

Support for the development
of CEGEP-level print and digital
educational resources

Call for Projects

Deadline
**March 3,
2023**

Got a project
idea?
We're calling
on you.

Download files at
ccdmd.qc.ca/eng/call-projects

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Introduction to the CCDMD

The mandate of the Centre collégial de développement de matériel didactique (CCDMD) is to support the development of digital and print educational resources that are tailored to the needs of francophone and anglophone CEGEPs to ensure that professional quality learning materials are available to students and teachers.

The CCDMD also supports the creation, adaptation and translation of print or digital educational resources that are suitable to the context in Québec.

With its yearly call for projects, the CCDMD aims to provide helpful solutions to the CEGEP network.

Types of Projects

“Digital or print educational resources” refer to any type of digital or print resource used for learning or teaching one or more competencies in a program of study.

A print textbook, an e-book, a website, a mobile application, a teaching scenario, a series of photos or videos, a series of Netquiz exercises, etc. are examples of digital or print educational resources.

All types of resources can be developed, no matter the pre-university or technical program of study. However, print textbooks and e-books are only produced for programs that serve fewer than 1,000 students per year in the entire CEGEP network.

Furthermore, the creation, adaptation and translation of print or digital educational resources aimed at students from anglophone CEGEPs must adhere to these CEGEPs’ orientations.

Eligibility Requirements

All projects must be submitted by a teacher from the CEGEP network, supported by their academic dean (or equivalent), or by a discipline specialist, supported by a CEGEP's academic dean (or equivalent). Hereafter, the term "applicant" refers to either the teacher or the specialist.

Each project presentation file must be submitted electronically and include the completed project presentation form (downloadable file) and all other required supporting documents ([Appendix 1](#)).

Handwritten forms will not be accepted, and incomplete files will automatically be rejected and will not be submitted to the selection committee.

GENERAL CONDITIONS

DIGITAL OR PRINT EDUCATIONAL RESOURCES MUST MEET THE FOLLOWING CRITERIA:

- Relate to at least one complete competency or one of its elements. If the program of study is under review, the competencies that are covered by the submitted resources must be maintained in the new program.
- Address the needs of all students registered in the program of study throughout the CEGEP network.
- Consist of an original design or translation into English.
- Differ from the resources being developed* at the CCDMD.
- Differ from existing resources in the field.
- Be feasible within an approximate timeframe of two years.

SPECIFIC CONDITIONS

SUBMISSIONS FOR A TEXTBOOK MUST INCLUDE THE FOLLOWING:

- A detailed table of contents.
- A sample chapter.
- A summary for each other chapter.

SUBMISSIONS FOR DIGITAL RESOURCES MUST INCLUDE THE FOLLOWING:

- A plan or chart of the principal content elements.
- A brief description of the functional components.
- A sample script in the case of a video.

SUBMISSIONS FOR A TRANSLATION INTO ENGLISH MUST INCLUDE THE FOLLOWING:

- A copy of the resource that needs to be translated and supporting documentation.
- Changes that are required in order to adapt the content for the Québec CEGEP audience.

SUBMISSIONS FOR UPDATES TO AN EXISTING RESOURCE MUST INCLUDE THE FOLLOWING:

- Required updates.

* See the Catalogue section of our website (www.ccdmd.qc.ca/eng) for examples of our resources, and [Appendix 4](#) for the list of ongoing projects.

Project Selection

Projects submitted to the CCDMD are assessed by a selection committee made up of representatives from the CEGEP network and are based on the criteria outlined in [Appendix 3](#).

Applicants are responsible for providing all the required information about their project, highlighting its importance and submitting a curriculum vitae and signed **letters of support** (see a sample letter of support in [Appendix 2](#)).

It is important to submit several letters of support from appropriate departments throughout the CEGEP network.

The assessment process is confidential. All applicants who submit a project will receive an acknowledgement of receipt. The response from the selection committee will be communicated no later than May.

Project Development

Projects are generally developed in five stages. The CCDMD and the applicant work in close collaboration.

CONSULTATION WITH THE COMMUNITY

The CCDMD project manager works with the applicant to hold a consultation: teachers from other CEGEPs offering the same program assess the educational relevance of the project and its compliance with the program of study, ensuring that it satisfies CEGEP-level teaching requirements.

