted, and why.

Learning Objectives:

- Identify challenges and solutions in immersive media experiences.
- Critique whether immersive media is the needed solution for a particular project.
- Brainstorm and draft an immersive media experience.
- Critically evaluate your own immersive media concept.

Volet: Conception des expériences d'apprentissage / Track: Learning Experience Design

From Pyramids to Spirals: Gamification and Inquiring Minds for Global Skills (Workshop)

Neus Lorenzo Galés, Departament d'Educació, Catalonia (Spain); Ray Gallon, The Transformation Society

Description: This workshop presents an inquiring experiential approach inspired by the Gamification Pyramid (Werbach & Hunter, 2012 which correlates with the three levels of the most common OECD PISA Frameworks. By promoting knowledge building, collective engagement and action with purpose, the activities presented during this session will promote collaborative dynamics based on the structured development of inquiring mindsets for personal growth and professional development.

We will use open-access on-line tools such as Zoom Earth and Google Trends to explore, exchange and suggest action to integrate the 17 Sustainable Development Goals from the United Nations 2030 Agenda into the school curriculum.

Learning objectives

- Identify correlations between:
  - Inquiring minds approaches
  - Gamified learning designs
  - OECD PISA frameworks
- Explore educational uses of readily available digital resources to foster collaboration, negotiation, and interaction skills.
- Use relational skills and abilities to enhance global competences: o Communication and collaboration.
  - Creativity and Critical thinking.
  - Intercultural competence and citizenship
  - Emotional Self-regulation and wellbeing
  - Digital literacies.

The attendees will have the opportunity to participate in practical activities to learn how to collaboratively incorporate the 17 SDGs of the UN 2030 Agenda in single classroom exercises, short-term tasks, mid-term projects, and long-term school planning, by focusing on Planet, People and Prosperity.

Lundi 19 avril / Monday, April 19
3:30 – 4:15 pm

Volet: L'architecture de l'apprentissage / Track: Learning Architecture

FutureReady: Equipping Concordia Students for the Ever-Changing Workforce

Tey Cottingham, Concordia University

What will the future of work look like for our students? What emerging skills are most indemand and how do we support students to develop these skills during their time at university? FutureReady is Concordia University's new skill development program for undergraduate students. Now midway through its second year of programming, our mission with this new

initiative is to support students to develop the competencies they need to successfully transition into the workforce at a time when the world of work is changing rapidly.

Our mindset in designing the program had to reflect this dynamic future where linear careers are less common and young people need a portfolio of skills and capabilities to navigate change and complexity. Our concurrent aim was to make the opportunities and experiences within the program unique, creative and engaging, giving Concordia students the advantage of feeling energised, confident and prepared for what comes next.

In this participatory and dynamic session, we are excited to explore the following with you:

- Provide an overview of the program, its design, objectives and future plans
- Share highlights from our pilot year through student stories
- Collaboratively explore best practices & key challenges we face supporting students for the ever-changing world of work
- Experience our assessment process through online tools and exercises
- Highlight our incredible project partners and the steps involved in building that community

By the end of the session, participants will be able to:

- Reflect on best practices and emerging trends related to the future of work and skills development
- Articulate the core skill areas and opportunities offered through FutureReady and connect those to their particular student populations
- Identify opportunities for involvement in FutureReady's programming and ongoing development

Volet: Conception des expériences d'apprentissage / Track: Learning Experience Design

Topic: Teaching with Technology

Maximize Engagement with Polling During Virtual Events

Eva Zeng, Schulter Systems

Virtual events have seen a massive growth in the past few months due to the COVID-19 pandemic. Unlike in-class events, learners are no longer in the same room as presenters.

They can easily get distracted and shift their attentions to other things. Therefore, keeping learners engaged becomes more important than ever in a virtual learning environment.

In this session, I will share my experience in converting a two-day in-class event into an online program consisting of eight virtual events at my current organization. In particular,

I will discuss one design strategy I applied to enhance learner engagement, which is to incorporate different types of poll questions to keep the content dynamic and make learners feel fully involved throughout each event. Four types of poll questions and their best applications will be introduced. Tips on how to write high-quality poll questions will also be covered in the session.

Engaging Students by Adapting the Moodle Database Activity

Nadine Ciamarra, KnowledgeOne; Yamna Ettarres, KnowledgeOne

Background: Professor feedback points to maintaining student engagement as one of the most significant challenges to online education during the pandemic. When Concordia University switched to using Moodle's Learning Management System as its main mode for remote learning, it was obvious that we needed to find a tool with an enhanced user interface that would permit peer review—a known predictor of engagement1,2,3—plus enable image and video submissions.

Moodle's Database Activity allows users to create a collection of entries using predefined fields (e.g., text, picture, radio buttons). However, the default Database Activity does not always meet professors' needs. In particular, there were special requirements for Fine Arts students when submitting their work and commenting on each other's entries. These included being able to perform actions such as uploading multiple images, uploading videos (or a video and images), expanding images for larger viewing, and incorporating a black background when viewing larger images.

Problem Addressed by the Case: Although the professors require another version of the database that takes into consideration their specific needs, modifying the default template can be complex. This case study focuses on how we simplified the creation and set up of a Moodle Database Activity with viable alternative options.

Solution Devised: We created a range of templates for professors to choose from that met their indicated criteria. These included adding specific fields (e.g., title, description, author/dimensions, etc.) within templates containing a single image and fields, multiple images, video fields, video and multiple images, and anonymous user entry.

Volet: Conception des expériences d'apprentissage / Track: Learning Experience Design

Topic: Alignment, Curation and Reuse

CourseFlow: A Visual Design Tool to Align Program, Course and Pedagogical Design

Rob Cassidy, Concordia University; Elizabeth Charles, Dawson College and SALTISE; Jeremie Choquette, Dawson College and SALTISE

One of the biggest challenges faced by teaching and learning professionals is communicating the importance of learning outcomes to the instructional design of a course. Equally difficult is their effort to convey how pedagogical practices can improve the ways that students can engage with the content of these same courses. Lastly, teaching and learning professionals are tasked with bringing these ideas together as they design new programs and new syllabi to keep up with the demands of their university's expanding offerings. Our technology innovation addresses these challenges. Using a design based research (DBR; Anderson & Shattuck, 2012) approach, we have developed both a tool and a protocol to communicate the process of curriculum design on three levels: (1) lesson, (2) course and (3) program.

Pragmatically, CourseFlow facilitates course management by generating a dynamic course outline, including schedule and course objectives, that can be edited and adapted easily; at the same time as allowing for links to course content. It supports lesson planning and pedagogical concerns by scaffolding the production of workflows that visualizes the planning of student engagement activities. Lastly but not least, the visual and dynamic nature of the workflows generated allows for collaboration on course planning among teachers and sharing of course outlines to new faculty. Conceptually, CourseFlow transforms instructional activities into a symbolic language. Like a Rosetta Stone, it allows teaching and learning professionals and

instructors to communicate across boundaries. To instructors the workflows produced are tools that make lesson and course planning more visible, allowing others to "see" activities and course components; in so doing, they provide concrete templates that others can adopt and adapt. To instructional designers, the workflows are tools to promote faculty professional learning through the adoption of active learning practices and auditing of learning objectives. To researchers they are tools to better understand effective learning principles, offering new methods and opportunities to examine and learn from interventions that emerge from "practice by participants in that practice, rather than in a controlled laboratory (Penuel, 2014, p. 101).In this presentation we will introduce CourseFlow and demonstrate its potential to produce workflows at the three organizational levels in a nested format. We will showcase three examples where CourseFlow has been used to support communication and understanding between different groups. First, we will show how it was used to map out the syllabus of an engineering department's program and how this has facilitated discussions between faculty and student advisors and between student advisors and students. Second, the tool was used to document the anatomy of a course, components that include preparation, lesson, artifacts, assessments; at the same time incorporating and providing an ongoing audit of the course competencies thereby supporting the work between professional development and faculty. Not to mention, providing a way to enhance the communication between the instructor and their students of the course's objectives and pacing. Third, how CourseFlow has been used by faculty to visualize their pedagogical choices and the orchestration required to engage students more deeply in their learning.

Leveraging Existing Resources to Create Engaging Learning Experiences
Julie Whitehead,Western University
We had to move fast to create an engaging learning experience for our summer 2020 nursing courses. Leveraging the instructor 's pre-existing PowerPoints, we used Articulate Storyline 360 to create engaging accessible presentations with self-checks. Our success carried the process into the 2020/2021 academic year. Other programs in the Faculty of Health Sciences saw the value and jumped into the process; Kinesiology, Occupational Therapy, Physical Therapy and Communication Disorder Sciences. Instructors appreciated not having to learn new technology, although they did get to know PowerPoint a little better.

Volet: Conception des expériences d'apprentissage / Track: Learning Experience Design
Topic: Evaluation

Assessing Learning Online: The Good, The Bad & The Innovative!
Michelle Sengara,York University

This session will explore the complex and controversial topic of assessment within digital learning environments (blended or fully online). As this is my particular area of expertise, I will unpack current research around the design and development of online assessments, paying particular focus to those that are competency-based and preserve high levels of academic integrity. The discussion that follows will be rooted in some of the core principles raised during direct instruction, including (but not limited to) common challenges such as the assessment of student learning at scale, and the kinds of professional development programs which are needed to best prepare those who are marking/grading in large enrolment courses.

Learning Objectives:
1. Describe the role/importance of assessment in a learning experience
2. Identify the core elements of an authentic assessment model online

3. Identify the core elements of a competency-based model online
4. Design an example of an authentic, competency-based assessment for an online learning experience

Formal Formative Evaluation of a Master-Level Online Course
Diane Maratta, Athabasca University; Cindy Ives, Athabasca University

Due to the importance of universal design for learning (UDL) and accessibility regulations for educational content, the course instructor implemented UDL principles in the redesign of an online course. To collect feedback data, an external evaluator was brought in to conduct a formal formative evaluation to seek input from students and instructional design experts on the redesign. The evaluation research project was designed to model excellent course design practice and to provide evidence that formal formative evaluation adds value to course design and development at any organization offering distance and online courses.

