CCDMD

COLLEGIAL CENTRE FOR EDUCATIONAL
MATERIALS DEVELOPMENT

2013–2018 Strategic Plan
Approved by the Steering committee on February 22, 2013

Final version

Message from Management

For 20 years now, the CCDMD has been working to develop and distribute top-quality teaching materials for the CEGEP network. The excellence of the products and services we offer is recognized not only in Québec's CEGEPs, but also in educational institutions at other levels of teaching within Québec and in colleges and universities outside Québec.

Everyone who works at the CCDMD is motivated to adjust to the ever-changing needs of the CEGEP network in order to produce relevant materials, to be a valued presence in the classroom and to work harmoniously with our various stakeholders.

The 2013–2018 strategic plan was developed by the CCDMD team after consultation with our partners and users. The plan centres on three strategic orientations:

- To offer innovative, easy-to-access, multiplatform teaching materials
- To increase the usage rate and visibility within the CEGEP network of the teaching materials produced by the CCDMD
- To maintain a high level of efficiency and performance

The discussions surrounding the development of the plan demonstrate the entire team's motivation to achieve these three goals and to constantly improve our services to the CEGEP network. This commitment is also reflected in our vision of what we want the CCDMD to become: the fundamental reference point at the centre of learning in the CEGEP network.

Martin Demers
Director

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1. PRESENTATION OF THE CCDMD

The Collegial Centre for Educational Materials Development (CCDMD) was founded in 1993 by the Ministry of Education[1] to develop and distribute teaching materials to support the CEGEP network. The Ministry entrusted the Collège de Maisonneuve with the management and development of the CCDMD.

Mandate

The CCDMD's mandate is to produce electronic resources and print documents designed especially for the teaching staff and students of the college education network in Québec. The CCDMD offers authors the pedagogical, technical and administrative support they need to complete their projects and distributes the materials produced to the network.

To identify the network's needs for teaching materials, the CCDMD issues a call for projects every year to the network teaching staff. For materials that deal specifically with mastery of the French language, the CCDMD team selects the projects they deem most important for production each year.

The CCDMD also produces English and English-second-language materials, funded by the Canada-Québec Agreement for Minority Language Education and Second-Language Instruction.

Table 1. The CCDMD by the numbers, from 2007 to 2012

New projects accepted in French	34
New projects accepted in English	18
New electronic resources completed	68
Electronic resources updated	21
New textbooks published	25
Textbooks updated	21
Textbooks sold	32,475
Software sold	19,251
Number of visits to website (2010–2012)	12,520,864

Finally, the CCDMD carries out projects for certain organizations that request our services, which contributes to our self-financing. These sales and subscriptions represented 15.6% of income in 2011–2012.

[1] Now the Ministère de l'Enseignement supérieur, de la Recherche, de la Science et de la Technologie (MESRST)

Steering committee

To achieve our mandate, the CCDMD relies on the support of a steering committee made up of representatives of the Ministère de l'Enseignement supérieur, de la Recherche, de la Science et de la Technologie (MESRST), academic directors of public and private CEGEPs, the executive director of the Collège de Maisonneuve and the director of the CCDMD.

This steering committee advises the Collège de Maisonneuve on general orientations and priorities for the development and distribution of teaching materials. The board also:

- Examines the strategic plan developed by the CCDMD
- Receives the CCDMD's annual report, work plan and financial statements every year
- Ensures the needs of the CEGEP network are taken into consideration
- Identifies links to establish and maintain between the CCDMD, the institutions in the CEGEP network, organizations or associations interested in the development and distribution of teaching materials and the Ministry

The CCDMD team

The CCDMD is made up of a team of 22 people who manage and carry out the organization's operations, promote and distribute the products, manage projects and produce resources and, finally, offer computer support to staff members and users.

2. GENERAL BACKGROUND

The CCDMD operates in an environment marked by technological and practical changes that affect teaching methods, learning methods and the way information is used. Supported by an experienced team, we have developed a reputation for the quality of our productions, which are recognized throughout the CEGEP network. The scope, diversity and expansion of the needs the organization is called on to fulfill have obliged us to constantly examine our production processes and efficiency.

Changing technology

The use of tablets, smartphones and laptops is on the rise, making touch screens widely available. The diversification of platforms creates the challenge of designing teaching materials that are platform-independent, to ensure they will be widely accessible and durable. In this regard, several products developed by the CCDMD are or will be out of date if nothing is done to migrate them to more recent platforms.