ADJUSTMENT OF EDUCATIONAL SPECIFICATIONS AND PROJECT PLAN

If needed, the educational specifications are adjusted and refined, based on the comments from the consultation.

The applicant and the CCDMD agree on the production timetable and methods.

PRODUCTION

The CCDMD chooses the production team who will work with the applicant during the different stages of the project. Depending on the features of the project, this support includes: pedagogical revision by the CCDMD project manager, content revision, language revision, scientific revision, copyright searches, programming, graphic design, media production, etc.

In the case of a translation project, the applicant will be asked to serve as a content specialist.

EDITING

The CCDMD team edits the content of the digital or print resource into a print textbook, e-book, website, mobile application or series of photos, videos, Netquiz exercises, etc.

DIFFUSION

As the publisher, the CCDMD is also responsible for promoting and distributing the resource in the Québec CEGEP network.

Allocation of Responsibilities

The CCDMD provides the required educational, technical and administrative support at all stages of production. The CCDMD establishes development standards and recommends procedures. It ensures that the educational resources are high quality and presented in the format that is best suited to the needs of the target client group.

The applicant is responsible for drafting content development and contributing to the pedagogical design; the applicant may also draft or validate the supporting materials, in keeping with the standards and methods established by the CCDMD.

Copyright

To comply with copyright legislation, all materials developed must be an original creation of the applicant.

The applicant must disclose any elements borrowed from other sources in order to negotiate the required copyright release. Should the required copyright release not be granted, the applicant must replace these elements with original content.

Financial Conditions

Applicants who produce digital or print educational resources that meet the needs of the CEGEP network generally receive a lump sum set by contract. If applicable, the payment may include royalties on each book, textbook or e-book sold.

Submitting a Project

Applicants who wish to submit a project to the CCDMD selection committee must present a digital file that includes the signed and completed project presentation form (available for download on our website) and all documents listed in [Appendix 1](#).

Submitting your file

The file must be sent **by 4:30 p.m. on Friday, March 3, 2023**, to info@ccdmd.qc.ca.

Have questions?

Call us at **514 873-2200**, email us at info@ccdmd.qc.ca or see the Frequently Asked Questions (FAQ) in the Call for Projects section of our website at ccdmd.qc.ca/eng/call-projects.

Appendix 1

LIST OF REQUIRED DOCUMENTS

To be eligible, the project presentation file must be complete. Incomplete files will not be submitted to the selection committee.

THE FILE MUST INCLUDE THE FOLLOWING DOCUMENTS:

- The completed project presentation form (downloadable file), in its digital format.
- A curriculum vitae providing an overview of the applicant's education and experience related to the project.
- A copy of the description of each competency or element of competency covered by the project.
- Signed letters of support from appropriate program coordinators / department chairs / academic deans in the CEGEP network, the academic dean of the applicant's CEGEP (or equivalent) or any other organization whose opinion is relevant for the project (see [Appendix 2](#) for a sample letter).

For the project types listed below, please also include the following documents:

TEXTBOOK

- A detailed table of contents providing a satisfactory overview of the structure.
- A sample chapter.
- A summary for each other chapter.
- A sample of a relevant educational resource created by the applicant, if applicable.

DIGITAL RESOURCE

- A description of the main components in the form of a plan or chart – facts, concepts, theories, methods.
- A brief description of the functional components – drill software, calculators, scenarios, etc.
- A sample script in the case of a video or an animation.

TRANSLATION INTO ENGLISH

- A copy of the resource that needs to be translated and supporting documentation.
- Changes that are required in order to adapt the content for the Québec CEGEP audience.

UPDATES TO AN EXISTING RESOURCE

- Required updates.

Appendix 2

SAMPLE LETTER OF SUPPORT

It is important to provide several letters of support from the other CEGEPs that offer the program.

The following example lists the elements that would appear in a letter of support from a department chair.

[Date]

[Department Name]

[College Name]

I, the undersigned, [Name], certify that I have notified the department I represent of the project undertaken by [Applicant's Name], titled [Project Name].

The educational material submitted are appropriate for the course [course name and number], which deals with the competency addressed by the project.

The department recommends the development of this material, which will be used for the following reasons:

List reasons related to :

- *Relevance of needs*
- *Pedagogical qualities*
- *Relevance of media*

Signature (mandatory)

Name in block letters (mandatory)

Title (mandatory)

Appendix 3

EVALUATION CRITERIA

Projects will only be approved if they meet all the **eligibility requirements**. Eligible projects will be evaluated on the basis of the following criteria.