Lundi 19 avril / Monday, April 19
4:30 – 5:30 pm

Speed Networking
Just because ours is a virtual conference does not mean you won't meet people. In fact, meeting people and networking is the goal of this session.

Jour deux / Day Two
Mardi 20 avril / Tuesday, April 20

Remarque: toutes les heures de l'Est. Lorsque vous ajoutez ces sessions à votre calendrier, veuillez prendre en compte le fuseau horaire.

Note: All times Eastern. When adding these sessions to your calendar, please take the time zone into consideration.

Day at a Glance

9:30 – 10	**Early Morning Networking**			
10-11:15	***Keynote*: Complaining Effectively Can Change the World** Amy Fish, Concordia University			
11:30-12:30	**Track: Evidence-Based Practices** **Session Topic: Technology and Learning** *Systematic Review of Online Learning Research from 2009 to 2018*, Florence Martin, University of North Carolina—Charlotte; Ting Sun, University of North Carolina—Charlotte; Carl Westine, University of North Carolina—Charlotte *A Systematic Review on Online and Blended Learning in Higher Education, Heutagogy and*	**Volet: Conception des expériences d'apprentissage / Track: Learning Experience Design** **Session Topic: Indigenizing the Curriculum** *Histories of Indigenous Peoples and Canada: An Open Textbook Case Study.* Melissa Jakubec, Thompson Rivers University *Creating a Process to Fulfill a Vision of an OER Case Study Focused on Indigenous Business,* Marie Bartlett, Thompson Rivers University; Justin Fudd, Thompson Rivers University; Thomas Sandhoff, Thompson Rivers University.	**Volet: Conception des expériences d'apprentissage / Track: Learning Experience Design** **Use of Moijang/Microsoft's Minecraft (2009) as a Teaching Tool in Undergraduate Classrooms (Panel),** Darren Werschler, Concordia University; Sandra Gabriele, Concordia University; Robert Cassidy, Concordia University; Bart Simon,Concordia University	**Volet: Conception des expériences d'apprentissage / Track: Learning Experience Design** **Supporting Everyday Learning (Workshop)** Stephen Downes, National Research Council Canada

	Lifelong Learning: What Are the Conceptual Definitions, Measurement Options, and Possible Conceptual Relationships? Martha Cleveland-Innes, Athabasca University; Jennifer Lock, University of Calgary; Sawsen Lakhal, Université de Sherbrooke *An Automated Essay Evaluation System for Skeptics*, Nicholas Walker, Ahunstic College			
12:30 – 1:00	Pause / Break			
1:00 – 2:00	**Volet: L'architecture de l'apprentissage / Track: Learning Architecture** **Session Topic: Adult and Continuing Education** *A Guild-based Delivery Model for Continuing Education in the Workplace*, Gail Carmichael, Shopify *Earn While You Learn-Francisation Training for Work*, Kelly Boutilier, Concordia University	**Volet: Conception des expériences d'apprentissage / Track: Learning Experience Design** **Session Topic: Engaging Learners and Encouraging Contemplation** *Facilitating Social Interaction to Augment Critical Discourse*. Stephen Doubt, Thompson Rivers University *Exploring Contemplative Pedagogical Practices for Teaching Online Higher Education Courses*. Agnieszka Palalas, Athabasca University *Student Perceptions of the Most Effective and Engaging Online Learning Activities in a Graduate Seminar*. Alicia Cundell, Concordia University	**Volet: Conception des expériences d'apprentissage / Track: Learning Experience Design** **(E)motions in (e)Learning: A Community of Inquiry Practice Space (Workshop)** Debra Dell, Athabasca University; Martha Cleveland-Innes, Athabasca University	**Track: Evidence-Based Practices** **The Building Blocks of Effective Teaching in Higher Education: Insights from the Empirical Literature** Saul Carliner, Concordia University; Monica Lopez, Dawson College; Nadine Bekkouche, Wenbin Liu, Ezgi Ozyonum, and Yuan Chen, Concordia University
2:15 – 3:15	**Volet: Partenariat avec le corps professoral et l'administration / Track: Partnering with Faculty and Administration** **Where Are You? What Does it Mean to Work Online in a Traditional Higher Education Context?** Diane Janes, Southern Alberta Institute of Technology;Angela van Barneveld, Lakehead University; Gerald Walton, Lakehead University	**Volet: Conception des expériences d'apprentissage / Track: Learning Experience Design** **Session Topic: Essential Pedagogy and Academic Skills** *Designing an Online Course: Opportunities and Challenges to Innovate Using Gagne's Nine Events of Instruction*, Carol Sparkes, Thompson Rivers University *Les Résultats et Implications pour la pratique d'une recherche-action-formation sur la classe inversée dans 4 cégeps et 2 universités*, Bruno	**Volet: Conception des expériences d'apprentissage / Track: Learning Experience Design** **Creativity: Core skill for inclusive AI-based Learning (Workshop),** Ray Gallon, The Transformation Society; Neus Lorenzo Galés, Catalonia	**Volet: Conception des expériences d'apprentissage / Track: Learning Experience Design** **Session Topic: And Now for Something Different (And Cool!)** *Esports on Campus: From idea to Implementation*, Jonathan Easton, SUNY Empire State College; Charles Murray III, SUNY Canton *Is That a Whale in; Your Classroom?* Emily Sheepy, National Film Board;

		Poellhuber, Université de Montréal; Normand Roy, Université de Montréal; Madona Moukhachen, Collège Ahuntsic		
3:30 – 4:30	**Birds of a Feather** ▪ Is There Such a Thing as Learning Experience Design? Leelan Farhan, Concordia University ▪ Pedagogical Innovation: Bridging the research-practice chasm, Rob Cassidy, Concordia University, Elizabeth Charles, Dawson College and SALTSIE; Rob Cassidy, Concordia University ▪ Incorporating Mindfulness, Exercise and Healthy Screen Breaks into Your Online Courses, Erica Hargreave, University of British Columbia			

Mardi 20 avril / Tuesday, April 20
10:00 – 11:15 am

***Keynote*: Complaining Effectively Can Change the World**
Amy Fish,Concordia University

We all want to make the world a better place, but most of us don't know where to start. Our keynote, Amy Fish, can turn a raving rant into a complaint that works. In this talk, Amy walks you through six tips for complaining effectively – each illustrated with a colorful anecdote. Whether you want equal pay for equal work or you're just looking for a side of fries, Amy's tips will show you how you can be instrumental in changing your life – and the world – for the better.

Amy Fish is the Ombudsperson at Concordia University and the author of *I Wanted Fries with That: How to Ask for What You Want and Get What You Need* (New World Library 2019) and *The ART of Complaining Effectively* (Avmor 2014). Amy is responsible for promoting fairness and making sure everyone's voice is heard. Prior to Concordia, Amy was an Ombudsperson in the health care sector. Amy regularly teaches, speaks and writes about how complain effectively.

Mardi 20 avril / Tuesday, April 20
11:30 am – 12:30 pm

Track: Evidence-Based Practices
Session Topic: Technology and Learning

Systematic Review of Online Learning Research from 2009 to 2018
Florence Martin, University of North Carolina—Charlotte; Ting Sun, University of North Carolina—Charlotte; Carl Westine, University of North Carolina—Charlotte

Rationale: There is an increase in the number of research studies on online learning in this decade. While there have been review studies conducted on specific online learning topics, very few studies have been conducted on the broader aspect of online learning examining research themes.

Purpose of this study: The purpose of this study is to examine online learning research in the last ten years and compare it with the themes identified in previous review studies (Berge & Mrozowski, 2012; Tallent-Runnels et al., 2006; Zawacki-Richter et al., 2009). In this systematic review, 619 research articles on online learning published in the last decade was reviewed for publication trends and patterns, research themes, research methods, and research settings. In addition, top 20 cited articles were identified and analyzed to see if they were representative of the sample.

Methodology: This five-step systematic review process described in the U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse Procedures and Standards Handbook, Version 4.0 (2017) was used in this systematic review: (a) developing the review protocol, (b) identifying relevant literature, (c) screening studies, (d) reviewing articles, and (e) reporting findings. A review protocol was designed as a codebook in MAXQDA by the three researchers. The codebook was developed based on findings from the previous review studies and literature review on online learning. The codebook included 12 research themes, 4 research settings (higher education, continuing education, K-12, corporate/military), and 3 research designs (quantitative, qualitative and mixed methods). Data was initially coded via MAXQDA by a doctoral student researcher and the lead faculty researcher. Descriptive statistics including frequency tables were generated for the various questions.

Results: Twelve online research themes were identified. Engagement (n = 179; 28.92%) and Learner Characteristics (n = 134; 21.65%) were the themes examined in a number of publications. These two themes were further coded to identify sub-themes. Publications focused on research on Instructor Characteristics (n = 21; 3.39%) were the fewest. The other research themes included Instructor Characteristics, Course or Program Design and Development, Course Facilitation, Course Assessment, Evaluation and Quality Assurance, Course Technologies, Access, Culture, Equity, Inclusion and Ethics, Leadership, Policy and Management, Instructor and Learner Support and Learner Outcomes.

While there has been a slight decrease in the number of studies on online learning in 2015 and 2016, it has then continued to increase in 2017 and 2018 and International Review of Research in Open & Distance Learning has published the greatest number of articles on online learning among the 12 journals reviewed. The majority of the studies were quantitative in nature, and majority of the studies were examined in higher education.

Conclusion: The findings from this study has implications for future researchers in online learning, online instructors, instructional designers and also administrators who support online learning initiatives in higher education.

A Systematic Review on Online and Blended Learning in Higher Education, Heutagogy and Lifelong Learning: What Are the Conceptual Definitions, Measurement Options, and Possible Conceptual Relationships?