The advent of mobility, supported by WiFi, high-speed Internet access and cloud computing, is clearly one of the most striking trends of recent years. Mobility is essential in the design and development of teaching materials and must be taken into consideration. The proliferation of web applications allows people to use many different platforms and simplifies the users' task by freeing them from the constraints of installation and updates. Like the Internet in general, platforms must meet accessibility standards.

The creation of free, open software is another rising trend that fits well with the idea of an open education based on free, adaptable teaching materials. We are witnessing the emergence of the digital book, which allows for interactivity, remote updates and personalization. Digital books are closely related to another trend – self-publication – which is especially well-suited for microproduction. Although publication is now more accessible, it is the professional quality of the CCDMD's coaching and production process that ensures the organization performs well and fulfills the needs of both the authors and the Québec CEGEP network. Technology also makes it possible to print on demand, which may eventually allow the CCDMD to distribute textbooks directly.

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Development of pedagogical approaches and learning methods

Major debates are under way in the CEGEP network on the subject of pedagogical methods. For several years now, the competency-based approach has been advocated. The educational reform that was introduced in the primary and high school levels of the school system, and that forms the educational background of the students now entering CEGEP, also favours a competency-based and project-based approach, drawing on a socio-constructivist perspective. The CCDMD cannot escape this reality. We must find a balanced position between the approved pedagogical approaches and vision of the authors we work with.

Society in general and youth in particular live in an environment characterized by connectivity. This trend is obvious not only in the capacity to communicate on multiple platforms, but also in the desire to mediatize every moment, to share fragments of information within membership groups.

Main challenges for the CCDMD

Safeguarding the longevity and relevance of the existing teaching materials

Endorsing multiplatformity for new teaching materials

Improving the CCDMD's techno-pedagogical intelligence process

Promoting innovation while respecting the network's capacity

The advent of social media contributes to this trend, as does the development of network learning and collaborative work approaches as well as distance and online learning. The design of teaching materials must take this influence into account, probably moving toward the publication of short, diversified content.

It is also important to remember that more and more products and teaching materials are available free online. Likewise, many large universities around the world are developing significant training offers in this form. These trends may lead the CCDMD to review our pricing strategy with regard to the publication of teaching materials, with all related implications for our income and self-financing capacity.

Project quality

Within the CEGEP network, the CCDMD enjoys an enviable reputation. People talk about the quality, reliability, versatility and value of our accomplishments, as well as the openness, flexibility and respect the CCDMD demonstrates to the creators we work with.

The CCDMD's close connection to the CEGEP network and its status as the

editor of new teaching materials for programs with small student groups make us a valuable partner, closely in tune with the unique needs of CEGEPs. This closeness and relevance are crucial, especially in anglophone settings, where the competition of North American products is more intense.

At this point in our development, the CCDMD has made some critical observations about the teaching material we develop. The teaching scenarios could be more diverse, without eroding their adaptability for teachers. Likewise, we could improve the management, meta-organization and referencing of the content to make our products easier to find and use.

Call for projects

Every year, the CCDMD launches a call for projects in the francophone and anglophone CEGEPs. Each project must be supported by the college, potential users or external organizations that confirm its importance.

The call for projects process is simple, functional and objective. The CCDMD and our partners feel, however, that it does not always allow us to choose the best resources to complete the projects or to determine and satisfy the network's most pressing needs.

Currently, nothing guarantees that the call for projects will meet these needs because the network's real needs concern a pool of users that is potentially much larger than the one currently served by the CCDMD for the development of discipline-specific teaching materials.

The production of teaching materials to help people improve their French relies on a needs identification process, and the projects are selected by the CCDMD after consultation with the network.

Finally, the call for projects is ill-suited for the selection of small projects that are easy to integrate into a teaching process that is already structured.

Needs identification and monitoring mechanisms

The CCDMD is essentially structured as a production company. Our needs identification mechanisms are limited, as mentioned earlier.

We are poorly equipped to collect information and structured comments on the use and impact of the teaching materials we produce. We have traffic statistics for our website and the use of our products, but few formal means for systematically evaluating their adoption by teaching institutions after their launch.

Finally, the level of student involvement in the development of the teaching materials is variable and not systematic. Increased participation would allow student needs to be more clearly defined, in order to adjust to the new pedagogical methods they are exposed to and improve the relevance of the teaching materials we produce.

Main challenges for the CCDMD

Improving the meta-organization of the teaching materials
Evaluating the response to the network's priority needs
Increasing the use of the teaching materials

Penetration and usage rate of the teaching materials

Despite the reputation the CCDMD enjoys and despite the resources and efforts dedicated to experimentation, promotion and implementation, the penetration and usage rate of our teaching materials among students and professors (especially new professors) is less than ideal. The partners consulted for the development of this strategic plan made specific mention of this limited visibility and penetration of both the CCDMD and our teaching materials.

