Systemic Transformation: Developing Our Inclusive Practices
Welcome to IPD 2022

Welcome to the second annual Intercollegiate Ped Days event which takes place from January 12 - 14, 2022. This virtual event seeks to promote sharing between college educators and staff, foster intercollegiate professional development, and strengthen collaboration between the English-language CEGEPs.

The theme of IPD’s second annual virtual event is Systemic Transformation: Developing Our Inclusive Practices. This year’s three-day program offers a variety of English and bilingual pedagogical sessions to support your inclusive teaching and institutional practices. The program includes a keynote presentation, a variety of practical pedagogical sessions promoting the theme, a series of lunch and learns, discipline-specific sessions and a closing plenary session.

Thematic strands include:

- Inclusive pedagogies and practices
- Decolonization and Indigenization of pedagogies
- Diverse learners, accessibility, and universal design for learning
- Promoting equity, addressing bias and social inequities, and removing systemic barriers
- Holistic wellbeing of students and employees

Thank you to our many teachers, support staff, professionals and external presenters who responded to the call for presenters to share their knowledge, experience and passion.

Danielle Altidor          Jennifer De Vera          Alyson Jones          Maggie McDonnell          Holly Schweitzer
Ahmad Banki               Tiffany Dickie           Wanita Jones          Aicha Mein              Laura Shea
Nolan Bazinet             Jenny Doubt             Mary Jorgensen        Roxane Millette         Kim Simard
Leila Bédir               Roch Ducharme           Tasha Keri            Toby Monett             Michelle Smith
Susan-Blanche Chato       Catherine Fichten       Diane Labelle        Janalee Morris         Catherine Soleil
Lorelle Bouchard           Laure Galipeau         Anne-Marie Lafortune            Bethany Or
Jean François Briere      Julie Goulet Kennedy   Marie-Michèle Lamarche   Miah Otter
Krista Bulow               Catherine Gravel       Jessica Langston      Johanne Oulmette        Esther Szeben
Tim Campbell               Amanda Guay            Charles Laporte       David Phung             Bouny Te
Michael Canuel            Dario Guiducci         Cory Legassic         Julie Plante            Jacky Vallée
Liz Charles                Julie Hanck            Anick Legault         Andrea Pukteris        Karine Vieux Fort
Grace Cheng-Ying Lin      Muriel Harushamagara   Jessica Lim            Geneviève Raymond-Parent
Maria Chiras               Alice Havel            Thomas Lomsen          Krista Riley
Ioana Constantinescu      Julie Hlavacek-Larrondo  Stéphanie Luna       Pat Romano              Andy Von Drom
Sharon Coyle               David Hoida            Debbie Lunny          Avery Rube              Tom Young
Ian Cuthbertson            Sean Hughes            Patricia Mackie       Olivia Ruffolo         Fady Zigby
Isabelle Darveau           Phoebe Jackson         Vincent Maggiore      Maggie McDonnell

We hope you will discover inspiring, practical and applicable sessions to help you develop more inclusive practices in your classrooms, offices, and institutions. We wish you all the best as you prepare to begin the Winter 2022 semester.

The Intercollegiate Ped Days Planning Committee
Wednesday, January 12th - 9:30-10:00am

**Ohen:ton Karihwatehkwen (Words that come before all else)**

Alex McComber, Kahnawá:ke non elder, Assistant Prof Family Medicine, McGill University, Director, Quebec Indigenous Mentorship Network & Board Member, Dawson College

**Welcome**

Gordon Brown, Academic Dean, John Abbott College & Chair Academic Deans Table, English College Steering Committee 
Lee Anne Johnston, IPD Planning Committee

Wednesday, January 12th - 10:00-11:30am

**Keynote presentation: How to create space for Indigenous knowledge in your classroom.**

Dr. Kahente Horn Miller, Associate Professor & Assistant VP, Indigenous Initiatives at Carleton University

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Dr. Kahente Horn-Miller (Kahente means “she walks ahead”) (Kanien:keha’ka/Mohawk) received her doctorate in 2009. She is a mother to four daughters and Aksotha (grandmother). She is an Associate Professor and the Assistant Vice-President, School of Indigenous Initiatives at Carleton University.

Dr. Horn-Miller research and teaching is centred in the development of Haudenosaunee-specific research and pedagogical practices. Her interests include Indigenous methodologies, Indigenous women, identity politics, colonization, Indigenous governance, and consensus-based decision making. Her governance work and community-based research involves interpreting Haudenosaunee culture and bringing new life to old traditions. Her performance piece We are Her and She is Us, is a modern telling of the Haudenosaunee story of creation that centres on Sky Woman and her fall to earth. She initiated the Indigenous Collaborative Learning Bundles project which is successfully increasing Indigenous content in classrooms across disciplines. She Co-Chaired the Carleton University Strategic Indigenous Initiatives Committee which resulted in Kinâmâgawin, Carleton’s revitalized Indigenous strategy.
10 EASY things you can do to make your course more accessible to students with disabilities

Alice Havel (she/her/hers), Professional, Dawson College
Catherine Fichten (she/her/hers), Teacher, Dawson College

So, you’ve just found out that you have a student with a disability in your course. Chances are that you have at least one other student with a disability registered for whom you did not receive any accommodation letter. No need to panic. There are some easy things you can do to ensure that all your students, including those with disabilities, can fully participate in your class and learn your course material. This presentation will be based on best practices learned from a decade of research on college teachers and students with and without disabilities. Practical examples and step by step instructions will be presented.

Allyship in the classroom: teaching through doing

Jessica Langston (she/her/hers), Teacher, Cegep Heritage College

This session will begin by examining what we mean when we say "allyship" and how we might teach as an ally to BIPOC peoples. The principal focus, however, will be on going from being allies ourselves to looking at how we can teach our students to be allies as well. The session will draw on my current PESO funded project that uses experiential learning to move beyond the sharing of knowledge and into the realm of action, thereby allowing students to understand that they can operate as allies to each other, to themselves, and to BIPOC peoples within their communities. The session will share teaching strategies, course design, and a course calendar to help teachers begin planning such work within their own classes. Participants will workshop how they might teach allyship within their own courses and examine how teaching allyship can work with a diverse student population. Ultimately, the goal here is to provide tools for teachers who are invested in BIPOC issues and interested in using action based learning.

Institutional discourses about language and writing and their consequences for multilingual students in English-speaking colleges

Maria Chiras (she/her/hers), Teacher, Vanier College

Since the 1980s, the demographic rise in the number of students from a first, second or third generation immigrant background in Quebec, and Montreal, a city with the highest concentration of trilingual citizens (Statistics Canada, 2016) has incited interest in language education in higher education (Chiras & Galante, 2021; Garcia, 2019; Lau, 2020). Although linguistic and cultural diversity is a reality in higher education (Statistics Canada, 2016), this diversity is often overlooked (Galante, 2021; Sterzuk & Shin, 2021).