Martha Cleveland-Innes, Athabasca University; Jennifer Lock, University of Calgary; Sawsen Lakhal, Université de Sherbrooke

Given that societies are increasingly dynamic, globally connected, and socially and economically complex, there is a need for technology-enabled lifelong learning capabilities among societal members. Against this background, this presentation will explore the possibility that online and blended higher education will contribute, where heutagogical or self-directed learning

opportunities exist, to competent technology-enabled, lifelong learning. We propose that learning experiences available in credit-based, formal, online and blended higher education may transfer, when designed with heutagogical opportunities, to technology-enabled lifelong learning.

Should a relationship exist between these phenomena, higher education has an opportunity to support technology-enabled lifelong learning through transferable learning opportunities found in online and blended higher education. We wish to propose a conceptual relationship, should one exist, that explains this relationship. For this purpose, a systematic review and analysis of relevant published literature willbe employed (Petticrew & Roberts, 2006). This systematic review and synthesis will provide conceptual definitions, measurement options, and possible conceptual relationships, between online and blended higher education, heutagogy, and technology-enabled lifelong learning.

We have created structures to support our systematic review. The following requirements will guide the selection of published resources: 1)Peer-reviewed journal articles published in the past10 years; 2) Government documents relevant to policy changes in the past 10 years; 3) Government reports that provide Canadian statistics relevant to the study in the past 10 years; 4) English and French language articles in identified journals; and 5) Databases as available.Moreover, we will follow the guidelines of Petticrew and Roberts (2006), who offered a well-used seven-step approach to systematic reviews of the literature in the social sciences that goes well beyond the usual mathematical models of meta-analyses (Egger, Dickersin, & Smith, 2001) to answer questions about human experiences (Petticrew & Roberts, 2006; Suri & Clarke, 2009). From this systematic review and synthesis of relevant and current scholarly literature, we will develop and present a proposed conceptual frame.

The discussion time will be devoted to raise participants' points of view on the possible relationships between the concepts of on online and blended learning in higher education, heutagogy and lifelong learning.

An Automated Essay Evaluation System for Skeptics

Nicholas Walker, Ahunstic College

Many ESL teachers still consider automated essay scoring and feedback to be an impossible dream. But recent advancements in natural language processing tools and a growing body of research evidence suggest that formative automated essay evaluation is ready to accelerate student learning today.

Automated scoring systems based on measurements of grammar, topic, discourse features, and sentiment analysis have been found to be highly correlated to expert human scores (Farra et al., 2015). Access to automated formative feedback on writing has been found to put teachers more at ease and increase motivation in students to write and revise their texts (Warshauer & Grimes, 2010) prompting additional essay revisions (Warshauer & Grimes, 2008). The automated formative feedback on writing has been shown to lead students to write essays with more supporting arguments and fewer errors (Attali, 2004), that are longer, better developed, better organized, with a greater range of vocabulary, earning higher scores (Shermis et al., 2008).

These systems have been out of reach for teachers and their students because of hefty licensing fees and pay-walls. However, one online grammar checker website, VirtualWritingTutor.com,

now offers to score and provide formative feedback on a range of college-level second language writing tasks in just two seconds for free and forever.

Despite the availability of automated formative writing evaluation, evidence of the pedagogical value of such feedback, and the potential to reduce teachers' workloads, teachers may remain reluctant to integrate automated essay evaluation into their ESL courses because of concerns about the validity of the methods used to generate feedback and scores. Concerns may include the view that computers can be fooled by clever nonsense and that brilliant non-conformist writing will score lower than it should because it is eccentric (Bridgeman & Monaghan, 2004).

In this presentation, I will aim to allay concerns and promote the adoption of automated formative evaluation of writing with a demonstration of the VirtualWritingTutor.com. I will explain how the system scores essays and generates feedback messages for the following latent essay features: argument strength, structural integrity, transition word use, citation use, error density, topic depth, target vocabulary use, vocabulary profile, paraphrase use, sentence length variance, paragraph count, and word count. The presentation will also review the shortcomings of this technology for the intractable skeptics among us and for those worried that ESL teachers will soon be replaced by robots. (They won't.)

Volet: Conception des expériences d'apprentissage / Track: Learning Experience Design
Session Topic: Indigenizing the Curriculum

Histories of Indigenous Peoples and Canada: An Open Textbook Case Study

Melissa Jakubec, Thompson Rivers University

Background: This case focused on the development of the course Histories of indigenous Peoples in Canada. The primary course developer Dr. John Belshaw is a settler-Canadian specialist on British Columbia history. We recognized that we could not create a course on Indigenous history without involving Indigenous peoples. As a result, to ensure that the course was informed by indigenous voices and took a decolonized approach to the subject matter, we engaged two consultants with a strong indigenous focus: Dr. Sarah Nickel, a Tk'emlupsemc assistant professor of Indigenous Studies at the University of Saskatchewan and Dr. Chelsea Horton, a historian and educator of settler heritage, with a PhD in Indigenous history from the University of British Columbia.

Problem: As we were developing the course, we found a lack of a comprehensive historical resource and were aware of the need to ensure a decolonized approach to the subject matter. As a result, in synthesizing a variety of resources and framing information for the learners, Dr. Belshaw had written an extensive amount of commentary alone for students to read as they progressed through the course. As a result, we had a design issue. We felt it would be challenging for students to engage fully in the instructional commentary through a learning management system – the sheer amount of text would lead to extensive scrolling even if the material were put in books within Moodle.

Solution: We discussed alternatives with our learning technologies team who felt the content would be more manageable for students in a PressBooks site, with learning activities and assignments remaining in the learning management system. Students now have the choice of reading the text online, downloading it as a pdf or loading it on a reading device. If we were in

essence, creating a textbook from the course materials, we felt it would be best to release it as an open textbook. Dr. Belshaw has written other open history textbooks, but was sensitive to the fact that he was writing on Indigenous histories with a settler background, so we needed further consultation with our consultants, Dr. Sarah Nickel and Dr. Chelsea Horton, to obtain their permission to share the work openly and to attribute it to them, especially as their involvement bolsters the credibility of the text. In these further discussions, the subject matter experts decided to include territorial acknowledgements for the many Indigenous communities connected to the book, as well as a glossary. Releasing the text openly, also meant we had to review the materials and ensure any images included could also be shared openly. We also had to go through many iterations as we extricated the commentary from the course itself and made sure references to the open text were clear for the students. Despite these challenges, we feel that it is important to release this material as an open textbook for our learners and beyond.

Results: Looking back, it would be wise to make the decision to develop the open text at the start. Because we first developed the course, and then found ourselves putting the content into an open textbook in part to ease navigation for the students, we had to do a lot of redesigning and obtaining permissions after the fact. The process would have been more streamlined if this were the intention at the beginning. We will share lessons learned so that others can avoid the same pitfalls. The final site will also be shared as a part of this presentation.
https://hist3711.pressbooks.tru.ca

Creating a Process to Fulfill a Vision of an OER Case Study Focused on Indigenous Business
Marie Bartlett, Thompson Rivers University; Justin Fudd, Thompson Rivers University; Thomas Sandhoff, Thompson Rivers University.

Thompson Rivers University's (TRU) School of Business and Economics (SoBE) and Open Learning (OL) has been working on a major revision of its MBA courses, following a design framework created by a team of Instructional Designers for the purpose. One of the pedagogical strategies highlighted in the design framework calls for active facilitation strategies and authentic assessment, which includes the use of local case studies. Forman (2006) states that "case studies are valuable teaching tools, especially for MBA students, because they (1) give students insight as to how organizations operate and (2) provide them with the opportunity to develop solutions to real problems in corporate contexts" (p.106).

SoBE and OL administrators allocated a special fund to support the creation of locally focused business case studies. The funding, the MBA design framework, ongoing work to indigenize OL curriculum, and a wish to contribute to Open Educational Resources (OER) resulted in a vision. A vision to create an OER case study focused on a local indigenous business that would be media-rich yet accessible, designed for a specific program yet usable by a wide audience. The fulfillment of this vision required consultation, collaboration, and construction of new processes, all of which involved multiple departments at the university.

In this session, we will describe the partnerships, and the successes and failures that made our creative journey possible. We will share process maps and document templates to help colleagues that would like to create OER case studies at their institutions.

By the end of the session, participants will be able to:
- Understand the complexities of creating a media-rich OER case study

- Evaluate the process and its application to their settings
- Adopt the process

Volet: Conception des expériences d'apprentissage / Track: Learning Experience Design

Use of Moijang/Microsoft's Minecraft (2009) as a Teaching Tool in Undergraduate Classrooms (Panel)

Darren Werschler, Concordia University; Sandra Gabriele, Concordia University; Robert Cassidy, Concordia University; Bart Simon, Concordia University

The first paper paper by Rob Cassidy (Director, Lab for Innovation in Teaching and Learning, Concordia) and Sandra Gabriele (Vice Provost, Innovation in Teaching & Learning, Concordia) addresses addresses the context of initiating a university-level innovation space for teaching and learning. While other universities have invested heavily in teaching innovation, Concordia's efforts have been characterized as modest. The Lab for Innovation in Teaching & Learning (LITL) represents a major institutional commitment to supporting innovation in teaching, while still in a nascent stage of innovation readiness. The paper will explore how to close the gap between institutional vision and faculty readiness.

A second paper, by Bart Simon (Director, Milieux Institute, Concordia), who will be running the in-class experiment, outlines the research questions, theory and methodology behind this project. If Minecraft is interesting as a teaching tool at all, it is in terms of its ability to facilitate a collective and emergent material practice that, when coupled with a directed conceptual framework, might prompt students to articulate connections between their in-game experience and the formal course material (class readings and lectures as well as written assignments). We call this the Allegorical Build. To explore this idea, we studied the class-in-action through a combination participation observation, visual documentation, student interviews and analysis of in-game and discussion forum chat logs.

The third paper will discuss the pedagogy of using Minecraft in an undergraduate humanities classroom. This as an intervention on at least three levels. On a kind of meta level, it raises curiosity about the utility of using a game as a teaching platform under pandemic conditions, and whether it might alleviate Zoom fatigue, create a greater degree of student engagement. It also generates interest in whether team-based student learning in such an environment can impart "future skills" like collaboration, planning, project design and management, interpersonal communication, and reporting. On the level of field and subject matter is curiosity about whether it will be possible to use Minecraft as an allegory for relatively more complex ideas in the theory and history of modernity. This approach is also seen as an intervention into the hothouse environment of game studies, which tends to ignore the longer history of communication studies and cultural studies research in favour of its own, more parochial arguments.

