

Synergistic Expertise  
Supporting  
Pedagogical  
Development and  
Innovation

Presented by:

The Pedagogical Development  
and Innovation Team



# Agenda

## Introductions

---

- Team members
- Roles

## Collaborative Model

---

- Previous model
- Current model

## Projects and Initiatives

---

- Descriptions
- Collaborations

## Lessons Learned

---

- Benefits
- Challenges
- Questions?

# The Team

Andrea Cooperberg  
Amanda Argento

Pedagogical Development  
and Innovation Specialists

Chantal Turgeon  
Susan Regan

Program Revision  
Specialists

Teresa Hackett

Research and Innovation  
Officer

Douglas Brown

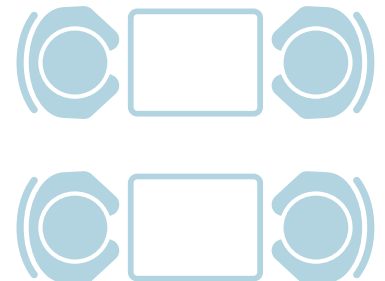
Dean of Pedagogical  
Development and Innovation

Nathalie Prévost  
Constance Crossland

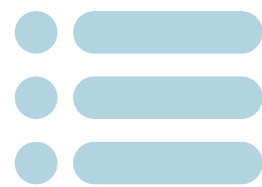
Program Assessment  
Specialists

# Previous Model

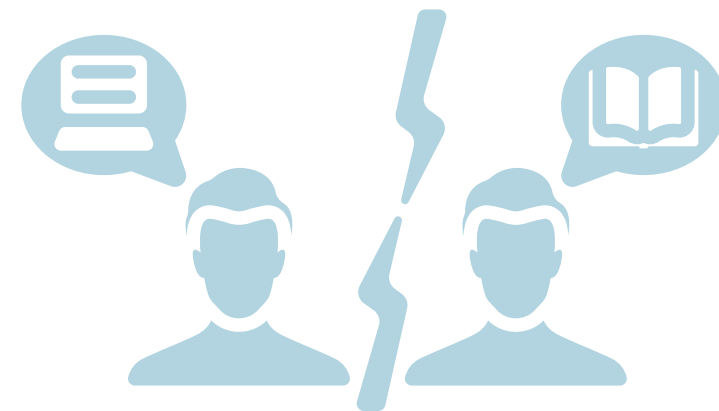
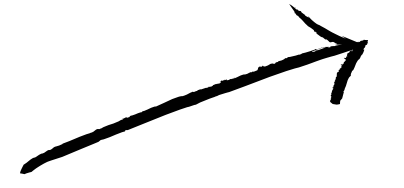
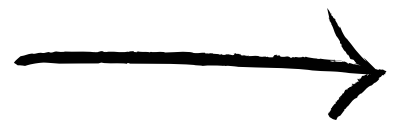
Different organizational structure:



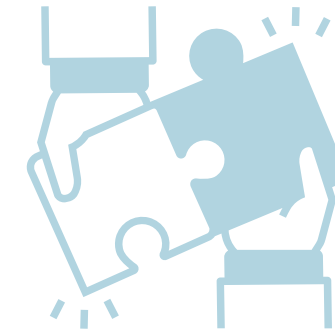
Reporting to different supervisors



Siloed roles and responsibilities



General lack of awareness of expertise and roles



Fewer opportunities for collaboration and sharing of expertise

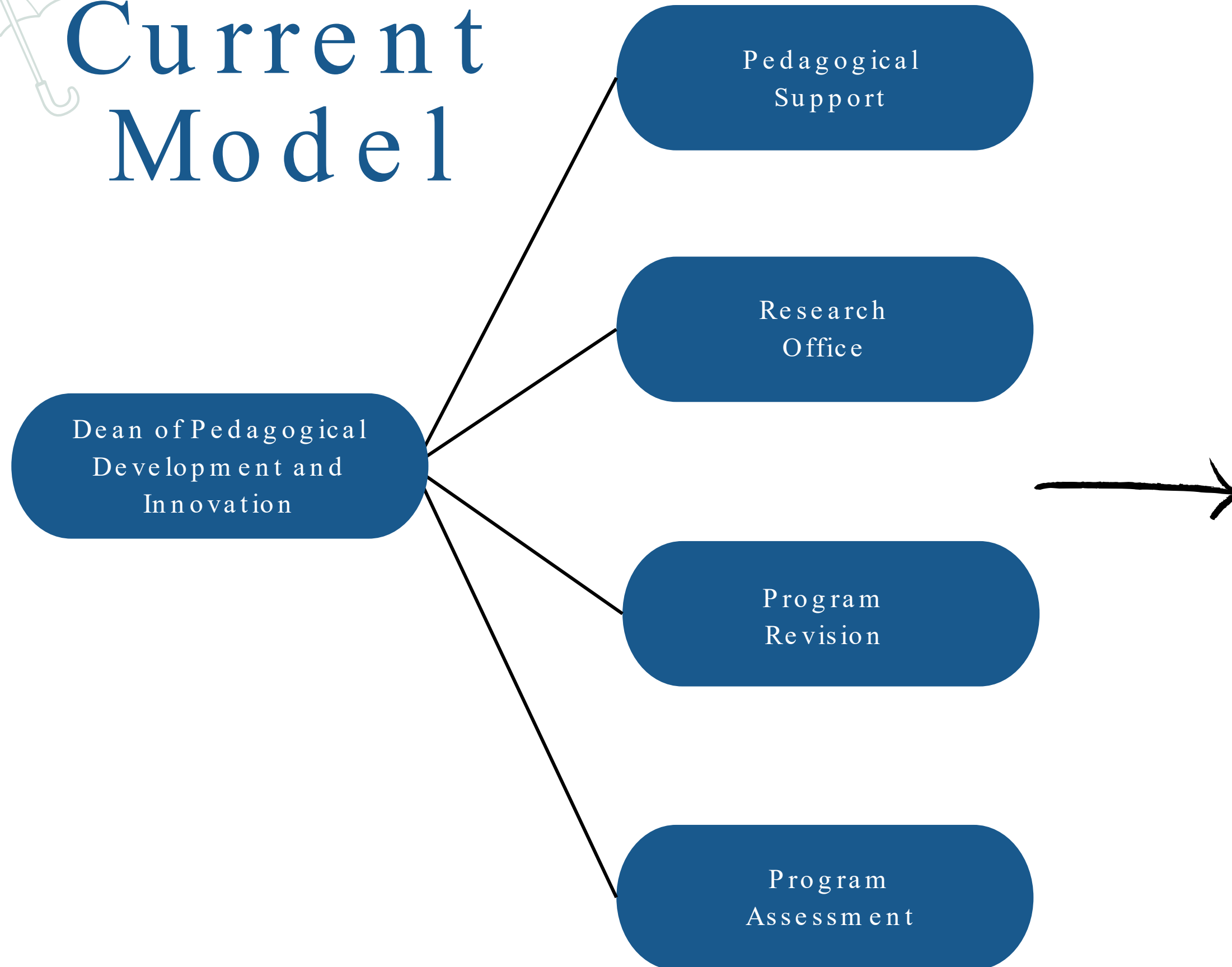