This presentation presents findings examining institutional and social contexts that shape language education in colleges. Three research questions guided the study; 1) How are students’ linguistic practices represented in education policies? 2) How are policies represented in school policies?, and 3) What are English teachers’ perceptions of the extent to which school policies inform language pedagogy? Both policy and teacher (N = 12) data was gathered. Policy data was analyzed through a critical discourse analysis (Fairclough, 2003) and teacher data was analyzed through a critical narrative approach (Souto-Manning, 2014).
Results revealed that policies systematically exclude and devalue multilingualism and contribute to language-based discrimination [and contribute to deficit] discourses that legitimize gatekeeping practices such as categorizing multilingual [students] as remedial. However, there are areas in the policy texts that support the integration of multilingual pedagogy; teachers’ interviews revealed contradictions between students’ multilingual repertoires and the enforcement of monolingual standards. Based on these results, recommendations for pedagogical and assessment practices for language education in multilingual educational environments will be made.

**Supporting a balanced and relaxing ambiance in classes and meetings at our cégep / Pour des cours, rencontres et une ambiance de travail détendus au collégiel (bilingual)**

Anne-Marie Lafontaine (she/her/hers), Teacher, Cégep de la Gaspésie et des îles

Classes, meetings and the overall atmosphere at Cégep can sometimes be stressful and people (students, teachers, support staff and administration) do not necessarily have the tools to help them deal with or even prevent this. At the Cégep de la Gaspésie, we have introduced Les Mercredis Zen - a day of the week during which we offer free yoga, meditation, pilates and other workshops to all students and employees of the Cégep. We have also set up a place for them to practice relaxation or to unwind, the Zen Space. Finally, some departments are experimenting with the project of starting a meeting with a minute of mindful breathing and of trying the experiment also with students in class and / or before an exam. The results are interesting and promising for a healthy and more balanced work environment for everyone.

Les cours, rencontres de travail et l’ambiance au Cégep peuvent être parfois tendus et les gens (élèves, professeurs, employés de soutien et administration) ne sont pas nécessairement outillés dans ce domaine. Au Cégep de la Gaspésie, nous avons instauré Les Mercredis Zen - journée de la semaine durant laquelle nous offrons gratuitement des ateliers de yoga, méditation, pilates et cie à tous les élèves et employés du Cégep. Nous avons également aménagé un endroit pour leur permettre de pratiquer la relaxation ou de se détendre, l’Espace Zen. Finalement, certains départements expérimentent avec le projet de débuter une réunion par une minute de respiration/pleine conscience et de tenter l’expérience également avec les élèves en classe et/ou avant un examen. Les résultats sont intéressants et prometteurs pour un environnement de travail sain et plus détendu.

**BLOCK C: Wednesday, January 12th - 1:45-2:45pm**

**Authentic/Alternative assessment tools**

Fady Zigby (he/him/his), Teacher, Champlain College Lennoxville

Do our assessments reflect authentic applications of our competencies? Do our assessments provide students with multiple modalities to reflect their knowledge acquisition? Universal design speaks of different means of teaching/learning, but also discusses different ways of expression/understanding. Given the variety of learners present in the classroom, it is also safe to conclude that these learners also express their knowledge acquisition in different ways. As such, tools which provide that flexibility are necessary. Tools which allow students to provide more authentic/real world examples also provide a better reflection of their competencies. E-portfolios may be one of these tools. We will discuss an active project, exploring the application process of e-portfolios to the SCC technical program and the potential benefits of this tool.

**Decolonizing the curriculum: A casual skillshare session**

Jacky Vallée (he or they), Teacher, Vanier College,
Roxane Millette (she/her/hers), Teacher, John Abbott College and
Toby Moneit (she/her/hers), Teacher, Vanier College

Nobody is expected to decolonize everything about their courses all at once. Let's start with one small thing and go from there! No matter where you are in your learning journey as a (likely) non-Indigenous educator, there is always one small thing you can start with. In this session, we will hear from 3 Cégep teachers who will share one small thing that they do in their courses. This can be a lesson plan, an assessment, a pedagogical activity, an aspect of their relationship with students and peers, internal work - anything! Then we will have an open discussion where anyone can share so that we can all learn from each other - thus the term "skillshare".

INTERCOLLEGIATE PED DAYS 2022 – JANUARY 12-14, 2022
Interrupting Islamophobia: Strategies to support Muslim students

Krista Riley (she/her/hers), Pedagogical Counsellor, Vanier College
Leila Bdeir (she/her/hers), Teacher, Vanier College

Based on a three-year Participatory Action Research project on the experiences of Muslim students in Cégep, this workshop will present some resources and strategies that teachers can use to better intervene in situations of racism and Islamophobia. Along with speaking to 40 Muslim students in three different colleges, we also interviewed 15 Vanier teachers (Muslim and non-Muslim) about what they have observed and how they see their roles. One of the findings from our interviews with teachers was that, while many teachers felt they wanted to be able to support students and to intervene in difficult moments, they often also felt unequipped to intervene effectively. This workshop will introduce some of the resources that we created in order to respond to that need. After an overview of some of the key findings from the research project, participants will be guided through practical case studies as a way to discuss and practice effective actions that can lead to a safer and more supportive campus. Although geared to teachers, some of the case studies will be relevant to others in non-teaching positions as well.

Teachers and students’ feedback on online teaching/learning during COVID-19 and the future of learning in an ever-changing technological landscape

Anick Legault (she/her/hers), Teacher Dawson College
Catherine Gravel, Graduate student, Concordia University
Mary Jorgensen, Researcher Adaptech, Athabasca University

During the height of the pandemic, virtually all students were affected by the same difficulties. However, the 10 to 20% of students with disabilities were the most affected. Unfortunately, few studies explore the needs of students and teachers during the pandemic and their concerns with the in-class return. Moreover, few examined what technologies and digital adaptations were needed for students with disabilities. This is what we investigated through the theoretical orientation of the universal design paradigm. Our goal was to explore and synthesize knowledge from different sources and the focus of this presentation will be on the results obtained from advisory board meetings conducted with post-secondary teachers and students across the province of Quebec and the expertise provided by international collaborators in the field of online teaching. The results pertain to the support received during the transition to online teaching/learning, how the practices were modified during the pandemic, the accessibility and inclusivity of teaching and assessments for all, and the concerns about the return to in-person classrooms. Finally, we will present what qualities and skills great teachers display, the preferred delivery methods, and the future of teaching in an ever-changing technological landscape.