1. APPLICANT'S QUALIFICATIONS

THE APPLICANT HAS THE REQUIRED QUALIFICATIONS TO BRING THE PROJECT TO COMPLETION.

- Appropriate background in the subject matter.
- Experience in adapting the subject matter and designing resources for the CEGEP level, as evidenced by their file.
- Specific knowledge in educational design that will contribute to the quality of the project.

2. TARGET CLIENT GROUP

THE TARGET CLIENT GROUP IS KNOWN AND STABLE.

- The user profile is sufficiently well defined to assist in the completion of the project.
- The number of students enrolled in these courses is relatively stable each year.
- The statistics provided are from reliable sources.
- There are other potential client groups.

3. RELEVANCE OF NEEDS

THE PROPOSAL IDENTIFIES SIGNIFICANT NEEDS OR PROBLEMS.

- The project proposal reveals major gaps or shortcomings in the teaching and learning of the subject matter in question.
- The educational and media needs stem from these gaps or problems.

THE PROJECT IS JUSTIFIED IN LIGHT OF EXISTING EDUCATIONAL RESOURCES.

- The file includes a complete survey of existing materials.
- The criticism associated with the existing resources in terms of pedagogy, media and content is justified in light of the observed needs.

4. EDUCATIONAL QUALITIES OF THE PROJECT

THE PROJECT OBJECTIVES ARE APPROPRIATE.

- They will meet the needs and solve problems.
- They are consistent with the development of the competency.
- They are in line with the target client group (user profile).

THE CONTENT IS RELEVANT AND WELL STRUCTURED.

- It is consistent with the educational objectives and the target competency.
- The themes and sub-themes demonstrate a hierarchical structure that is neither too general nor too complicated.
- The project includes components that facilitate learning: practice software or exercises, answer keys, glossary, index, search engine, quick reference tool, etc.

THE EDUCATIONAL APPROACH CORRESPONDS TO THE IDENTIFIED NEEDS.

- The way the content is designed (examples, still or animated illustrations, charts or diagrams, summaries, etc.) reflects the educational objectives.
- The proposed learning activities and evaluation methods are appropriate to the educational objectives, the student client group and the competency.
- The method for using the resource in the classroom or elsewhere is consistent with the specified needs, the educational objectives of the project and the characteristics of the student client group.

THE TEXT DEMONSTRATES EDUCATIONAL QUALITIES.

- It reflects the educational objectives of the project.
- The text and graphic components are balanced (neither too dense nor too sparse, progressive sequencing).
- The level of language is appropriate: clarity and fluency of wording, accuracy of vocabulary, observance of standards and style, tone that is neither too casual nor too pedantic.
- The treatment of the content is in line with the educational approach.

5. RELEVANCE OF THE MEDIA

THE CHOICE OF MEDIA IS JUSTIFIED.

- The media treatment is consistent with the educational objectives of the project and the intended teaching strategies.
- The media is suitable for the students' learning environment.
- The media is appropriate for the resources of the CEGEPs that will offer the course or program.

6. FEASIBILITY OF THE PROJECT (from the CCDMD's perspective)

IN TERMS OF THE SCOPE OF WORK.

- The scale of the project is realistic in light of the availability of the applicant and the other contributors.
- The human, material, financial and transportation resources required for the project are not excessive.
- The preliminary work already carried out, including research, analysis, writing, testing and programming, will facilitate the completion of the project.

IN TERMS OF COMPLEXITY.

- Uncertainties related to human, material or technological resources will not hinder the progress of the project.
- The proposed technology or media are sufficiently well known to guarantee efficient completion, durability and quality.

IN TERMS OF THE ESTIMATED LENGTH OF THE PROJECT.

- The estimate is acceptable in light of the terms of completion and the characteristics of the project.
- The estimate takes the applicant's availability into account.

IN TERMS OF PRODUCTION COSTS.

- The cost of acquiring the copyright of protected works is not a major obstacle.
- The production cost can be estimated based on information in the project proposal.
- The project can be achieved at a reasonable cost that is justified by its educational quality and the relevance of the identified needs.

7. SUPPORT FOR THE PROJECT

DULY SIGNED LETTERS OF SUPPORT ARE PROVIDED BY:

- The applicant's academic dean (or equivalent).
- The applicant's program coordinator / department chair.
- The other CEGEPs that offer the course or program (academic deans, program coordinators, department chairs).
- External organizations whose opinion is relevant for the project.

