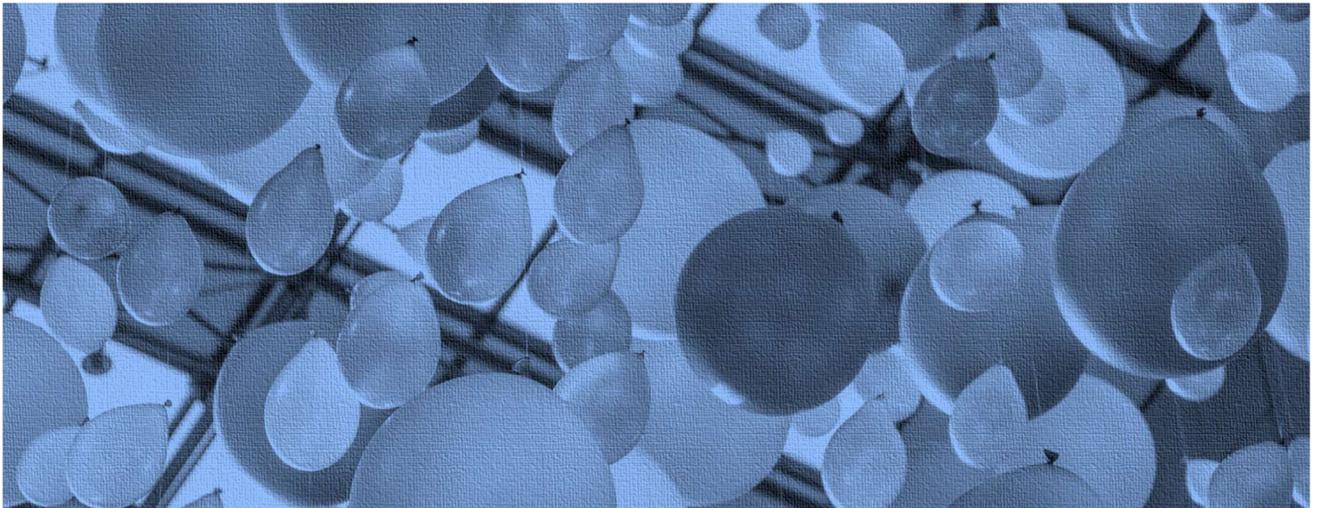


DAWSON
C O L L E G E

**ANNUAL RESEARCH
REPORT
2020-2021**



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Message from the Dean of Academic Development



We are excited to present, in this 2020-2021 Annual Research Report, the accomplishments of Dawson's Research Community. Dawson's strength lies in the faculty and staff's dedication and perseverance in educating our students, enriching our community, and engaging with our society, and is mirrored in their passions to pursue their research interests.

We are proud to acknowledge support from the Research Support Fund, which enables us to support a research environment that attracts talented teacher-researchers and facilitates partnerships and collaborations for research at the college.

To say that the past 18 months have been one filled with life-altering events, sudden shifts, and complete turmoil would be an understatement. Our entire world has been, it is safe to say, turned upside down. And yet, this did not detract our research community from their dedication to pursue and empower others with knowledge. In 2020-2021, fifteen Dawson researchers invested themselves in twenty-five research projects. We have had seven new grants. Collaborations between departments; partnerships between institutions in Quebec, Canada, and abroad; co-operations with local, provincial, and federal NGOs grew. This teamwork, emphasising innovation through knowledge-creation and mobilisation, only enriches us as we ford ahead into uncharted territory, shaping a more equitable, sustainable, and just society.

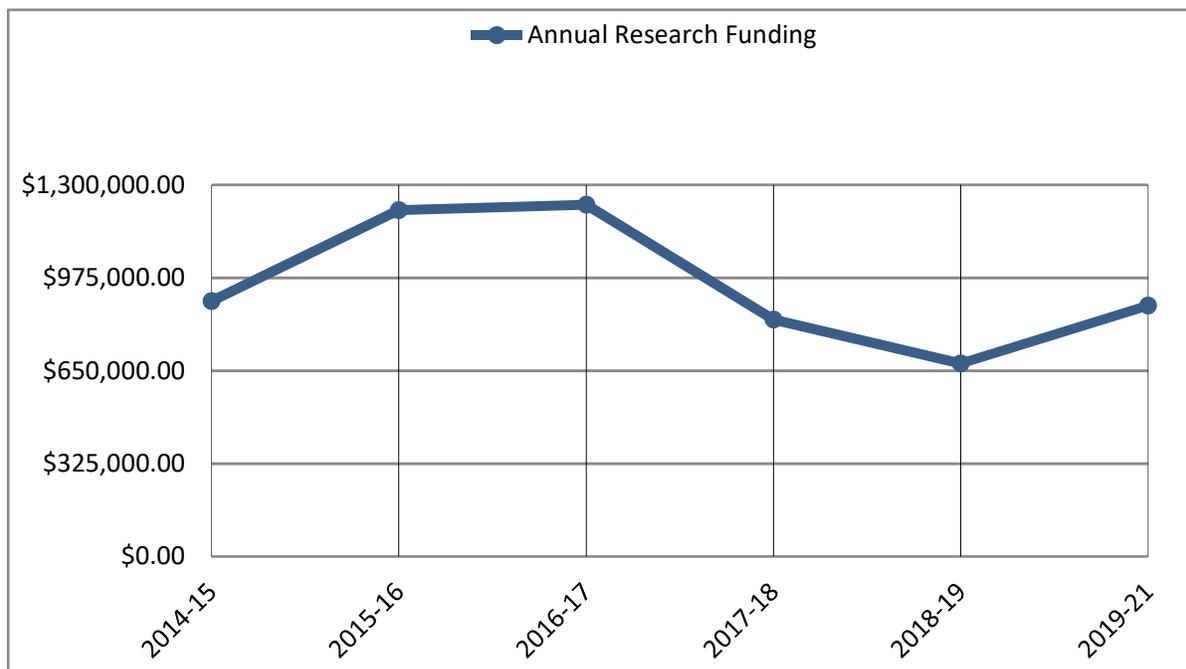
In this report, I invite you to explore these projects and initiatives that illustrates the remarkable creativity in which our researchers and teachers contribute to our society. Your dedication, passion, and vision to expand knowledge and promote scholarship and best practices is both felt and appreciated by your colleagues, your students, and by the whole Dawson community, and for that, we are grateful.

Catherine LeBel
Dean of Academic Development

Research Highlights

Despite the tumultuous past 18 months caused by the COVID-19 pandemic, which resulted in a re-distribution of funding, the Dawson research community were nonetheless active: publishing, presenting their research at conferences, collaborating with each other and with other institutions, and revising their research project in pandemic time and for a post-pandemic world.

Due to the administrative halt caused by the pandemic, the funding for 2019-2020 has been melded with 2020-2021, to better reflect the reality. In total, there were 25 grant-funded projects underway, supporting 15 researchers. The total funding, including release, was approximately \$878,150.



Research Support Fund

Dawson College acknowledges support from the Tri-Council Research Support Fund (RSF). The Research Support Fund assists Canadian postsecondary institutions with the expenses associated with managing the research funded by the three federal research-granting agencies. The Government of Canada allocates a portion of research grants from federal agencies received by researchers to their home institutions each year. RSF grant funds are used to offset salaries for the Research Office staff and professional development activities in research administration. These staff play a central role in identifying and advertising funding opportunities, ensuring grant applications are complete and admissible, tracking institutional and [Research Ethics Board \(REB\)](#) approval, ensuring compliant post-award administration, and internal benchmarking and report writing. The full public disclosure of funds statement for this year and previous years is available on the Dawson Research website: <https://www.dawsoncollege.qc.ca/research/research-support-fund/>

DAWSON RESEARCH ACTIVITIES
2020-2021

SOCIAL SCIENCE AND BUSINESS TECHNOLOGIES

GEOLOGY

CATHERINE PAPPAS-MAENZ

Catherine Pappas-Maenz developed and published “Sustainability Themes within the Geology Curriculum”. As Geology is essential to global development and securing a sustainable future. This awareness is already there for Earth Scientists. There are however, many gaps within science to seek some answers. A review of the UN sustainability goals and a summary of the relevance of the issues/goals covered in two courses, Physical Geology and Environmental Geology are examined in this analysis.

LINK:

https://www.researchgate.net/publication/337744665_Sustainability_Themes_within_the_Geology_Curriculum

POLITICAL SCIENCES

DÓNAL GILL

In 2020, Dónal Gill completed a PhD in Political Science at Concordia University and also published the following article, “Travel as Education: Gulliver the Traveller and the Potential Corruptions of Seeking Betterment Abroad”. <https://www.erudit.org/en/journals/lumen/2020-v39-lumen05289/1069411ar/>

MICHEL FOURNIER-SIMARD

Upcoming PhD Dissertation Defense in December 2021: “The Politics of AI: The Case of Canadian Policing”

PUBLICATION:

Michel Fournier-Simard (2020) “Who’s in? Restricting the community to enhance COP in the Dominican Republic”. *Policing and Society*, 30:10, 1191-1209, DOI: 10.1080/10439463.2019.1680671

AWARD:

Wolfe Chair in Scientific and Technological Literacy Fellowship, 2020-2021

PSYCHOLOGY

ANICK LEGAULT

- Radio interview on Mai 18, 2020: ici.radio-canada.ca/ohdio/premiere/emissions/bon-pied-bonne-heure/segments/entrevue/172305/adapter-enseignement-cellulaire-anick-legault

- Presentation: Legault, A., & Fichten, C., in collaboration with Jorgensen, M., Havel, A., Harvison, M., & Vo, C. (2020, November 19). Conception inclusive: rendre les cours en présentiel et en ligne accessibles à TOUS les étudiants, en situation de handicap ou non [Webinar]. Centre for the Study of Learning and Performance (CSLP). <https://business.facebook.com/watch/?v=676130873072967>
- Presentation: 36th California State University Northridge (CSUN) Assistive Technology Conference. First author of "The ADHD Coach That's in Your Smartphone". (March 6 to 14, 2021)
- Collaborator on PIA (Pole Montréalais d'enseignement supérieur en Intelligence Artificielle) grant (Comment les assistants virtuels et les applications pour téléphones intelligents fondés sur l'IA peuvent-ils aider les étudiants de niveau postsecondaire handicapés à réussir leurs études?)
- Co-author on publication: Natalina Martiniello, [Jennison V. Asuncion](#), [Catherine S. Fichten](#), [Mary Jorgensen](#), [Alice Havel](#), [Maegan Harvison](#), [Anick Legault](#), [Alex Lussier](#), [Christine Vo](#): *Artificial intelligence for students in postsecondary education: a world of opportunity*. *AI Matters* 6(3): 17-29 (2020).
- A faculty hub publications: <https://www.dawsoncollege.qc.ca/faculty-hub/wp-content/uploads/sites/182/From-Zoom-to-Stream-How-to-Upload-and-Caption-Your-Recorded-Zoom-Lecture.pdf>
- Resist Violence project (CoP): presentation on January 29, 2021: <https://www.dawsoncollege.qc.ca/faculty-hub/videos/the-resist-violence-pedagogical-approach/>
- Interview ProfWeb: <https://www.profweb.ca/en/publications/articles/video-tutorials-for-teachers-for-the-inclusive-use-of-smartphones>
- Fichten, C., Jorgensen, M., & Legault, A., in collaboration with Vo, C., Pickup, D., Martiniello, N., & Concordia's CSLP Systematic Review Team. (2021, April 7). Les applis basées sur l'IA sont-elles assez intelligentes pour les étudiants du post-secondaire [PowerPoint slides]. Adaptech Research Network. <https://adaptech.org/publications/les-applis-basees-sur-lia-sont-elles-assez-intelligentes-pour-les-etudiants-du-post-secondaire-powerpoint-slides/>
- Jorgensen, M., Legault, A., & Harvison, M. (2021). What post-secondary students can teach us about how technology can promote academic success [Coding manual]. Adaptech Research Network. <https://adaptech.org/publications/what-post-secondary-students-can-teach-us-about-how-technology-can-promote-academic-success-coding-manual/>
- Jorgensen, M., Harvison, M., & Legault, A. (2020). The truth: You are not the only one concerned about the impact of COVID-19 on academic performance [Coding manual]. Adaptech Research Network. https://adaptech.org/?post_type=publications&p=33682&preview=true
- Recipient of FRQSC - Enseignement et apprentissage dans l'enseignement supérieur à l'ère du COVID-19 : Une synthèse des connaissances: <http://www.frqsc.gouv.qc.ca/en/parteneriat/nos-projets-de-recherche/projet/enseignement-et-apprentissage-dans-l-enseignement-superieur-a-l-ere-du-covid-19-une-synthese-des-connaissances-xxjxtbh21610054854354>

CATHERINE FICHTEN

Catherine Fichten's research has three foci: postsecondary students with disabilities, the treatment of sexual disorders, and sleep and its disorders. For her research on students with disabilities, please see the section on the [Adapttech Research Network](#). Catherine's sleep research focuses on the following areas: insomnia, obstructive sleep apnea and primary care, metabolic syndrome and obstructive sleep apnea, definition and predictors of good and poor sleep quality, adherence to obstructive sleep apnea treatment, sleepiness and driving safety, and sleep and insomnia in first time mothers 2 and 6 months post-partum. The goal of her research is to examine referral of primary care patients for obstructive sleep apnea screening, to examine comorbidities of obstructive sleep apnea and insomnia, and to evaluate the long term consequences of treating obstructive sleep apnea. This work is expected to result in better diagnostic practices and more effective treatment of obstructive sleep apnea and its comorbidities.

FUNDING:

Ministère des Transports du Québec 2019-2021
Transports, Mobilité durable et Électrification des transports, Québec Programme d'aide financière du Fonds de la sécurité routière. L'apnée du sommeil et la conduite automobile: EEG, simulateur de conduite et micro-sommeils. (Awarded to Rizzo, D., Creti, L., Fichten, C., Bailes, S., & Libman, E. - \$172,655).

REFEREED PUBLICATIONS 2020-2021

2021 Rizzo, D., Libman, E., Baltzan, M., Fichten, C., Bailes, S. (2021). Impact of the COVID-19 pandemic on obstructive sleep apnea (OSA): Recommendations for symptom management. *Journal of Clinical Sleep Medicine*, 17(3), 429-434. <https://doi.org/10.5664/jcsm.8922>

REPORTS AND ABSTRACTS

2020 Bailes, S., Rizzo, D., Fichten, C. & Libman, E. (2020). Depression, anxiety and insomnia after 7 years of untreated Obstructive Sleep Apnea. In *CPA 2020 virtual series:*

Abstract book (p. 234). Canadian Psychological Association.