They also mentioned that the CCDMD's visibility relies entirely on a few people within the organization and that it could be more broadly distributed among the members of the team.

Projects for off-network partners

The idea of offering services to different organizations and increasing our self-financing side spurred the CCDMD to do some canvassing with partners outside the CEGEP network and to look into new markets. A feasibility and impact analysis on the use of CCDMD teaching materials should be undertaken to ensure that these projects have positive spinoffs for our operations.

Quality of the team

The CCDMD team, which has expanded considerably in recent years, is perceived by the network to be competent, dedicated, committed and enthusiastic. They are noted for their openness to working together and sharing resources. Since their area of activity is so broad, their expertise is highly diversified. The team feels, however, that they are underused: more formal recognition of specialties and better sharing of expertise would allow the system to benefit more fully from their potential.

The CCDMD is in favour of professional development for our human resources, but we do not conduct a systematic analysis of individual and collective training needs. We do not have a training plan based on needs and development objectives.

Teaching materials development process

The partners consulted for the development of this strategic plan mentioned the quality of the coaching that the CCDMD offers to authors, and specifically the respect, flexibility, cooperation, creativity and availability of the team members.

The materials development process takes into account the situation and availability of the authors, who are primarily teachers. We have noticed, however, that production times are very long in some cases, partly because we are developing more and more materials. The monitoring and coaching process for projects and authors could benefit from reinforcement. We also note that the quality management process for deliverables is poorly structured and generally left to the discretion of the project managers.

The author coaching process is not standardized; it differs by project and by project manager, with much done on a case-by-case basis. The authors' needs in terms of technological, pedagogical or structural support are also variable and sometimes quite extensive. The respective roles and responsibilities of the authors and project managers should be more clearly defined; the status of the author could be more clearly defined to more fully express the levels of engagement and contribution observed. Finally, since the CCDMD calls on freelance specialists for certain parts of the production process, coordinating the multidisciplinary efforts represents another challenge.

Despite the similarity of the mandates and the work processes, the internal structure of the CCDMD is relatively compartmentalized. Each team has its own

coordinator and specificities. The tools and practices are not standardized and not widely shared, and the CCDMD needs to improve internal communications. It should also be noted that the CCDMD's organizational structure is evolving toward a decompartmentalization of the production sectors.

Managing suppliers is perceived as an irritant and a barrier to efficiency. The management framework in place does not guarantee the competency of the suppliers chosen or their ongoing involvement. It creates obstacles for rehiring the same suppliers, and the project managers regularly find themselves competing to obtain the services of particular resources.

These various findings shed some light on the organizational and logistical challenges that underlie the development of the teaching materials.

Les infrastructures du CCDMD

In light of the CCDMD's mission, the management of our servers and computer network are of particular strategic importance, but the human resources currently dedicated to this task are insufficient to fully maintain security and performance.

Document management (print and digital documents), unintegrated databases and office management (shared offices, lack of space, noise, etc.) have also been identified by the team as irritants.

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Principal challenges for the CCDMD

Structuring professional development
Standardizing the teaching materials development process
Maintaining performance of the computer network

3. MISSION, VALUES, VISION ET STRATEGIC ORIENTATIONS

OUR MISSION – *Our purpose*

> To produce digital and print documents for teaching purposes, designed for the teaching staff and students, and distribute them across the entire Québec CEGEP network

OUR VALUES – *What defines and motivates us*

Quality
Continuous improvement of our competencies and diligence, supported by the quest for excellence.

Innovation
Creativity, openness, flexibility and adaptation to change.

Roots in the CEGEP network
Intention to meet the needs of the institutions, students and teachers.

Collaboration
Collegiality, sharing, respect, transparency and group leadership, among ourselves and with our contributors.

OUR VISION – *What we want to become*

> To be the fundamental reference point at the centre of learning in the CEGEP network

This essentially involves:
- Maintaining our pedagogical heritage and designing interactive, easy-to-access multiplatform resources
- Enhancing our presence and visibility in the colleges
- Improving our efficiency in production and author support
- Developing complementarity and a stronger team within the CCDMD

OUR STRATEGIC ORIENTATIONS

Orientation ① **To offer innovative, easy-to-access multiplatform teaching materials**	Orientation ② **To improve the usage rate and visibility within the CEGEP network of the CCDMD's teaching materials**	Orientation ③ **To maintain a high level of efficiency and performance**

4. STRATEGY

ORIENTATION 1. To offer innovative, easy-to-access multiplatform teaching materials				
Timeline				**Strategic actions**
ST			1.1	Structure the techno-pedagogical intelligence and recommendation process.
	MT		1.2	Improve student involvement in the development process
	MT		1.3	Improve needs identification mechanisms in the CEGEP network.
ST	MT	LT	1.4	Develop tools to facilitate the development, maintenance and updating of the teaching materials.
ST	MT	LT	1.5	Update relevant teaching materials to make them multiplatform and easy-to-access.
ST	MT	LT	1.6	Test the production of teaching materials that use relevant emerging technologies, such as: • Interactive ebooks • Mobile applications
ST	MT	LT	1.7	Progressively add accessibility standards to the materials design process.