Volet: Conception des expériences d'apprentissage / Track: Learning Experience Design

Supporting Everyday Learning (Workshop)

Stephen Downes, National Research Council Canada (workshop)

Description: When we think of supporting learning, even everyday learning, most of us think in terms of supporting traditional students in online or in-person class environments, where the work being supported consists of subject matter acquisition, projects and labwork, discussions, assignments, and exam preparation. Yet for most of us, this mode of learning ceases the day we are handed our diplomas. And all of us, whether traditional students or not, engage in a much

more casual everyday sort of learning, sometimes called informal learning, and sometimes called self-managed learning.

Based on two decades' experience supporting everyday learning for professionals and practitioners, this workshop focuses on the thinking behind providing learning on an everyday basis where there are no classes, projects or assignments. Based on an actual and active online learning initiative that includes occasional courses, newsletters, videos and presentations, this workshop will outline the thinking behind the design of an everyday learning experience, describe the technology used to acquire learning materials, organize them, and provide them in such a way as to offer day-to-day value for learners.

Learning Objectives: The objective of this workshop is two-fold: first, to provide participants with the chance to look at the tools needed to support everyday learning, and second, to provide participants with a sufficient insight into the thinking and model behind everyday learning so they can help subject matter experts at their own institution put it into practice.

The tools to be explored include:
- Content acquisition tools such as RSS readers, discussion boards, and IFTTT
- Authoring and presenting tools such as WordPress, SoundCloud and YouTube
- Dissemination tools such as RSS, MailChimp, social media and IFTTT

By the end of the workshop participants will have experienced at least one tool from each category

The thinking and model to be explored includes:
- Content selection and priorities, including access to OER, blogs, presentations, etc.
- Getting the right mix – balancing between short updates, deeper dives, and courses
- Content organization and optimization – different technologies for different tasks
- How to distribute, when, and what

By the end of the workshop participants will be able to develop a design for an everyday learning project.

Mardi 20 avril / Tuesday, April 20
12:30 – 1:00 pm

Pause / Break

Rejoignez-nous dans la Wonder Room pour le réseautage.
Join us in the Wonder Room for networking.

Mardi 20 avril / Tuesday, April 20
1:00 pm – 2:00 pm

Volet: L'architecture de l'apprentissage / Track: Learning Architecture
Session Topic: Adult and Continuing Education

A Guild-based Delivery Model for Continuing Education in the Workplace
Gail Carmichael, Shopify

At the company I work at, one of our official values is "be a constant learner." I am part of one of several teams dedicated to learning; we focus on our research and development disciplines. We create, or work with others to create, learning experiences to help employees onboard and continue their professional development throughout their career.

One of the challenges of creating deep technical learning experiences is providing the necessary support and feedback while not requiring too much of a single person's time to teach. Self-directed learning removes the need for an instructor's time, but learning technical topics effectively requires human feedback. Self-directed learning is also difficult due to lack of accountability.

Our solution to these challenges was to design a guild-based delivery model. Inspired by guild-based games, course material is organized into "worlds" that would take 2-3 months to complete part time. A number of auto-graded assessments are incorporated into each world along with others that require human feedback. Learners are organized into guilds of 4-5 people each, and each guild is assigned a volunteer subject-matter expert as lead. Guild leads assign experience points (XP) by check that assessments have been submitted, and for four key assessments, providing detailed feedback. The guild can move onto the next world once each learner has reached a minimum number of XP, motivating fellow members to help each other out and feel accountable for their progress.

We have used this delivery model once so far for CS1, an introductory, university-level course on computer science that we adapted for internal, self-directed use. The course teaches fundamental computational thinking and programming skills and can be quite challenging—hence the need for human feedback and help. The course is divided into five worlds, each with 5-15 assessments of varying difficulty (some are written conceptual questions, and many are programming problems). Four assessments in each world are worth 25 XP and require that all guild lead feedback is addressed, while the rest are worth 10 XP. We aim to complete each world in two months.

We began our experimental run-through of CS1 with guilds in April 2019. At the time of submission, we have completed the first two worlds, and are almost finished the third. Being our first experimental delivery, we have been loose with our goal of taking two months to complete a world, and have extended the deadline of each world to accommodate the busy work-lives of our learners. We have managed to retain about half of the learners since the program started, which is a great success considering the length and difficulty of the course. A previous experiment delivering a much shorter course without learning guilds had a much lower retention rate (2 of 52 learners completed the entire eight week course). A version of the Guild Handbook used to define the course delivery can be made available to conference participants should this proposal be accepted.

Earn While You Learn- Francisation Training for Work

Kelly Boutilier, Concordia University

Background: In 2017 Mont Sutton was struggling to recruit bilingual employees. It was continually short-staffed, unable to move employees within the organisation to fill vacant positions and struggled to open all its ski lifts during the high- season.

Problem Addressed by the Case: Labour shortage, inadequate language skills to meet the demands of employers, Francisation training curriculum that was too general to meet needs of employers.

Solution Devised: Mont Sutton, Eastern Townships School Board and partnered to build a Francisation program designed around the specific language needs of the ski-hill. CEDEC supported the French Language coordinator to adapt the existing curriculum. Soft skills training was also built in to help improve participant's customer facing skills and to help them collaborate as a team.
The ten-week training took place on the job site. Service Quebec joined the project allowing participants to "earn while they learned".

Process for Developing the Solution:
1. Research: Identify challenge or problem in the labour market (including sector and needs)
2. Identify and confirm partners with an educational institution and employer
3. Develop project charter
4. Develop work plan
5. Design curriculum and integrate soft skills training
6. Recruit participants
7. Graduation ceremony
8. Employment
9. Mentoring in the workplace

Results of Its Application in Process: 11 participants completed the 10-week intensive Francisation training program in mid November of 2019 and began working at the ski hill shortly after. Participant feedback was overwhelmingly positive. Mont Sutton was equally pleased with the quick skills development of the participants.

Volet: Conception des expériences d'apprentissage / Track: Learning Experience Design

Session Topic: Engaging Learners and Encouraging Contemplation

Facilitating Social Interaction to Augment Critical Discourse

Stephen Doubt, Thompson Rivers University

If improving student communication and building a sense of community to augment critical discourse is your goal, Commons in a Box Open Lab is an excellent tool. CBOX Open Lab is a WordPress plug-in developed by the City University of New York (CUNY). Originally conceived as an open commons for groups to create 'flexible social networks' the newer Open Lab version mates WordPress and BuddyPress in a customizable platform for open learning. We recently adopted the Commons in a Box Open Lab for our re-designed Educational Diploma in Distance Education, a five course offering at Thompson Rivers University.

Beginning with Commons in a Box, this session will explore ways that designers can leverage tools to improve social interaction in an online learning environment. "Online learning has been criticized as deficient in providing the social interaction needed for construction of knowledge in complex learning domains." (A. Darabi, M.C. Arrastia, D.W. Nelson, T. Cornille & X. Liang, 2010). With the ability to host a series of blogs or e-portfolios while sharing student activity in real time, CBOX Open Lab provides tools for designers to address this deficiency. The social feed improves communication and presence by automating some of the mundane class interactions

which would otherwise be a communication task falling to students and instructors. This automation allows users to spend more time analyzing, evaluating, and creating. Less time and energy are spent on administrative conversation.

By hosting the site through WordPress, students are able to develop critical content in a FIPPA compliant manner, giving them the freedom to share material within the classroom community or to broadcast to a wider audience by managing individual privacy settings. The structure of CBOX Open Lab allows instructors to see summaries of student posts, including comments, curated in an easily accessible manner.

The importance of meaningful critical discourse can be improved by the increased social presence of both instructors and classmates. "Angeli, Valanides, and Bonk (2003) studied the quality of online discourse and with low-level mentoring found that only 7% of the replies were justified opinions and claims" (Garrison, D. R., & Cleveland-Innes, M., 2005). It is essential that designers and instructors are responsible for curating a complex level of inquiry within online courses.

Tools themselves do not solve these problems; simply facilitating interaction is not enough. "In order to generate higher-level learning in an online interactive environment, online discussions should demand cognitive collaboration of learners, resulting in integration, synthesis and evaluation of discussion ideas" (Garrison, D. R., & Cleveland-Innes, M., 2005). In this session we ponder how to best promote such engagement.

Exploring Contemplative Pedagogical Practices for Teaching Online Higher Education Courses
Agnieszka Palalas, Athabasca University

Rationale for the Study: Contemplative pedagogies and practices can support a whole-person approach to online teaching with disruptive digital technologies. This presentation reports on results of two research iterations exploring integration of mindfulness and other contemplative practices (Barbezat & Bush, 2014; Kabat-Zinn, 1990; Miller, 2012, 2018) into a graduate-level online course design. Numerous studies have been conducted on the efficacy of such practices in the face-to-face educational context (e.g., Mrazek et al., 2017; Rechtschaffen, 2014; Schonert-Reichl et al., 2015). David (2009), compiled a list of ten key benefits of mindfulness for students: mindfulness promotes (1) readiness to learn, (2) academic performance, (3) attentions and concentration, (4) self-reflection and self-calming, (5) social and emotional learning, (6) pro-social behaviours and healthy relationships, (7) holistic well-being; it also (8) reduces anxiety before testing, (9) provides tools to reduce stress, and (10) improves participation by promoting impulse control (p. 9). However, there is little research considering the design and efficacy of mindfulness practices and contemplative pedagogy in digital learning, and how they can be employed across educational disciplines in online learning. The purpose of these practices is to create an engaging online learning space, as well as to equip learners with lifelong and life-wide learning strategies that promote learner well-being and enable learners to cope better in a world characterized by digital disruptions and fast-paced change.

