

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

Call for Projects

*Deadline:  
March 6,  
2020*

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



COLLEGIAL CENTRE FOR EDUCATIONAL  
MATERIALS DEVELOPMENT

Download files at  
[www.ccdmd.qc.ca/project](http://www.ccdmd.qc.ca/project)



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## Introduction to the CCDMD

The mandate of the Collegial Centre for Educational Materials Development (CCDMD) is to support the development of digital and print educational resources that are tailored to the needs of francophone and anglophone colleges to ensure that professional-quality educational resources 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 college 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, but print textbooks and e-books are only produced for programs that serve fewer than 1,000 students per year in the entire college network.

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

## Eligibility Requirements

All projects must be presented by either a teacher from the college network or an external specialist supported by a teacher and the Academic Dean’s Office of a college. Hereafter, the term “teacher” refers to both the teacher and 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.



Textbook



E-textbook



Mobile App



Website

## ① 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 college network.
- Consist of an original design or translation into English.
- Differ from the resources being developed<sup>1</sup> at the CCDMD.
- Differ from existing resources in the field.
- Be feasible within an approximate timeframe of two years.

## ② SPECIFIC CONDITIONS

### **SUBMISSIONS FOR A TEXTBOOK MUST INCLUDE THE FOLLOWING:**

- A detailed table of contents, a sample chapter and summaries of all other chapters.

### **SUBMISSIONS FOR DIGITAL RESOURCES (E.G. VIDEO PRODUCTION) MUST INCLUDE THE FOLLOWING:**

- A plan or chart of the principal content elements, a brief description of the functional components and a sample script — in the case of a video, an animation or a web application.

### **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 college audience.

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

- A completed Project Presentation Form with supporting documentation.
- Required updates.

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<sup>1</sup> See the Catalogue section of our website ([www.ccdmd.qc.ca/eng](http://www.ccdmd.qc.ca/eng)) for examples of our resources and Appendix 4 for the list of ongoing projects.

## Project Selection

Assessments of the projects submitted to the CCDMD are made by a selection committee made up of representatives from the college network and are based on the criteria outlined in Appendix 3.

Teachers 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 college network (from different colleges, if applicable).**

The assessment process is confidential. Should a project be rejected, all supporting documents can be returned to the teacher upon request.

All teachers 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 four stages. The CCDMD and the teacher work in close collaboration.

### CONSULTATION WITH THE COMMUNITY

The CCDMD project manager works with the teacher to hold a consultation: teachers from other colleges assess the educational relevance of the project and its compliance with the program of study, ensuring that it satisfies college-level teaching requirements. The consultation may also address the choice of media (print or digital).

### DRAFTING OF EDUCATIONAL SPECIFICATIONS

Following the consultation, the teacher refines the proposed materials, describing the subject-matter content, educational objectives, teaching methods and activities, as well as education and media choices. The teacher and the CCDMD (and sometimes the teacher's college) also agree on the production timetable and methods. At this stage, the project is approved and the teacher signs a contract with the CCDMD. Some projects require a letter of agreement to be signed with the teacher's college.

## Allocation of Responsibilities

### PRODUCTION

The CCDMD chooses the production team who will work with the teacher on the design of the digital or print resource, in keeping with the expectations defined by the teacher and the CCDMD. Depending on the features of the project, this support may include content revision, language revision, copyright searches, programming, graphic design, media production, etc.

In the case of a translation project, the teacher will be asked to serve as a content specialist with a professional translator.

### EDITING

The CCDMD team edits the content of the digital or print resource, produced according to the educational specifications drafted by the teacher and approved by the CCDMD project manager, into a print textbook, e-book, website, mobile application or series of photos, videos or Netquiz exercises.

The CCDMD provides teachers with 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 CCDMD is also responsible for promoting and distributing the work in the Québec college network and therefore may work with a Québec distributor or colleges.