Less awareness of Pedagogical Counsellors' overlapping roles





# Current Model



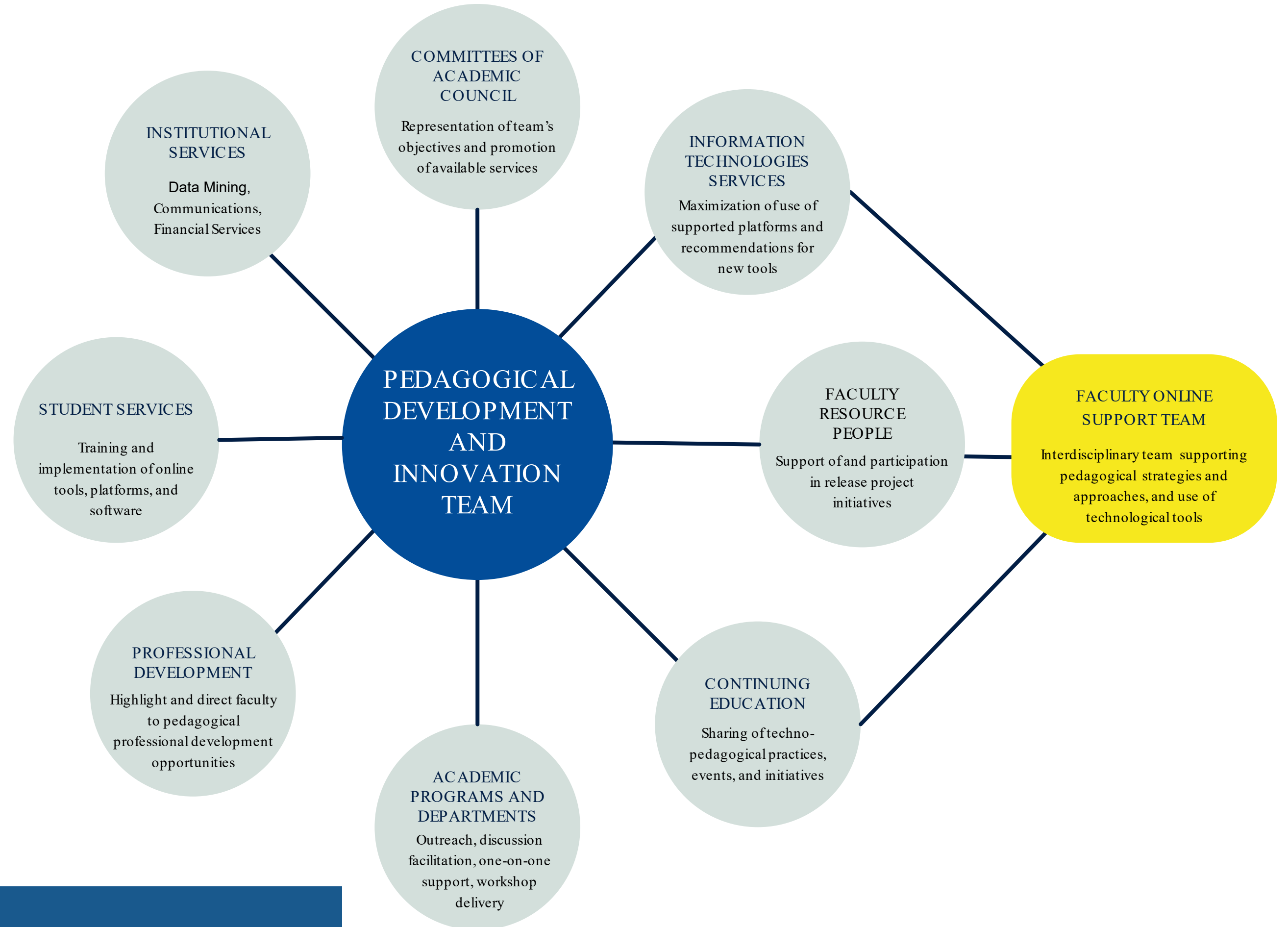
## Benefits

- Increased awareness of expertise and roles
- Regular collaboration and sharing of expertise
- Enhanced coordination of support for teachers, staff, and students