Digital literacy: Addressing bias

Sharon Coyle (she/her/hers), Teacher, Support Staff, & Pedagogical Counsellor, Cégep de Sept-îles & Université de Sherbrooke

In our increasingly digitalized world, skills to address bias in online interactions are vital to our ability to thrive as individuals and democratic societies. Biases include those we hold ourselves and biases built into platforms and organizations we frequent. Algorithms set up by search engines and social media detect and entrenched existing biases. Understanding how algorithms impact our online experiences helps us reduce their influence. Teachers can help students resist polarization created by algorithms. Increasing the level of digital literacy for all members of society is an important part of the Quebec Government’s Digital Action Plan and addressing biases in the online environment will help us move forward in the 21st century with a bit more digital grace. Through discussions and several short activities workshop participants will explore the following issues: what kind of data is being collected on their devices and by the websites they visit; what is this information being used for; what factors impact the answers you get when you make an inquiry on a search engine; as well as a quick look at what resources might help us address bias in the online environment with our students.

Teaching from an Indigenous perspective

Diane Labelle, Indigenous Resource Consultant, Champlain College Saint-Lambert & Director, First Nations Adult Education Center

Teaching from an Indigenous perspective means more than including Indigenous knowledge. It requires being open to using a different way in our planning and delivery of courses and materials. Beginning with the premise that learning is a transformative process for all involved: Students, Teachers, Community, World, etc., Indigenous ways of Teaching and Learning is rooted in the use of an experiential cycle of learning that engages many players and means of acquiring knowledge and meaning. Indigenous ways of Teaching and Learning provide teachers and students with a more holistic approach to the building of knowledge and competencies together. This presentation will focus on building awareness of Indigenous values and how to integrate these basic principles in planning courses and lessons, to benefit all.
Understanding diversity: Sex, gender and sexual orientation

Marie-Edith Vigneau (she/her/hers), project manager of the college network for combating homophobia and transphobia in higher education, Fédération des cégeps

Objectives:
- Create a welcoming, open and safe environment promoting school perseverance and the success of 2SGLBTQ+ people;
- Support the inclusion of 2SGLBTQ+ people at the level of their higher education;
- Promote the social participation and development of students and understanding diversity: Gender, Sex and Sexual Orientation

More concretely, this session will help you:
- Familiarize yourself with the realities related to diversity related to sex, gender and sexual orientation;
- Understand the "jargon";
- Have access to more tools to promote the well-being of the entire community staff and students;
- Better understand the legal changes and your legal obligations;
- Have answers to your questions more specific on the subject (or have access to documentation for this purpose)

BLOCK E: Thursday, January 13th - 8:30-10:00am

Co-creating a teacher’s toolkit on systemic racism

Grace Cheng-Ying Lin (she/her/hers), Teacher, John Abbott College
Debbie Luny (she/her/hers), Teacher, John Abbott College
Sarwat Vqar (she/her/hers), Teacher, John Abbott College

In this interactive workshop we invite participants to engage in the co-creation of a Teacher’s Toolkit on Systemic Racism. This toolkit is being developed as part of a professional development research project by Humanities teachers at John Abbott College. The toolkit is designed to serve as a resource for teachers’ own understanding of systemic racism as well as providing teachable materials for the classroom.

Teachers will be invited to share their ideas through a facilitated discussion on principles for pedagogical and curricular development. We hope together to connect our critical learning to political action around systemic racism as we engage questions such as: How does systemic racism shape educational experiences? How can I help students identify white normativity in the curriculum? As a teacher, what concepts and practices can help me to introduce intersectional critical analysis of systemic racism? As differently embodied educators how do we grapple with our own positionalities and those of our students as we engage in transformative analysis of systemic racism?

First Peoples Post-Secondary Storytelling Exchange: A workshop about compassionate pedagogy and using FPPSE resources in your teaching and learning

Michelle Smith (she/her/hers), Teacher, Métis Educator, Principle Investigator, Dawson College & First Peoples Post-secondary Storytelling Exchange
Laura Shea (she/her/hers), Settler Educator & FPPSE Collaborator, Dawson College

A two-part workshop:
1) An interactive session about compassionate pedagogy including ways to engage diverse learners in the classroom, navigate sensitive topics with care and facilitate teaching and learning about colonial histories and presents and Indigenous resurgence
2) A how-to for using the wealth of resources and outcomes of the FPPSE in your teaching.

College faculty engaged in indigenizing and decolonizing education will be present to share concrete strategies and pedagogical approaches.

The First Peoples Post-Secondary Storytelling Exchange is a 4-year collaborative project about creating more responsive post-secondary education for Indigenous students and honouring Indigenous approaches to teaching and learning. Over 100 people from First Nations, Inuit and Métis communities told stories of education and learning at school, college, university, in family and on the land. Storytelling exchanges, talking circles, and filmmaking took place in the Tiohtià:ke (Montreal) area, in Kanien'kehà:ka communities and in the Inuit territory of Nunavik in Northern Quebec. Many of these stories are shared on video on fppse.net. The site also includes extensive pedagogical resources that teachers can use in the classroom, and in their own learning.

FPPSE was made possible with support from SSHRC and Dawson College as host institution.
Making feedback meaningful, useful, and inclusive

Maggie McDonnell (she/her/hers), Teacher, Université de Sherbrooke

Assessing students and providing feedback is a fundamental aspect of our teaching practice. How can we make our feedback effective, constructive, and accessible, yet avoid overburdening ourselves? This workshop explores how we understand feedback, and how we can make feedback more inclusive and accessible. Based on Nichol and MacFarlane-Dick’s (2006) Seven Principles of Effective Feedback, we will explore what makes feedback relevant and supportive of student learning. We will also consider how the principles of UDL (Universal Design for Learning) can influence our feedback practice, and explore ways to involve students in the feedback dialogue. Throughout, we will examine how digital tools can help support our feedback practice, and help us manage our workload.

Supporting students with Autism Spectrum Disorder in the classroom / Supporter les étudiants avec un trouble du Spectre de l’Autisme en classe (bilingual)

Marie-Michèle Lamarche (she/her/hers), Pedagogical Counsellor, Centre Collégial de Soutien à L’Intégration (CCSI)
Holly Schweitzer (she/her/hers), Adapted Services Counsellor, Champlain College Saint-Lambert
Mutel Harushamagara (she/her/hers), Adapted Services Counsellor, Champlain College Saint-Lambert

This interactive session aims to inform faculty members about the Autism Spectrum Disorder (ASD) and how they can create a safe classroom environment for students on the autism spectrum. The following will be discussed:

- Autism Spectrum Disorder (ASD) and how does it present?
- How can teachers include students with ASD in their classroom?
- Different classroom scenarios will be presented and various strategies will be shared.
- Different resources and trainings on ASD will be shared.

