Citoyenneté 3.0 : L’aventure technopédagogique en milieu franco-ontarien

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Globe and Mail Centre

Session Abstracts

Citoyenneté 3.0 : L’aventure technopédagogique en milieu franco-ontarien is made possible with funding by the Ministry of Colleges and Universities.
Panel discussion: Comment les recherches et regards croisés sur l’aventure technopédagogique autour des répertoires de connaissances en éducation ouverte remodèlent les pratiques éco-responsables des enseignant.es de français au sein de la francophonie plurielle.

During this panel discussion, the speakers will share their analysis on the research protocols to be developed in order to better engage French teachers and educators (FLS, FLM, and FLA) in a reflective practice regarding systemic changes that impact their praxis and practices. Specifically, panelists will address issues related to tensions observed in educational professional practices, simultaneously disrupted by digital technology and optimized by new networks and spaces for freely accessible knowledge and information (Repositories of OER and open-access publications) from kindergarten to post-secondary education.

Session participants will be invited to reflect on pedagogical initiatives and studies that would empower those involved in ‘Research-Training-Field’ projects, aiming to conceptualize educational resources and research instruments that would encourage citizen-centric and eco-responsible educational professional practices.

These discussions will envision inspiring open pedagogy and education practices to model for students, future educators, and current teachers, as well as research opportunities for young researchers working in the field of teaching French in minority settings in Ontario, Canada, and in diverse Francophone communities.

Presented by:

- **Hélène Armand**, Teacher-Researcher at INSPÉ, Aix-Marseille University, Member of the ADEF laboratory (Apprenticeships, Didactics, Evaluation, Training), Partner at Ampiric, DéFI Project  [https://beta.ampiric.fr/project/91](https://beta.ampiric.fr/project/91)
- **Sarah Coysh**, Associate Dean, Engagement and Digital Strategy (Associate Librarian), York University
- **Martha McLearly**, Support for Multilingual Learners and French as a Second Language, Bluewater District School Board
- **Ginette Roberge**, Director, School of Education, Faculty of Education and Health, Laurentian University
- **Dominique Scheffel-Dunand**, Director of Graduate Programs in Francophone Studies, York University & Co-Lead, Camerise FLS Portal at York University, Associate Professor, French Studies, LAPS, York University

Moderator

- **Mary Laurin**, Doctoral candidate, Francophone studies, York University, Glendon College; Associate General Counsel at AIG Canada B.A., LL.B., B.C.L., M.A.
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11:00 am – 11:30 am | Yoho

Formal presentation: Pour une approche raisonnée des outils d’IA

Artificial intelligence (AI) tools are advancing rapidly – a situation that poses challenges for both teachers and students. It’s ineffective to prohibit the use of AI tools, but it’s also not productive to let them operate without restraint. These tools offer potential benefits, but there are also pitfalls to avoid. In short, the situation calls for a reasoned approach to AI tools.

This presentation provides a brief explanation of how data-based AI tools work (e.g., tools based on large language models like ChatGPT), followed by some guidance on training users who can critically assess and exercise judgment regarding the use of AI tools. Some points to consider include reliability, transparency, confidentiality, data bias, and wording (i.e., the formulation of queries).

Presented by:
- Lynne Bowker, School of translation and interpretation, University of Ottawa

11:30 am – 12:00 pm | Yoho

Formal presentation: Jeu sérieux : un outil ludique pour une éducation innovante

The presentation will address four important questions related to serious gaming as a pedagogical strategy. Including:
1. What is a serious game and what distinguishes it from a traditional online training module?
2. In which fields can serious gaming be used, and what essential skills can it develop in learners?
3. How can serious gaming aid in the understanding and application of subjects, ranging from simple to complex?
4. What are the steps to develop a serious game and what technologies are used?

These elements will be addressed using concrete examples from various fields, designed for specific target audiences and with distinct learning contexts and objectives. Ultimately, the presentation will highlight the importance of having fun while learning!

Presented by:
- Christina Berkers, Edu-Design
Interactive creation lab: 1 heure, 1 REL : labo collaboratif de création de ressource éducative libre

The session « 1 heure, 1 REL : labo collaboratif de création de ressource éducative libre » will offer a unique collaborative experience. Its main objective will be to explore the integration of artificial intelligence technologies and other emerging technologies in the field of teaching and education by creating a resource co-created by the participants.

Participants will have the opportunity to share tips, advice, and activities related to the subject, fostering a rich and diverse exchange of ideas. Whether in groups or individually, each participant will contribute by writing a paragraph or a short section, adding their unique teaching perspective to this collaborative resource.

Before diving into the creation process, the session will begin with a detailed presentation of a step-by-step guide for creating OER. This guide will include brainstorming techniques, a planning template, advice for selecting the format and topic, and finally, guidelines for content writing. An exceptional opportunity for collaborative learning, this session promises to inspire and equip participants to successfully tackle the challenges of integrating new technologies into the field of education.

Presented by:
• Alyssa Conlon & Cécile Figuiere, Digital Learning Associates, eCampusOntario

Interactive session: Développer les compétences collectives de vos apprenant.es dans un contexte d'apprentissage en ligne ou hybride en ligne

The beginning of the 21st century is characterized by rapid developments in information and communication technologies in society, as well as manufacturing techniques in the world of work. These developments give rise to the fourth industrial revolution and underscore the importance of transversal skills, particularly the need within the professional world for teams that communicate, adapt, and collaborate in complex and dynamic environments.

