Deadline
March 1st, 2024

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, or complementary materials with an impact on educational success.

A print textbook, an e-book, a website, a mobile application, a teaching scenario, a series of photos or videos, a series of 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, or similar needs, 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 of the other chapters.

SUBMISSIONS FOR DIGITAL RESOURCES MUST INCLUDE THE FOLLOWING:

- A plan or chart of the main 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.

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* 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, or having the same need, assess the educational relevance of the project, 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 various 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.

DISTRIBUTION

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 provide 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 1st , 2024**, 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

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, if applicable.

- 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 of the other chapters.

- 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 and practice 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

It is important to provide several letters of support from the other CEGEPs that offer the program, or that are interested in the material to be developed.

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

[Date]

[Department Name]
[CEGEP Name]

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

The educational material submitted is 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 that will contribute to the quality of the project (in writing, in educational design, etc.).

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 annual volume of the target client group is stable.
- 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.
- The needs identified stem from these gaps or problems.

THE PROJECT IS JUSTIFIED IN LIGHT OF EXISTING EDUCATIONAL RESOURCES.

- The file includes a complete inventory of existing materials.
- The criticism associated with the existing resources 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 objectives identified. ▪ The themes and sub-themes demonstrate a hierarchical structure that is neither too general nor too complicated. ▪ The project includes components that facilitate learning: drill and 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 target student client group and the competency. ▪ The method for using the resource is consistent with the specified needs, the educational objectives of the project and the characteristics of the target 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 interested in using the material.

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 and financial ressources, and travel 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 academic dean (or equivalent) of the applicant's CEGEP or of the CEGEP supporting the project. ▪ The applicant's program coordinator / department chair, if applicable. ▪ The other CEGEPs that offer the course or program (academic deans or equivalent, program coordinators, department chairs) or that have the same needs. ▪ 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

Resources in English

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

200 PHYSICAL SCIENCES AND TECHNOLOGIES

**200.B1
SCIENCE**

A Practical and Concise Field Guide to Designing Interdisciplinary Science Courses (Justine Bell — Champlain College Saint-Lambert): Website reference source for designing Interdisciplinary science courses.

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.

**300.A1
SOCIAL SCIENCE**

Learning Modules for Quantitative Analysis (Jacqueline De Stefano — Marianopolis College): The goal of this project is to develop online learning modules that support student learning of the core content of QA.

**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

100 SCIENCES ET TECHNIQUES BIOLOGIQUES

110.B0 **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.A0 **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 (1re éd. en 1994) aux Éditions Saint-Martin.
140.A0 **TECHNOLOGIE DE MÉDECINE NUCLÉAIRE**	**Allô Santé** (Chantal Asselin, Astrid Babkine-Ringuette — Collège Ahuntsic) : Production de matériel didactique axé sur la communication orale dans les techniques de la santé et s'adressant à la clientèle allophone.

200 SCIENCES ET TECHNIQUES PHYSIQUES

210.D0 **TECHNIQUES DE PROCÉDÉS INDUSTRIELS**	**Production industrielle** (Génie chimique — Carmen M. Tibirna — Cégep de Lévis) : Rédaction d'un manuel présentant des notions théoriques et pratiques ainsi que des exercices et des applications industrielles associés aux procédés industriels.
221.A0 **TECHNOLOGIE DE L'ARCHITECTURE**	**Bibliothèque Revit** (Pier-Luc Bastille, Maryse Léveillé — Cégep de Rimouski) : Mise en place une bibliothèque d'outils numériques pouvant être utilisés avec le logiciel Revit et permettant d'uniformiser les pratiques et d'avoir des outils adaptés à la réalité québécoise.
260.A0 **TECHNOLOGIE DE L'EAU ET DE L'ENVIRONNEMENT**	**La production d'eau potable pour techniciens et opérateurs** (Nicolas Beauchamp — Cégep de Saint-Laurent) : Rédaction d'un manuel portant sur la production d'eau potable s'adressant aux futurs techniciens et opérateurs des stations de production d'eau potable du Québec.

300 SCIENCES ET TECHNIQUES HUMAINES

**340.A0
PHILOSOPHIE**

Atopos (Benoît D'Amours, Sophie Savard-Laroche — Cégep de Lévis) : Bonification des contenus du site existant : création de modules portant sur des perspectives philosophiques marginalisées.

**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.A0
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 ».

**388.A0
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

**LJA.20 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

500.Bi **ARTS, LETTRES ET COMMUNICATION - PREMIÈRES NATIONS**	**Nehirowimotan, parlons atikamekw!** (Jimena Terraza et Claudie Ottawa — Institution Kiuna) : Conception de matériel pour l'enseignement de la langue atikamekw comme langue seconde.
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.
570.Fo **PHOTOGRAPHIE**	**Mise au point sur la photographie québécoise** (Flavie Boucher — Cégep de Chicoutimi) : Site web pour soutenir l'enseignement de l'histoire de la photographie au Québec dans les programmes de Photographie, d'Arts visuels et d'Arts, lettres et communications.
570.Go **GRAPHISME**	**Le département typographique** (François Berger, Alexis Gagné — Cégep de Rivière-du-Loup) : Site web offrant du matériel didactique axé sur l'acquisition des compétences fondamentales liées à la typographie. Le matériel prend la forme d'une série de capsules vidéos structurées autour de l'apprentissage théorique, critique et pratique de l'usage de typographies en contexte de communication visuelle.

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.
601 **FRANÇAIS (LANGUE ET LITTÉRATURE)**	**L'Épreuve uniforme de français comme si vous y étiez!** (Bernadette Carrier — Cégep André-Laurendeau) : Réalisation de capsules vidéo visant à permettre aux étudiants du niveau collégial qui se préparent à passer l'Épreuve uniforme de français d'assister au processus de réalisation d'une dissertation tel que vécu par un étudiant.

700 HISTOIRE ET CIVILISATION

700.Bo **HISTOIRE ET CIVILISATION**	**Histoire des sciences en croquis** (Valérie Ouellet — Cégep de Chicoutimi) : Traduction du manuel Sketches of the History of Science.