The Student Access Center (SAC) will present on their service and how they support students with ASD and faculty.

Ce session interactive, a pour but d’informer les professeurs sur le Trouble du Spectre de l’Autisme (TSA) et sur comment ils peuvent créer un environnement sain pour ces étudiants. Les sujets suivants seront abordés:

- Qu’est-ce que le Trouble du Spectre de l’Autisme (TSA)?
- Comment est-ce que les professeurs peuvent inclure les étudiants TSA dans leur classe?
- Différents scénarios qui pourraient se produire en classe seront présentés et différentes stratégies seront partagées.
- Diverses ressources et formations seront partagées.

Le Student Access Center (SAC) présentera leur service et comment ils supportent les étudiants TSA et leurs professeurs.

101 ways to improve students’ wellbeing

Julie Hanck (she/her/hers), Teacher, John Abbott College
Genevieve Raymond-Parent (she/her/hers), Teacher, John Abbott College

The aim of this workshop is to highlight the importance of addressing the well-being of our students when it comes to maximizing learning outcomes in the classroom. Research suggests that learning is enhanced when a student feels comfortable in the classroom. We will explore a holistic approach to wellness and provide many different strategies that help to enhance wellness for our students. The ultimate goal is to highlight the importance and the benefit of including a focus on student wellness in the classroom.

Accessibility - A shared responsibility

Ioana Constantinescu (she/her/hers), Adapted Services Counsellor, Marianopolis College
Janalee Morris (she/ her/ hers), Diversity, Universal design and Academic Strategist, University of Mount Royal, Calgary

This is an interactive workshop that promotes reflection about inclusive practices in all areas of an academic institution. We will be talking about the intersectionality between accessibility, UD (L), and inclusive practices. Scenarios will be distributed, and participants will be asked to reflect on the possible barriers encountered by the persona from the scenario and what can be done to lift those barriers. At the end of the presentation, we will come together and share our thoughts and ideas that could make our practices more accessible.
Early career teaching at the college level: Overcoming challenges and taking up opportunities to promote greater engagement among students

Moderator: Liz Charles (she/her/hers), SALTISE Co-Director, Teacher, Dawson College

Dario Guiducci, (he/him/his), Teacher, SALTISE Fellow, John Abbott College
Cory Legassic (he/him/his), Teacher, SALTISE Fellow, Dawson College
Jean François Brière (he/him/his), Teacher, SALTISE Fellow, Dawson College
Andrea Puketic (she/her/hers), Teacher, SALTISE Fellow, Vanier College
Phoebe Jackson (she/her/hers), Teacher, SALTISE Fellow, John Abbott College

College teaching offers many opportunities to make a positive impact in students’ lives. In particular, our teaching can have a long-term positive impact if we support students’ development of agency, the willingness to actively participate in the learning process. However, knowing how to take advantage of this opportunity comes with challenges. New and early career faculty often find themselves without sufficient expertise and resources to face and overcome these challenges. And now, even experienced faculty recognize that despite having the requisite knowledge and skills to promote student engagement, we may still be creating barriers for some — i.e., who is being left out in the enactments of our pedagogies and rethinking our designs to include everyone. This interactive workshop aims to tackle these issues and support new and early career faculty by: (1) introducing participants to frameworks and methods that focus on student engagement; (2) providing access to resources and discussing how to use them; (3) working in a hands-on manner with some of these resources; and (4) engaging participants in reflection on how these strategies and resources may be implemented in order to be more inclusive. Although focused on new and early career teachers, we welcome all faculty.

Inclusive pedagogy impacts on teaching and learning / Impacts de la pédagogie inclusive sur l’enseignement et les apprentissages : témoignages (Session in English, Q & A bilingual)

Laure Galipeau (she/her/hers), Teacher, Dawson College
Catherine Soleil (she/her/hers), Teacher, Dawson College
Ian Cuthbertson, Teacher, Dawson College
Ahmad Banki, Teacher, Dawson College
Jessica Lim, Teacher, Dawson College

The purpose of this panel is to raise awareness about inclusive pedagogy by learning from the experience of the members of the UDL@Dawson community of practice. Each, in their own way, will speak and share the paradigm shift and ongoing impact on their teaching that their UDL journey has had for them throughout their daily work. These testimonials will be a source of inspiration, will deepen our understanding of inclusive pedagogy, and will give us a sense of the radical changes it entails. The session will conclude with a discussion period between the panellists and participants.

L’objectif de ce panel est de sensibiliser à la pédagogie inclusive en s’inspirant de l’expérience des membres de la communauté de pratique UDL@Dawson. Chacun et chacune, à sa manière, partagera le changement de paradigme et l’impact continu que leur parcours CUA a eu pour eux et elle au quotidien et sur leur enseignement. Ces témoignages seront une source d’inspiration, approfondiront notre compréhension de la pédagogie inclusive et nous donneront une idée des changements radicaux qu’elle implique. La séance se terminera par une période de discussion entre les panélistes et les participants.

LUNCH: Thursday, January 13th - 12:00-12:30pm

Lunch & Learn

Isabelle Darveau, Pedagogical Counselor, Centres collégiaux de soutien à l’intégration, CCSI
Roch Ducharme, Directeur général, Centre de recherche pour l’inclusion des personnes en situation de handicap, CRISPESH

This Lunch and Learn session will showcase various organizations across the college network that can support you in your teaching profession. During this session, you will learn more about the network, acquire helpful tools and learn how to get involved! This session will highlight two organizations that support inclusive teaching practices:

- Centres collégiaux de soutien à l’intégration (CCSI)
- Centre de recherche pour l’inclusion des personnes en situation de handicap (CRISPESH)
Accessible self-advocating

Nicola Sibthorpe (she/her/hers), Teacher, Vanier College and Project Manager of the Scholarship Program and the MCWD Project (Mid-Career Workers with Disabilities), Quebec Association for Equity and Inclusion in Post-Secondary Education (AQEIPS)

AQEIPS was founded by and for post-secondary students with disabilities in 1991. Our organization works on developing resources, addressing inequality, and collaborating on research programs to further the advancement and opportunities available for students with disabilities. Our panel would discuss some of the strategies cégeps can use beyond the classroom to help make their environment more inclusive and accessible. This will include discussion of grants and funding available to students, how language can affect one’s access to resources, and teaching students how to advocate for themselves. Ultimately, the strategies students need are often interconnected, and as more students are returning to in-person learning they are realizing that strategies they had in the past no longer work for them. Knowing that their schools and teachers are there to support them is one of the best ways to promote student achievement.