THE LETTERS INCLUDE THE FOLLOWING:

- Description of the specific issues that justify the need for the resources.
- Acknowledgement of the resources' educational quality.
- Support for the choice of media.

Appendix 4

ONGOING PROJECTS

Resources in English

See also www.ccdmd.qc.ca/eng/call-projects

200 PHYSICAL SCIENCES AND TECHNOLOGIES

200.Bo PURE AND APPLIED SCIENCE

Videos of Lectures Related to Conservation of Energy (Physics — Stefan Bracher — Vanier College): Development of short videos of the theoretical concepts and typical problems related to conservation of energy.

300 HUMANITIES

300 HUMANITIES

Cite it! Phase 3 (Humanities, Philosophy and Religion (HPR) — Anna Woodrow — John Abbott College): Update to Cite it! An online tutorial on proper referencing.

388 SOCIAL WORK

Mobile Application Version of the English-French Guide to Human Services Terminology (Denise Brend — Dawson College): Content update and production of a mobile application of the English-French Guide to Human Services Terminology.

500 ARTS, LITERATURE AND COMMUNICATION

500.A1 ARTS, LITERATURE AND COMMUNICATION (ALC), LANGUAGES OPTION

Facilitating Short-Term Language Study Abroad: Evidence-Based Practices for Educators (Brett Fischer, Danielle Viens — Cégep André-Laurendeau, Cégep du Vieux Montréal): Production of a guide, a practical resource for CEGEP teachers, providing both a theoretical overview of effective instruction in experiential language learning as well as pragmatic solutions to many of the issues facilitators face, such as dealing with trip logistics, planning an itinerary, obtaining funding, recruiting students, teambuilding, and arranging authentic interactions with locals.

Resources in French

See also www.ccdmd.qc.ca/appel-de-projets

100 SCIENCES ET TECHNIQUES BIOLOGIQUES

110.Bo
TECHNIQUES
DE DENTUROLOGIE

Simulateur de montage équilibré en prothèses dentaires complètes amovibles (Josée Mercier — Cégep Édouard-Montpetit): Réalisation d'une application permettant de simuler et favoriser la modélisation et l'apprentissage des variables mécaniques reliées au montage en prothèses dentaires complètes par les étudiantes et étudiants.

120.Ao
TECHNIQUES
DE DIÉTÉTIQUE

Nutrition thérapeutique (Geneviève Ouellet St-Hilaire, Raluca Ticala — Cégep de Rimouski): Mise à jour du manuel intitulé « Nutrition thérapeutique » (ISBN: 9782890352148) de Lise Gagnon, réédition en 1999 (1^{re} éd. en 1994) aux Éditions Saint-Martin.

190.Bo
TECHNOLOGIE
FORESTIÈRE

Méthodes de mesurage des bois (Maude Gagné, Yvan Gagnon — Cégep de la Gaspésie et des Îles): Élaboration de capsules vidéo pour rendre les méthodes de mesurage des bois plus concrètes.

200 SCIENCES ET TECHNIQUES PHYSIQUES

200.Bo
SCIENCES
DE LA NATURE

Création d'animations 3D en chimie organique (Martin Dion — Cégep Édouard-Montpetit): Production d'une série de vidéos présentant les principaux concepts et réactions abordés dans le cadre du cours de chimie organique I au collégial.

210.Do
TECHNIQUES
DE PROCÉDÉS
INDUSTRIELS

Procédés de séparation (Génie chimique — Carmen M. Tibirna — Cégep de Lévis): Réalisation d'un manuel qui présente à la fois des notions théoriques, des exercices et des applications industrielles associés aux procédés de séparation.

231.Ao
TECHNIQUES
D'AQUACULTURE

Manuel sur les techniques de culture de la main de mer palmée (Éric Tamigneaux — Cégep de la Gaspésie et des Îles): Production d'un manuel imprimé accompagné de capsules vidéo.

270.Ao
TECHNOLOGIE
DU GÉNIE
MÉTALLURGIQUE

Bibliothèque d'images métallographiques: phase 2 (Stéphane Ménard — Cégep de Chicoutimi): Ajout de contenu au site web Bibliothèque d'images métallographiques: cinquante nouvelles fiches informatives d'alliages métalliques incluant des images, la description, les propriétés et les constituants.