Research Questions

1. How do selected mindfulness teaching strategies, adapted for online delivery, impact student learning in online graduate courses?
2. How do selected mindfulness learning strategies, adapted for online delivery, impact student learning in online graduate courses?

3. What adaptations are required for mindfulness strategies, previously piloted and validated in f2f educational contexts, to be successfully integrated in online graduate courses?

Methodology: Exploratory qualitative study involving volunteer student participants from two online graduate-level courses. Instruments included online or telephone interviews; transcripts were verified by participants; approval was granted by University Ethics Committee. Using NVivo 12 and co-coding, key pedagogical themes were identified.

Results: According to the study participants, their resulting learning experiences were characterized by improved connection to the learning community, intentional attention on learning, general and emotional selfregulation, resilience, and a variety of positive emotions, among other benefits identified by students. Some other key themes that emerged from the data were those of human centeredness, focus on the process versus product, as well as various forms of personalized support. The presentation will elaborate on these themes and on the design of the practices ranked highest by the respondents.

Student Perceptions of the Most Effective and Engaging Online Learning Activities in a Graduate Seminar

Alicia Cundell, Concordia University

Abstract: What kinds of online activities do students find most engaging? Which do they find most effective? Graduate students were asked to rate each of the online activities on effectiveness and engagement in a blended (60(in-class)-40(online)) graduate seminar on teaching in order to inform the design of future blended learning courses. This presentation will discuss the results of the survey by highlighting the most and least highly-rated activities.

Description: The principal concern of this research was to learn more about how best to design blended courses, and in particular which kinds of online activities are most effective and engaging in a blended learning context. Over the course of one year, a questionnaire was administered in three sections of a not-for-credit intensive blended Graduate seminar in university teaching. The face-to-face time in the class was reduced from 35 hours to 20 hours and the remaining 15 hours was replaced with online activities including readings, videos, discussion forum activities and other activities using a range of web-based technologies. Students were asked to rate each of the online course activities for achieving learning outcomes, deep learning, engagement, effectiveness and usefulness. They were asked to identify the most useful activities for each of the five modules and answer additional questions about the course as a whole relating to navigation, expectations, instructions, availability of materials, instructor presence, and technical quality of media. Findings showed that the results for activities in all four categories of engagement, learning outcomes, deep learning and usefulness were very similar.

Volet: Conception des expériences d'apprentissage / Track: Learning Experience Design

(E)motions in (e)Learning: A Community of Inquiry Practice Space (Workshop)

Debra Dell, Athabasca University; Martha Cleveland-Innes, Athabasca University

Description: Learning experience design is shifting to include a broader understanding of how learning happens. Teacher focused models are being replaced with models that consider a more distributed, dialogic, democratic and diffused pedagogical practice. The advancement of quality online teaching and learning requires more complex and collaborative learning design strategies than those considered necessary for lecture-based delivery.

There is considerable research dedicated to "pre-service" teachers but when it comes to digital teaching, we have to broaden the base to be more inclusive of "re-service" needs. Many new online instructors have been entrenched in face-to-face delivery methods and are challenged to begin online teaching at mid career.

In this respect we are simultaneously concerned with skill development in both technology and pedagogy. "Digital media integration goes beyond traditional lesson planning, or even instructional design models" (Papanikolaou et al., 2017, p. 13). Harnessing technological affordances that create learning environments that are learner centered, inclusive and collaborative are key considerations.

The Community of Inquiry Framework is a now 20-year-old online learning framework. For Garrison (2017), a Community of Inquiry is a group of individuals who collaboratively engage in purposeful critical discourse and reflection to construct personal meaning and confirm mutual understanding. More than changes to teaching practice, the CoI offers concepts that will shape the design for learning now required for online and blended learning (Cleveland-Innes, 2020). In this workshop, we begin with the belief that recognition and purposeful regulation of emotions is a crucial ingredient to create presence and accelerate deep and meaningful learning. Using recent works investigating emotions in learning and presence in the Community of Inquiry, this workshop will explore the complex relationship between emotions and learning and consider practical interventions to build online practice presence.

Learning objectives:

- Communicate the history of the community of inquiry framework
- Consider the framework in the context of engineering and facilitating instructional experiences that facilitate deep and meaningful learning
- Identify actionable pedagogical practice that harnesses the emotional affordances of a community of inquiry framework design
- Consider practical application in a variety of online and blended learning formats, extending the understanding of CoI from an asynchronous framework to a variety of online and blended learning designs

Track: Evidence-Based Practices

The Building Blocks of Effective Teaching in Higher Education: Insights from the Empirical Literature

Saul Carliner, Concordia University; Monica Lopez, Dawson College; Nadine Bekkouche, Wenbin Liu, Ezgi Ozyonum, and Yuan Chen, Concordia University

Description: Effective teaching in higher education involves mastery of a number of factors, including: pre-class work (also called homework), managing class discussions, injecting interactivity into classes, supporting students with note taking, and taking prior learning into account, especially of students educated outside of Canada. Not surprisingly, the literature has extensive coverage of research and teaching cases addressing these issues. This session presents the results of several related integrative reviews of this literature, each exploring one of these topics. In addition to looking for research-based evidence on these issues, these reviews also sought specific advice for college, undergraduate, and graduate study, as well as advice on each topic within the major disciplinary areas. This session summarizes several of these reviews in ways that participants can share with the faculty whom they support.

Objectives: After completing this session, participants should be able to:

- Describe research-based guidance on pre-class work (also called homework), managing class discussions, injecting interactivity into classes, supporting students with note taking, and taking prior learning of students educated outside of Canada into account.
- Identify unique issues to particular disciplines or particular levels of higher education.

Mardi 20 avril / Tuesday, April 20
2:15 pm – 3:15 pm

Volet: Partenariat avec le corps professoral et l'administration / Track: Partnering with Faculty and Administration

Where Are You? What Does it Mean to Work Online in a Traditional Higher Education Context?

Diane Janes, Southern Alberta Institute of Technology;Angela van Barneveld, Lakehead University; Gerald Walton, Lakehead University

Abstract: This presentation is an exploration of the lived experiences of three online faculty who work in traditional 'brick and mortar' higher education settings. While we either do (or have) taught fully online for the majority of our academic careers (at the undergraduate and graduate levels), we are often asked 'where are we'? when we are working away from the institution. We are often expected to be physically present in our work spaces when much, if not all, of the work we do can be mitigated and maintained via many different means, using various electronic connections. We have met all of the requirements to be 'present' – we attend faculty and departmental meetings, serve on committees, meet with colleagues, meet with students; even our research can be done via an electronic means (collaborating with research partners, library access, applying for grants).

So, in this 'period of digital disruption' has our traditional higher education employer been part of that disruption when it comes to the work of faculty? Does it matter where we work? As we innovate in our teaching and our experiences with our learners, some within the Academy seem to remain tied to the idea that you 'are not working if you are not at your desk'. Maybe it is time to have the educational disruption in our institutions recognize the 21st C work life of an academic, and to consider that the 20thC (or earlier) views of that work may need to change.

This presentation is the beginning exploration of a series of research questions by the three presenters. Using an early literature review, a common basis for discussion will be established, and the research plans of the team will be explored, as they ask peers the questions that have been plaguing them in their work spaces. What disruption in thinking is necessary within the institution to support faculty members who can work 'anytime, anywhere' with learners, who learn 'anytime anywhere'? Is that disruption real or perceived? Does presence mean performance? Does the benefit of being/sharing a space, outweigh the benefits of work flexibility? What are the current work practices of faculty, and do they align with technology and telework?

Learning Objectives:

- Describe the work setting of your faculty engagement
- Assess the traditional vs disruptive view of faculty presence when technology is introduced to the workplace
- Evaluate the multiple perspectives that may exist on this topic – faculty, administration, learners, others

- Analyze the opportunities for disrupting the Academy's ideas for faculty needing to be 'present' to be productive

Volet: Conception des expériences d'apprentissage / Track: Learning Experience Design
Session Topic: Essential Pedagogy and Academic Skills

Designing an Online Course: Opportunities and Challenges to Innovate Using Gagne's Nine Events of Instruction
Carol Sparkes, Thompson Rivers University

Name of the Innovation: Ten New Ideas

Type of Innovation: Design

How the Innovation Works: When designing an online course consider Gagne's nine events of instruction when considering ways to innovate. For each event consider ten new ideas on how to approach it.

How to Apply the Technique. The following are Gagne's nine events of instruction:
1. Gaining Attention (Reception)
2. Informing Learners of the Objective (Expectancy)
3. Stimulating Recall of Prior Learning (Retrieval)
4. Presenting the Stimulus (Selective Perception)
5. Providing Learning Guidance (Semantic Encoding)
6. Eliciting Performance (Responding)
7. Providing Feedback (Reinforcement)
8. Assessing Performance (Retrieval)
9. Enhancing Retention and Transfer (Generalization)

I will demonstrate examples from online courses. This ten new ideas approach to innovation came from a course on creativity and innovation that strives to increase creative confidence in its students. A biochemistry course and a computer programming course are just two courses you will see where innovation was used (gaining attention and stimulating recall of prior learning) to provide support to the text. I am hoping to have more examples from the creativity and innovation course as well by May.

Les Résultats et Implications pour la pratique d'une recherche-action-formation sur la classe inversée dans 4 cégeps et 2 universités
Bruno Poellhuber, Université de Montréal; Normand Roy, Université de Montréal; Madona Moukhachen, Collège Ahuntsic

La réussite devient de plus en plus au cœur des préoccupations des établissements d'enseignement postsecondaire et il semblerait que les pédagogies actives puissent améliorer les choses sensiblement (Freeman et al., 2014). Or, la classe inversée est justement fondée sur un modèle recourant à l'apprentissage médiatisé hors classe et à des pédagogies actives en classe. Depuis que Bergman et Sam (2012) ont popularisé le concept, la classe inversée connaît une grande popularité en enseignement postsecondaire.

