



Ped Day



October 12, 2022

Schedule

8:00	Morning Refreshments	F-500
8:30	Opening & Welcome Address	F-500
9:00	Panel: Supporting Student Transition to CEGEP	F-500
10:30	Health Break	Multiple locations
11:00	Workshops (Block A)	Classrooms
12:15	Lunch	D Cafeteria
1:15	Workshops (Block B)	Classrooms
2:30	Wrap-up Activity: Student Success Working Group	F-500
4:00	Reception	D Cafeteria

Session Description

Discussion Panel (F-500)

9:00 - 10:30

Members of Vanier community will discuss the topic of Student Transition to CEGEP. Pre-recorded student video testimonials will serve as prompts to this sharing of ideas and perspectives. During the panel, the following questions will be considered:

1. What has changed in the way students are prepared for CEGEP given the pandemic reality?
2. What has been going well for the students and what are some of the barriers/challenges students are facing when entering CEGEP?
3. What could we recommend to students starting their 1st semester at CEGEP?
4. What practical solutions for teachers can be shared to alleviate some of the problems identified?
5. What can we do to support ourselves and each other while also helping our students?

Panel composition*:

- Marlene Grossman (Psychology)
- Kimberlee Desormeaux (Sociology)
- Marya Grant (Student Life)
- Elizabeth Kafenzakis (TASC)
- Kim Muncey (TASC)

*with a special statement by Sarah Mughal, MPH



Sarah Mughal, MPH, is a public health professional with particular expertise in mental health promotion, community engagement, and advancing health equity. Sarah currently works as Managing Partner with the **Cawley Group**, supporting post secondary institutions to develop mental health promoting strategies to support the health and wellbeing of all students. Previously, Sarah has worked for Kids Help Phone as the Director of Service Innovation, sat on the Mental Health Commission of Canada's technical committee developing the National Standard for the Mental Health and Well-Being of Post-Secondary students, and has broadly spent the past decade in mental health advocacy, student engagement, and suicide prevention both nationally and internationally. In addition to these roles, she's currently pursuing a PhD in Psychiatry at McGill University.

Block A

11:00 - 12:15

1. Solidarity IN and BEYOND the classroom (*online session*)

Natalie Gibb (she/her) & Jessica Langston (she/her)



Post-secondary institutions in Canada continue to centre European knowledge and pedagogical approaches, leaving the diverse knowledge of Black, Indigenous, and other racialized communities on the margins. The fact that such Eurocentric curricula contribute to a sense of isolation, shame, and disconnect for many BIPOC students is well established. What is less obvious – especially for teachers who were themselves educated in a Eurocentric system – is how to do things differently. This workshop will help participants to think through the best ways to build an anti-racist community of practice that is inter-generational, inter-institutional, and inter-community. Facilitators will support participants in building their own anti-racist communities of practice – involving teachers, students, and community members. The goal is to help participants connect with the people and resources they need to develop anti-racist curricula for their local context.

Room A-316 has been reserved in case participants need dedicated space.

2. An Indigenous Worldview in Teaching and Learning (Room A-320)

Elizabeth Diane Labelle

Indigenous peoples are the original inhabitants of Turtle Island, whose survival over twenty plus centuries is a testimony to very resilient societies. Logic would lead us to believe that teaching about their ways of being and living and their systems of knowledge should be considered important. Yet, at a post-secondary level, teachers and administrators continue to promote the one Worldview. This session focuses on presenting an Indigenous Worldview as an effective way to teaching and learning for all students.

3. Developing Scientific Competency in Science Labs (Room A-401)

Karl Laroche (Biology) and Nicholas Park (Physics): SALTISE Fellows

Focus: Science teachers

Teachers will consider what specific Science competencies are being targeted in their labs and how this resonates with other lab curricula throughout the program. The goal is to conceptualize a framework for developing a coherent progression of scientific research and reporting competency as to create a quality path of progression for Science students from high school to University studies.