Involvement of students in research

- Dorrie Rizzo – Postdoctoral student, Université de Montréal (Ph.D. received in 2019)
- Maegan Harvison – undergraduate, Concordia University
- Mary Jorgensen – Master's student, Athabasca University

MEMBER OF THE EDITORIAL BOARD

- Behavioral Sleep Medicine

GRANTS JURY MEMBER

- Banting Postdoctoral Fellowship Competition (McGill)
- Social Sciences and Humanities Research Council

RESEARCH EVALUATION

- Scientific Committee of the CRIR-CIRRIIS Research Ethics Board
- Internal Scientific Peer Reviewer Lady Davis Research Institute

SYLVIA COX

Sylvia Cox is co-coordinator of Dawson Research in Neuroscience Group and together with H  l  ne Nadeau (Physics) responsible for the development and supervision of a wealth of student research projects (for a detailed description of activities, projects and student supervisions please see the section special initiatives of the Dawson Research in Neuroscience Group).

Sylvia's research focusses on behavioural and neurobiological risk factors of substance use disorders and comorbid conditions. In the past year she has also conducted research investigating determinants of mental wellbeing and coping during the COVID-19 pandemic.

PEER REVIEWED PUBLICATIONS (BOOK CHAPTERS AND SCIENTIFIC ARTICLES):

- Cox, S.M.L., Castellanos-Ryan, N., Parent, S., Benkelfat, C., Pihl, R.O., Vitaro, F., Boivin, M., Tremblay, R.E., Leyton, M., S  guin, J.R. (2021) Externalizing Risk Pathways for Adolescent Substance Use And its Developmental Onset: A Canadian Birth Cohort Study. *Canadian Journal of Psychiatry*. doi: 10.1177/0706743720982429.
- Scala, S., Smart, K., Cox, S. M. L., & Leyton, M. (2021). PET Imaging of Metabotropic Type 5 Glutamate Receptors. In F. Olive (Ed.), *Metabotropic Glutamate Receptor Technologies*, Neuromethods, vol. 164: Springer. doi: 10.1007/978-1-0716-1107-4_3
- McQuaid, R.J., Cox, S.M.L., Ogunlana, A., Jaworska, N. (2021) The Burden of Loneliness in Canada: Implications of the Social Determinants of Health during COVID-19. *Psychiatry Research*, 296:113648. doi: 10.1016/j.psychres.2020.113648.
- Cox, S.M.L., Tippler, M., Jaworska, N., Smart, K., Castellanos-Ryan, N., Durand, F., Allard, D., Benkelfat, Parent, S., C., Dagher, A., Vitaro, F., Boivin, M., Pihl, R.O., C  t  , S., Tremblay, R.E., S  guin, J.R., Leyton, M. (2020) mGlu5 Receptor Availability in Youth at Risk for Addictions: Effects of Vulnerability Traits and Cannabis Use. *Neuropsychopharmacology*, 45(11), 1817-1825. doi: 10.1038/s41386-020-0708-x
- Jaworska, N., Cox, S.M.L., Tippler, M., Castellanos-Ryan, N., Benkelfat, C., Parent, S., Dagher, A., Vitaro, F., Boivin, M., Pihl, R.O., C  t  , S., Tremblay, R.E., S  guin, J.R., Leyton, M. (2020) Extra-striatal D2/3 Receptor Availability in Youth at Risk for Addictions. *Neuropsychopharmacology*, 45(9), 1498-1505. doi: 10.1038/s41386-020-0662-7.

CONFERENCE PROCEEDINGS:

- D'Amour-Horvat, V., Cox, S.M.L., Dagher, A., Kolivakis, T., Leyton, M., Cocaine Cue-Induced Mesocorticolimbic Activation in Cocaine Users: Associations with Impulsivity and Prior Stimulant Drug Use, *American College of Neuropsychopharmacology*, online program due to COVID-19, December, 2020.
- Nadeau, H. & Cox, S.M.L From high-impact extra-curricular activity to the class-room: challenges. *Supporting Active Learning & Technological Innovation in Studies of Education (SALTISE)*. Restricted on-line program due to COVID-19, June, 2020.

GRANTS:

March 2021- 2029 CIHR project grant, Co-investigator, *Prospective PET Study of High-Risk Youth* (CAD\$1,950,752)

SOCIAL SERVICE

DENISE MICHELLE BREND

PUBLICATIONS:

- Daignault, I, & Brend, D. (in press). Les enfants et les adolescents victimes de violence sexuelle, conséquences et perspectives développementales. In N. Fontaine (Ed.), *Troubles du développement psychologique et des apprentissages* (Vol. 1). Louvain-la-Neuve, Belgique: De Boeck Supérieur.
- Fréchette, N., Milord-Nadon, A., Brend, D.M., Collin-Vézina, D. (in press) *Le Programme Pingouin auprès des enfants de 6-12 ans hébergés en centre de réadaptation*. par les Éditions du CIUSSS du Centre-Sud-de l'Île-de-Montréal (Collection de l'IUJD).
- Brend, D. M. (2021). Meaning Making Change: Interpretive Phenomenological Analysis and an Epistemology of Power. In A. El Shaban (Ed.), *Overcoming fieldwork challenges in social science and higher education research* (pp. 96-117). IGI Global.
- Brend, D., & Collin- Vézina, D. (soumis). Stronger Together: workplace social support among residential child welfare and youth justice professionals. *Child abuse & neglect*
- Black, K., Collin-Vézina, D, Brend, D. Romano, E. (soumis). Trauma-Informed Attitudes in Juvenile Residential Treatment Settings: Staff and Child/Youth Factors Predicting Adoption, Maintenance and Change Over Time. *Child Abuse & Neglect*
- Brend, D.M., & MacIntosh, H. B. (2020). Mentalizing as Mechanism: An Interpretive Phenomenological Analysis of Workplace Social Support in Intimate Partner Violence Practice. *Smith College Studies in Social Work*, 1-26. <https://doi.org/10.1080/00377317.2020.1859432>
- Brend, D. (2020). Residential Childcare Workers in Child Welfare and Moral Distress. *Children and Youth Services Review*, 105621. <https://doi.org/10.1016/j.childyouth.2020.105621>
- Collin-Vézina, D., Brend, D., Black, K., Beeman, I., & Brown, S. (2020). Impacts of child welfare workers and clientele characteristics on attitudes toward trauma informed-care. *Developmental child welfare*, 0(0), 2516103220963139. <https://doi.org/10.1177/2516103220963139>
- Collin-Vézina, D., Brend, D., & Beeman, I. (2020) When it counts the most: Trauma-informed care and the COVID-19 global pandemic. *Developmental child welfare*, 0(0), 2516103220942530. <https://doi.org/10.1177/2516103220942530>
- Brend, D., & Sprang, G. (2020). Trauma-informed care in child welfare: An imperative for residential childcare workers *The International Journal of Child and Adolescent Resilience (IJCAR)* 7(1), 154-165.
- Brend, D., Fréchette, N., Milord-Nadon, A., Harbinson, T., & Collin-Vézina, D. (2020). Implementing trauma-informed care through social innovation in child welfare residential treatment centres serving elementary school children. *The International Journal of Child and Adolescent Resilience (IJCAR)* 7(1), 222-232.

- Brend, D., & Collin- Vézina, D. (en préparation) What is missing: lack of support among residential child welfare and youth justice professionals.
- Brend, D. (en préparation) Identifying social care harm and taking a harm reduction approach to mainstream services for Indigenous peoples.
- Brend, D., & Collin- Vézina, D. (2020). Time to Shift the Canadian Paradigm: youth justice services and trauma-informed care. In N. Wright (Ed.), Justice Report/Justice Actualités (Vol. 35, pp. 19-21). Canadian Criminal Justice Association/Association Canadienne de Justice Pénale.
- Collin-Vézina, D., Brend, D., & Fallon, B. (2020). Screening or Not Screening? Unresolved debates on the use of the Adverse Childhood Experiences questionnaire in routine screening. CWRP Information Sheet #202E. Toronto, ON: Canadian Child Welfare Research Portal, retrieved from <https://cwrp.ca/publications/screening-or-not-screening-unresolved-debates-use-adverse-childhood-experiences>
- Brend, D.M., Boudreau, S., Cayard, T., Desjardins, K., Dion, É., Duplan, K., Fernandez, A., Hill, A., Hodgson, M., Hurley, J., Jones, S., Lokmane, I., Masneri, N., Mayoff, A., & Montpetit, H. (soumis). Emotional Distress and Support Systems among Social Service Students. Conferences:
- Brend, D.M. (2020, November) Stronger Together: workplace social support among residential child welfare professionals. 6th International congress of clinical and health psychology on children and adolescents, Elche, Spain.
- Sprang, G., Cuellar, R., Brend, D.M. (2020, November) Innovations in Secondary Traumatic Stress Research and Practice. The 6th International Congress of Clinical and Health Psychology on Children and Adolescents, Elche, Spain.
- Collin-Vézina, D., Brend, D.M. & Matte-Landry, A. (2020, October) Implementing Trauma-informed Care: Lessons learned from a large-scale implementation project in Youth Services. International Society for the Study of Trauma and Dissociation Virtual Regional Conference.
- Brend, D.M., Martin, F. & St-Pierre, V. (June 2020) Programme Pingouin: Implementing trauma-informed care in residential child welfare settings. International Foster Care Organisation, Montreal, Canada. (Conférence annulée)
- Collin-Vézina, D., Brend, D.M., & Matte-Landry, A. (June 2020) Programme Pingouin: impacts of implementing trauma-informed care and positive behaviour intervention support training on professional attitudes and behaviours. International Foster Care Organisation, Montreal, Canada. (Conférence annulée)
- Brend, D.M. & Bogossian, A. (2020, mai) Seeking Social Justice with Interpretive Phenomenological Analysis. 16th International Congress of Qualitative Inquiry, Champaign, IL. (Conférence annulée)
- Brend, D.M. & Bogossian, A. (2020, May) Finding a home for action research. 16th International Congress of Qualitative Inquiry, Champaign, IL. (Conférence annulée)

- Bogossian, A. & Brend, D.M. (2021, mai) Seeking Social Justice with Interpretive Phenomenological Analysis. Sixteenth Annual International Congress of Qualitative Inquiry. Urbana, Illinois.
- Collin-Vézina, D, Brend, D, & Matte-Landry, A. (2021, mai) Implantation de pratiques axées sur les traumatismes au Québec : mieux répondre aux besoins des jeunes et mieux soutenir les intervenant(e)s—acceptée dans le cadre du congrès du CQJDC 2021, Québec, QC.
- Fréchette, N., Milord-Nadon, A., Brend, D, & Collin-Vézina, D. (2021, mai) Programme Pingouins: intégration du soutien au comportement positif et de l'approche du trauma complexe auprès des 6-12 ans en centre de réadaptation —acceptée dans le cadre du congrès du CQJDC 2021, Québec, QC.
- Daignault, I. & Brend, D. (2021, mai) L'approche sensible au trauma. Estomper les contours perçus entre victimes et offenseurs : une argumentation basée sur la recherche. le Symposium sur le trauma chez les enfants & adolescents, Montréal, Canada.
- Martin, F., Bourget, C. & Brend, D. (2021, mai) Implantation de pratiques sensibles au trauma auprès des jeunes hébergés en centre de réadaptation: Défis et stratégies de mise en œuvre. le Symposium sur le trauma chez les enfants & adolescents, Montréal, Canada.
- Brend, D.M. (28 October 2020) Trauma-informed care and trauma-informed practice within child welfare services, Practice & Research Together (PART) Conference, Toronto, ON.
- Collin-Vézina, D, Brend, D, & Matte-Landry, A. (2020, May) Implantation de pratiques axées sur les traumatismes au Québec : mieux répondre aux besoins des jeunes et mieux soutenir les intervenant(e)s. CQJDC 2020, Québec, QC. (Conference cancelled)
- Fréchette, N., Milord-Nadon, A., Brend, D, & Collin-Vézina, D. (2020, mai) Programme Pingouins: intégration du soutien au comportement positif et de l'approche du trauma complexe auprès des 6-12 ans en centre de réadaptation. le congrès du CQJDC 2020, Québec, QC. (Conférence annulée)

TALKS, LECTURES, WEBINARS

- Brend, D.M. (2021, mai) Comprendre le danger sur le lieu du travail : Les effets néfastes vécus par les intervenant.es sociaux-judiciaires suite à l'exposition aux expériences traumatisantes. Événement de formation continue du réseau CALACS La Chrysalide.
- Brend, D.M. (2021, juin) From trauma to resilience: a healing approach for foster and adoptive homes. Adopt4Life—Ontario's Adoptive Parent Association.
- Brend, D.M.(2021, mai) Comprendre le danger sur le lieu du travail : La rôle de l'organisation. Les organisations attentives au trauma, Boscoville.
- Brend, D.M. (2020, July) Implementing Trauma-informed Care in Residential Child Welfare Settings through Social Innovation. Rising Researchers: PART Canada webinar.
- Brend, D.M. (2020, March) L'exposition aux témoignages des violences sexistes et sexuelles en recherche : Comprendre et atténuer les risques chez les chercheur.es et les étudiant.es. Conférences de la Chaire de recherche Violences sexistes-sexuelles en enseignement supérieur, Université de Québec à Montréal, QC.