The exponential development of generative artificial intelligences, even though they promise to enhance our individual skills in facing the complexity of situations and the challenges we encounter, does not replace the need to develop our collective skills alongside our individual competencies. Can an individual skill truly be exercised without being connected to a collective skill? (Le Boterf, 2018).

Professional social networks are increasingly prevalent, and the recent global health crisis has increased online collaboration. The need to create online interaction dynamics to establish social presence and closeness among participants, regardless of the geographical distance that separates them, is among the challenges faced by academic and professional realms.

With a perspective on integrating learning into the world of work (AIT), this presentation will offer suggestions for pedagogical uses of management and organizational technology approaches and tools in the world of work within the pedagogical planning of higher education courses. These approaches aim to foster the development of collective skills and social interactions.

Presented by:
• Olivier Alfieri, Part-time lecturer, Technopedagogical facilitator & technological project manager at UdeH
Formal presentation: Combler le fossé entre la recherche et la pratique en FLS par l’éducation ouverte : une voie à explorer?

Camerise is a hub for FSL, co-led by two professors from York University. It’s a repository of OER and a community of practice focused on teachers at K-12 levels, inviting all community stakeholders to collaborate. The challenge of bridging the gap between research and practice in FSL is one of our most pressing issues, as it is in all applied scientific fields. A quick look at specialized journal publications, such as Research Into Practice (T&F), is enough to confirm this.

Contributing to this gap, according to our discussion groups: communication issues, a perceived lack of credibility, and misalignment in pursued objectives. This presentation will explore ways to encourage dialogue between these two solitudes. We’ve identified materials and media at the intersection of research and practice (podcasts, blogs, etc.), around which this cross-sector dialogue could commence. To assist in creating these resources, by and for both audiences, we’ve developed guides. For instance, Camerise offers researchers and teachers a template for a ‘research-inspired lesson plan’ to bring an idea directly from research into the classroom

Presented by:
• Muriel Péguret, Glendon College, York University & Co-Lead of the Camerise project
• Liam Bekirsky, Doctoral candidate, University of Oxford
• Leanne Eyre, Student at Glendon College

Formal presentation: Pratiques éducatives ouvertes au postsecondaire en milieu minoritaire francophone : favoriser la vitalité linguistique via le numérique

There’s increasing talk about the potential of Open Educational Resources (OER) to reduce barriers to education. But despite this enthusiasm, few open resources are available in French, and even fewer are created or adapted by and for post-secondary educators and students in Canada’s minority Francophone linguistic communities. Considering that open education and OER aim to provide access to educational resources, the opportunity to modify them, and democratize the creation and sharing of knowledge, we must delve into the challenges, as well as the possibilities, of open education for the empowerment of linguistic minorities through digital teaching and learning.

In this presentation, we’ll discuss the findings of an exploratory study on the adoption of Open Educational Practices (OEP) in post-secondary minority Francophone environments (Lachaîne, 2023). Participants will be invited to exchange their thoughts on the study’s results and share their own experiences. We’ll discuss the necessary digital technologies and skills for adopting OEP, as well as the potential of artificial intelligence in developing French-language OER that consider the unique contexts and cultures of our minority linguistic communities.

Presented by:
• Catherine Lachaîne, Doctoral student, Faculty of Education, University of Ottawa
### Interactive workshop: Comment animer, présenter et enseigner de façon interactive grâce aux technologies éducatives

Explore an engaging interactive workshop that highlights a range of simple tools to enhance your presentations and captivate your audience. As the director of an exclusively online educational institution, I’ll share my method for progressively and effectively incorporating engaging tools such as Genially, playful platforms like Kahoot and Wooclap, as well as collaborative tools like Padlet, Kumospace, and Jamboard/Miro, into creating interactive learning experiences and meetings.

**Presented by:**
- Isabelle Chartrand-Dubois, Director of CAVLFO

### Formal presentation: Le projet INNOVA

Thanks to funding from Canadian Heritage and the University of Ottawa confirmed in 2021-2022, we will be opening a new space/technopedagogical laboratory in 2024 at the University of Ottawa: INNOVA, a futuristic space of 1,600 square meters dedicated to French language education in minority settings (kindergarten, elementary, secondary, and post-secondary education levels). INNOVA will serve as a space for creation, collaboration, training, and research to meet the needs of modern education. It will be open to the entire educational community as part of the continuum in education.

INNOVA will be equipped with the latest cutting-edge educational technologies (immersive learning, AR, VR, holographic systems, etc.) to allow teaching staff to familiarize themselves with these technologies, invite students, and experiment with innovative educational activities. INNOVA will also stimulate the development of supporting educational resources (pedagogical scenarios, etc.) that will be openly accessible (OER under CC licenses) and shared with the entire educational community. We want INNOVA to be a lively space open to the community, following an inclusive approach because we also aim to address the accessibility of digital learning resources and adaptive technologies.

**Presented by:**
- Hubert Lalande, Director, Pedagogical Innovation and Digital Learning & Teaching and Learning Support Service at the University of Ottawa

### Interactive workshop: Comment intégrer les technologies utilisant l'Intelligence artificielle pour améliorer l’expérience d’apprentissage

The Ontario Extend program allows you to discover new technologies to enhance the learning experience of your learners while reflecting on your teaching philosophy. To give you a taste of the program content, we will conduct a workshop during which we invite you to explore some technologies using generative artificial intelligence. We will concretely present some practical cases of using these technologies in specific teaching contexts. Lastly, we will assist you in generating some ideas for effectively using these technologies for teaching.

**Presented by:**
- Cyrièle Kiening & Marie-Claire Couperier, Digital learning associates, eCampusOntario