Block A

11:00 - 12:15



4. Mindfulness Meditation in Everyday Life (Room A-548)

Estelle Lamothe (she/her)

This will be an introduction to mindfulness meditation as a tool to staying in the present moment. I would like workshop participants to experience its effectiveness with a guided body scan meditation. I would also share tools I use to propose practical techniques to my students for focusing their attention to the present moment (highly effective at the beginning of exams). These only take a few minutes in class and seem to have been much appreciated by my students.

5. What's In a Name? Situating Justice, Equity, Diversity, and Inclusion (and beyond) at Vanier (Room C-418)

Karina Leonard (she/her) & Anuska Martins (she/her)



For this guided discussion session, we seek to bring motivated individuals and key influencers in the College Community together to engage in conversations about what EDI (Equity, Diversity, and Inclusion) and anti-oppression efforts do, and could, look like at Vanier. Through small and larger group discussion exercises, we will explore the ways in which use and placement of language affects the paradigm through which we enter this work, reflect on the influence of positionality, and examine how our shared work amongst staff can inform our approaches towards cultivating belonging in the classroom. We will conclude by brainstorming actions that can be taken on individual, interpersonal, and systemic levels, and hope to be able to continue to build on this work with interested parties. **Participants have the option to register for an in-person session in the morning or an afternoon session online.** We hope to collectively nurture a caring space for this exchange. Feel free to reach out to the facilitators with any questions or concerns leading up to this session.

6. Learning How to Foster Well-Being in the Classroom for All (*online session*)

Julie Hanck (she/her) & Geneviève Raymond-Parent (she/her)

Come join us and together we can explore how to prioritize not only students' well-being but also our very own. Research has demonstrated time and again the positive relationship between well-being and learning outcomes, although it remains at times difficult to implement in a classroom setting. Join us so we can share ideas on how to do this effectively!

Room D-244 has been reserved in case participants need dedicated space.



Block B

1:15 - 2:30



1. Understanding Diversity in the Classroom : Gender, Sex, and Sexual Orientation (Room A-316)

Marie-Édith Vigneau (she/her)

Do you feel like everything's changing really fast and that you can't keep up when it comes to gender and sexual diversity? Do you sometimes feel like you're walking on eggshells around queer students? Are you wondering how to make your classroom more welcoming to 2SLGBTIA+ students, which acronym you should use or if "queer" is an insult? This workshop might be the right one for you!

This session will help you:

- Familiarize yourself with the realities related to sex, gender, and sexual orientation;
- Know what to say and what not to say;
- Have access to more tools to promote the well-being of the entire community, staff, and students;
- Better understand the legal changes;
- Have answers to your questions on the subject (or have access to documentation for this purpose).

The workshop is hosted by Marie-Édith Vigneau, B.A. sexology, M.Sc. social work, a queer, Acadian lesbian. Marie-Édith is a LGBTQ+ rights advocate, crisis support counsellor and training facilitator. She has worked with AlterHéros, a queer community organization, the Coalition of LGBTQ+ Youth Groups, the Canada Research Chair on Transgender Children and their Families, and, since 2019, the Fédération des cégeps.

2. What's In a Name? Situating Justice, Equity, Diversity, and Inclusion (and beyond) at Vanier (online session - see Block A for full description)

Karina Leonard (she/her) & Anuska Martins (she/her)

Room C-418 has been reserved in case participants need dedicated space.

3. Not Disabled, Just Differently-Abled – How to Ensure That ALL of Your Students Are Thriving in Your Class! (Room A-401)

Dr. Catherine S. Fichten (she/her/hers), Alice Havel (she/her/hers), & Giso Iravani-Manesh (she/her/hers)

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 an accommodation letter. No need to panic! There are some easy things you can do to ensure that all your students, including those with diagnosed disabilities, can actively participate in your class, learn the course material, and thrive. Our presentation is based on best practices, learned from over a decade of research on college teachers and students with and without disabilities. We will discuss how to ensure that documents are accessible to students who have poor vision or hearing loss, as well as students with learning disabilities, mental health challenges, and other functional limitations.