# EXTERNAL COLLABORATORS



# INTERNAL COLLABORATORS

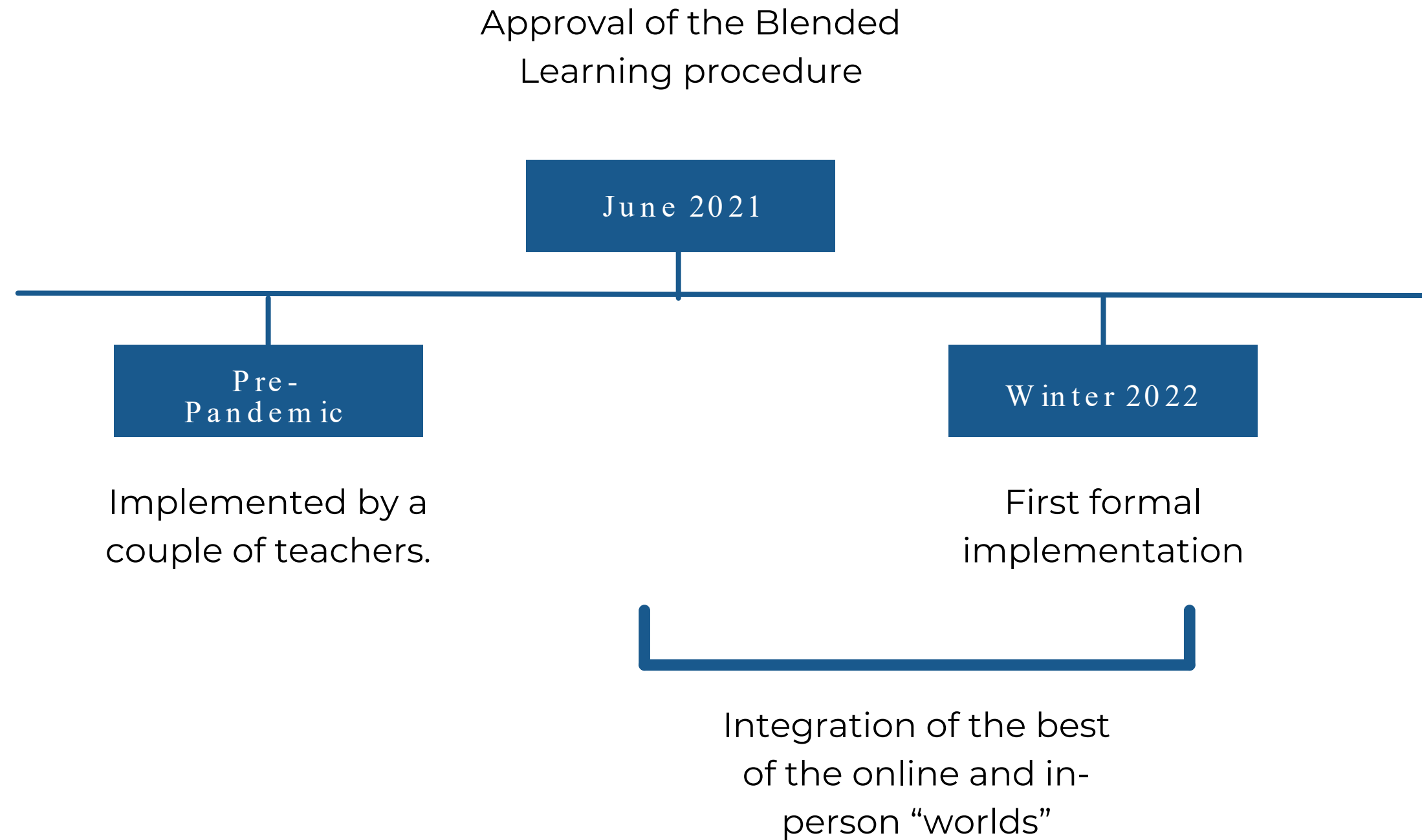




# Projects: Blended Learning

## Definition:

Blended learning involves a percentage of technology-mediated asynchronous lectures, labs and/or other activities and a percentage of in-person on campus lectures



# Blended Learning (Cont.)

## Collaborations:

- Dean of Pedagogical Development and Innovation & Pedagogical Development and Innovation Specialist
  - Feedback on the BL procedure
  - Defining and supporting role of the teachers, strategies for asynchronous activities
  - Communities of practice to support teachers
  - Survey feedback and interpretation
  - Sessions, workshops, and conference presentations
- Research Officer
  - Applications for research grants (e.g., ECQ grant)
  - Support for data collection process
  - Assist in knowledge dissemination (e.g., AQPC)





# FoST (Faculty online Support Team)

Multi-disciplinary task force

Mission: To provide teachers with pedagogical support, training and techniques to teach and learn successfully in face-to-face, online, blended and comodal formats

Collaborations

## Pedagogical Counsellors

- Prepared the college to teach remotely during the pandemic
- Initiated FoST Microsoft team

## Dean of Pedagogical Development and Innovation

- Liaison with programs, staff, teachers, committees, and groups (ITS, PUNT Committee)
- Discuss different departments' needs

## Pedagogical Development and Innovation Specialist

- Support teachers (drop-ins, meetings, events)
- Announce activities from different institutions
- Work closely with teachers (Faculty Release Person)

## Research and Innovation Officer

- Support available research opportunities
- Deliver information sessions
- Participate and present in our bi-annual research sharing events

# Early Career Teacher Support

Support new teachers at the College (<3 years) through a community of practice, live workshops and drop-ins, and the development of asynchronous resources.