ORIENTATION 2. To improve the usage rate and visibility within the CEGEP network of the CCDMD's teaching materials				
Timeline				**Strategic actions**
			2.1	Target and vary interventions to reach users:
ST				2.1.1 Specify and structure the roles and responsibilities related to CCDMD presence in the CEGEP network
ST	MT			2.1.2 Measure the impact of visibility and promotion efforts.
ST	MT	LT	2.2	Improve and structure the impact measurement mechanisms for the teaching materials.
ST	MT	LT	2.3	Improve referencing and content management for the teaching materials.
ST	MT	LT	2.4	Strengthen the transfer and adaptation of new and re-edited teaching materials, such as: • Pedagogical scenarios • Training • Demonstrations • Textbook introductions

Legend :   Under way   Completed   CT : short term (1 year)   MT : medium term (3 years)   LT : long term (5 years)

ORIENTATION 3. TO MAINTAIN A HIGH LEVEL OF EFFICIENCY AND PERFORMANCE

Timeline			Strategic actions
ST		3.1	Structure the human resources training and professional development process.
ST		3.2	Set up document management and archiving procedures.
ST		3.3	Improve the supplier management process.
ST MT		3.4	Document and standardize CCDMD processes and tools, especially: • Project development process • Quality control process • Author coaching and support process • Project monitoring process
ST MT		3.5	Establish a reference framework on the use of languages.
ST MT		3.6	Review the distribution of responsibilities within the CCDMD.
ST MT		3.7	Define and implement expertise-sharing mechanisms.
ST MT LT		3.8	Improve internal communications.
ST MT LT		3.9	Enhance the performance and security of the computer network.

Legend :   Under way   Completed   CT : short term (1 year)   MT : medium term (3 years)   LT : long term (5 years)

5. TARGET RESULTS

	2018 Targets
Percentage of sites, newly launched or overhauled as of 2013, that are multiplatform	80%
Increase in use of CCDMD teaching materials in the CEGEP network:	
- Number of books (ebooks and paper) sold in Québec	+5%/year
- Number of visits to website (from Québec)	+20%/year
- Increase in penetration rate of target market for new teaching materials	To be determined (in 2014)
Number of new (for the CCDMD) technological or pedagogical approaches tested by 2018	5
Percentage of existing CCDMD teaching materials updated by 2018	To be determined (in 2014)
Projects completed by projected deadline	75% by 2018
Satisfaction rate of project managers with tools and processes made available to them by the CCDMD	80% satisfied or very satisfied

6. PLAN IMPLETENTATION MONITORING

Implementing, monitoring and updating the strategic plan are part of the CCDMD's annual management cycle.

An annual plan, prepared by the CCDMD team, will translate the orientations of the strategic plan into practical actions, drawing on CCDMD resources for implementation.

The steering committee and CCDMD team will work together to implement, monitor and update the strategic plan.

The annual report will be presented to the MESRST and the CCDMD steering committee to communicate results achieved and developments under way.

APPENDIX 1. STRATEGIC PLAN DEVELOPMENT PROCESS

The process for developing the CCDMD's 2013–2018 strategic plan drew on the contributions of several stakeholders:

EXPANDED MANAGEMENT COMMITTEE

This committee was the main working group. Made up of the members of the CCDMD management committee together with professionals from the three CCDMD sectors, it met five times during the process.

THE CCDMD TEAM

The members of the three CCDMD sectors contributed to the thought process from the beginning of the exercise and before each meeting of the expanded management committee. Support staff were also consulted.

CONTRIBUTORS

Partners and users of CCDMD services were also consulted:

- Members of the steering committee (telephone interviews or individual meetings)
- Authors (video conference discussion group)
- Academic advisors (video conference discussion group)
- Users of the teaching materials (video conference discussion group)
- External partners in the field of information technology (individual telephone interviews)

CCDMD STEERING COMMITTEE

The members of the steering committee were consulted individually at the beginning of the process. A draft of the strategic plan was submitted to them for their opinion.