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

By signing the project presentation form, the academic dean of the COLLEGE acknowledges the project, attests to its importance and agrees to support the teacher if necessary.

## Copyright

To comply with the copyright legislation, all materials developed must be an original creation of the teacher. The teacher 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 teacher must replace these elements with original content.

## Financial Conditions

Teachers who produce digital or print educational resources that meet the needs of the college network generally receive a lump sum set by contract. Depending on the nature of the project, the payment may include royalties on each copy sold.

## Submitting a Project

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

A digital copy of the file must be also be sent by 4:30 p.m. on Friday, March 6, 2020, to [info@ccdmd.qc.ca](mailto:info@ccdmd.qc.ca).

Have questions? Call us at **514-873-2200**, email us at [info@ccdmd.qc.ca](mailto:info@ccdmd.qc.ca) or see the Frequently Asked Questions (FAQ) in the Call for Projects section of our website at [www.ccdmd.qc.ca/project](http://www.ccdmd.qc.ca/project).

# 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).
- A curriculum vitae providing an overview of the teacher'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 departments in the college network, the Academic Dean's Office of the college 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, as well as a sample chapter and summaries of all other chapters.
- A sample digital or print educational resource created by the teacher, if applicable.

### DIGITAL RESOURCE OR VIDEO PRODUCTION

- 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, an animation or a web application.

### TRANSLATION INTO ENGLISH:

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

### UPDATES TO AN EXISTING RESOURCE

- A completed Project Presentation Form with supporting documentation.
- Required updates.

# Appendix 2

## SAMPLE LETTER OF SUPPORT

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

Date

Department AAA

BBB College

I, the undersigned, XX, certify that I have notified the department I represent of the project undertaken by YY, titled ZZ.

The educational materials submitted are appropriate for the course (*specify the 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)

# Appendix 3

## EVALUATION CRITERIA

Projects will only be approved if they meet all the conditions of eligibility. Projects that meet the conditions of eligibility will be evaluated on the basis of the following criteria:

### ① TEACHER QUALIFICATIONS

#### **THE TEACHER HAS THE REQUIRED QUALIFICATIONS TO BRING THE PROJECT TO COMPLETION.**

- Appropriate background in the subject matter.
- Experience in adapting the subject matter to the college level and designing college-level resources.
- Specific knowledge in educational design that will contribute to the quality of the project.
- Experience producing print or digital educational resources.

### ② TARGET STUDENT 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 materials will be used by students registered in target courses in the college network.
- The number of students enrolled in these courses is relatively stable each year.
- The provided statistics come 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 evaluation relies on 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 QUALITY

#### **THE 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 student 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 subthemes 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 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 EDUCATIONAL APPROACH CORRESPONDS TO THE IDENTIFIED NEEDS.**

- The design (examples, still or animated illustrations, charts or diagrams, summaries, etc.) reflects the educational objectives.
- The proposed learning activities and evaluation methods are appropriate for 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 project educational objectives and the characteristics of the student client group.

## **⑤ RELEVANCE OF THE MEDIA**

### **THE CHOICE OF MEDIA IS JUSTIFIED.**

- The media treatment is consistent with the project educational objectives and the intended teaching strategies.
- The media is suitable for the students' learning environment.
- The media is appropriate for the resources of the colleges 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 teacher 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 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 teacher's availability into account.

#### **IN TERMS OF PRODUCTION COSTS.**

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

### **⑦ SUPPORT FOR THE PROJECT**

#### **SIGNED LETTERS OF SUPPORT ARE PROVIDED BY THE FOLLOWING:**

- The teacher's department.
- Other colleges that offer the course or program.
- The teacher's Academic Dean's Office.
- External organizations whose opinion is relevant to 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


### Materials in English


#### 100 BIOLOGICAL SCIENCES AND TECHNOLOGIES

109 PHYSICAL EDUCATION

 **Developing a Coherent Strategy for Teaching the Interdependence of Skeletal Alignment, Muscle Fitness and Joint Mobility on Posture in the Physical Education Curriculum**  
Dawson