GRANTS

- Canadian Consortium on Child Trauma and Trauma-Informed Care: Developing cohesive intersectoral practices and policies to support trauma-impacted children and youth, Social Sciences and Humanities Research Council of Canada (SSHRC) – Partnership Grants \$2,499,658. Chercheur principal: Collin-Vézina, Delphine
- Co-Chercheurs: Afifi, Tracie; Alaggia, Ramona; Arnold, Paul; Bennett, Sue; Berthelot, Nicolas; Brend, Denise; Daigneault, Isabelle; Dimitropoulos, Gina; Fallon, Barbara; Frewen, Paul; Geoffrion, Steve; Godbout, Natacha; Gonzales, Andrea; Hébert, Martine; Jenney, Angelique; Kimber, Melissa; Lafortune, Denis; Lanctôt, Nadine; Langevin, Rachel; Laurier, Catherine; Lwin, Kristen; Park, Melissa; Pearson, Jessica; MacLaurin, Bruce; MacKenzie, Michael; MacMillan, Harriet; Madigan, Sheri; Maurer, Katherine; Milne, Lise; Milot, Tristan; Montreuil, Tina; Nixon, Kendra; Nutton, Jennifer; Ouellet-Morin, Isabelle; Romano, Elisa; Stewart, Shannon; Tarabulsky, George; Turcotte, Mathilde; Wekerle, Christine Collaborateurs: Blaustein, Margaret; Courtois, Christine; Ford, Julian; Gabriel, Wanda; Geboe, Ben; Griffin, Gene; Hurley, Shannon; Kerig, Patricia; Koster, Andrew; Lucero, Nancy; Perry, Bruce; Roche, Cathy; Rodger, Susan; Runtz, Marsha; Sprang, Ginny; Ungar, Michael; Whalen, Christian; Wathen, Nadine
- Partenaires: A cœur d'homme; Adoption Council of Ontario; ALIGN Association of Community Services; BOOST Child and Youth Advocacy Centre; Boscoville; Brant Family and Children's Services; Calgary & Area Child Advocacy Centre; Calgary Board of Education; Catholic Children's Aid Society of Toronto; Central Alberta Child Advocacy Centre; Centre d'Intervention en abus sexuels pour la famille; Centre d'étude sur le trauma; Centre de recherche interdisciplinaire sur les problèmes conjugaux et les agressions sexuelles; Centre Marie-Vincent; Child & Adolescent Addiction, Mental Health and Psychiatry Program; Child Welfare League of Canada; CIUSSS de la Mauricie-et-du-Centre-du-Québec; CIUSSS du Centre Ouest-de-l'Île-de-Montréal; CIUSSS du Centre-Sud-de-l'Île-de-Montréal; Dr. Julien Foundation; First Nations of Quebec and Labrador Health and Social Services Commission; George Hull; Government of New Brunswick- Department of Health; Hull Services; Institut national d'excellence en santé et services sociaux; Institut Universitaire - Jeunes en Difficulté; Lester B. Pearson School Board; Mathison Centre for Mental Health Research & Education; McMaster University Child Advocacy and Assessment Program; Ministry of Children, Community and Social Services- Child and Parent Resource Institute; Mothercraft; Native Child and Family Services of Toronto; Neecheewam; Offord Centre for Child Studies; Practice & Research Together; Public Health Agency of Canada; Ranch Ehrlo Society; Red Deer Public Schools; Services intégrés en abus et maltraitance; University of Regina Child Trauma Research Centre
- Brend, D.M., L'application mobile « English-French Guide to Human Services Terminology/ Guide Français-Anglais de la Terminologie des Services à la Personne, Centre collégial de développement de matériel didactique, (45,000\$) 2019-2021
- Professional Development Fund, Concordia University 2020, International Society for the Study of Trauma and Dissociation Fall Virtual Conference. (500\$)

LIBERAL ARTS

BEVERLY SING

Submitted a calligraphy scroll to the 13th Annual Japanese Calligraphy Competition in Canada.

The (virtual) exhibition took place in Toronto in November 2020.

Title: "Iroha Uta" (poem)

Description: Japanese "Kana" calligraphy

Medium: Rubbed sumi Ink on paper

Scroll: Mounted on silk

Exhibition: 13th Annual Japanese Calligraphy Competition in Canada (Toronto, November 2020)



Continuing Education and Community Services

SONIA MASI

Sonia Masi just completed a MRP for her MA in Linguistics at the University of Western Ontario, and it has been published online in the Western Papers in Linguistics online journal. It is part of:

Vol 4 No 1 (2021): *Masterpieces: Master's Major Research Papers*
(https://ojs.lib.uwo.ca/index.php/wpl_clw)

Sonia has also been invited to present her paper at the University of Helsinki in September 2021 (postponed from June 2020) for the [15th Cambridge Italian Dialect Syntax-Morphology Meeting](#).

ARTS, LITERATURE, AND COMMUNICATIONS

CINEMA-COMMUNICATIONS

MYRIAM RAFLA

ONGOING:

Chatbots et récit – Research Grant 2020 - 2022
Programme NovaScience: Soutien aux initiatives de formation en intelligence artificielle in partnership with l'Université de Montréal (PI) and Cégep St-Laurent.

CoP - AI Research Fellowship Winter 2021

Development and discussions pertaining to pedagogical issues in AI.

CONFERENCE ATTENDANCE AND PRESENTATIONS:

Mvriam Rafla: CRIFP - Colloque international en education. Chatbot et Récit : recherche-développement sur l'utilisation des agents conversationnels (chatbots) pour le récit audiovisuel. (May 6-7, 2020)

SEMINARS ATTENDANCE AND PRESENTATION:

- Martin Gilbert: Ethics applied to AI. Author of Faire la morale aux robots. Une introduction à l'éthique des algorithmes. (June 10, 2020)
- Maria Grullon: Atelier sur la méthode de l'anasynthèse (July 03, 2020)
- Mvriam Rafla - Chatbot + Storytelling: Research Methods + Creative Practices in the Classroom (July 21, 2020)
- Julia Salles & Lucian Frizzera – Making a Chatbot Workshop (August 14, 2020)

PUBLICATION:

“From the Ground Up: Designing Conversational Audiovisual Narratives” By Julia Salles and Myriam Rafla [View Finder Magazine](#)

REISA LEVINE

FIRST PERSON POST SECONDARY STORYTELLING EXCHANGE

Reisa's role on the FPPSE project, which shares stories from indigenous post-secondary students, was to design, build and coordinate content for the new website. She also worked closely with the FPPSE research team in offering technical media support as well as for their ongoing social media outreach campaigns. The website was officially launched on Feb 16 on Zoom with over 250 people in attendance. <https://fppse.net/>



What We Learned - Results

Over 100 people from more than 30 Indigenous communities shared stories of their educational journey. We learned about students' resiliency and capacity for facing challenges, and the transformative possibilities they recognized from their educational experiences. We also learned about the enormous hurdles Indigenous students face in post-secondary education in Quebec.

AUGMENTED REALITY (AR) - RESEARCH | CREATION

Over the past year Reisa has been researching applications and advancements in the use of Augmented Reality technology for education.

In the W21 semester, her project Exploring AR City received ECQ funding to create a pedagogical mobile app. The app will offer a series of augmented reality story vignettes that will bring the Dawson College neighbourhood's unique history and culture to life.

Reisa and her team, which includes Dawson faculty, students and local tech professionals, have been working to design and create the app as well as produce the multimedia AR story vignettes.



FINE ARTS

POHANNA PYNE FEINBERG

Title: "Re-storying place: The pedagogical force of walking in the work of Indigenous artist-activists Émilie Monnet and Cam". *International Journal of Education Through Art*, Vol. 17 No. 1 (March 2021)

Walking plays a generative and pedagogical role in the work of contemporary artists Émilie Monnet (Anishnaabe/French) and Cam (Innu/Québécois), both of whom work and live in the region known as a Tiohtià:ke to the Haudenosaunee, as Mooniyang to the Anishinaabeg, and as Montréal to many others. This article proposes that recent artistic interventions and participatory projects offered by Monnet and Cam infuse the international discourse about walking as a pedagogical force with their distinct perspectives as Indigenous women. They employ walking to reinforce their presence, to learn from place, to contest colonial narratives and exclusions conveyed by visual culture, to honour their ancestors, to indigenize collective memory by amplifying Indigenous voices and contributing to the re-storying of place, a concept inspired by Potawatomi environmental biologist Robin Kimmerer. Monnet is an interdisciplinary artist who combines theatre, performance, image and sound art as a performer, creator and director. She is also the founding director of Onishka, a multimedia Indigenous arts organization. Cam is a street artist and the lead coordinator of Unceded Voices, a street art convergence for artists who are Indigenous women, women of colour, queer, two-spirit and gender non-conforming. She is also currently the national coordinator of the Aboriginal Curatorial Collective. With a shared awareness that the dynamics that comprise place are intrinsically relational and dialogical, the work of Cam and Monnet intervenes in the felt and seen world to reinforce their sense of belonging to this region. Walking is integral to their respective research, creation and collaboration that enables their work to contest dominant colonial narratives while honouring the contributions of those who have been disavowed.

ENGLISH

ANDREW KATZ

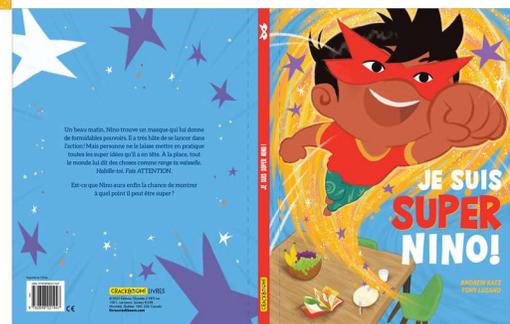


Published *I Just Want to be Super! / Je Suis Super Nine!* in June 2020 (ages 3-7) through CrackBoom! Books. The illustrations were done by Tony Luzano, a grad from the Dawson Illustration department. His book, *Comment Attraper un Ours Qui Aime Lire* (a picture book for 3-7), that was

co-written with Juliana Léveillé-Trudel and illustrated by Joseph Sherman, was nominated for Prix Peuplier by the Ontario Library Association Forest of Reading program.

LINK TO AWARD INFO AND OTHER 2020 NOMINEES:

<https://revue.leslibraires.ca/actualites/les-prix-litteraires/la-foret-de-la-lecture-annonce-ses-finalistes-2020/>



ANNA LEWTON BRAIN

PUBLICATIONS:

Lewton-Brain, Anna. Review of Katherine R. Larson. *The Matter of Song in Early Modern England: Texts in and of the Air*. Oxford: Oxford University Press, 2019 for [Seventeenth-Century News](#), Vol. 79, Nos. 1&2. 27-32.

PUBLIC LECTURES:

Lewton-Brain, Anna. "Jimmy and Rosalia: Creating a folk opera from Handel and Helen Creighton," Live-streamed YouTube lecture presented with Nick Veltmeyer and Thomas Ayouti, for the [Massey Music Club](#), Massey College, University of Toronto, 20 April 2021. <https://youtu.be/PDrzIOuS8y0>

GRANTS AWARDED:

Lewton-Brain, Anna with Nick Veltmeyer, Arts Across Canada Circulation and Touring Grant (\$50,000.00), awarded to [Aureas Voces](#) by the Canada Council for the Arts. April 27, 2020.

Lewton-Brain, Anna with Nick Veltmeyer, Arts Nova Scotia Grants To Organizations (\$15,000.00), awarded to [Aureas Voces](#) by Arts Nova Scotia. January 1, 2021.

KRISTOPHER WOOFER

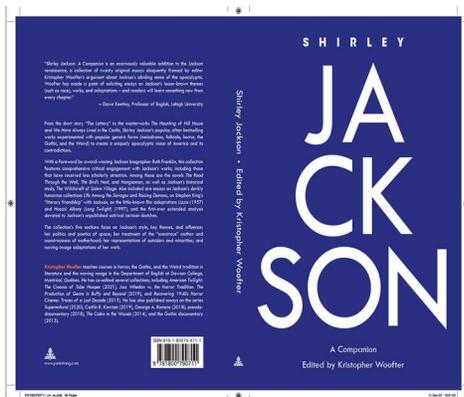
RESEARCH GRANTS:

FRQSC .5 course release for 4-Years

2020-2024

FRQSC (Fonds de recherche du Québec – société et la culture) Support for Research Teams (Soutien aux équipes de recherche) for the project *Horror in Media and Performance : Bodies, Histories and Affects*, conducted by the Collective for Research on Epistemologies and Ontologies of Embodied Risk (COÉRISC), composed of researchers from McGill, Concordia, Université de Montréal, John Abbott College and Dawson College. Principle Investigator, Alanna Thain, McGill.

REFEREED PUBLICATIONS (2020-21)



(forthcoming, September 2021) Journal Co-Editor (with Mario DeGiglio-Bellemare) and “Editor’s Introduction.” *MONSTRUM 4*. Montréal, Québec.

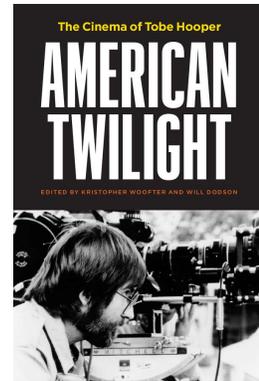
*(Summer 2021) Book Editor and “Introduction.” *Shirley Jackson: A Companion*. Oxford and Bern, Switzerland: Peter Lang.

(Summer 2021) “Lona Twilight (Hosszú Alkony). Shirley Jackson, and the Eerie In-Between.” *Shirley Jackson: A Companion*, edited by Kristopher Woofler. Oxford and Bern, Switzerland: Peter Lang.

(May 2021) Book Co-Editor (with Will Dodson) and “Introduction.” *The Cinema of Tobe Hooper: The American Twilight*. Austin: University of Texas Press.

(May 2021) “Tobe Hooper’s Teenage Wasteland: Youth and Disillusionment in *The Funhouse, Invaders from Mars* and *Mortuary*.” *The Cinema of Tobe Hooper: The American Twilight*, edited by Kristopher Woofter and Will Dodson. Austin: University of Texas Press.

(May 2021) with Anne Golden. “Unsettled Architecture and Avant-Garde Strategies in Tobe Hooper’s *Down Friday Street, Toolbox Murders* and *Diinn*.” *American Twilight: The Cinema of Tobe Hooper*, edited by Kristopher Woofter and Will Dodson. Austin: University of Texas Press.



(2020) Journal Co-Editor (with Mario DeGiglio-Bellemare) and “Introduction.” *MONSTRUM* 3, no. 1 and 2 (September and January) Montréal, Québec. <https://www.monstrum-society.ca/monstrum-3-202021.html>

(2020) with Erin Giannini. “That’s a Scooby-don’t!’: The Melancholy Nostalgia of ‘Scooby-natural for *Scooby-Doo, Where Are You?*.” In “*Supernatural—The End of the Road: A Reflection*,” edited by Stacey Abbott and Simon Brown. *Monstrum* 3, no. 1 (September): 51-62. https://www.monstrum-society.ca/uploads/4/1/7/5/41753139/4_giannini_and_woofter_monstrum_3.1.pdf

STUDENT PUBLICATIONS :

Each year, through the journal *MONSTRUM*, we publish the work of CEGEP students. This past year, we published the work of Dawson student Patrick Charles Poulin and John Abbott College student, Laura Hebert. Each student received a \$250 honorarium for their work, supported by our FRQSC grant.