## Collaborations:

- Dean of Pedagogical Development and Innovation
  - Administrative support for various initiatives
  - Supports collaboration with Human Resources and other Program Deans
- Pedagogical Support and Innovation Specialists
  - Workshop facilitation, material creation, individual meetings
  - Teaching and ed. tech support
- Research and Innovation Officer
  - Promote research and funding opportunities possible for new faculty
- Program Revision Specialist
  - Discuss program approach and aspects of revision
- Program Assessment Specialist
  - Data and reports generated to inform approach and determine priorities



# Artificial Intelligence

Goal: Support student, faculty, and staff's educated and informed use of artificial intelligence in relevant contexts

Collaborations

## Pedagogical Development and Innovation Specialists

- Development of support materials
- Facilitate workshops and discussions for faculty and staff
- Evaluation of AI-related tools
- Coordinate with external institutions and initiatives

## Dean of Pedagogical Development and Innovation

- Liaison with programs, staff, teachers and committees groups (ITS, PUNT Committee)
- Discuss different department's needs

## Revision Specialist

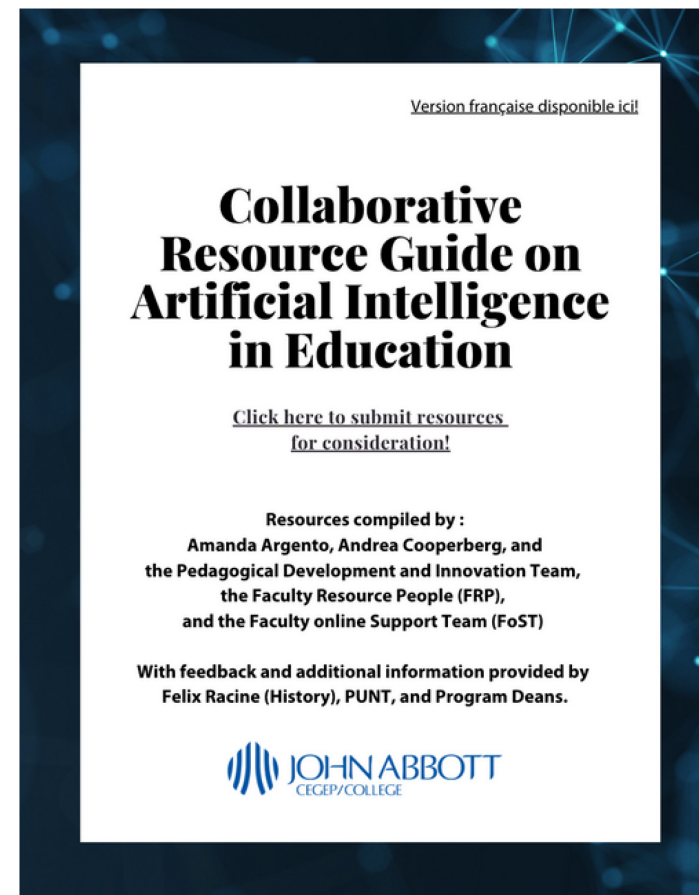
- Discussions of digital competencies and impact of AI in different programs/disciplines at the College