180.A0 NURSING

 **Assessment Tool to Evaluate Students' Performance on Written Short-Answer Tests**  
Vanier


 **Drafting of Educational Scenarios for High-Fidelity Clinical Simulation (HFCS) in Nursing Education**  
Maisonneuve, Vanier and Vieux Montréal

#### 200 PHYSICAL SCIENCES AND TECHNOLOGIES

201 MATHEMATICS


 **WeBWork Enhancement for All Students**  
Heritage

203 PHYSICS


 **Videos of Lectures Related to Conservation of Energy**  
Vanier

#### 300 HUMANITIES

300.A0 SOCIAL SCIENCES

 **Bringing QM to Life : An Interactive Website for Quantitative Social Science Research**  
John Abbott

388.A0 SOCIAL SERVICE

 **Mobile application version of the English-French Guide to Human Services Terminology**  
Dawson

## Materials in French

### 100 SCIENCES ET TECHNIQUES BIOLOGIQUES

144.A0 TECHNIQUES DE RÉADAPTATION PHYSIQUE



**Mécanique et biomécanique : des concepts à l'application**

Sherbrooke

180.A0 SOINS INFIRMIERS

**Scénarios pédagogiques pour la simulation clinique haute-fidélité (SCHF) en soins infirmiers**

Maisonneuve, Vanier et Vieux Montréal

181.A0 SOINS PRÉHOSPITALIERS D'URGENCE

**Sinistre dont vous êtes le héros!**

Rivière-du-Loup

190.B0 TECHNOLOGIE FORESTIÈRE

**Capsules vidéo pour rendre les méthodes de mesurage des bois plus concrètes**

Gaspésie des Îles

### 200 SCIENCES ET TECHNIQUES PHYSIQUES

221.B0 TECHNOLOGIE DU GÉNIE CIVIL



**Initiation aux charpentes d'acier**

Montmorency

270.A0 TECHNIQUES DE GÉNIE MÉTALLURGIQUE

**Bibliothèque d'images métallographiques : phase 2**

Chicoutimi

### 300 SCIENCES ET TECHNIQUES HUMAINES

300.A0 SCIENCES HUMAINES

**L'Occident dans le désordre et à l'envers du temps**

Rosemont

**Simulation politique 2.0**

Lanaudière à Terrebonne

310.C0 TECHNIQUES JURIDIQUES



**Apprendre à utiliser Case CATalyst (translation)**

École de sténographie judiciaire

311.A0 TECHNIQUES DE SÉCURITÉ INCENDIE



**Ouvrage de chimie pour le domaine  
de la sécurité incendie**  
Montmorency

322.A0 TECHNIQUES D'ÉDUCATION À L'ENFANCE



**Capsules vidéo chez les Premières Nations  
et Inuits en centre de la petite enfance**  
Saint-Félicien

340.A0 PHILOSOPHIE



**Atopos**  
Lévis-Lauzon



**Dlibr**  
Lanaudière à Terrebonne



**La caverne**  
Saint-Hyacinthe

350.A0 PSYCHOLOGIE



**Bonification du site développement  
de l'enfant**  
Édouard-Montpetit

388.A0 TECHNIQUES DE TRAVAIL SOCIAL



**Animation et intervention de groupe  
en travail social Web**  
Jonquière

## **400 SCIENCES ET TECHNIQUES DE LA GESTION**

412.A0 TECHNIQUES DE BUREAUTIQUE



**Automatiser avec VBA  
en bureautique**  
Sherbrooke

## **500 ARTS ET COMMUNICATION**

501.A0 MUSIQUE




**Nouveau manuel de théorie  
et d'harmonie**  
Marie-Victorin

561.A0 THÉÂTRE – PRODUCTION



**L'art et la technique du porté**  
Vieux Montréal





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