Hebert, Laura. “The Audience as Embodied Voveurs in Kathryn Bigelow’s *Blue Steel*.” *Monstrum* 3, no. 1 (September): 51-62. https://www.monstrum-society.ca/uploads/4/1/7/5/41753139/hebert_monstrum_3.1.pdf

Poulin, Patrick Charles. “*Moby-Dick*: The Incomprehensible Monstrosity of the Whale.” *Monstrum* 3, no. 1 (September): 51-62. https://www.monstrum-society.ca/uploads/4/1/7/5/41753139/poulin_monstrum_3.1.pdf

EDITORIAL BOARDS

- Series Editor, “B-TV: Television Under the Critical Radar” (forthcoming from Bloomsbury) <https://www.thehauntologist.com/the-b-tv-collective.html>
- Editorial Board Member, “Anthem Series on Exploitation and Industry in World Cinema” <https://antheypress.com/anthem-series-on-exploitation-and-industry-in-world-cinema>
- Editorial Board Member, “Lexington Books Horror Studies” https://rowman.com/action/series/_/lexbhs
- Member, Global Horror Studies Archive and Research Network
- Co-Coordinator, Montreal Monstrum Society <https://www.monstrum-society.ca/>

SARAH BURGOYNE

Sarah Burgoyne published a book of poetry with Coach House Books called [Because the Sun](#), in April 2021.

FRENCH

DJEMAA MAAZOUZI

Diemaa Maazouzi's field of study has in general been French–language literature of the 20th and 21st centuries and her research focuses on colonial and independence-era literature in both the colonies and the home country. Her work takes its methodology from both literary sociocriticism and intermedial studies and questions the links between history, politics and literature. This year Djemaa Maazouzi realisations include :



Journal issue : Diemaa Maazouzi (dir.). « Médiations, écueils et apories de l'antiracisme : Discours, représentations, pratiques », revue *Alternative francophone*, Vol. 2 No. 6 (2020).

[<https://journals.library.ualberta.ca/af/index.php/af/issue/view/1944>], 132 p.

ARTICLES :

- **Djemaa Maazouzi**, « Du nécessaire aiguillon antiraciste », dans Djemaa Maazouzi (dir.), « Médiations, écueils et apories de l'antiracisme : Discours, représentations, pratiques », revue *Alternative francophone*, Vol. 2 No. 6 (2020), [<https://journals.library.ualberta.ca/af/index.php/af/issue/view/1944>], p. 1-10.
- **Djemaa Maazouzi**, « L'épreuve de la libération dans *L'Opium et le bâton* de Mouloud Mammeri. Nous e(s)t imparfait », dans Mohammed Yefsah dir., *Mouloud Mammeri. Intellectuel enchanté. Romancier désillusionné*, Alger, Éditions Frantz Fanon, 2020, p. 13-40.

PAPER :

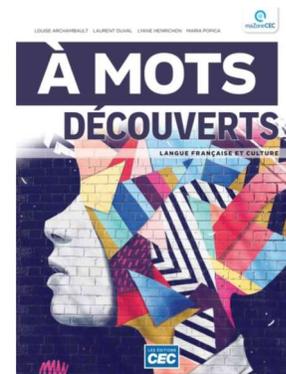
Diemaa Maazouzi, « (S') allier dans l'histoire : du partage des mémoires et de la (re)connaissance du fait colonial », Webinaire organisé par le Comité de soutien pour les droits humains en Algérie – Montréal intitulé « Histoire, mémoire et colonialité. Refaire l'histoire à parts afin de faire émerger les voix subalternes et la réciprocité », samedi 27 février 2021, 12h (heure de Montréal).

LAURENT DUVAL AND LYANE HENRICHON

Laurent Duval and Lyane Henrichon published a new manual and a third edition of an existing manual

Louise Archambault, Laurent Duval, Lyane Henrichon, and Maria Popica. *À mots découverts : Langue française et culture*. Anjou : Les Éditions CEC, 2020.

Louise Archambault, Laurent Duval, Lyane Henrichon, and Maria Popica. *À mots découverts : Langue française et communication*, 3e édition. Anjou : Les Éditions CEC, 2020



VÉRONIQUE MILLET

Véronique Millet, « Stanley Février ou l'art au service du changement social », *Vie des Arts*, Montréal, numéro 261. Hiver 2021, <https://viedesarts.com/perspectives/stanley-fevrier-ou-lart-au-service-du-changement-social/>

HISTORY AND CLASSICS

ELIZABETH KIRKLAND

CONFERENCES:

- Paper accepted for presentation at the annual meeting of the Canadian Historical Association, June 2020. (postponed) "Moving from the periphery to the centre: Montreal's Municipal Election of 1910 and the Women's Organizations Who Secured a Reform Victory."
- "'The Pall of a Double Tragedy': Aileen Hingston, Shirley Davidson, and the speculation of a suicide pact in Montreal, 1907.", *Besieged Bodies: Gendered Violence, Sexualities and Motherhood*, Annual Conference of the Women's Historical Association of Ireland, University College of Dublin, 19 March 2021.

STACEY ZEMBRZYCKI

PUBLICATION:

Stacey Zembrzycki, "The Sinter Plant Boys: Jean Gagnon and the Personal Challenges of Fighting to Compensate Sudbury Families." *Histoire sociale / Social History* 53, no. 108 (October 2020): 257-278.

AWARDS:

2020 US Oral History Association Mason Multi-Media Award for *Refugee Boulevard: Making Montreal Home After the Holocaust*

2020 Canadian Historical Association Prize in Public History for *Refugee Boulevard: Making Montreal Home After the Holocaust*

BLOGS:

Co-editor, with Cassandra Marsillo and Margo Shea, for Historians Cooking the Past in the Time of COVID-19, www.historianscookingthepast.com, with accompanying Facebook, Twitter, and Instagram feeds.

HUMANITIES

CHRISTOPHER BYRNE

Byrne, Christopher. "Neither Straight nor Crooked: Poetry as Performative Dialectics in the Five Ranks Philosophy of Zen Buddhism." *Philosophy East and West* 70.3 (2020): 661-678. [doi:10.1353/pew.2020.0049](https://doi.org/10.1353/pew.2020.0049).

Byrne, Christopher, trans. "Following Hanshan" by Fenyang Shanzhao. *The Secular Heretic* (Dec. 2020): <https://theseclarheretic.com/following-hanshan-by-fenyang-shanzhao/>.

GABRIEL TORDJMAN

Gabriel published a book in March of 2020 entitled *Darwin's Tea Party: Biological Knowledge, Evolution, Genetics and Human Nature* (Editions JFDMontreal. This book examines how biological knowledge has transformed the planet and reshaped humanity. Using the concept of biological knowledge, the author explores key persons, places, ideas and events that have shaped the world. He shows that while the development of biological knowledge has opened vast new vistas in our understanding of the living world and promises material abundance for some; refracted through the distorting lens of ideology, it has also contributed to great inequality and oppression. The book delves into key issues that arise from adopting a biological approach to understanding human nature, such as the assessment of human difference, the relationship of knowledge to power, the nature and role of science and religion and the value and nature of human life. Combining an engaging narrative style with scholarly rigour, this book makes an important and timely contribution to present-day issues and contemporary debates emanating from the life sciences. <https://www.dawsoncollege.qc.ca/humanities/2021/01/15/darwins-tea-party-an-interview-with-gabriel-tordjman/>

MAIA STEPENBERG

Maia Stepenberg published two articles:

- "Dostoevsky's *Crime and Punishment* in the Light of Eschatology," in [Quaestio Rossica](#) Vol. 7, No. 4 (2019) 1160-1171.
- "Christ And The Samaritan Woman At The Well": <https://www.thepostil.com/christ-and-the-samaritan-woman-at-the-well>

MICHAEL WOOD

"Continuity and Change in Early Islamic Jordan." In *Studies in Islamic Historiography: Essays in Honour of Professor Donald P. Little*, edited by Sami G. Massoud, 15-31. Leiden: Brill, 2020.

PHOTOGRAPHY

KATE HUTCHINSON

Kate Hutchinson has published a Saturday cover image for the Globe and Mail, and has had a feature article about some of her work in *Maisonneuve Magazine*.

www.katehutchinson.com



THEATRE

BRUCE LAMBIE

Created and released a radio drama of Shakespeare's *Richard III*, with the Radio Drama Society of Montreal. I edited and mixed the lines of dialogue, all recorded at-home by dozens of Montreal actors. Act One has been published on anchor.fm, and is available on Spotify here: open.spotify.com/episode/294Lsg3lfKZw1NS7A1addU?si=KzDUj2TJQaO9QRHXWBMv-w

-Directed *Red Paper*, a short horror play by local company The Malicious Basement, which was presented online as filmed theatre as part of the 2021 Festival De La Bête Noire.

-Stage managed and production designed *Tartuffo Buffo*, the 4th studio this season by the Professional Theatre department, which was presented both in-person and live-streamed over YouTube.

LESLIE BAKER

Leslie Baker received:

- CALQ grant for theatrical performance
- CAM grant for theatrical performance
- Grant from Italian Cultural Institute in support of theatrical performance

SCIENCE, MEDICAL STUDIES, AND ENGINEERING

BIOLOGY

TONIA DE BELLIS

CONFERENCE PRESENTATIONS:

“A network of networks. linking above and below ground ecosystem responses to range expansions”. *Ecological Society of America annual meeting. Salt-Lake USA*. Gabriel Muñoz, Isaac M.K. Eckert, Tonia De Bellis, Jean-Philippe Lessard, Martin Nuñez

“A single novel tree species reroutes community assembly and ecosystem processes in an alpine tundra”. *Ecological Society of America annual meeting. Salt-Lake USA*. Isaac M.K. Eckert, Gabriel Muñoz, Tonia De Bellis, Jean-Philippe Lessard, Martin Nuñez

“Invasive Species, Climate Change and Biodiversity: A focus on Canadian pines in Argentina”. Sustainability Across Disciplines Conference (online), Concordia university, Montréal, Canada. Isaac M.K. Eckert, Gabriel Muñoz, Tonia De Bellis, Jean-Philippe Lessard, Martin Nuñez

GRANTS RECEIVED:

2020 ECQ (Entente Canada-Québec) pour l’enseignement dans la langue de la minorité et l’enseignement des langues secondes: Titre du projet. *Participer à des activités de recherche pour soutenir l’apprentissage en biologie et acquérir les outils nécessaires pour réussir à l’université*

2019–2022 FQRNT Programme de recherche pour les enseignants de Collège: Tracking changes in soil microbial communities in response to an invasive pine in treeless alpine ecosystems

PUBLICATIONS:

Boué C[#], DeBellis T[#], Venier LA, Work TT, Kembel SW. 2019. “Limited initial impacts of biomass harvesting on composition of wood-inhabiting fungi within residual stumps. PeerJ 7:e8027 doi.org/10.7717/peerj.8027 (# equal contribution)

De Bellis T, Kembel SW, Lessard JP. 2019. “Shared mycorrhizae but distinct communities of other root associated microbes on co-occurring native and invasive maples”. PeerJ 7:e7295 doi.org/10.7717/peerj.7295

COMPUTER SCIENCE TECHNOLOGIES

PATRICIA CAMPBELL

Received an ECQ grant to fund a project to build the skill set associated with cloud native computing and to create pedagogical material to support teaching of cloud native coding and that which it entails (ex continuous integration.) The rapid pace of technological change impacts our Computer Science programme in profound ways. In order to have graduates ready for the workplace we are required to constantly be up to date. This particular change, toward cloud computing, has more of an impact in that it is a paradigm shift in the fundamental ways that software is written and deployed, and the way systems interact with each other and interact with data.

Based on her exploration of the current state of cloud based computing she was able to implement a several repositories of sample code, that can be used as a basis for labs and lectures. These were made public on github github.com/campbe13/docker-ecq2020

The pandemic with it's associated increase in workload limited her ability to share her work with Faculty colleagues so the theoretical and explanatory material was made available on a blog cloudnativeish.wordpress.com/

MATHEMATICS

BENJAMIN SEAMONE

EXTERNAL POSITIONS HELD

- Adjunct research faculty, Department of Computer Science & Operations Research, Université de Montreal

FUNDED RESEARCH PROJECTS

- FRQNT College Researcher Grant, 2020-23
Project: Searching and surveillance in dynamic graphs
- NSERC Discovery Grant, 2017-23
Project: How do forbidden induced subgraphs impact global phenomena in graphs?
- ANR (France) Team Research Grant, 2018-22
Project: Homomorphisms of Signed Graphs (ANR-17-CE40-0022)

PAPERS ACCEPTED/PUBLISHED

- N. Ndiaye, N. Brüstle, S. Clusiau, B. Reed, B. Seamone. The speed and threshold of the biased Hamilton cycle game. To appear in *Electron. Notes Theoret. Comput. Sci.*, proc. LAGOS 2021.
- N. Ndiaye, N. Brüstle, S. Clusiau, B. Reed, B. Seamone. The speed and threshold of the biased perfect matching game. To appear in *Electron. Notes Theoret. Comput. Sci.*, proc. LAGOS 2021.
- P. Charbit, G. Hahn, M. Kamiński, M. Lafond, N. Lichiardopol, R. Naserasr, B. Seamone, R. Sherhati. Edge clique covers in graphs with independence number. *J. Graph Theory*, 97:2, 324–339, 2021.
- A. Gagnon, A. Hassler, J. Huang, A. Krim-Yee, F. Mc Inerney, A. Mejía Zacarías, B. Seamone, V. Virgile. A method for eternally dominating strong grids. *Discrete Math. Theor. Comput. Sci.*, 22:1, #8, 2020.
- A. Krim-Yee, B. Seamone, V. Virgile. Eternal domination on prisms of graphs. *Discrete Appl. Math.*, 283, 734–736, 2020.

PAPERS SUBMITTED FOR PUBLICATION

- D. Khatri, N. Komarov, A. Krim-Yee, N. Kumar, B. Seamone, V. Virgile, A. Xu. A study of cops and robbers in oriented graphs.
- M. Lafond, B. Seamone, R. Sherhati. Further results on Hendry's Conjecture.

CONFERENCES ATTENDED

31st International Workshop on Combinatorial Algorithms (online), Université de Bordeaux

STUDENTS SUPERVISED

- Frank Ramamonjisoa, PhD, Université de Montréal
Thesis: *Trois résultats en théorie des graphes et théorie des nombres*
- Alizée Gagnon, MSc, Université de Montréal
Thesis: *Une études des graphes infinis*
- Jérémie Turcotte, MSc, Université de Montréal
Thesis: *Le jeu de policiers-voleur sur différentes classes de graphes*
- Mathilde Prouvost, BSc, Université de Montréal
Honours project: *Visualisation of graph searching problems*
- Julien Codosi, BSc, Université de Montréal
Supported by NSERC summer undergraduate research award.
- Samuel Yvon, BSc, Université de Montréal
Supported by NSERC summer undergraduate research award.