241.Ao
TECHNIQUES DE GÉNIE
MÉCANIQUE

300 SCIENCES ET TECHNIQUES HUMAINES

300.A SCIENCES HUMAINES

Simuler les guerres civiles pour mobiliser les connaissances en sciences humaines (Jano Bourgeois, Marc Bordeleau, Daniel Beauregard — Collège Jean-de-Brébeuf) : Production de scénarios de guerre civile avec cartes et documentation ainsi que mécanismes modulaires de simulation.

300.A SCIENCES HUMAINES

Adolescence : observer, décrire et interpréter (Psychologie — Vincent Grégoire, Madeleine Veillet — Cégep de la Gaspésie et des Îles) : Production d'un site web constitué de vidéos à caractère pédagogique mettant en images des aspects ciblés du développement adolescent. Ces vidéos sont appuyées d'assises théoriques et d'exercices.

310.Ao TECHNIQUES POLICIÈRES

Projet de renouvellement du matériel pédagogique virtuel pour les cours de combat en techniques policières au collégial (Gabriel Hains-Monfette, Dominique Poupart-Michaud — Collège de Maisonneuve) : Production de nouvelles vidéos pour mettre à jour le site « Contrôle des personnes violentes ».

351 TECHNIQUES D'ÉDUCATION SPÉCIALISÉE (351.Ao; 351.Bo; 351.EE)

Simulation d'interventions en techniques d'éducation spécialisée (Johanne Carrier, Julien Marceaux — Collège Mérici) : Production d'une série de cinq activités pédagogiques interactives utilisant la vidéo 360°. Ces activités reproduiront des situations de travail d'un éducateur spécialisé en contexte d'intervention.

388.Ao TECHNIQUES DE TRAVAIL SOCIAL

Animation et intervention de groupe en travail social (Mirtha Domenack, Miriam Alonso — Cégep de Jonquière) : Élaboration d'un site web qui présente des capsules vidéo et des outils pédagogiques permettant de visualiser des éléments théoriques sur l'animation et l'intervention de groupe en travail social.

400 SCIENCES ET TECHNIQUES DE LA GESTION

420.Bo TECHNIQUES DE L'INFORMATIQUE

Support numérique pour les nouveaux cours qui intègrent la compétence portant sur les objets connectés (Maryse Mongeau — Cégep de l'Outaouais) : Production d'un site web permettant de développer la nouvelle compétence du programme de techniques de l'informatique « SX — Effectuer le développement d'applications pour des objets connectés ».

LJA.2o AEC HÔTELLERIE ET RESTAURATION

Management durable de l'hôtellerie et de la restauration (Marlene Moreno Rabanal — Cégep de Saint-Félicien) : Production d'un site web contenant des capsules vidéo, textes explicatifs, mises en situation, quiz et grilles d'auto-évaluation.

500 ARTS ET COMMUNICATION

501.Ao
MUSIQUE
PRÉUNIVERSITAIRE

Mon corps, mon instrument (Guillaume Fournier et Anne Ouellet-Demers — Cégep de Saint-Laurent): Production de vidéos permettant la compréhension des bases anatomiques dans la pratique instrumentale et vocale.

551.Ao
TECHNIQUES
PROFESSIONNELLES
DE MUSIQUE
ET DE CHANSON

510.Ao
ARTS PLASTIQUES

Arsenal de la créativité (Edith Croft — Cégep de Rivière-du-Loup): Production d'une trousse d'outils numériques présentant les techniques de créativité adaptées à des problèmes concrets.

573
MÉTIERS D'ART

Méthodologie de création (Métiers d'art Construction Textile et Impression Textile — Mathilde Moreau — Cégep du Vieux Montréal): Production de vidéos disponibles sur un site web.

600 LANGUES ET LITTÉRATURE

601
FRANÇAIS (LANGUE
ET LITTÉRATURE)

Cours en ligne de préparation à l'Épreuve uniforme de français (Mélissa Béchard Pelletier — Cégep de Baie-Comeau): Mise à jour du cours.

607
ESPAGNOL

Remise en ligne du site « Viaje al pasado : los aztecas » (Annie Desnoyers, Matilde Asencio — Collège de Maisonneuve): Adaptation technologique du site.

Centre collégial de développement de matériel didactique

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