Creating interprofessional (IPE) case studies that incorporate diversity and inclusion; building empathy across the disciplines

Krista Bulow (she/her/hers), Teacher, Dawson College

Following a Dawson College Ped day presentation entitled “Planning and designing common case studies across the disciplines; a brainstorm” we propose the next logical step: creating case studies across the health disciplines. As we embark on case creation from multiple perspectives, the interdisciplinary approach is in a special place to address the topics of diversity and inclusion in our pedagogy at the design phase, where each profession brings its own expertise to the table. Can we ensure that case studies reflect the diversity of our client populations and work teams and are intentionally constructed to build understanding and empathy towards one another? Possible topics to incorporate in our discussions and case content planning: systemic racism in the healthcare system, representation of individuals of different socioeconomic and cultural backgrounds as both practitioner and client in case studies.

Empowering myself to better empower students

Johanne Ouimette (she/her/hers), Professional, Heritage College

Have you ever felt helpless in your class or towards a student and his/her situation? Have you ever questioned yourself as a teacher when there was nothing specific to question yourself about? Have you ever felt discouraged about students and teaching? Empowerment could be key. This little word can bring big results. How? With this slow pace workshop, Johanne Ouimette (Heritage’s psychologist-sexologist) will briefly talk about empowerment, but will also guide you on a journey of self-reflection. Get your paper and pencil ready and come join us and be empowered!

When we share, everyone wins - Creative Commons

Esther Szeben (she/her/hers), Teacher, John Abbott College
David Phung (he/him/his), Library Manager, John Abbott College

This session provides an introduction to Creative Commons. The topic responds to the thematic strand “Promoting equity, addressing bias and social inequities, and removing systemic barriers”

The workshop will cover:
- What is the Public Domain?
- What kind of flexible licensing agreements help academics create content and share?
- What kind of data is available in the public domain (videos, images, books, music etc)?
- How can we use and produce content for the Public domain?
- How do you apply the appropriate licenses?
Black representation in the Quebec school system: invisibility and censorship / La représentation des Noirs dans le système scolaire (Bilingual)

Danielle Altidor, Teacher, Vanier College

Several studies have highlighted the difficulties that Black youth face in the Quebec school system: History from a black perspective is discarded, black contributions to humanity are ignored and very few Black teachers are present in the faculty. In addition, recurring negative and stereotypical representations nurture anti-blackness racism.

The historical oppression that has been the trademark of black experience in Quebec censored black voices from their own narratives. Black history is told from a white perspective. In Quebec, Black people experience many struggles since society is a reflection of their school system. School shapes kids’ perception and interpretation of the world. It is not a surprise that when debating matters that directly affect them in Quebec, Black people are silenced and their opinions do not matter. This type of behaviour is deeply rooted in the tragedy of slavery and colonialism. To reach true equality, how Black people are portrayed in school books must change. The fight against anti-black racism begins first in the school environment.

Plusieurs recherches ont démontré les difficultés que les jeunes noirs rencontrent dans le système scolaire québécois : l’absence de leur histoire, de leurs contributions et de professeurs noirs ; les représentations négatives et stéréotypées récurrentes de leur communauté ; le racisme anti-noir qui se manifeste de différentes manières, etc. Les rapports de domination qui sous-tendent l’invisibilité des Noirs et la censure de leur voix, et ce, dans leur propre réalité, sont d’autres barrières qu’ils subissent dans le milieu scolaire. Leurs représentations se font à leur détriment. Ces phénomènes relevés dans l’école, mais spécifiquement dans les manuels d’histoire, se reproduisent systématiquement dans la société. Ainsi, la société est le reflet de l’école. Ces rapports de domination qui invisibilisent les Noirs et qui les contraignent au silence sont profondément enracinés dans la tragédie de l’esclavage et du colonialisme. Il est donc impératif de reconsidérer leurs représentations et les rapports Noirs-Blancs, afin d’avoir, en tout premier lieu, des écoles, puis des sociétés plus justes, plus respectueuses et plus égalitaires. La lutte contre le racisme anti-noir commence d’abord dans le milieu scolaire.

Diversity and inclusivity - The parallels between both pedagogies

Heather Sorella (she/her/hers), Teacher, College LaSalle

This workshop will describe both theories of diversity and inclusive pedagogies and apply an experiential learning activity emphasizing the sensitivity practitioners need to implement in their classrooms. Inclusive pedagogy is a student-centered approach to teaching that pays attention to the varied background, learning styles, and abilities of all the learners in front of you. It is a method of teaching in which instructors and students work together to create a supportive and open environment that fosters social justice and allows each individual to be fully present and feel equally valued. While Diversity Pedagogy Theory (DPT) is a set of principles that point out the natural and inseparable connection between culture and cognition (Sheets, 2005). In other words, to be effective as a teacher, you must understand and acknowledge the critical role culture plays. Also, for many colleges, many of the students are adult learners. For many adult educators, the inclusivity and diversity of teaching adults will be addressed.

Sustainable happiness and living campus

Jennifer De Vera (she/her/hers), Staff Sustainability Office, Dawson College

Join Jen de Vera from the Dawson’s Office of Sustainability for an introduction to the principles of Sustainable Happiness, and explore Living Campus projects. Through an interactive workshop that includes short reflective participation we will connect mental health, positive psychology, and nature as mentor. We will explore various ways in which these concepts can be brought to your work at the College.
Using technology to support student success and organization in stage/field work/internships

Tim Campbell (he/him/his), Teacher, Vanier College
Tiffany Dickie (she/her/hers) Teacher, Vanier College

Students in stage/field work/internship courses are required to manage a specific written workload while also practicing in their field of study. In this interactive workshop, two Special Care Counselling (SCC) teachers will share their experiences in using technology (specifically Moodle and OneDrive) and facilitate a discussion of best practices in helping students stay organized and therefore increasing accessibility while supporting student success in stage/field work/internship placements.

Discipline-specific sessions

The discipline-specific sessions bring together teachers from the same or related disciplines, provide teachers with opportunities to reflect, share, and learn from each other on current and perennial considerations about course design, student engagement, and assessment. Building on the first discipline exchange sessions held during the Intercollegiate Pedagogical Days event in January 2021, these sessions will welcome new voices as well as familiar faces, offering a unique opportunity to forge ahead with a productive pedagogical and community exchange. Discipline groupings include Science, Health Sciences, Creative Arts, Social Sciences, Business Administration and Management, Modern Languages, Care Counselling, and more!