## Research and Innovation Officer

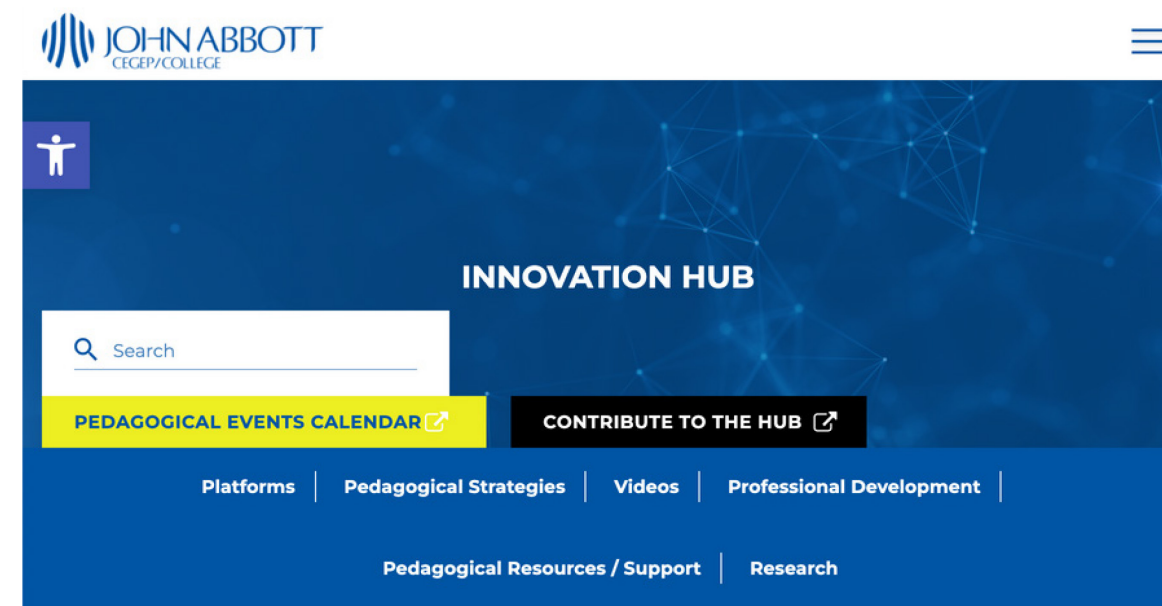
- Liaison with our CCTTs (e.g., Jacobb)
- Support submission of grant applications and research projects related to AI
- Facilitate AI-themed events, demonstrations, discussions
- Create an agile process due to team structure and knowledge of go-to experts



# Sample Materials Collaboratively Created



AI Resource  
Guide



LEADING INNOVATION AND CREATIVE PRACTICES AT JOHN  
ABBOTT COLLEGE

Innovation HUB  
(Re-Launch Coming Soon)



## FACULTY WELCOME GUIDE

Early Career Teacher Support  
Pedagogical Development and Innovation Team  
pedagogyandinnovation@johnabbott.qc.ca

Faculty Welcome  
Guide



# Remote & Regional Internships in Health and Social Services Program


2019-2020 Dialogue McGill-funded Research Projects related to English-language Cegeps' Health & Social Services Programs:

- Analyzed factors in the retention of graduates in Quebec and its various regions
- Explored the feasibility of remote and non-Montreal area Internships to enhance English-language health & social services and encourage graduates to work in Quebec's regions.

# Reports

**Bibliography on English-speaking Quebec**  
by Brendan O'Donnell

[Bibliography](#) [About](#) [Virtual Exhibit](#) [Contact](#) [FR](#)

Your current search terms  [Return to list of search results](#)

All fields

Crossland [Clear all search terms](#)

**This resource is classified under**

Subject  
Education

Type of resource [Report](#)

Authors/collaborators [Crossland, Constance](#) (Author)  
[Brown, Douglas](#) (Author)

Title [Factors in the Regional Retention of Graduates from Health and Social Services Program : Results of the 2019 and 2020 Surveys of Health and Social Services Career Program Students at English Colleges in Quebec](#)

## HEALTH AND SOCIAL SERVICES PROGRAMS REGIONAL INTERNSHIP STUDY

*The Potential and Feasibility of Regional Internships in English-Language CEGEPs' Health and Social Services Programs*



Factors in the Regional Retention of Graduates from Health and Social Services Program



Health and Social Services Programs Regional Internship Study

# ● ● ● Considerations Regarding Internships in Regions Other than Montreal

- Importance of active partnerships between English-language Cegeps and regional institutions, organizations, communities (Place aux jeunes en région, hospitals, high schools, community organizations)
  - Recruitment and Identification of students from regions into Cegep programs important for sustainable relationships between regional communities and English-language colleges
  - Need for French-language preparation for some students
  - The COVID pandemic dramatically interrupted the development of remote and regional internships, but also dramatically expanded the capacity of Cegeps to support internships at a distance through technology.
  - Funding must be obtained to offset costs of distant internships, including costs to the Cegeps, external institutions, and students (travel and room and board)
  - Multi-dimensional benefits for students, Cegep programs, regional communities and institutions, and Quebec
-