In terms of technology, we will focus primarily on Google, Microsoft apps, Team, Zoom, and PDF documents. A live demonstration with step-by-step instructions will be presented. As well, you'll be able to download a copy of the presentation, which includes screenshots of everything we will be showing you live.

Block B

1:15 - 2:30

4. Play Pretend in the Garden: How to Incorporate the Vanier Gardens and Experiential Learning in Your Classroom (Vanier Gardens or Room A-548 in case of inclement weather)

Mark Reynolds (he) & Rosemarie Brodeur (she)

Come and experience what it is to be a history student in the Gardens! In this workshop, come discover what the Gardens have to offer pedagogically to support teachers in their efforts to include more experiential and outdoor learning in their classes. The Gardens Technician, Mark Reynolds, and History teacher and Gardens co-coordinator, Rosemarie Brodeur, invite you to come learn about the Columbian Exchange through an interactive activity in the Gardens. The goal is for you to experience the activity in the role of a student and become inspired to find a way to develop a similar activity for your own class.

5. Passion Project Pedagogy: Unleashing Students' Passions to Lead the 21st Century (Room A-320)

Avery Rueb (he/him) & Julie Gagné

The Passion Pedagogy is a project-based learning approach where students have agency to choose real-world problems they want to solve for a grade. By selecting and directing their work, students' motivation is heightened and learning is deepened for projects including sustainability, technology, arts, sports, and volunteering. Last winter term, Avery Rueb (Vanier College) ran the complementary course, "Running Your Own Passion Projects". 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." Now he is integrating the passion pedagogy into French courses with two colleagues. In this workshop, you'll learn best practices for giving your students more voice and choice in your classes to run their own for-credit passion projects. These best practices include gamification such as the alternate-reality Plastic Island game we have developed to help students with their first passion project. We have also organized a working group of over 30 teachers from 5 different CEGEPs so there are many collaboration opportunities. With the Passion Project Pedagogy, you can help unleash students' passions to become leaders in the 21st century.

6. Demystifying Open Educational Resources in Higher Education (Room D-244)

Dr. Rachel Harris (she/her/elle)

Open access (OA) takes several forms, including open educational resources (OER), such as open textbooks. Increasingly promoted by higher education institutions in the United States, Canada, Quebec, and Montreal, including Vanier College's neighbours, what are OER practically speaking? Scholarly Publishing Librarian Dr. Rachel Harris took on the OER portfolio at Concordia University in the Fall of 2021, bringing the pre-pandemic pilot project into a service area offered to the university community from the Library. Aiming to demystify OER from her librarian's vantage point under Concordia's roof, Harris will discuss:

- 1) Problems with commercial textbooks during the pandemic.
- 2) Concordia's OER grant program for open textbooks.
- 3) Examples of OER in use at Concordia.
- 4) Questions of quality in the publishing process.



As OER may be of interest within the CEGEPs, Harris encourages participants to bring their questions, pedagogical viewpoints, and thoughts on the textbooks and other educational resources used in class. There will be time for questions and discussion.

Wrap-Up Activity:
Student Success Working Group (F-500)
2:30-4:00

Join the Student Success Working Group (SSWG) as we explore transition to College, digital competency and SPLI. The open format will facilitate discussion about our mission alongside your teaching and learning experiences in an effort to crystalize reflections on our collective Ped Day experiences.

Stephen Cohen (Physics)

Marianne Lynch (English)

Caroline Chwojka (Humanities)

Dayna Morrow (Special Care Counseling)

Colleen Ayoup (Communications: Media, Studio Arts)

Toby Moneit (Business Administration/Commerce)

David Hoida (Pedagogical Support & Innovation)

Caroline Fodor (Learning Commons)