JOIN THE IPD LINKR SPACE to be part of your discipline-specific community of practice and get access to further resources: https://app.linkreducation.com/ipd

An intercollegiate toolkit for equity in hiring

Cory Legassic (he/him/his), Teacher & New School Coordinator, Dawson College
Bethany Or (she/her/hers), Teacher, Champlain College Saint-Lambert
Jessica Lim (she/her/hers), Teacher, Dawson College
Tom Young (he/him/his), Teacher, John Abbott College
Debbie Lunney (she/her/hers), Teacher & IDN Coordinator, John Abbott College

The Intercollegiate Hiring Equity Strategies toolkit is a living document that emerged out of more than three years of collaboration between faculty, staff and professionals at various anglophone cégeps through the Intercollegiate Social Justice network and the Intercollegiate Decolonization Network (IDN). For hiring and retention to be successful, departments must consider ways in which systemic discrimination/racism and white supremacy are structural components of their make-up and functioning. Different approaches can work to highlight and confront these foundations individually or collectively. Faculty from different cégeps will introduce together how this resource is designed as a user guide and toolkit to provide departments and hiring committees with resources in enacting anti-oppressive hiring strategies. This session will start with a presentation of the working group and the three major sections of the toolkit: [1] hiring process strategies, [2] interpersonal/departmental culture/climate interventions, and [3] systemic interventions. Participants will be given the space to explore the toolkit and join a facilitated breakout room to explore one of the sections more deeply.
A think-tank on accommodating students with physical disabilities in science labs

Sean Hughes (he/him/his), Teacher & Science Program Coordinator, John Abbott College

Poor student retention rates in Science, Technology, Engineering and Mathematics (STEM) education have long plagued post-secondary institutions. This is particularly true for Students with Physical Disabilities (SwPD). The literature suggests that “many post-secondary institutions follow a compliance-driven approach...instead of an evidence-based or outcomes approach”, which ultimately does little to provide genuine accessibility to STEM education for SwPD (Stumbo et al., 2010). Consequently, this presents a systemic barrier to higher education as, unsurprisingly, many SwPD either do not apply to STEM programs or drop out because of the many challenges they face while in the program. In this round table discussion, participants will consider the barriers present in their current lab curriculum, one of the main challenges facing SwPD in science education. Participants will then collectively consider discipline-specific lab adaptations that could benefit SwPD. This think tank will help raise awareness of this particular issue in STEM education, highlight current adaptations employed in the CEGEP system and encourage innovation in hopes of fostering a more inclusive lab experience for SwPD.

Group work, who goes where?

Lorelie Bouchard (she/her/hers), Teacher, Université de Sherbrooke & Champlain Saint-Lambert

During the pandemic, many teachers discovered the interesting possibilities platforms provide for group work. Now that we are back in the classroom many continue to use these tools. Break-out rooms, channels on Teams, and collaborative documents facilitate group process and products, but what about the way teachers put those groups together? Inclusive collaboration begins with group or team formation. This interactive workshop will allow participants to explore different ways of forming groups. The advantages and disadvantages of each method will be outlined so that teachers can choose the most appropriate method for their course and students. The allocation of roles to create diverse groups based on the tasks required of the students will be examined in detail as well as activities to support trust amongst group members. Digital tools that can help manage workload will be demonstrated and explored.

Supporting students with disclosures of sexual violence

Bouy Te (she/her/hers), Professional, Champlain College Saint-Lambert
Amanda Guay (she/her/hers), Social Worker, Marianopolis

Through a trauma-informed lens, faculty and staff will have a chance to develop skills on how to support students who disclose situations of sexual violence. Faculty and staff will be able to learn more about trauma and its effects, as well as strategies for how to respond and where to direct students for support. This workshop will explore professional boundaries and allow for discussion and reflection regarding the faculty/staff-student relationship. Additionally, this workshop will cover what accommodations survivors of sexual violence are entitled to as per the law and institutional policies, and how teachers can best support a student receiving accommodations without doing further harm.

Inclusivity through gamification in the college classroom

Nolan Bazinet (he/him/his), Teacher, Champlain College Lennoxville

The purpose of this workshop is to examine the concept of gamification and explore its use as a pedagogical strategy in the college classroom as a potential tool to foster inclusivity. To do this, concepts such as games and play, and their relation to learning will be discussed, followed by a presentation and analysis of a variety of different games ranging from analog, table-top games, to escape games, to contemporary digital games such as computer off the shelf games and serious games, all of which will be considered for college-level teaching and learning. Moreover, the link between gamification and the fundamental elements of universal design for learning (UDL) will be highlighted, with a focus on elements such as the favouring of students’ choice, the promotion of active learning, and the presentation of clear goals and objectives. This workshop seeks to promote a critical reflection on the inclusion of play and games in the college classroom, with the goal of cultivating inclusivity.
Diversity in action at Champlain College Saint-Lambert

Bethany Or (she/her/hers), Teacher, Champlain College Saint-Lambert
Jenny Doubt (she/her/hers), Teacher, Champlain College Saint-Lambert
Susan-Blanche Chato (she/her/hers), Teacher, Champlain College Saint-Lambert
Aicha Mein (she/her/hers), Teacher, Champlain College Saint-Lambert
Wanita Jones (she/her), Psychologist, Student Services, Champlain College Saint-Lambert

Since the summer of 2020, conversations about diversity, equity and inclusion (DEI) have been accelerating at Champlain College (St. Lambert), and they continue to gain momentum. For 2021-2022, members of the Champlain community have embarked on various projects designed to address issues relating to social justice. This presentation will offer an overview of different initiatives currently underway at our institution, including our participation in the Global Centre for Pluralism’s Reflection Tool Pilot, the creation of “brave space” workshops with Sabrina Jafralie, and a college-funded project on hiring equity. While the above-noted projects are more institutionally-focused, we will also give examples of DEI initiatives created by departments and by students, with the aim of showcasing “best practices” that can serve as inspiration for others.

The Intercollegiate Decolonization Network’s action plan on systemic racism in cégeps: An Indigenous focus

Debbie Lunny (she/her/hers), Teacher, John Abbott College
Miah Otter (they/them), Student, John Abbott, Concordia

The Intercollegiate Decolonization Network (IDN) is an informal grassroots collective that is composed of Indigenous and non-Indigenous College staff, professionals, teachers, and students primarily from English-language Colleges in the Tioh’tiake (Montreal) area, as well as Indigenous partners from local communities. In Fall 2020, IDN developed an action plan called “Taking action on systemic racism in college education in Quebec: An Indigenous focus” in the wake of the death of Joyce Echaquan and FEDE’s statement against systemic racism in the Cégep system and their concerns over relations with Indigenous Peoples. We hope that this action plan can guide and inspire transformative action and meaningful change. Speakers will address student experiences of systemic racism, community demands, and the responsibilities of cégep employees to learn to recognize and resist systemic barriers to Indigenous students’ success. Topics may include student-teacher interactions, white normativity, gatekeeping, Indigenous knowledges in the curriculum, culturally-safer curriculum development, and removing barriers to access to cégep education and success.