C'est dans cette perspective qu'un projet de recherche-action-formation rassemblant des professeurs et professionnels de 6 établissements d'enseignement postsecondaire québécois s'est déroulé dans les 3 dernières années. Le projet s'est appuyé sur un ensemble de formations

centrales et locales avec un accompagnement de proximité dans lesquels des conseillers pédagogiques jouaient un rôle central.

La recherche visait à : 1) dresser un portrait des pratiques de classe inversée des utilisateurs expérimentés au postsecondaire; 2) Analyser les liens entre les préférences et les pratiques pédagogiques des enseignants et l'engagement, la motivation, l'apprentissage et la réussite des étudiants.

Les principaux cadres conceptuels mobilisés reposent sur la vision sociocognitive de l'engagement et de la motivation pour les étudiants (Blumenfeld et Paris, 2005; Pintrich, 2003), et sur

Les étudiants ont répondu à un questionnaire situationnel en cours de trimestre et à un questionnaire final, qui comportent différentes mesures de leur motivation (Pintrich, 2003), leur intérêt (Hidi et Reddinger, 2006) leur engagement (Fredricks, Bludmenfeld et Paris, 2004). Les pratiques et approches pédagogiques des enseignants participants sont caractérisées par un questionnaire maison mesurant notamment l'auto-efficacité enseignante (teacher efficacy), et le Approach of Teaching Inventory (Trigwell, K., & Prosser, M. (2004), ainsi que sur des entrevues individuelles. En cours de trimestre, ils participaient à une entrevue avec un chercheur et un conseiller pédagogique visant à faire le retour sur une séquence de classe inversée pour laquelle des données ont été recueillies auprès des étudiants.

Premièrement, nous dresserons un portrait des pratiques de classe inversée à partir de l'analyse des entrevues individuelles de 25 enseignants ayant déjà une expérience de la classe inversée. Nous verrons ainsi ce qui amène ces enseignants à pratiquer la classe inversée, quelles sont leurs pratiques pédagogiques et technopédagogiques et comment elles ont évolué tout en caractérisant leurs pratiques en matière de gestion de classe et d'évaluation des apprentissages.

Deuxièmement, nous décrirons les résultats quantitatifs recueillis auprès des étudiants sur les différentes échelles de motivation, d'intérêt et d'engagement, et présentera les profils type des enseignants et des étudiants dans ce contexte.

Troisièmement, nous décrirons les liens établis entre les pratiques des enseignants d'une part, et l'engagement et la motivation des étudiants, d'autre part, à l'aide notamment d'un modèle de régression logistique reposant sur le clustering, d'un modèle d'équation multi-niveaux et de l'analyse des pratiques déclarées à partir de l'analyse de contenu (Miles et Huberman, 2003).

En conclusion, nous discuterons avec les participants des implications des résultats de notre recherche sur la pratique de la classe inversée chez les enseignants de diverses disciplines, ainsi que sur les modèles de développement professionnel à privilégier dans des interventions de formation ou des recherches collaboratives où on vise un changement de pratique des enseignants, ce qui est d'un intérêt particulier pour les conseillers pédagogiques.

Volet: Conception des expériences d'apprentissage / Track: Learning Experience Design

Creativity: Core skill for inclusive AI-based Learning (Workshop)

Ray Gallon, The Transformation Society; Neus Lorenzo Galés, Catalonia

Description: "AI" today usually refers to machine learning, or natural language processing and understanding. It can be used to create applications such as:

- Speech recognition
- Image and sound recognition
- Biometrics
- Emotion recognition Textual analysis
- Content creation
- "Chatbots"
- Decision management
- Modelling and "digital twinning"

This talk discusses how to encourage creativity in the context of these applications in education, where AI is personalising learning sequences adapted to each student's competency level, learning style, and rhythm, and can adjust the physical environment to provide greatest comfort for learning. Smart learning spaces use accumulated data from each student as well as "big data" from all users to improve the accuracy of its choices. This can introduce a "digital bubble" that limits, shapes, and defines the space where the learner can grow and explore, produced when AI takes control of the student's immediate learning zone. To benefit from AI-based personalisation, we need strategies for avoiding risks of isolation and cognitive bias; we need to create a hybrid learning environment that federates teachers, learners, and AI agents.

In this environment, creativity is not just a global competence. It is the core skill, needed in all types of lifelong learning scenarios, to meet the challenges of the SDG's, including inclusion and equity. As educators we need to help learners to live in a world where intelligent non-human agents are commonplace. This means learning new ways of collaborating with each other and with machines. Faced with so much disruption from environmental, social, and technological challenges, we need to integrate notions of mediation, co-working and negotiation, and foster flexibility of response in a smart pedagogy that encourages creativity along with communication, digital culture, and collaborative problem-solving – a pedagogy that highlights the importance of surprise, inquiring minds, ethics, aesthetics, self-realization, motivation, joy, and other essentially human learning characteristics.

Learning objectives:

- Discuss the role of creativity as a core skill for 21st century education
- Explore mechanisms for stimulating creativity
- Understand the relationships developed in human-machine collaboration for learning, and how to optimise the benefits and value of both.

Volet: Conception des expériences d'apprentissage / Track: Learning Experience Design

Session Topic: And Now for Something Different (And Cool!)

Esports on Campus: From idea to Implementation

Jonathan Easton, SUNY Empire State College; Charles Murray III, SUNY Canton

The video game industry is the largest grossing entertainment industry eclipsing music and movies combined. In 2018, more viewers watched the 2018 League of Legends championship than the NBA and Superbowl combined. In this presentation, we will explore the potential benefits of collegiate Esports programs for enrollment and student connectedness. The presenters will share their experiences as coordinators in collegiate Esports programs. Strategies will be

explored that may help campus communities realize the benefits of Esports in a manner that is consistent with their institutional vision. Finally, the presenters will address the challenges of providing an inclusive space while managing workload in an environment that is novel and dynamic.

Learning Objectives:
- Explore the benefits of collegiate Esports
- Gain strategies for implementing Esports programs
- Recognize the responsibilities of providing Esports opportunities to students.

Is That a Whale in Your Classroom?
Emily Sheepy, National Film Board

Description: Producing compelling immersive media for science education has been a major focus for Ocean School, an ongoing collaboration between Dalhousie University and the National Film Board of Canada. Ocean School has produced a series of augmented reality and virtual reality simulation experiences. These experiences are intended to present emotionally engaging, collaborative and hands-on inquiry experiences. A central challenge from the learning experience design perspective is how to best facilitate structured and guided inquiry-based learning experiences. How can we create opportunities for learners to exercise their curiosity and inquiry skills? At the same time, how can we ensure that the cool gear does not interfere with learning?

Objectives: This session will explore how to develop inquiry-based learning experiences that incorporate immersive media. We aim to engage in a discussion of the affordances of immersive media, and how these can be used to support inquiry in the classroom.

Mardi 20 avril / Tuesday, April 20
3:30 – 4:30 pm

Birds-of-a-Feather Sessions

Birds-of-a-Feather sessions are a type of networking session. Participants choose one of four work-related topics. A facilitator for the group ensures that the conversation stays on track. The topics include:
- Is There Such a Thing as Learning Experience Design? Facilitated by: Leelan Farhan
- Pedagogical Innovation: Bridging the research-practice chasm Facilitated by Elizabeth Charles, Dawson College and SALTSIE and Rob Cassidy, Concordia University
- Incorporating Mindfulness, Exercise and Healthy Screen Pause / Breaks into Your Online Courses Facilitated by Facilitated by Erica Hargreave, University of British Columbia, and Lori Yearwood, Ahimsa Media

The session is structured like this:
1. All participants join the same virtual meeting room.
2. The facilitators provide a one-minute (timed) promo for their sessions.
3. You choose the session of interest
4. You are then invited to join a Pause / Breakout room associated with that topic.
   Note: It will take a few moments to assign people. Your patience is appreciated as we try to ensure that each person is assigned to the breakout room of their choice.

5. You'll have about 40 to 45 minutes for your birds-of-a-feather presentation. These are intended to be interactive discussions; the leaders are facilitators not speakers.
   a. At the beginning of the discussion, the facilitator appoints one person to serve as "reporter" for your group. Their job will be to summarize the discussion that occurs during the session for everyone.
   b. You will receive warnings that the session is about to end.
   c. As the session comes to a close, your facilitator might ask if you are interested in continuing the discussion.
6. Everyone rejoins the main "room."
7. The reporter for each group will have one minute to share what they learned with the rest of the participants in the entire session.
8. The overall facilitator invites closing thoughts.

Jour trois / Day Three
Mercredi 21 avril / Wednesday, April 21

Remarque: toutes les heures de l'Est. Lorsque vous ajoutez ces sessions à votre calendrier, veuillez prendre en compte le fuseau horaire.

Note: All times Eastern. When adding these sessions to your calendar, please take the time zone into consideration.