OTHER ACTIVITIES

Journal referee for *SIAM Journal on Discrete Mathematics*, *Czechoslovak Mathematical Journal*, and *Bulletin of the Australian Mathematical Society*.

MATHILDE HITIER

GRANTS:

- PAREA (2019–2021), in collaboration with Andreea Panait (Mathematics Department): Créer des liens entre mathématiques et physique: Développement d'un cours intégrant calcul différentiel et mécanique et étude de son impact sur la compréhension de la notion de dérivée.
- PAREA — Mesure de soutien à la relève en recherche au collégial (Fall 2018) : Comment l'apprentissage des notions du calcul est facilité lorsque cet apprentissage est motivé par des problèmes de physique.

RECENT RESEARCH ACTIVITIES:

Two presentations (one was awarded a prize) at the *Colloque Éducatif Présent!* (March 2021, Université de Montréal):

- “Créer des liens entre mathématiques et physique: Développement d'un cours intégrant calcul différentiel et mécanique: presents the pairing of the calculus and mechanics courses monitored by the PAREA research. This presentation won the best presentation for “Axe 7: Pratiques pédagogiques.”
- “Apprentissage de la dérivée au postsecondaire : analyse des pratiques entre les cours de mathématiques et de physique, et identification de ruptures et continuités”

RICHARD FOURNIER

Richard's FRQNT-CRM grant has been renewed for 2020-2022, as was his position as "professeur associé" for a period of three years by Université de Montréal

PUBLICATIONS:

- "An interpolation formula and its relation to a polynomial equality of Schur", *Math. Inequal. Appl.* 23 (2020), 459-466.
- (with Oliver Roth), "Jack and Julia" , *Contemporary Mathematics* 743(2020), 213-216.
- (with Daniela Kraus and Oliver Roth), "A Schwarz lemma for locally univalent meromorphic functions" , *Proc. Amer. Math. Soc.* 148(2020), 3859-3870.
- "One more note on neighbourhoods of univalent functions" , *Comput.Methods Funct.Theory* 20 (2020), 693-699..
- (with Robin Moore and Tony Wen), " Another proof of a result of Fournier and Giguère on certain series with positive and monotonic terms" , to appear in Dawson Research Journal of Experimental Science.
- (*in preparation*) "On the Rogosinski radius for polynomials of fixed degree".
- (with Liam Gamache and Zhongan Li, *in preparation*), "Smooth functions not analytic in a real interval"

From March 2020 until now, Richard did not participate to any "in person" meeting for obvious reasons. However, he has been a regular participant to many online seminars: CAVID (a seminar on complex analysis organized by Rod Halburd in England), SPECTRAL GEOMETRY IN THE CLOUDS (an intergalactic seminar organized at Université Laval by Alexandre Girouard), THE NUMBER THEORY WEB SEMINAR (organized by Mike Bennett in British Columbia), THE UMcgill-ULaval-UMontreal ANALYSIS SEMINAR (organized by Dima Jakobson), THE COLLOQUE DES MATHÉMATIENS DU QUÉBEC (organized by CRM) and finally THE SEMINAR ON COMPLEX ANALYSIS AND ALLIED TOPICS (organized in Italy by Filippo Bracci).

NURSING

FIONA HANLEY

- Colloque international francophone Climat et Santé. Médecins francophone du Canada. Speaker: Les changements climatiques et la formation des infirmières: saisir les opportunités pour s'informer, s'inspirer, collaborer et agir. May 2021. University of Montreal. (upcoming). www.medecinsfrancophones.ca/formations/colloque-international-francophone-climat-et-sante/
- Laval University Nursing. Invited speaker for course SIN-1310. Santé environnementale et Maladies à transmission vectorielle: enjeux contemporains pour les infirmières/infirmiers. April 2021
- Canadian Association of Schools of Nursing (CASN). Reviewer for the Canadian Association of Schools of Nursing's (CASN) Nursing and Climate-Driven Vector-Borne Disease e-resource modules 4 & 5 (English) January 2021 and in French (modules 1 & 2) April 2021.

- College and Association of Nurses of Alberta (CARNA). Webinar. Nurses on the planetary frontlines: Caring for people and the planet. In collaboration with Maya Reshef and Raluca Radu. 31 March 2021 www.youtube.com/watch?v=1kkheaxC3vg&t=7s
- Canadian Association of Schools of Nursing. webinar: *Nursing advocacy in climate change*. CASN Climate Change & Nursing Webinar Series - Theme: Vector-borne Diseases in Canada. 26th March 2021
- McGill Nurses for Planetary Health launch webinar. *Planetary health*. 25 January 2021. www.youtube.com/watch?v=Ffhf1vwvwHU
- CNA Webinar Series: Progress in Practice. *Nursing leadership for planetary health: embodying the urgency of climate reality*. 17 December 2020. www.youtube.com/watch?v=2k5tA_bPWU8
- Advisor, Nourish Canada Healthcare Project. September 2020 to April 2021.
- Collaborator, Prenatal Environmental Health Education Research Project. Ongoing project led by Eric Crighton, PhD., Department of Geography, Environment & Geomatics, University of Ottawa.
- The Quebec Nurses' Association (AQII/QNA). Invited panelist Annual Conference. *Environmental Health and Nursing*. 1st November 2020

INTERVIEWS AND PODCASTS

- Invited speaker for podcast on climate change and health: Air Pollution. Project by IFMSA, and l'Université de la rue, funded by Health Canada. March 2021
- L'Actualité. Interview for article by Stéphanie Marin journalist. *En pleine pandémie un cohort unique d'étudiants-infirmières est formée*. 19 September 2020.

PUBLICATION

- Hanley, F., Pilote, B. & Belleau, J. (2021). Les changements climatiques et les soins infirmiers: de la connaissance à la pratique. *Perspective Infirmières*, 18(2), 64-72.

PHYSICS

HÉLÈNE NADEAU

Hélène Nadeau is pursuing research on using diffusion magnetic resonance imaging to study brain structural connectivity. With collaborators Emma Campbell, Lisane Moses and Franco Lepore (Département de Psychologie, Université de Montréal), and Guido Guberman (Montreal Neurological Institute, McGill University), they are completing two papers on the comparison of brain connectivity of deaf and hearing people.

COMMITTEE MEMBERSHIPS:

March 2021. member of the selection committee for the Programme d'appui à la recherche pour les enseignants-chercheurs de collège du FRQS.

April 1, 2020 to March 31, 2021: member of the Dawson College Research Ethics Board.

CONFERENCE PROCEEDINGS:

Nadeau, H. & Cox, S.M.L. From high-impact extra-curricular activity to the classroom: challenges. Supporting Active Learning & Technological Innovation in Studies of Education (SALTISE). Restricted on-line program due to COVID-19, June, 2020.

MANUEL TOHARIA ZAPATA

- Awarded 3 year FRQNT Grant « Programme de la recherche collégiale — Exercice 2020-2021 »; Title of Project "Phénoménologie de nouveaux bosons chargés et neutres au-delà du Modèle Standard."
- Contributed a Chapter in “ Quantum Theory and Symmetries”, Proceedings of the 11th International Symposium, Montreal, Canada, Published in 2021, Springer International Publishing (title of chapter: “t-t-h, Top & Bottom Partners, and the Brane Higgs Limit” by Manuel Toharia”)
- Active referee for Physics Review D, journal of the American Physics Society (two research papers refereed between April 2020 and April 2021)
- External Graduate Student Supervisory Committee member, Physics Department, Concordia University for two Concordia U. graduate students (2021)

PHYSIOTHERAPY TECHNOLOGY

MAUREEN MACMAHON

Marie Julien, Maureen MacMahon, Dre Céline Lamarre, Dre Nicole Beaudoin, Jean-Michel Fortin & Dorothy Barthelemy (2021) “Immediate effects of postural repositioning on maximum phonation duration tasks in seated individuals with acquired dysarthria: a pilot study, Disability and Rehabilitation”, DOI: doi.org/10.1080/09638288.2020.1867905

Pion CH, St-Pierre Bolduc M, Miranda Z, MacMahon M, Barthélemy D. “Alteration of H-reflex amplitude modulation is a marker of impaired postural responses in individuals with incomplete spinal cord injury”. *Exp Brain Res*. 2021 Mar 31. doi: 10.1007/s00221-021-06081-0. Epub ahead of print. PMID: 33787956.



S U S T A I N A B L E DAWSON

SUSTAINABLE DAWSON

2019-20 – The media featured on Dawson sustainability topics 25 times, including national, regional and local print media and web/tv stations. Topics included, climate action, climate March, sustainability, solar powered radio station, coping with stress, Living Campus

JULY-2020

- CIGan Pan-Canadian Sustainability Working Group – Chris Adam, Chair
Contributed to a Sustainability Concept Paper to Federal MPs written for the development of 50 college Sustainability Excellence Centers across Canada (\$100M)
- Sustainability Protocol Committee – CIGan; Chris Adam
- Accélérer 2030 - Dawson College conference – Living Campus tour
- Environnement Jeunesse - CEGEP Vert – Excellence Level awarded

AUG.

- SH Certificate – CIGan (Cohort 1)
- UN Higher Education Education Initiative Report submitted
- Naturehood children's videos – collaboration with Nature Canada (1-2 videos per month)

SEPT:

- Book Launch – Living Schools: Transforming Education (C. O'Brien, P. Howard, 2020) – Chapter 14 on Living Campus at Dawson (Chris Adam & Rob Cassidy)
- MacLean's magazine- National article. Title: "In the climate anxious world these colleges are training students to fight back"
- Sustainable Happiness Certificate – International (Spanish) certificate
- Peace Week- Psychology classes volunteer in gardens x 3
- Honey Extraction presentation (Alveole)- Outdoors with students and employees
- Living campus Tour: Community Recreation & Leadership Training (CRLT) faculty
- Jennifer de Vera (Information Technician of the Sustainability office), is a member of College's Bike committee meeting (Meeting 1-2 times per/mth)

OCT:

- CIGan Perspectives Live webinar: Supporting Mental health & Well-Being (CA)
- Jenn presents to Biology in Sustainability class (Brian Mader) Topic: Peace Garden
- Jenn leads Sustainable happiness facilitators Community of practice meetings (Bi-weekly)
- Jenn presents to Students of Peace- Topic: Sustainable Happiness

- Chris presents to Professors of Peace- Topic: Sustainable Happiness
- Jenn begins Sustainable Happiness 24hr certificate for
 - John Abbott College group
 - Dawson student groups (2 groups)
 - Dawson Employee group – Co-led with Azra Khan (HR)
- Jenn mentors 4 CRLT students to become Sustainable Happiness ambassadors (Public relations class, Myka Taylor)
- Megan (Information Technician of the Sustainability office) and Jenn participate in CRLT fieldwork (Internship) recruitment

NOV

- Westmount Rotary Club – Living Campus Presentation (CA)
- Sustainable Happiness Certificate Mexico – Presentation Living Campus (CA)
- CBC - Nature of Things at Dawson; Topic: Climate March
- Beehive presentation by Alveole for Psychology class- Selma Hamdani
- Beehive presentation by Alveole for environmental seminar students
- Project outline presentations by Sustainable happiness (SH) Spanish group

DEC

- Sustainability Report submitted to the Association for the Advancement of Sustainability in Higher Education (ASSHE) Gold Level in sustainability awarded – 80 performance indicators tracked and assessed.
- MTL Global TV – Dawson’s gold rating in sustainability
- Waste Management, Climate Action, Procurement, Landscape Management, Garden Maintenance, and Biodiversity Maintenance guides are now public documents on website and part of the 211 page Dawson sustainability report.
- Jenn presents to 3 x Phys Ed classes Stress coping skills, Cathy Nickson Topic: Sustainable Happiness
- Jenn member of ECQ grant project in collaboration with Diana Rice (Peace Centre)

JAN 2021:

- AI Launch lab - Climate Action – presentation (CA)
- Sustainable Happiness (SH) Semester Journal linking the UN SDGs - 2000 copies distributed
- Jenn attends webinar (Making the SDGs work at work) UN Sustainable Development goals
- Jenn attends Hack-A thon with Chris A and student Arezoo Haydari
- Jenn member of Wellness task force (with Student services) 8 weeks student wellness challenge
- Jenn member of Employee Wellness weeks (4 weeks) with HR
- 3rd year CRLT student Matteo Zappone joins Sustainability office for Winter-Spring semester (400 hours total)

Feb:

- Sustainable happiness certificate (managers) – Katherine McWhaw
- Sustainable Happiness Certificates (Support Staff & professionals) – Jenn de Vera & Azra Khan
- Living School MOU with JFK high school
- Living School MOU with Preparatoria Tres Marias, Mexico
- Jenn leads Sustainable Happiness 24hr certificate for Dawson students (weekly for 8 weeks)
- Jenn presents to Peace & Nature class, Ivan Freud, Topic: “How to make a self-watering container for gardening”
- Jenn leads Earth week(s) committee meetings (Bi-weekly)
- Student Community pantry/fridge project brought to Sustainability office
- Jenn leads Self watering container workshop for 1249 Employee wellness weeks
- Chris leads Birding workshop for 1249 Employee wellness weeks

MAR

- Pivot Conference – Living Campus – Presentation (CA)
- Infolettre Réseau Collégial / N° 102 / Mars 2021; Article: “Le bonheur durable au Collège Dawson”, Alain Lallier
- Dawson Signs the UN Sustainable Development Goals Accord
- Jenn presents to 2 x English classes, Wendy Thatcher Topic: Biophilia & Sustainable Happiness
- Jenn meets with Charlie O’Connor for future collaboration with Journey’s students in gardens

APRIL

- CIGan Conference – Sustainable Happiness and SH Journal – Presentation (CA)
- Earth week events (2 weeks) April 19-30 events.dawsoncollege.qc.ca/important-dates/2021-04/
- Jenn is a member of Bruno Mital award decision committee

MAY

- Canadian Woman’s Club – Living Campus Presentation (CA)
- City of Montreal CRE Awards, winner of Climate Action Category
- Sustainable Happiness Certificate (professionals) – CIGan (Cohort 2) (CA)
- Jenn presents to 3x Phys ed classes, Cathy Nickson Topic: Sustainable Happiness
- Jenn and Megan to lead outdoor gardening and the importance of pollinators workshop for ELE students (May 26)

PEDAGOGICAL COUNSELLORS

AZRA KHAN, HUMAN RESOURCES

Azra organised a number of workshops and conferences, including:

- With Diana Rice *Visible minority women in science*. Series of talks delivered through the enriched science seminars for students and open to all faculty and professional staff
- Cultural communities businesses and entrepreneurship, series of workshops delivered through social science week, earth week, and SPACE programming with Dan Boyer