LUNCH: Thursday, January 13th - 12:00-12:30pm

Lunch & Learn: Sustainable inter-collegial experiential learning: An ECQ funded collaboration project

David Hoida (he/him/his), Manager, Vanier College

Sustainable Inter-Collegial Experiential Learning: An ECQ funded collaboration project. Join for a discussion surrounding an ECQ funded intercollegiate project that explored sustainability from both interdisciplinary and experiential based perspectives! Multiple courses from sciences, social sciences and general education from Vanier, Champlain Saint-Lambert, Heritage and John Abbott came together in-person and virtually to discuss the role of campus gardens to their college environments. Visit the platform (Link) that facilitated these student dialogues and learn about the experiences that challenged students to appreciate their role in promoting campus green spaces/gardens.
**BLOCK L: Thursday, January 13th - 12:30-1:30pm**

**Artificial intelligence: what is it, what can it do, links to our curriculum / L’intelligence artificielle (IA), qu’est-ce que c’est? Ça fait quoi? Ainsi que les liens avec notre cursus collégial (bilingual)**

Julie Plante (she/her/hers), Teacher, Vanier College

The expression "Artificial Intelligence" (AI) is used in every new project or initiative but... what is it? What can it do? What can it not do? We will discuss the vocabulary used in the domain, examples of Machine Learning, a subset of AI, and connections with our curriculum, with some examples in Newtonian Mechanics, Mathematics and Computer Science. This workshop proposes ways to motivate all students to taste a bit of AI, Mathematics and Computer Science, and look at some fundamental questions around AI as we are all using it when using our cellular phone or writing an email.

Some basic exercises and tools will be shared to introduce the programming language Python in the Google Colab environment, where no software needs to be installed and at no cost. We will also display a few basic demonstrations of Machine Learning, all can be found on [www.vaniercollegeai.ca](http://www.vaniercollegeai.ca).

AI is already a partner with humans in our daily life, our students and us need to have a basic understanding of it and be part of an informed discussion around it. Open discussion and Q & A session will take place in both French and English. Questions and comments in English and French will be welcomed.

L'intelligence artificielle est sur toutes les lèvres, à toutes les sauces! Essayons un peu de comprendre les grands principes fondateurs de l’apprentissage machine. Des exemples du niveau des cours du calcul différentiel et de Calcul intégral ainsi que de l’algèbre linéaire et du cours Statistiques et probabilité, Mécanique Newtonienne et un brin d’informatique seront présentées pour expliquer l’IA. Un regard sera porté sur les questions fondamentales de l’IA que nous utilisons tous, en utilisant que l’assistant vocal de notre téléphone cellulaire.


L’IA est déjà partout dans nos vies, enseignants et étudiants. Nous devons tous avoir une compréhension de base de ce que l’IA est pour être des participants informés à la conversation entourant l’IA. Cette présentation sera bilingue et les questions et commentaires en Anglais et Français sont les bienvenus.

**Promoting the retention of males in nursing programs**

Tasha Keri (she/her/hers), Teacher, Educational Consultant/Program Coordinator IEN/NIP, John Abbott College

As a continuation of an M.Ed. research project, a grant was received as part of the Projet Novateur program to increase the retention and recruitment of males in nursing studies. A variety of interventions have been added to the Intensive Nursing department to increase the visibility of males in nursing. Also, an all-male clinical group was created in the sixth semester, guided by a male faculty member. This same-gendered group has the aim of improving feelings of inclusion, peer support and improving professional identity.

**Together, we can act for an egalitarian future**

Stéphanie Luna (she/her/hers), Coordinator of the Parité sciences project, Université de Montréal
Julie Hlavacek-Larrondo (she/her/hers), Physics professor, Université de Montréal

As part of this communication, the Parité sciences team wishes, in addition to presenting the awareness-raising plan specific to the project, to discuss the needs and realities experienced in the college environment by the various stakeholders concerned by the professional orientation of the female students. The approaches of Parité sciences raised certain practical questions: What would be the best tools so that the teachers, advisors, counselors can make their students aware of the issues associated with the under-representation of women in science? Considering the busy course of teachers, what would be the best approach so that they can play their role of mentor? Considering the recent paradigm shift in teaching methods, what means can be put in place to ensure the capacity of stakeholders to support their students in their reflection on their choice of career? This communication will highlight the different tools created by Parité sciences available to stakeholders to support the female students in the development of their scientific identity.
Academic integrity

Patricia Mackie, M.A, GC Educational Leadership (she/her/hers), Chairperson, Academic Success Centre, John Abbott College

Plagiarism, particularly in an online environment, is an area of concern for any academic institution of higher learning. As colleges, we expect that incoming students have had the opportunity to learn and come to understand academic integrity before entering our programs; we assume they have had the opportunity to reflect as to what AI means to them, practice proper citation and avoid plagiarism in their academic work. In our ongoing efforts to promote equity, address bias and social inequities of students (in this case, in their pre-college experience), the JAC AI Module was created. It serves as the beginning of a comprehensive, evidence-based (30+ academic resources and peer-reviewed articles) introductory academic integrity program that is not only cost-efficient, accessible and sustainable but that also speaks to the holistic development of all of our students. Insight as to what other academic institutions have in place to address AI and plagiarism was also considered when structuring this program. The module was launched in Fall 2021 by our Academic Success Centre for incoming dental hygiene students and preliminary results are positive.

From inclusive learning to software examinations and open course notes / De l'apprentissage inclusif aux examens à logiciels et notes de cours ouverts (Bilingual)

Charles Laporte (he/him/his), Teacher, College LaSalle

Thinking about success as part of a course-reef brings its share of questions about the teacher and the students. Considering students of very varied levels, I decided to work at getting the quantitative methodology course more inclusive and it takes now count of different learners (VAK theory, learning disorders, easy transfer between the modes of representation for each). To get there, there was construction of computer laboratories around themes specific to the social sciences, allowing a round trip between the software and the paper and pencil, favouring questioning and the socio-construction of knowledge among students. It is the instrumentation phase that is everything indicated in this laboratory phase. In larger assessments, students are allowed to use the software and their notes in order to carry out a instrumentalisation with problems of higher levels according to the Bloom scale. This technique can be significantly adapted to any material that requires technological skills. The following free application will be introduced in this session: GeoGebra.

Penser la réussite dans le cadre d’un cours-récif amène son lot de questions sur l’enseignant et les élèves. Considérant des étudiants de niveaux très variés, j’ai décidé de travailler à rendre le cours de méthodologie quantitative plus inclusif et il compte désormais des apprenants différents (théorie VAK, troubles des apprentissages, transfert facile entre les modes de représentation pour chacun). Pour y arriver, il y a eu construction de laboratoires informatiques autour de thématiques propres aux sciences sociales, permettant un aller-retour entre le logiciel et le papier-crayon, privilégiant le questionnement et la socio-construction des savoirs chez les étudiants. C’est la phase d’instrumentation qui est tout indiquée dans cette phase de laboratoire. Dans les évaluations plus importantes, les étudiants sont autorisés à utiliser le logiciel et leurs notes afin d’effectuer une instrumentalisation avec des problèmes de niveaux supérieurs selon l’échelle de Bloom. Cette technique peut être considérablement adaptée à tout matériel nécessaire des compétences technologiques. L’application gratuite suivante sera présentée au cours de cette session: GeoGebra.