Day at a Glance

9:30 - 10	Early morning networking			
10-11	**Volet: Partenariat avec le corps professoral et l'administration / Track: Partnering with Faculty and Administration** **Organizational Change Experienced by Universities Moving to Online Learning: Partnerships for Success**, Cindy Ives, Athabasca University; Pamela Walsh, Athabasca University	**Volet: Conception des expériences d'apprentissage / Track: Learning Experience Design** **Considerations for Designing and Implementing Educational Robotics Instruction in K-12 Contexts (Workshop),** JiYae Bong, Concordia University; Ann-Louise Davidson, Concordia University; Demetrius Rice, Florida State University	**Piste: conception de l'expérience d'apprentissage** **L'évaluation des apprentissages à l'université: La pandémie, un tremplin vers des pratiques nouvelles** Myriam Girouard-Gagné, Université de Montréal, Micheline Joanne Durand, Université de Montréal,	
11:15-12:15	**Volet: Partenariat avec le corps professoral et l'administration / Track: Partnering with Faculty and Administration** **Education, Virtual Reality, and SDGs: A 3-pronged Collaboration (Workshop)** Ray Gallon, The Transformation Society; Neus Lorenzo Galés, Catalonia (Spain)	**Volet: Partenariat avec le corps professoral et l'administration / Track: Partnering with Faculty and Administration** **Creating Sustainable Funding Solution for Innovations in Education, Technology and Storytelling**, Erica Hargreave, University of British Columbia; Lori Yearwood, Ahimsa Media	**Volet: Conception des expériences d'apprentissage / Track: Learning Experience Design** **Weighing Innovation and Accessibility in Open and Distance Learning** Jennifer O'Rourke, Independent	**Volet: Conception des expériences d'apprentissage / Track: Learning Experience Design** **Creating Virtual Simulation Games to Enhance Learner Engagement (Workshop)** Marian Luctkar-Flude, RN, PhD, CCSNE Queen's University School of Nursing
12:15-12:45	**Pause / Break**			
12:45 – 1:45	**Assemblée générale du Réseau canadien pour l'innovation en education / Annual General Meeting for the Canadian Network for Innovation in Education**			
2:00 – 3:15	***Closing Keynote:*** **Education in Refugee Camps: Working with the Rohingya and Other Displaced Communities**			

Mercredi 21 avril / Wednesday, April 21
10:00 – 11:00 am

Volet: Partenariat avec le corps professoral et l'administration / Track: Partnering with Faculty and Administration

Organizational Change Experienced by Universities Moving to Online Learning: Partnerships for Success

Cindy Ives, Athabasca University; Pamela Walsh, Athabasca University

Rationale for the study: Recent research about the impact of the disruption of online learning on higher education in many countries suggests significant changes have been experienced in academic and administrative structures, processes, policies and culture. While there is evidence to suggest most Canadian universities consider online learning important for their future, little information exists about management, leadership, organizational change, and innovation related to online learning in Canada. There are relatively few studies in the Canadian higher education context that address the main drivers of the transition to online learning, obstacles to adoption, academic models that have emerged, or the role of educational leaders in facilitating the process.

Introduced at the 2019 CNIE Conference, our study is grounded in theories of organizational change, distance education, leadership and the disruptions of technological innovation. We are Investigating the experiences of nine purposefully selected distance education universities that transitioned to online learning between 2002 and 2017.

Research questions: What changes associated with the move to online education have been experienced in a selection of Canadian
universities that were early adopters/ providers of distance education?

- What have been the main drivers for change? Describe these changes. • What role has leadership played?
- What lessons have been learned?
- What recommendations are offered or proposed?

Methodology: We received institutional research ethics board approval for our research from the nine universities in our study. We recruited individuals who were involved in designing, planning, and implementing online initiatives in the participating universities. Our approach is qualitative, using open-ended interviews as our primary source of data, in combination with document review (e.g. strategic plans, meeting minutes), thereby providing additional context for the study and supporting triangulation and corroboration of our findings. Interviews conducted between March 2019 and January 2020 were recorded, transcribed and verified. Our three-stage analysis process includes descriptive, topic and interpretive coding. We are using a blend of technologies to work synchronously together over distance. As university leaders with experience managing the move to online in various contexts, we are conscious of our positionality with regard to our research questions and our participants, and are incorporating reflexivity into our analytical processes.

Results: Our topic analysis is complete. As we work through the interpretation of our data, we are identifying key themes and critical issues, among them evidence of the importance of distributed leadership in response to an identified lack of clear vision and strategy. Resistance to change and unanticipated impacts on organizational culture, roles

and structure are leading to a growing focus on learning, teaching and the roles of faculty and professional staff. Participants emphasize that anticipating and addressing resistance to change is s essential.

Conclusions: In this presentation, we will focus on selected findings related to the need for effective partnerships among those responsible for implementing and supporting online learning. Faculty, administrators and educational professions should be working together, but require vision, strategy and a keen awareness of learners' needs supported by open communication and collaboration to ensure success. We plan to open a dialogue with session participants about their experiences in this regard.

Volet: Conception des expériences d'apprentissage / Track: Learning Experience Design

Considerations for Designing and Implementing Educational Robotics Instruction in K-12 Contexts

JiYae Bong, Concordia University; Ann-Louise Davidson, Concordia University; Demetrius Rice, Florida State University

As digital technologies have deeply affected the global economy, educational robotics have received much attention as a new educational phenomenon. Educational robotics is defined as "a collection of activities, educational programs, technology platforms, educational resources, and pedagogical learning theories" (Chatzopoulos et al., 2019, p.36). There are connections to robotics across the full spectrum of the K-12 curriculum. The current K-12 education in Canada, however, struggles with integrating robotics into the general curriculum due to multiple challenges such as cost and teacher capacity (Saxena, 2017). To address this gap, the educational and professional institutions and organizations have been offering diverse resources such as online lessons for both teachers and students, affordable robotic tools, lesson plans, professional development workshops and communities. Researchers also have examined the effectiveness of instructional interventions in teaching and learning using robotics.

However, there have been mixed results regarding the students' concept learning and attitudes (Chambers et al., 2008; Leonard et al., 2016; Xia & Zhong, 2018). Teachers still feel hesitant to initiate lesson design using robotics to foster students' essential work skills in their curriculum (Berry, Remy, & Rogers, 2016, Bers et al., 2014).

Our discussion session focuses on considerations for designing and implementing robotics instructions in K-12 contexts. This session will present our findings of literature review on multiple challenges or factors influencing the design and implementation of robotics instructions in K-12 education. We will also present our experience and reflections of designing and facilitating robotics instructions for K-12 students in formal and informal contexts, especially focusing on design challenges and solutions. The participants will learn about and discuss the contextual, cultural, and technological challenges, and pedagogical and personal needs of educators. The potential solutions will be also discussed. This discussion session has implications for K-12 educators who wish to integrate robotics into their lessons as well as the researchers who have studied on educational robotics to maximize students' learning.

Learning objectives:

- Identify multiple factors influencing the design and implementation of robotics
- instructions in K-12 education.
- Describe the design process of robotics instructions in the given formal and informal learning contexts.

- Identify challenges in designing and implementing robotics instructions in a formal
- school context.
- Develop solutions to address the identified challenges.
- Discuss considerations for designing and facilitating robotics instructions for K-12
- educators.

Piste: conception de l'expérience d'apprentissage

L'évaluation des apprentissages à l'université: La pandémie, un tremplin vers des pratiques nouvelles

Myriam Girouard-Gagné, Université de Montréal, Micheline Joanne Durand, Université de Montréal

Les pratiques évaluatives à l'université sont encore largement traditionnelles, sous la forme d'examens écrits, de questionnaires à choix multiples et de présentations orales. Toutefois, un changement de paradigme de l'enseignement vers l'apprentissage semble se mettre en branle dans plusieurs pays du monde par l'adoption de politiques inclusives dans les institutions. La pandémie a exacerbé les inégalités entre les étudiants et a ouvert la porte aux pratiques de tricherie et de plagiat dans les modalités d'évaluation traditionnelles. Les enseignants universitaires sont inquiets et doivent se tourner vers des méthodes d'évaluation alternatives. De ce fait, on se questionne sur les meilleures façons d'évaluer équitablement les apprentissages et le développement des compétences, plutôt que seulement les connaissances mémorisées, et ce, tout en soutenant les étudiants dans leurs apprentissages.

Objectifs d'apprentissage:

- S'ouvrir à la diversité des méthodes pour évaluer les apprentissages et les compétences des étudiants universitaires dans un contexte de pandémie.
- Considérer la mise en oeuvre de ces méthodes dans les différents programmes universitaires.
- Réfléchir au réinvestissement des pratiques novatrices et inclusives développées en contexte de pandémie au contexte régulier de cours en présentiel.

Mercredi 21 avril / Wednesday, April 21
11:15 am – 12:15 pm

Volet: Partenariat avec le corps professoral et l'administration / Track: Partnering with Faculty and Administration

Education, Virtual Reality, and SDGs: A 3-pronged Collaboration

Ray Gallon, The Transformation Society; Neus Lorenzo Galés, Catalonia (Spain)

When the United Nations states, regarding SDG 17, that "A successful sustainable development agenda requires partnerships between governments, the private sector and civil society," it is calling for education to involve many social agents and fulfill multiple functions in society. This is especially important as new technologies become a vector of rapidly accelerating change, and can offer significant opportunities to solve problems of equity and inclusion for learners in fragile condition or in socially isolated situations.

The case presented in this study is framed around global issues that concern under-age refugees, gender equity, and educational diversity. We examine a real collaboration between educators and learners, an education ministry, and private companies. These three groups can be generalised out as instances of:

- Users of the educational system (students, educators, parents, adult learners, etc.)
- Policy makers (governments, administrations, resource centres…)
- Social stakeholders (municipalities, associations, enterprises, NGO's, etc.)

Although preparing young people for their working lives is a required role for education, it is clear that developing principles and values for personal and cultural sustainability is the first goal for human generational renewal. As the UN states, "These inclusive partnerships built upon principles and values, a shared vision, and shared goals that place people and the planet at the centre, are needed at the global, regional, national and local level." Ethics becomes a central issue in the development of emerging technologies for implementing equity, inclusion, and efficiency in secure educational environments.

The problem: Motivate and engage two groups of learners at risk of exclusion to improve learning
outcomes:

- 18-23-year-olds, in a state penitentiary school
- 16-18-year-olds, many of them unaccompanied immigrant minors, at low secondary level in a state school

The activity: A workshop based on an adventure game in a simulated 3D virtual space. The mission of the participants is to recuperate a technological artefact that has fallen onto the surface of the planet Mars. To accomplish this, teams must take into account the hostile atmosphere, questions of survival, management of technology, and their dependency on one another in this environment. They must organise itineraries, solve problems, and take collective decisions about tasks related to basic skills and literacies (e.g. plurilingual communication, maths, map-reading, collaborative problem-solving).

The project was also able to awaken educators' awareness of the challenges of using smart learning tools, e.g. personal privacy, gender equality, inclusiveness, personalisation, collaboration, ethical behaviour.

Participants will learn about:

- An effective model of partnership for progress and well-being according the 17
- Sustainable Development Goals of the UN Agenda for 2030 (public-private,
- institution-enterprise, education-technology).
- Organisational strategies for co-responsibility and social action when implementing
- smart technologies in educational contexts with practical activities (improving subject
- matter knowledge and developing executive skills).
- Ethical issues to consider when integrating collaboration among public institutions and private organisations to help improve teachers' and learners' interaction and build a basis for a smart pedagogy.