CHARLES O'CONNOR, JOURNEYS

Charles completed a Masters degree in Second Language Education at McGill university in 2020. His thesis is called *Colonial and Indigenous language policies at McGill University: beliefs, mechanisms, and practices*. He also attended the 19th Education Graduate Students Society (EGSS) Conference in March 2021, *Cultivating Communities: Education, Science and Psychology*, presenting "Looking at McGill's Course Equivalences website: Seeking pathways to recognition for community-based Indigenous Language Revitalisation"

Link to eScholarship webpage: <https://escholarship.mcgill.ca/concern/theses/m613n300f>

Link to .pdf: <https://escholarship.mcgill.ca/downloads/sn00b323r?locale=en>

DIANA RICE, PEACE CENTRE & COMMUNITY LIFE

Diana participated in the conference. Light of Truth: A teach-in for social justice & racial equality, in July - August 2020. Her panel was entitled Youth Communities & Racial Justice, and her presentation was Systemic Racism in Educational Institutions & How to Make Change

<https://lighttruthcon.com/#:~:text=A%20Free%20Conference%20For%20Everybody,light%20of%20truth%20upon%20them.%E2%80%9D>

Diana also had a chapter published, entitled "Decentralizing Consumption to Recenter the Land"

EFFIE KONSTANTINOPOULOS, STUDENT ACCESSABILITY CENTRE

Effie is a member of the organizing committee for the *Virtual Symposium: Ten Years of Inclusive Pedagogical in Quebec: Building a Path for the Future* which will be held from June 1-3, 2021. This is a collaborative project between the Centre de recherche pour l'inclusion pour les personnes en situation de handicap (CRISPESH), Dawson College, and Cégep du Vieux Montréal. For further information on the Symposium, please visit crispesh.ca/evenements/?post_shown=symposium

SUPPORT STAFF

RICHARD DUGAS, SUSTAINABLE DAWSON

Richard organised a conference, entitled "How to measure a CEGEP's Greenhouse gas emissions", which was held online on February 3rd, 2021. The conference was well-attended, with CEGEP representatives from Dawson; Saint-Jérôme; Maisonneuve; Edouard-Montpetit; St-Jean-sur-

Richelieu; Lionel-Groulx; Granby; Montmorency. Richards also prepared reports for Dawson's yearly GHG emissions, 2019-2020, with Ecometrica and for CEGEP Vert du Québec.

SALTISE

CHARLES, ELIZABETH & RESEARCH TEAM

FUNDED PEDAGOGICAL RESEARCH

PAREA (August 2020-2023) Programme d'aide à la recherche sur l'enseignement et l'apprentissage. Project: *Étayage des connaissances en contexte d'apprentissage par enquête en sciences: favoriser l'apprentissage de la démarche scientifique/ Building Knowledge in the Context of Inquiry-Based Learning in Science: Fostering the learning of the scientific process.* Principal Investigator: Elizabeth S. Charles (Dawson College), Co-researchers: Caroline Cormier & Veronique Turquotte (Cégep Andre Laurendeau), Michael Dugdale & Sean Hughes (John Abbott College), Kevin Lenton (Vanier College), Collaborators: Rhys Adams & Karl Laroche (Vanier College).

FUNDED INNOVATION & INFRASTRUCTURE PROJECTS

Entente Canada-Quebec (July 2020-2025), *SALTISE/S4 (S4=System Supporting Student Success)* Project Coordinator Elizabeth S. Charles (Dawson College), Collaborators: John Abbott College, Vanier College, Champlain College (3 campuses), Heritage, Marianopolis, and anglophone regional colleges; McGill University, Concordia University, Bishops University.

PUBLICATIONS : REFERRED JOURNALS & BOOKS:

- Cassidy, R., Charles, E. S., Slotta, J. D., Lasry, N., eds. (2019). *Active Learning: Theoretical Perspectives, Empirical Studies and Design Profiles*. Lausanne: Frontiers Media. doi: 10.3389/978-2-88945-885-1.

REFEREED CONFERENCE – WITH PROCEEDINGS:

- Whittaker, C., & Charles, E. S. (2020). Flipping out—reflections on ten years of development, innovation and design in technology-rich collaborative learning spaces and active learning pedagogical capacity building. *Proceedings of the Canadian Engineering Education Association (CEEA)*.
- Charles, E., Lenton, K., Adams, R., Dugdale, M., Lasry, N., Brouillette, Y., ... & Zhang, C. (2020). Designing error detection prompts and peer feedback for physics classrooms. *Proceedings of the Canadian Engineering Education Association (CEEA)*.
- Bhatanagar, S., Zouaq, A., Desmarais, M. C., & Charles, E. (2020). A Dataset of Learnersourced Explanations from an Online Peer Instruction Environment. *International Educational Data Mining Society*.
- Charles, E.S., Slotta, J.D., Cassidy, R., Dugdale, M., Lenton, K. & Zhang, C. (2019). *How Teachers Implement Active Learning: Typologies of orchestrational flow*. In Lund, K., Nicolai, G., Lavoué, E., Hmelo-Silver, C., Gweon, G., and Baker, M. (Eds.). (2019). *A Wide Lens:*

Combining Embodied, Enactive, Extended, and Embedded Learning in Collaborative Settings, 13th International Conference on Computer Supported Collaborative Learning (CSCL) 2019, Volume 1. (pp.448-455). Lyon, France: International Society of the Learning Sciences.

REFEREED CONFERENCE PRESENTATIONS – WITHOUT PROCEEDINGS:

- Charles, E., Dugdale, M., Lenton, K., Adams, R., Brouillette, Y., & Lasry, N. (2021). *Orchestrating Feedback: How peer assessment mediates student engagement*. Presented at the Association québécoise de pédagogie collégiale (AQPC), June 9, 2021, QC., online.
- Dugdale, M., Lenton, K., Adams, R., Brouillette, Y., Lasry, N., Jackson, P., Zhang, C., & Charles, E. (2021). *Orchestrating Feedback*. Presented at Supporting Active Learning and Innovations in Studies of Education (SALTISE) Annual conference, June 2-3, QC., online.
- Zhang, C., Krsmanovic, B., Raman, P., Dugdale, M., Wiebe, J., Khan, R., Burrton, G., Charles, E., & Slotta, J. (2021). *Cross-cutting Perspectives on Active Learning among Researchers and Practitioners*. Symposium presented at Supporting Active Learning and Innovations in Studies of Education (SALTISE) Annual conference, June 2-3, QC., online.
- Charles, E. S., Adams, R., Jackson, P., Brière, J.-F., Leung, C., Choquette, J., Bonafim, S., & Chiarelli, L. (2020). *Out of Chaos Comes Promise: How CourseFlow can support online learning and teaching*. Presented at Numérique 2020, Journées du numérique en enseignement supérieur, November 2, QC., online.
- Charles, E.S., Cassidy, R., Dugdale, M., Whittaker, C., Choquette, J., Slotta, J., & Breuleux, A. (2020). *Research-Practice Partnerships in higher education: Developing tools to mediate collaboration between stakeholders*. Presented at American Educational Research Association (AERA). San Francisco, CA., April 17-21., virtual conference.
- Charles, E.S., Lasry, N., Lenton, K., Whittaker, C., Dugdale, M., Adams, R. & Jackson, P. (2019). *Learning from other students' mistakes*. Presented at the Association québécoise de pédagogie collégiale (AQPC), June 6-8, 2019, Rimouski, QC.
- Charles, E.S., Lasry, N., Lenton, K., Whittaker, C., Dugdale, M., Adams, R. & Jackson, P. (Mai, 31, 2019). *Apprendre des erreurs des autres : La rétroaction à des pairs*. Presented at [l'Association pour la recherche au collégial \(ARC\)](#), 87^e Congrès de l'Acfas, l'Université du Québec en Outaouais (UQO).
- Cassidy, R., Charles, E., Orjuela-Laverde, M., Lenton, K., & Breuleux, A. (2019). *Research-Practice Partnerships for Pedagogical Innovation*. Paper presented at the STLHE annual conference, Guiding the Journey: Learner Teacher Learner, June 11-14. Winnipeg, MA.
- Whittaker, C., Charles, E., Payne, C., Bell, C., Cox, B., Roberson, B., Munn, C., & Cassidy, R. (2019). Promoting and Sustaining Evidence-Based Pedagogical Change Through Community Building, Collaboration and Research – Reflections from a Collaborative Effort Between Dawson College (Montreal, QC), Assiniboine Community College (Assiniboine, MB), and the SALTISE Learning Community. Paper presented at the STLHE annual conference, *Guiding the Journey: Learner•Teacher•Learner*, June 11-14. Winnipeg, MA.

Workshops & Webinars

Dugdale, M. (2021, June 2). SALTISE pre-conference workshop Matthew Ohland (Purdue University), Kelly Miller (Harvard University), Sidnev Omelon (Mcgill University), Phoebe Jackson And Michael Dugdale (John Abbott College). A Solution to the Teamwork Challenge: CATME, A Research-Based Tool for Forming and Helping Groups Work Effectively. Pre-conference workshop presented at Supporting Active Learning and Innovations in Studies of Education (SALTISE) Annual conference, June 2-3, Montreal, QC.

Dugdale, M. (2021, February 26). SALTISE webinar – The Teamwork Challenge Part 1: Forming effective student groups.

Dugdale, M. (2021, January 29). SALTISE webinar – empowering student learning: Ways to leverage the Power of Peer Assessment.

Charles, E. (2020, October, 10). Intro to CourseFlow: Quick primer on how to start. Workshop presented at Dawson College Pedagogical Day, online.

Charles, E. (2021, January 12). CourseFlow: Better Planning and Management of Online or Blended Courses. Workshop presented at Inter-collegial Pedagogical Day, online

PEDAGOGICAL RESEARCH

FIRST PEOPLES POST-SECONDARY STORYTELLING EXCHANGE

This past year has been an exciting and busy one for the FPPSE, despite the constraints of the pandemic.

A gathering to celebrate the project had been scheduled for March 26, 2020, but was cancelled when Covid hit.

In-person activities and dissemination of results in Cree, Inuit and Kanien'kehá:ka communities were also cancelled.

Nonetheless our resourceful and resilient team adapted to the realities. Regular team meetings took place on-line although we definitely missed our in-person talking circles with food and connection. Some of the research assistants had trouble attending meetings because of the poor internet connectivity in Nunavik and even in Kahnawake. They sometimes were able to call in by phone.

We put our energies into completing the project website, collaborating with video editors, writers and translators virtually. Research Coordinator Morgan Phillips, Laura Shea (Dawson Sociology), Michelle Smith (Dawson Cin/Comms) and Research assistants collaborated on writing, and graphic design with Cheryl Delaronde. I worked with an Inuit team to translate Inuktitut stories to English and completed dozens of videos with editors Guillermo Perez-Lopez and Jesse Bochner.). Reisa Levine (Dawson Cin/Comms) designed and programmed the site.

A virtual gathering was held on February 16, 2021 with close to 175 people in attendance. The project website fppse.net was launched, videos presented and members of the team spoke about the project, outcomes, and the innovative participatory methodology.

A private virtual ceremony took place right before to honour the stories and the storytellers, partners and collaborators with elder Amelia MacGregor, knowledge keeper Vickv Boldo and Tauni Sheldon. Tauni lit a Qulliq, a traditional Inuit oil lamp and kept the light burning for the duration of the private and public events. We received very positive feedback from attendees, particularly about the presentations by student researchers involved in the project, and the website, a rich resource for teachers, students, families and advocates for equity in education.

Earlier in the day we held a **press conference** for the event and website launch. In preparation,

the research team including research assistants attended virtual media training sessions with media educator Amanda Lickers, building capacity in media literacy.

MEDIA COVERAGE INCLUDED:

Indigenous top ten <https://mailchi.mp/academicagroup/fi1bbklpid?e=899e104376>

CBC Radio Breakaway <https://www.cbc.ca/listen/live-radio/1-79-breakaway/clip/15826578-a-storytelling-project-help-indigenous-students-post-secondary-education>

Radio Canada <https://bit.ly/3bcozUZ>

CBC North Radio in Cree

Eastern Door

Citi TV <https://montreal.citynews.ca/video/2021/02/15/indigenous-students-share-their-story/>

CTV

Noovo TV <https://noovo.ca/videos/nvl/nvl-du-18-fevrier-2021>

The Link <https://thelinknewspaper.ca/article/feature/new-virtual-project-aims-to-improve-indigenous-students-access-to-post-secondary-education>

Suoni TV

CKUT

Dawson D News did a story on the project at the time of the launch and continues to feature an element on the website in every issue.

FOLLOWING THE LAUNCH THE TEAM INCLUDING STUDENTS PRESENTED AT VIRTUAL EVENTS AND CONFERENCES INCLUDING:

- 19th annual Education graduate Students' Society (EGSS) at McGill University 2021 Conference
- Institut Nordique du Quebec
- Quebec Youth Chaire – Causeries
- Dawson College First Peoples Week
- And Concordia Participatory Working Group

We are active on social media with regular outreach with community members.

College and university professors and community educators have been using the site in trainings, in the classroom, and among their networks. We are planning to translate content to French for access in francophone education networks. Sharing results and outcomes will continue in the Cégep and education networks in fall 2021 and winter 2022.

This phase of the project wherein I was PI is officially complete. A detailed final project report will be submitted by June.

We are now moving on to dissemination. This phase will be led by PI Nicole Ives at McGill and I will continue as Co-investigator. We are currently preparing booklets with research results in English French, Inuktitut, Cree and Kanien'kéha to be distributed in communities. We hope to hold community gatherings in Cree, Inuit and Kanien'kehá:ka communities starting in fall if restrictions are lifted.

MICHELLE SMITH

First Peoples Initiative and Cinema Communications, Dawson College, May 7, 2021.

Neuroscience Group

SPECIAL INITIATIVES OF THE DAWSON RESEARCH IN NEUROSCIENCE GROUP:

Sylvia Cox (Psychology) and H  l  ne Nadeau (Physics) are co-directing all the group's activities.

Extra-curricular April 2020 to June 2020:

About 20 students participated regularly in our weekly meetings. To accommodate every schedule, we met part of the group on Wednesday at 1pm and designed an experiment on working memory, and another part of the group on Thursday at 4 pm, with whom we worked on inhibition control. Our extracurricular activities moved to the Zoom platform in March 2020, even before classes started online.