## Example of a Successful Regional Internship Program and Collaboration

- (2) 60 N students relocated to Gaspésie for 7-week period
- Completed clinical rotations at Maria Hospital
- Attended courses comodally



### Feedback

- Comodal experience was positive
- Great exposure to different areas at the hospital
- Great adaptation and adjustment
- English speaking workers = Benefit to regional institution and community





# Program Revision

- Recently created role for Pedagogical Counsellors at John Abbott College
  - Small sub-team (2 members)
- Work collaboratively with faculty to revise both pre-university and career programs
- Revision categories:
  - Ministry-driven (high priority)
  - College-driven (resulting from evaluations, feedback, data)
  - Prompted by Bill 96/Law 14 (currently preparing for phase 2 of the implementation)

# Program Revision (Cont.)

Advantages of having dedicated Pedagogical Counsellors in this role:

- Focus on process, not content
- Keep revisions on track, using project management tools
- Overview of all program revisions
- Neutrality and transparency

Vision moving forward...

- Increased collaboration with Pedagogical Support
- Focus on course development triggered by revision



# Research and Innovation

Mission: Support and develop Research/Innovation initiatives

- Promote funding opportunities and collaborations
- Engage JAC community
- Encourage Innovative 'eye'
- Develop proposals
- Guide through process

Includes

- Applied research
- Pedagogical research
- Pedagogical innovation
- Work-integrated learning
- Student research internships
- Fundamental research
- Equipment and Infrastructure





# Research and Innovation (Cont.)

## Supporting internal infrastructure

- Research Ethics Board
- Innovation, Research, and Development Committee
- Program Deans' Office, Offices of Academic Dean and Director General
- Financial Services
- Information Technology Services
- Centre Collégial de Transfert de Technologie (JACOBBO, CERASP, OPTTECH)
- Colleagues in Pedagogical Development and Innovation Team
  - AI toolkits, initiatives and knowledge dissemination
  - Blending learning, micro-assessments, community-based learning, etc.





# Research and Innovation (Cont.)

## External Resources

- Guided and governed by policies/plans
- TCPS2 (Research Ethics)
- Tri-Agencies Research Data Management
- Tri-Agencies Guide/Action plan on EDI
- Plan de transformation numérique en Enseignement supérieur

## External Funding

Ever-changing suite of funding programs

- NSERC
- SSHRC
- MES
- ECQ
- CFI
- PAREA
- PIA
- FRQ
- Etc.



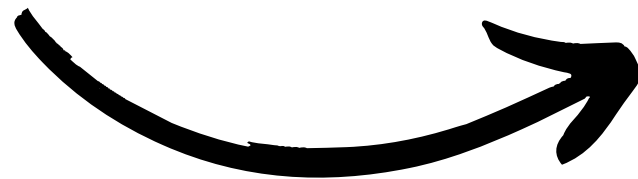
# Lessons Learned

- Unifying purpose: student success
  - Different ways and expertise to get there
  - Ongoing mechanism to be aware of local expertise and leverage those skills
    - Intake of new expertise
    - Referral process
  - Same goes with working with teachers
- Continuous improvement

# Questions?



Scan to access our  
presentation slides



 Contact us

[pedagogyandinnovation@johnabbott.qc.ca](mailto:pedagogyandinnovation@johnabbott.qc.ca)

[doug.brown@johnabbott.qc.ca](mailto:doug.brown@johnabbott.qc.ca)

[andrea.cooperberg@johnabbott.qc.ca](mailto:andrea.cooperberg@johnabbott.qc.ca)

[amanda.argento@johnabbott.qc.ca](mailto:amanda.argento@johnabbott.qc.ca)

[chantal.turgeon@johnabbott.qc.ca](mailto:chantal.turgeon@johnabbott.qc.ca)

[teresa.hackett@johnabbott.qc.ca](mailto:teresa.hackett@johnabbott.qc.ca)