Isabelle Savard – Université TÉLUQ

Project Description

As part of a project funded by the Social Sciences and Humanities Research Council (SSHRC), we would like to implement a module for use in conjunction with Moodle, with the goal of optimizing interprofessional collaboration and promoting learner engagement.

This project is based on the fact that clear adaptation and flexibility needs in education have been identified. Health sciences education is one example, particularly in the context of complex impairments (such as chronic pain, long COVID or mental health issues), where these needs are at the core of clinical and educational challenges. Such a context calls for interprofessional practice and requires taking into account different professional cultures and practice settings, in addition to the patient's life circumstances, literacy level and culture. Learners, whether they are patients or informal caregivers, and teachers must develop adaptation skills and equip themselves to consider diverse contexts and cultures. Patients and their loved ones will go through a learning path (from disease and self-management of this disease and including any care that may be considered), at the same time as or before starting on their care pathway, to enable them to engage as full participants in their care. It is our aim to give them the necessary tools to do so. The use of digital learning environments (DLEs), which eliminates the constraints of time and geography, provides opportunities to demystify all that is involved in this process, and opens up a wealth of learning opportunities. These DLEs thus provide special access to a diverse array of contexts and cultures. But how can their full pedagogical potential be harnessed?
We contend that learner engagement and interprofessional collaboration are necessary. In order to foster these, we propose first to identify knowledge about cultures and contexts, as this is often implied and can lead to misunderstandings. Next we propose to organize it in such a way that DLE users will be equipped to mobilize this knowledge. For this purpose, we will develop and evaluate computerized tools for leveraging this knowledge, engaging learners and optimizing interprofessional collaboration practices. These tools will be brought together in a module used in conjunction with the Moodle environment: the *SPÉCIAL* module, which stands for *Scénarisation PÉdagogique Collaborative Intégrant des Alternatives et des Liens* [**S**cripting that is **PE**dagogical [and] **C**ollaborative **I**ntegrating **A**lternatives and **L**inks]. The links developed are those between 1) learning data and knowledge that has been accumulated and updated, in particular through artificial intelligence (AI) techniques, 2) pedagogical tools (DLEs, portfolios, etc.), and 3) the environments where the users are found.

Project team:
Principal investigator (P.I.): Isabelle Savard

Co-investigators:
Patrick Plante – TÉLUQ University
Gustavo Angulo - TÉLUQ University
Daniel Lemire - TÉLUQ University
Jean-Sébastien Roy - Laval University
Karine Latulippe – McGill University
Luc Côté - Laval University