SUMMER 2020 INTERNSHIP:

We held the 6th instalment of our summer internship, despite the pandemic. With 10 students (Safiia Abdulkadvrova, Alexandra Florentina Barcan, Lynda Ben Meddour, Jasmine Cossette, Claire Gao, Isabeli Pizzani Maurutto, Jennifer Robert, Yuliva Shpunarska, Valeria Sval, Melika Yadmelat) we worked on 3 behavioral projects online and tried to synchronize the Muse portable EEG headset with the experiments. This formed the basis for 2 independent study sections of the comprehensive examination in the Fall semester and two submissions to the *Prix   tudiants de l'ARC* in the following winter (one won third prize and was presented at ACFAS 2021). The summer program concluded with a virtual public presentation in August 2020.

EXTRA-CURRICULAR SEPTEMBER 2020 TO MARCH 2021:

Again, we had two weekly meeting times: Wednesday, 1 pm and Thursday 5 pm in the Fall semester/Tuesday, 5:30 pm in the Winter semester. The Thursday/Tuesday late afternoon group produced two projects: *Mindfulness levels and attentional control*, with Fatiha Benrahmani, Ang  le Jenkins, K  rvanne Gagnon and Svetlana Krasimirova Velikova; and *Bilingualism and inhibitory control*, with Eleanor Greenspan, Zara Lipman, Alexandra Montpetit and Nathalie Nashen. The Wednesday group realised two projects: *The effect of bilingualism on selective attention*, with Sarrangi Elaivappah, Seungyeon Lee, Megan Oleksiw, Julie Takahashi Massicotte and Florian Tinslev; and *Effects of stress on decision making*, with Caylan L. Leite, Lara-Sofia Merlo, Faye Nikolettos and Toky Raharison Ralambomihanta.

INTRODUCTION TO RESEARCH COURSES:

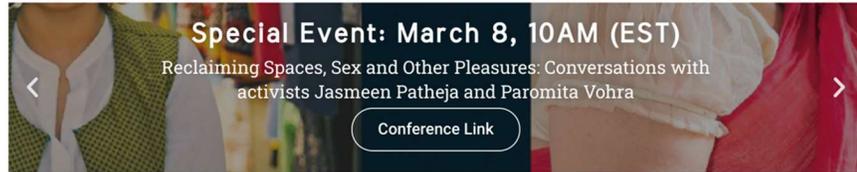
In the Winter and Spring of 2020, H  l  ne Nadeau and Sylvia Cox worked with the Learning Communities to build a new multidisciplinary complementary course entitled *Contemporary issues: Introduction to research in Neuroscience*. They co-taught the course for the first time in the Winter of 2021. They also co-taught the Science option course *Topics in Physics: Introduction to Research in Brain Imaging*, in its second installment in the Winter 2021 semester.

The combination of the three programs allows us to reach a large clientele. We participate in Dawson, Saltire, ACFAS and *Association de Recherche au Coll  gial* workshops and conferences to share our findings on this innovation in teaching.

SCIENCE FEST:

Eleven teams from the courses and the extra-curricular groups participated in a Science Fest marathon. They recruited and tested a large number of participants for their projects and publicized our activities.

WHAT'S NEW:

The Resist Violence Pedagogical Development Project

This project begins with an understanding that discussions about such issues as race, class and gender can be uncomfortable for many of us, and consequently employs a strategy that recognizes the complex realities of our lived experiences, works toward finding shared truths, and inspires through the creative power of artistic activism and storytelling. This pedagogical approach was developed with the support of Dawson's Learning Communities Project and an ECQ Grant (2018-20), and then refined through our teaching experiences, exchanges with colleagues in our W20 Resist Violence Community of Practice, and feedback from conference presentations and workshops. The pedagogy integrates critical thinking, media literacy and artistic expression and is grounded in recent work in social psychology, neuroscience, educational philosophy, artistic practices (c4aa.org, art21.org) and the theory and practice of nonviolence.

Our work this year has focused on spreading awareness among faculty at Dawson and beyond about the value of the Resist Violence pedagogy and reflecting on the project's further development. In January, after our Intercollegiate Ped Day presentation and a meeting with Julia Liieron (OAD), Dan Bover (Student Services) and Jason Annahatak (Student Services), we began exploring how this project could transition into an innovative para-academic activity, *The Creative Collective for Change*. As a para-academic project, this initiative can provide inclusive student-centered learning experiences in and outside of the classroom that engage and empower students to become active and responsible citizens in today's polarized environment. At its core, this project seeks to build a sense of *critical hope* – a hope that is not simplistic, but instead based on an understanding of the problems we face and the processes by which positive social change occurs.



[This year's activities \(April 1, 2020 – March 31, 2021\):](#)

CONFERENCE PRESENTATIONS

- Sue Elmslie, Alison Loader, Pat Romano, and Kim Simard "Symbols and Structures: Stories that Move," *Peace and Justice Studies 2020 Virtual Conference*, October 30, 2020.
- Pat Romano and Kim Simard, "Embracing Social Change: Depolarizing the Classroom through Art and Nonviolence," *8th Annual National Community College Peacebuilding Virtual Seminar*, November 7, 2020.
- Sue Elmslie, Anick Legault, Alison Loader, Pat Romano, and Kim Simard, "Moving Beyond Discomfort: From Resistance to Connection and Agency in the Social Justice Classroom," *Intercollegiate Ped Days*, January 12, 2021.

College-wide Events

- In collaboration with Dawson's W/GS Certificate, Resist Violence hosted an International Women's Day event: *Reclaiming Spaces, Sex and Other Pleasures: A Conversation with Paromita Vohra and Jasmeen Patheja*

NEW CONTENT ON [HTTP://RESIST-VIOLENCE.COM](http://RESIST-VIOLENCE.COM)

- Archive of Dawson students' virtual exhibit: *Detention*

BLOG POSTINGS:

- Mark Beauchamp and Pat Romano, "A Conversation of Violence, Nonviolence and Social Change," posted June 18, 2020
- Mark Beauchamp, Sue Elmslie, Anick Legault, Alison Loader, Pat Romano, and Kim Simard, "Reflections," posted June 18, 2020
- Sue Elmslie, Alison Loader and Kim Simard, "Critique as a Form of Artistic Activism," posted June 19, 2020
- Pat Romano, "Beyond Discomfort," posted January 10, 2021
- New Module on De-militarization
- June 2020 and Jan 2021 newsletters
- Project Leads: Pat Romano (Humanities) and Kim Simard (Cinema-Communications)

-

Making Art Histories: A Living Pedagogy

Research project funded by ECQ - 2 year (2021-2023)

Project co-leads: Emma Doubt and Pohanna Pyne Feinberg

The objective of this project is to produce a peer-populated on-line platform to generate and disseminate post-colonial and decolonizing content for CEGEP art history professors. We aim to intervene in pervasive trends of Eurocentrism and cultural exclusion that need to be addressed, particularly for increasingly multicultural classrooms. Universities and arts institutions are already adopting these critical frameworks and *Making Art Histories* will provide resources for CEGEP professors to better prepare students who are entering these increasingly popular institutional and academic contexts.

Model United Nations Ambassador Project

Work on pedagogical simulation materials continued with a Sharepoint site linked to Dawson College's faculty hub to provide resources to interested faculty. Website will be publicly launched by the end of Winter 2021 semester. Plans are being made to host community building events and conference presentations once such events are possible in person.

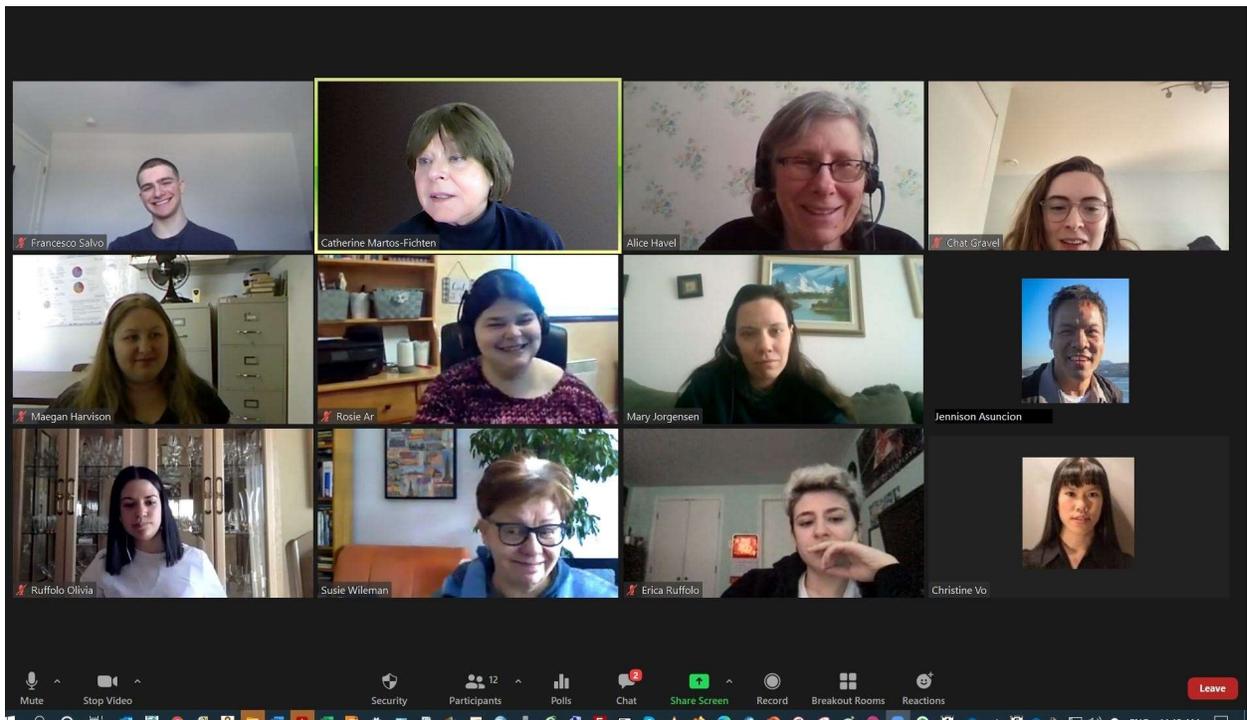
CHRISTOPHER BOURNE

CAROLINE CHOCHOL

JULIE JOHNSON

Adaptech Research Network / Réseau de Recherche Adaptech

The Adaptech Research Network consists of a team of academics, students and consumers. It is co-directed by Catherine Fichten (Psychology, Dawson – also see her section under Psychology) and Jennison Asuncion. Alice Havel and Susie Wileman are Dawson Scholars in Residence and Master's student Mary Jorgensen and doctoral student Jillian Budd are senior research associates involved in the research. Several undergraduate and cegep students are also part of the team. We conduct research bilingually involving college and university students with diverse disabilities (e.g. visual, mobility, hearing impairments, psychological, learning and chronic medical disabilities). Areas of focus are: use and accessibility of information and communication technologies in postsecondary education, facilitators and barriers to academic success, free or inexpensive software useful to students with various disabilities, students' personal mobile technologies in the academic context, use of artificial intelligence in post-secondary education, and issues related to PowerPoint and its accessibility. The goal is to provide empirically based information to assist and inform decision making that ensures that new policies and new technologies reflect the needs and concerns of a variety of stakeholders. The outcomes will be better educational opportunities and learning experiences for college and university students with disabilities.



GRANTS

BioTalent Student Work Placement Program - Health and Biosciences (Awarded to C. Fichten \$ 13,116.00)	2020-2021
Dawson College Research Release (Awarded to Fichten, C. - \$39,000)	2021-2022
Fonds de recherche du Québec - Société et culture (FRQSC) Dégagement d'enseignement pour la recherche au collégial : Centre d'études sur l'apprentissage et la performance (CEAP) (Awarded to Fichten, C. - \$329,000)	2020-2027
Fonds de recherche du Québec - Société et culture (FRQSC) Regroupements stratégiques: Centre d'études sur l'apprentissage et la performance (CEAP) / Centre for the Study of Learning and Performance (CSLP). (Awarded to Venkatesh, V., Waddington, D., Gauvin, I., Fichten, C. & 30+ other CSLP members – infrastructure : \$1,800,500)	2020-2027
Fonds de recherche du Québec - Société et culture (FRQSC) Dégagement d'enseignement pour la recherche au collégial (Awarded to Fichten, C. - \$7000)	2020-2022
Fonds de recherche du Québec - Société et culture (FRQSC) Synthèse des connaissances Enseignement et apprentissage dans l'enseignement supérieur à l'ère du COVID-19 : Une synthèse des connaissances. (Awarded to Legault, A. & Fichten, C. and collaborators Havel, A., Asuncion, J., & Wileman, S. - \$50,000)	2020-2022
Fonds de recherche du Québec - Société et culture (FRQSC) Projets de recherche en équipe en milieu collégial Technologies mobiles pour le plus grand groupe d'étudiants en situation de handicap au Québec : Étudiants ayant un trouble déficitaire de l'attention avec/sans hyperactivité (TDAH) (Awarded to Fichten, C., Legault, A., & Havel, A. - \$120,000)	2020-2022
Montréal Centre for Higher Learning in Artificial Intelligence (PIA) / AI Le Pôle montréalais d'enseignement supérieur en intelligence artificielle (PIA) How can virtual assistants and AI-based smartphone apps help post- secondary students with disabilities succeed in their studies? (Awarded to Fichten, C., Schmid, R., Libman, E., Legault, A., Havel, A., & King, L. - \$100,000)	2020-2022

Dawson College Academic success projects for students with disabilities and/or particular needs (S051) Helpful mobile technologies for students with executive functioning difficulties (Awarded to Fichten, C. & Legault, A. - \$12,000)	2020-2021
Social Sciences and Humanities Research Council (SSHRC) Engage Grant Facilitators and barriers of technologies in accessing NEWLY online courses by post-secondary students with and without disabilities: The COVID-19 experience. (Awarded to Fichten, C., Havel, A., Libman, E., & Amsel, R., in collaboration with Legault, A., Asuncion, J., Wileman, S., & AQEIPS - \$25,000).	2020-2021
Canada-Québec Entente Translation (Awarded to Fichten, C. - \$4000)	2020
Employment and Social Development Canada Canada Summer Jobs (awarded to Fichten, C. - \$ 3,668)	2020
Canada-Québec Entente Action spontanée: Les téléphones intelligents, un outil pédagogique négligé (awarded to C. Fichten - \$ 63,250)	2019-2020
Fonds de recherche du Québec - Société et culture (FRQSC) et le ministère de l'Éducation, du Loisir et du Sport (MELS) Centre d'études sur l'apprentissage et la performance (CEAP) (grant numbers 2015-RG-186757 or 2015-RG-178771, 2015-CH-186757 (awarded to Abrami, P., Waddington, D.I., Fichten, C.S., et al., \$1,354,500 Fichten's portion = \$18000)	2014-202

RECOGNITIONS

- 2020 - Asuncion, J. (2020). Selected for the D-30 Disability Impact List. Diversability, United States.
- 2020 - Rioux-Massie, M.-E. (2020). Recipient of the Bourse de soutien du département des relations industrielles. Université de Laval, Québec.
- 2020 - Rioux-Massie, M.-E. (2020). Recipient of the Bourse d'Excellence de la Fondation CRHA, Université de Montréal, Québec.
- 2020 - Rioux-Massie, M.-E. (2020). Recipient of the a scholarship from the Center for Research on Work Disability Policy. Montréal, Québec.
- 2020 - Rioux-Massie, M.-E. (2020). Recipient of a scholarship from the Quebec Association of Post-secondary Students with Disabilities (AQEIPS). Montréal, Québec.