Volet: Partenariat avec le corps professoral et l'administration / Track: Partnering with Faculty and Administration

Creating Sustainable Funding Solution for Innovations in Education, Technology and Storytelling

Erica Hargreave, University of British Columbia; Lori Yearwood, Ahimsa Media

As innovative educators, we are living in exciting times as technology creates ever increasing opportunities for us to build and share innovative educational resources from immersive experiences (virtual reality / augmented reality / mixed reality) to digital video to transmedia to podcasting to games to mobile and e-learning … and the list goes on. Creating these resources though, costs time and money.

In order to better understand both established and emerging funding / business models around the production and distribution of innovative educational resources, our team of educators, storytellers, and technologists has been researching various funding models including the web monetization standard, grants / awards, foundation funding, crowdfunding, sponsorship / brand partners, traditional broadcast solutions, advertising, affiliate marketing, freemium models, and more to learn what makes innovative education, technology, and storytelling projects successful in each of these streams of funding. The team's goal in doing this is to create a free and open resource in the form of vlogcasts and case studies with creators for other creators to learn from, as they approach finding funding for their innovative educational resources.

This session will share the findings of the team's research, including case studies from innovative educational projects that have been successful and those that have not. We will examine what worked for these projects in their funding initiatives, and what did not. Ultimately, we will be exploring what turned "nos" and "maybes" for funding on various innovative educational projects into "yeses", including on the funding this project itself.

Come to this session with projects of your own in mind that you are looking for funding solutions for, so that we can creatively problem solve together possible solutions for your projects.

Learning Objectives:

- Identify different funding sources and ways of monetizing the creation of innovative educational resources.
- Describe different ways of utilizing funding sources and monetization methods to create a sustainable funding model.
- Discuss and debate choices around access for individual educational resources.
- Create a strategy for sustainable funding on a project of your own, someone else in the room, or a mock project.

Volet: Conception des expériences d'apprentissage / Track: Learning Experience Design

Weighing Innovation and Accessibility in Open and Distance Learning

Jennifer O'Rourke, Independent

Description: During Canada's long history of open and distance learning, at all levels from primary school to post-graduate studies, the issue of accessibility is a constant thread, sometimes visible, but often overlooked in the drive to test the newest delivery vehicle.

This innovative topic session discussion will explore ways of assessing proposed innovations in terms of their compatibility with the essential components of effective open and distance learning.

Background: Recently, the premier of Ontario stated that he would make it a requirement that all secondary school students complete two online courses in order to graduate. His edict came during negotiations with four unions representing teachers in primary and secondary schools. Teachers strongly rejected this proposal, as educational experts indicated that students would be disadvantaged by this requirement, given the lack of consideration of accessibility, learner support and accommodation of special needs.

Canada's long history in many forms of open and distance education has built a compendium of knowledge about good practice, balancing innovation and consistency with "what we know works". But sometimes a shiny new technology, championed by politicians and/or educators, can divert the focus away from the main goal: using appropriate teaching and learning strategies that support accessibility and inclusiveness and achieve agreed learning outcomes.

Learning objectives: Using agreed criteria for good practice in ODEL, participants will develop and refine strategies for assessing the appropriateness of a proposed innovation in an ODEL course or program in terms of accessibility, learners' needs, intended outcomes, and other factors proposed by participants.

Volet: Conception des expériences d'apprentissage / Track: Learning Experience Design

Creating Virtual Simulation Games to Enhance Learner Engagement (Workshop)

Dr. Marian Luctkar-Flude (Queen's University) and Jane Tyerman (University of Ottawa)

This presentation will describe the Canadian Alliance of Nurse Educators using Simulation (CAN-SIM) virtual simulation game (VSG) design process. This cost-effective, user-friendly process includes writing, filming and assembly of VSGs which are shared by CAN-Sim members. Additionally, a number of open-access VSGs will be showcased. The VSGs engage learners and promote critical thinking and decision-making. The presenters have over 15 years experience in nursing education and research, interprofessional education and clinical simulation and has been involved in creating over 30 VSGs currently being used in undergraduate and postgraduate education of healthcare professionals.

Learning objectives:

- Participants will understand the process of designing a virtual simulation game
- Participants will describe uses and debriefing of virtual simulation games
- Participants will be exposed to a repository of virtual simulation games for healthcare education

Mercredi 21 avril / Wednesday, April 21
12:15 – 12:45 pm

Pause / Break

Rejoignez-nous dans la Wonder Room pour le réseautage.
Join us in the Wonder Room for networking.

Mercredi 21 avril / Wednesday, April 21
12:45 – 1:45 pm

Assemblée générale du Réseau canadien pour l'innovation en education / Annual General Meeting of the Canadian Network for Innovation in Education

Mercredi 21 avril / Wednesday, April 21
2:00 – 3:15 pm

***Closing Keynote*: Education in Refugee Camps: Working with the Rohingya and Other Displaced Communities**

Shujaat Wasty, Founder, OBAT Canada

Over one million Rohingya refugees are in camps in Bangladesh, forced to flee a brutal campaign of genocide. This presentation discusses how a Canadian volunteer-based initiative has been working with the Rohingya and other displaced communities in Bangladesh, and has set up various low-cost educational initiatives including digital learning to reduce the gap of educational access for people living in camps, particularly with the effects of COVID. The session discusses the context of the work, successes and challenges of these projects and, most importantly, keeping hope in the midst of trying circumstances.

Shujaat Wasty has volunteered extensively in refugee camps and initiated programs for the provision of food and health services, clean water and sanitation, and education which have helped thousands of people in some of the most impoverished communities in South Asia and elsewhere during the past 14 years. He holds a Master's in Educational Technology from Concordia University and completed his doctoral studies at Middlesex University. He is the founder of OBAT Canada, a volunteer-based charity, and previously served on the Leadership Council at McGill University's Institute for the Study of International Development (ISID).

Comité de congrès / Conference Committee

Cette liste rend hommage à tous ceux qui ont travaillé sur la conférence dans les deux domaines :

- 2021, lorsque nous avons organisé l'évènement virtuellement

2020, lorsque nous avons dû reporter l'évènement à cause de la COVID-19 ; les présentations sélectionnées par le comité du programme 2020 forment le noyau du programme de notre congrès virtuel 2021

This listing honours everyone who worked on the conference in both:

- 2021, when we held the event virtually

2020, when we had to postpone the event because of COVID-19; presentations selected by the 2020 Program Committee form the nucleus of the program for our 2021 virtual conference

2021

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À propos de l'hôte de la conference / About the Conference Host

Les programmes de doctorat, de maîtrise et de diplôme d'études supérieures en technologie de l'éducation de l'Université Concordia préparent les étudiants à des carrières dans le domaine. Nos programmes de doctorat préparent les étudiants à des carrières en tant que chercheurs, professeurs d'université, consultants, analystes politiques, administrateurs et cadres supérieurs, et concepteurs experts. Nos autres programmes préparent les étudiants à des carrières dans la formation, l'éducation et les travaux connexes, y compris le travail en tant que concepteur de programmes d'études, consultant pédagogique, spécialiste des technologies éducatives, et en tant que gestionnaires et leaders de ces efforts. Voici les principales caractéristiques qui rendent nos programmes uniques et attrayants:

1. Une approche systémique - non seulement en regardant la surface, mais en examinant tous les problèmes qui affectent l'apprentissage et la performance.
2. Un processus systématique - pour garantir une conception efficace.
3. Une préparation aux méthodes de recherche - pour s'assurer que les conceptions sont fondées sur des preuves.
4. Une préparation aux théories d'apprentissage - pour s'assurer que les stratégies pédagogiques tiennent compte des réalités de l'apprentissage humain et de la cognition.
5. Une préparation aux compétences en communication - pour s'assurer que l'instruction est claire.
6. Une préparation à l'utilisation des outils de production, à la conception de jeux, au conseil, à l'administration et à l'évaluation des programmes éducatifs - pour

The doctoral, master's and graduate diploma programs in Educational Technology at Concordia University prepare students for careers in the field. Our doctoral programs prepare students for careers as researchers, academic faculty, consultants, policy analysts, senior administrators and management, and expert designers. Our other programs prepare students for careers in training, education, and related work, including work as an instructional designer, educational consultant, educational technology specialist, and as managers and leaders of these efforts. Here are a dozen characteristics that make our programs unique:

1. A systemic approach—looking not only at the surface but looking at all the issues that affect learning and performance.
2. A systematic process—to ensure effective design.
3. Preparation in research methods—to ensure designs are evidence-based.
4. Preparation in learning theories—to ensure that instructional strategies address the realities of human learning and cognition.
5. Preparation in communication skills—to ensure that the instruction is clear.
6. Preparation in using production tools, designing games, consulting, administration, and evaluating educational programs—to prepare you for specific real-world challenges.
7. A practical orientation that's still academically rigorous
8. A network of partners who host outstanding internships and other experiential learning opportunities
9. An alumni network that remains enthusiastically engaged with our program

préparer aux défis spécifiques du monde réel.
7. Une orientation pratique toujours rigoureuse sur le plan académique
8. Un réseau de partenaires offrant des stages exceptionnels et d'autres opportunités d'apprentissage par l'expérience
9. Un réseau d'anciens qui reste engagé avec enthousiasme dans notre programme
10. Des professeurs universitaires réputés à l'échelle internationale en tant que chefs de file dans le domaine grâce à leurs recherches financées par des sources externes, à des articles largement cités, à des livres à succès et à leur engagement avec la communauté
11. Les vastes ressources de l'Université Concordia
12. L'environnement urbain unique de Montréal et la culture unique du Québec

10. Academic faculty with international reputations as leaders in the field through their externally funded research, widely cited articles, best-selling books, and engagement with the community
11. The vast resources of Concordia University
12. The unique urban environment of Montreal and the unique culture of Quebec

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