Quick and easy quiz-creation (not only) for Moodle

Thomas Lomsen (he/him/his), Teacher, Champlain College Saint-Lambert

I will demonstrate two software tools (one for Windows and one in the browser) I have been developing which allow the quick and easy creation of question-databases (multiple choice, short answer, true/false, etc.) for use in Moodle and other LMSs.

Topics include:
- quick bulk-import of questions from Word, PDF and other files to Moodle
- one-click import of questions from Kahoot! and other websites into Moodle
- one-click export of questions to HTML, text, Blackboard, and other formats
- automatic question creation using Wikipedia, dictionary.com and other websites
- bulk-editing of questions
Student-initiated social media groups in education: Helpful and sustainable?

Anick Legault (she/her/hers), Teacher, Researcher, Dawson College
Mary Jorgensen, Student, Athabasca University, Research Assistant Adaptech Research Network
Olivia Ruffolo, Student, Université de Montréal

Given the importance of online peer-to-peer support during the COVID-19 pandemic, we are looking at whether students found post-secondary student-initiated social media groups (SMGs) helpful during the pandemic, and why. Our study focuses on student-initiated SMGs, which our preliminary investigations show contribute to the holistic well-being of students and may have replaced peer gatherings in a virtual setting. Through a Canadian survey of post-secondary students, we will be able to determine whether students used SMGs for academic support and/or emotional support. This study will also provide an opportunity to understand why some students do not find these SMGs helpful or possibly harmful. In addition, we will be holding advisory boards with students who initiated or who are very involved in running SMGs. This will provide valuable insight into post-secondary students’ rationale for setting up these groups and their recruitment procedures.

Most importantly, this study will highlight a rarely considered student initiative to improve their academic performance and/or mental health, which professors and support staff need to recognize and encourage as a sustainable resource.

The Passion Pedagogy: Unleashing your students’ passion with real-world projects / Pédagogie de la Passion : Faire décoller la passion de vos étudiants.es avec des projets qu’ils authentiques (Bilingual)

Avery Rueb (he/him/his), Teacher, Vanier College
Michael Canuel (he/him/his), CEO, Learn Quebec

What would happen if students could choose any project they wanted to work on for a grade? Last winter term, Avery Rueb (Vanier College) created the course, “Running Your Own Passion Projects”. Here (https://www.youtube.com/watch?v=dIau_2Y_E4&t=1s) is the video introduction. The feedback was overwhelmingly positive with one student saying, “I like this course because we get to follow our dreams and it’s a lot easier.”

The Passion Pedagogy is a project-based approach to learning where students pick any project they are passionate about and they run for a grade. It is gaining popularity all over the world in activities like the Genius Hour (https://www.youtube.com/watch?v=COF-bqZuE-I) and in schools like the Sora School (https://soraskools.com/). The main benefits are an increased intrinsic motivation for students through agency. The final passion projects are also effective ways for students to show off their “amazing-ness” in university applications and job interviews.

The goal of this presentation is to inspire teachers to use the Passion Pedagogy to create an inclusive environment for learning where students have more choice in their work as well as how their work is assessed. In terms of take-aways, participants will learn to write curriculum for small and big projects where students select and direct their learning.

Et si les étudiants.es pouvaient choisir n’importe quel projet sur lequel ils souhaitaient travailler dans un cours crédité? Pendant la session d’hiver dernier, Avery Rueb (Collège Vanier) a créé le cours « Running Your Own Passion Project ». Voici (https://www.youtube.com/watch?v=dIau_2Y_E4&t=1s) la vidéo d’introduction. Les commentaires ont été extrêmement positifs : “J’aime ce cours parce que nous pouvons suivre nos rêves et c’est beaucoup plus facile. »


Le but de cette présentation est d’inspirer les enseignants.es à utiliser la pédagogie de la passion dans leurs cours afin de créer un environnement d’apprentissage inclusif où les étudiants ont plus de choix dans leur travail ainsi que dans les évaluations. En termes de leçons à tirer de l’atelier, les participants.es apprendront à créer un curriculum pour des projets où les étudiants choisissent et gèrent leur apprentissage.
Closing Plenary: Equitable classrooms: Integrating anti-racist pedagogy into your course

Jamilah Dei-Sharpe, Project Manager, Anti-Racist Video Pedagogy Project, and PhD candidate, Concordia University

In this session, social justice pedagogist, Jamilah Dei-Sharpe will present strategies for integrating anti-racist, representational and critical educational materials into the classroom through showcasing her Antiracist Pedagogy Database, located on the Centre for Teaching and Learning webpage, Concordia University. Far too often, the work of EDI is abstract and seems unattainable – in response, Jamilah and her team developed a database of educational videos by multidisciplinary Canadian-based educators, students and community organizers sharing their experiences and tips combating systemic racism amidst COVID-19. She will share how to implement its resources including recommended assignments, guided classroom discussion questions, self-reflection questions, taking action steps and reference lists. She will share this repository as a rich and publicly accessible resource for oral knowledge tailored to provide supplementary context, history, real-world experience to propel EDI for the humanities and STEM fields. Pressingly, this session will call us to determine what our role has been in maintaining oppressive education – and our commitments to being active agents of change.

Jamilah Dei-Sharpe is currently completing a PhD in Sociology specializing in Black studies, African Diasporic studies, Black masculinity studies, popular music, decolonial and antiracist pedagogy. She is a SSHRC Joseph Armand Bombardier recipient whose passion to pluralize and humanize higher education permeates her sociological research, community work, educational advocacy and consultancy. Insofar, she is active in multidimensional roles that seek to elevate the knowledge of Racialized and Indigenous peoples via cultivating spaces for faculty, staff, students and community organizers to gather and learn together. She designs, propels and facilitates these learning spaces as the founding member of the Decolonial Perspectives and Practices Hub (DPPH), project manager of the Antiracist Pedagogy Project (ARP), as an executive member on the American Men’s Studies Association, as the co-founder for the National Black Graduate Network (NBGN), student mentor and supervisor. As a cis-Afro-Indigenous-Ghanian-Jamaican-Black-Canadian woman, she is an optimistic futurist who believes that just-education exists where awareness, empathy, and creativity meets transcultural coalition building.
Thank you to our partners

Participating colleges

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