

Taking the Time

A year has already passed since we were delighted to present the new look of *Pédagogie collégiale*. I would like to take this time to thank you for enthusiastically welcoming our offering. Several thousand of you read us—in print and electronically,¹ which warms our hearts, as it does those of the authors who publish in the journal. It is important to remember that, like you and me, they are educators working in the field of higher education, especially at the college level.

On behalf of the English and French editorial committees of the journal and myself, I would like to express our gratitude to the authors in the network who submit articles that contribute to pedagogical reflections and promote innovative practices. Without you, without your ideas, without your concerns, and without the time you devote to writing these texts, *Pédagogie collégiale* would not have the same scope. In fact, the pilot project launched last year, which makes all of the journal's articles available in French and English, has not only allowed for a wider dissemination of your pedagogical achievements, but also for closer collaboration with English-language colleges, particularly in preparation of the thematic issue published last June.

Even though the journal has the wind in its sails, there is still work to be done. And as we are committed to a job well done, we want to take the time to consolidate what we established last year. Thus, the English pilot project will continue for the next annual volume, and this year we are committed to publishing the English and French versions of the journal simultaneously. Moreover, to better align with the reality of college and its three-session academic calendar, we have decided to change the publication frequency of the journal: as of now, it will be triannual. Your copy of the journal will

therefore be sent to you in October, February and May, in a thicker format containing a few more articles in each issue. This means that we will publish just as many of your articles annually, but we will give you more time to read them. We think this is a win-win approach, which allows you to take the time read and which fits the personality of the journal. Finally, we are working to develop our pedagogical ties with colleges interested in highlighting student art projects on the front cover of the journal.² In order to encourage talent and recognize the work of emerging artists, the association also offers a grant to students whose visuals are published.

Otherwise, everything you like remains: interviews, research, shared practices and pedagogical reflections... Once again, please feel free to send your comments, suggestions and article proposals (in French or in English) to our editor-in-chief, Anne-Marie Paquette. Thank you for being with us and for taking the time to read us. Knowing that so many of you are vibrating to the rhythm of pedagogy at the college level is a source of motivation for our entire team. ■

¹ The four most recent issues of *Pédagogie collégiale* are available on the Calaméo digital publishing platform for an online reading experience [aqpc.qc.ca/en/recent-issues].

² See the call for collaboration on page 19 of this issue.



A handwritten signature in black ink, appearing to read 'Samuel Bernard'.

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