JOURNAL REVIEWS

- 2020 International Journal of Disability, Development and Education

REFEREED PUBLICATIONS 2020-2021

- 2021 Fichten, C., Jorgensen, M., Havel, A., Legault, A., & Budd, J. (in press). Academic performance and mobile technology use during the COVID-19 pandemic: A comparative study. *Journal of Post-Secondary Education and Disability*.
- 2021 Martiniello, N., Asuncion, J., Fichten, C., Jorgensen, M., Havel, A., Harvison, M., Legault, A., Lussier, A., & Vo, C. (2021). Artificial intelligence for students in postsecondary education: A world of opportunity. *AI Matters*, 6(3), 17-29. <https://doi.org/10.1145/3446243.3446250>
- 2020 Fichten, C. S., Havel, A., Jorgensen, M., Arcuri, R., & Vo, C. (2020). Is there an app for that? Apps for post-secondary students with attention hyperactivity disorder (ADHD). *Journal of Education and Training Studies*, 8(10), 22-28. <https://doi.org/10.11114/jets.v8i10.4995>
- 2020 Martiniello, N., Haririsanati, L., & Wittich, W. (2020). Enablers and barriers encountered by working-age and older adults with vision impairment who pursue braille training. *Disability and Rehabilitation*. Advance online publication. <https://doi.org/10.1080/09638288.2020.1833253>
- 2020 Martiniello, N., & Wittich, W. (2020). The association between tactile, motor and cognitive capacities and braille reading performance: A scoping review of primary evidence to advance research on braille and aging. *Disability and Rehabilitation*. Advance online publication. <https://doi.org/10.1080/09638288.2020.1839972>
- 2020 Seale, J. K., Burgstahler, S., & Havel, A. (2020). One model to rule them all, one model to bind them? A critique of the use of accessibility-related models in post-secondary education. *Open Learning*. Advance online publication. <https://doi.org/10.1080/02680513.2020.1727320>
- 2020 Seale, J., King, L., Jorgensen, M., Havel, A., Asuncion, J., & Fichten, C. (2020). Engaging ignored stakeholders of higher education accessibility practice: Analysing the experiences of an international network of practitioners and researchers. *Journal of Enabling Technologies*, 14(1), 15-29. <https://doi.org/10.1108/JET-08-2019-0040>

BOOK CHAPTERS:

- 2020 Bühler, C., Burgstahler, S., Havel, A., & Kaspi-Tsahor, D. (2020). New practices: Promoting the role of ICT in the shared space of transition. In J. Seale (Ed.), *Improving accessible digital practices in higher education – Challenges and new practices for inclusion* (pp. 117-141). Palgrave Macmillan. <https://doi.org/10.1007/978-3-030-37125-8>
- 2020 Burgstahler, S., Havel, A., Seale, J., & Olenik-Shemesh, D. (2020). Accessibility frameworks and models: Exploring the potential for a paradigm shift. In J. Seale (Ed.), *Improving accessible digital practices in higher education – Challenges and new practices for inclusion* (pp. 45-72). Palgrave Macmillan. <https://doi.org/10.1007/978-3-030-37125-8>
- 2020 Fichten, C., Olenik-Shemesh, D., Asuncion, J., Jorgensen, M., & Colwell, C. (2020). Higher education, information and communication technologies, and students with disabilities: The good and the bad. In J. Seale (Ed.), *Improving accessible digital*

practices in higher education – Challenges and new practices for inclusion (pp. 21-44). Palgrave Macmillan. <https://doi.org/10.1007/978-3-030-37125-8>

- 2020 King, L., Burgstahler, S., Fisseler, B., & Kaspi-Tsahor, D. (2020). New perspectives on stakeholders: Who needs to step up to the plate and how? In J. Seale (Ed.), *Improving accessible digital practices in higher education – Challenges and new practices for inclusion* (pp. 73-94). Palgrave Macmillan. <https://doi.org/10.1007/978-3-030-37125-8>

POPULAR PRESS ARTICLES: MAGAZINES, NEWSLETTERS, WEB SITES, WEBINARS, SOCIAL MEDIA

- 2020 Adaptech Research Network. (2020, May). Canadian and international experts weigh in: An annotated list of AI-related resources for college and university students with and without disabilities. <https://adaptech.org/publications/canadian-and-international-experts-weigh-in-an-annotated-list-of-ai-related-resources-for-college-and-university-students-with-and-without-disabilities/>
- 2020 Havel, A., King, L., Lussier, A., Wileman, S., Jorgensen, M., & Fichten, C. (2020, April 6). *Play it again: Using students' smartphones for audio recordings*. Adaptech Research Network. <https://adaptech.org/publications/play-it-again-using-students-smartphones-for-audio-recordings/>
- 2020 Jorgensen, M. (2020). *Discovering qualitative research through a graduate methods of inquiry course* [PowerPoint slides]. Adaptech Research Network. <https://adaptech.org/publications/discovering-qualitative-research-through-a-graduate-methods-of-inquiry-course-powerpoint-slides/>
- 2020 Jorgensen, M., Arcuri, R., Vo, C., & Fichten, C. (2020, August). *Comprehensive list of apps related to the academic performance of post-secondary students with ADHD*. Adaptech Research Network. <https://adaptech.org/publications/comprehensive-list-of-apps-related-to-the-academic-performance-of-post-secondary-students-with-adhd/>
- 2020 King, L., Havel, A., Lussier, A., Jorgensen, M., & Fichten, C. (2020, June). *Beyond texting: How students can use smartphones outside of the classroom*. Adaptech Research Network. <https://adaptech.org/publications/beyond-texting-how-students-can-use-smartphones-outside-of-the-classroom/>
- 2020 King, L., Legault, A., & Lussier, A. (2020, May 7). *Exploration de bonnes pratiques pédagogiques pour l'utilisation des téléphones intelligents*. Profweb. <https://www.profweb.ca/publications/articles/exploration-de-bonnes-pratiques-pedagogiques-pour-l-utilisation-des-telephones-intelligents>
- 2020 Lussier, A., King, L., & Havel, A. (2020, June 8). *Solving world issues one smartphone at a time*. SALTISE. <https://www.saltise.ca/activity/solving-world-issues-one-smartphone-at-a-time/>
- 2020 Lussier, A., King, L., & Havel, A. (2020, June 8). *Yeas and nays: Using smartphones for gathering data*. SALTISE. <https://www.saltise.ca/activity/yeas-and-nays-using-smartphones-for-gathering-data/>

- 2020 Profweb Editorial Team, & Legault, A. (2020, September 27). *Video tutorials for teachers for the inclusive use of smartphones*. Profweb. <https://www.profweb.ca/en/publications/articles/video-tutorials-for-teachers-for-the-inclusive-use-of-smartphones>
- 2020 Wileman, S., & Havel, A. (2020, May 28). *Adaptech “zooming” ahead in research*. D News. <https://www.dawsoncollege.qc.ca/news/dnews/adaptech-zooming-ahead-in-research/>

Refereed Conference Presentations

- 2021 Fichten, C., & Jorgensen, M., in collaboration with Martiniello, N., & Vo, C. (2021, March 6-14). *Are AI based apps smart enough for college students* [Conference presentation]? 36th Annual CSUN Assistive Technology Conference, Northridge, CA, United States. https://adaptech.org/wp-content/uploads/CSUN2021PresentationFINAL_FichtenJorgensen.pptx
- 2021 Legault, A., & Havel, A. (2021, March 6-14). *The ADHD coach that’s in your smartphone* [Conference presentation]. 36th Annual CSUN Assistive Technology Conference, Northridge, CA, United States. https://adaptech.org/wp-content/uploads/CSUN_ADHD-and-Apps.pptx

TALKS, INTERVIEWS, PRESENTATIONS, AND INVITED ADDRESSES :

- 2021 Fichten, C., Jorgensen, M., & Legault, A. (2021, April 8). *The intel on AI: Adaptech looks at post-secondary students with disabilities and artificial intelligence / Les applis basées sur l’IA sont-elles assez intelligentes pour les étudiants du post-secondaire ?* Presentation at the CRISPESH Lunch-and-Learn Conference, Montreal. <https://adaptech.org/wp-content/uploads/CRISPESH2021E.pptx> and <https://adaptech.org/wp-content/uploads/sites/2/CRISPESH2021F-1.pptx>
- 2020 Fichten, C, & Budd, J. (2020 August 26). *research Adaptech is currently conducting on the benefits of mobile technologies for students with disabilities*. *NEADS Community Engagement Meeting*. Zoom Meeting ID: 876 0216 7751
- 2020 Legault, A. (2020, September). *It’s a boy/girl! Or is it? A biopsychological perspective of gender development and expression* [Invited speaker]. Dawson College Gender Matters course, Montreal, QC, Canada.
- 2020 Legault, A., & Fichten, C., in collaboration with Jorgensen, M., Havel, A., Harvison, M., & Vo, C. (2020, November 19). *Conception inclusive : rendre les cours en présentiel et en ligne accessibles à TOUS les étudiants, en situation de handicap ou non* [Webinar]. Centre for the Study of Learning and Performance (CSLP). <https://business.facebook.com/watch/?v=676130873072967>
- 2020 Fichten, C, & Budd, J. (2020 August 26). *Research Adaptech is currently conducting on the benefits of mobile technologies for students with disabilities*. *NEADS Community Engagement Meeting*, Montreal, QC, Canada.

- 2020 Fichten, C., & Legault, A., in collaboration with Jorgensen, M., Havel, A., Harvison, M., & Vo, C. (2020, November 26). *Inclusive design: Making face-to-face and online courses accessible to all students, with and without disabilities* [Webinar]. Centre for the Study of Learning and Performance (CSLP). <https://www.facebook.com/watch/?v=397666421285396>

TESTS AND TOOLS / MEASURES

- 2021 Fichten, C., & Vo, C. (2021). *Coding manual: What 237 post-secondary students said about their technologies for schoolwork in 2019-2020*. Adaptech Research Network. <https://adaptech.org/publications/coding-manual-what-237-post-secondary-students-said-about-their-technologies-for-schoolwork-in-2019-2020/>
- 2021 Jorgensen, M., Legault, A., & Harvison, M. (2021). *What post-secondary students can teach us about how technology can promote academic success* [Coding manual]. Adaptech Research Network. <https://adaptech.org/publications/what-post-secondary-students-can-teach-us-about-how-technology-can-promote-academic-success-coding-manual/>
- 2020 Havel, A., Wileman, S., & Arcuri, R. (2020). *Making sense of accommodations: A coding manual*. Adaptech Research Network. <https://adaptech.org/publications/making-sense-of-accommodations-a-coding-manual/>
- 2020 Jorgensen, M., Harvison, M., & Legault, A. (2020). *The truth: You are not the only one concerned about the impact of COVID-19 on academic performance* [Coding manual]. Adaptech Research Network. https://adaptech.org/?post_type=publications&p=33682&preview=true

CREATIVE OUTPUT:

- 2020 Legault, A. (2020, January 11). *Logistics of using smartphones in the classroom* [Video]. YouTube. https://www.youtube.com/watch?v=43KgZ_letzE
- 2020 Legault, A. (2020, January 11). *Screen recording tutorial* [Video]. YouTube. https://www.youtube.com/watch?v=HuSKQP_7HOg
- 2020 Legault, A. (2020, January 11). *The classics of polling using smartphones* [Video]. YouTube. https://www.youtube.com/watch?v=V_BJRw0kXdU
- 2020 Legault, A. (2020, January 11). *Using Moodle app on smartphones for assessments* [Video]. <https://www.youtube.com/watch?v=TVB3-Qxyfw4>

STUDENT INVOLVEMENT IN RESEARCH:

- 2 Cegep students
- 4 undergraduate students
- 2 graduate student

COMMUNITY OF PRACTICE MEMBER :

- Communauté de pratique réunissant les équipes des projets du volet formation.



CRISPESH¹⁰_{cns}

Centre de recherche pour l'inclusion des
personnes en situation de handicap

CRISPESH

CRISPESH, Research Center for the Inclusion of People with Disabilities, is a collegial center for applied research and transfer in innovative social practices, born of a partnership between Dawson College and Cégep du Vieux Montréal. Since 2016, CRISPESH has developed its niche of expertise in professional inclusion of First Nations people living in a situation of disability.

Nisidotam.ca is the fruit of a research undertaking over a three-year period. Its mission is to promote the environments necessary for employment and community inclusion of First Nations people living in a situation of disability. The website provides support as well as valuable resources to professionals working with these clients.

Solidly grounded in the First Nations understanding of disability and the research findings, a variety of innovative and original awareness and training tools have been developed, such as the interactive training simulations, a virtual life learning tool and a virtual library.

In terms of methodology, the community-based participatory approach is endorsed in accordance with First Nations principles related to data Ownership, Control, Access and Possession (OCAP™). In addition, phenomenological research is appropriate for understanding the meaning of disability from a multidisciplinary perspective. Indeed, prior to our research, little had been written or known about the experience of First Nations people with disabilities.

It is worth noting our findings, including five themes common to all participants with disabilities:

- 1) There is not enough information about disabilities accessible to the communities and it leads to stigma and sometimes bullying or harassment.
- 2) We need to know more about disabilities ourselves to be better informed and stronger self-advocates.
- 3) We want to reduce stigma and be more included in the community.
- 4) If we come from broken families, we need a support network, we need to belong and we need help to rebuild new networks.
- 5) We need easier access to support services, transportation, therapies, and rehabilitation.

A research undertaking of this size was made possible by the funding from the Ministry of Higher Education, Ministry of Economy and Innovation (MEI) and Natural Sciences and Engineering Research Council of Canada (NSERC).

Office of Academic Development

RESEARCH OFFICE



Catherine LeBel. Dean of Academic Development



Felicia Solomon. Administration Technician - Research Ethics Board (REB) & Research Office.



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