

**FACULTÉ D'ÉDUCATION**

# Graduate Certificate in College Teaching (Microprogramme de 2e cycle)

Les sections *Présentation*, *Structure du programme* et *Admission et exigences* constituent la version officielle de ce programme. La dernière mise à jour a été faite le 9 mai 2019. L'Université se réserve le droit de modifier ses programmes sans préavis.

## PRÉSENTATION

### Sommaire\*

\*IMPORTANT : Certains de ces renseignements peuvent varier selon les cheminements ou concentrations. Consultez les sections *Structure du programme* et *Admission et exigences* pour connaître les spécificités d'admission par cheminements, trimestres d'admission, régimes ou lieux offerts.

**CYCLE**

2e cycle

**CRÉDITS**

15 crédits

**TRIMESTRE(S) D'ADMISSION**

Automne, Hiver, Été

**RÉGIME DES ÉTUDES**

Régulier

**RÉGIME D'INSCRIPTION**

Temps partiel

**LIEU**

Réseau Performa

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**RENSEIGNEMENTS**

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## Informations générales

Ce programme relève du secteur PERFORMA.

*The Graduate Certificate in College Teaching (microprogramme de 2<sup>e</sup> cycle) is designed for teachers in Anglophone colleges and therefore the language of instruction is English. Exceptionally, request for admission from francophone PERFORMA member institutions can be considered.*

Le *Graduate Certificate in College Teaching* (Microprogramme de 2<sup>e</sup> cycle en enseignement au collégial) s'adresse au personnel enseignant des collèges anglophones qui sont membres PERFORMA. Toutes les activités sont donc offertes en anglais. Exceptionnellement, des demandes d'admission provenant du personnel enseignant des collèges francophones -membres PERFORMA - peuvent être considérées.

## Objectif(s)

*The program allows students to develop the professional competencies of a reflective college teacher.*

More particularly, to:

- *commit to the teaching profession and build their professional practice;*
- *design and implement educational activities in accordance with program goals based on clear pedagogical principles and to continually adapt these to changing circumstances;*
- *design and implement educational activities in accordance with program goals based on clear didactic principles and to continually adapt these to changing circumstances;*
- *update their disciplinary knowledge in accordance with the subject matter taught and college program involved;*
- *effectively integrate the use of information and communication technology into their professional practice.*

Permettre à l'étudiante ou à l'étudiant :

- de développer des compétences professionnelles de praticienne ou de praticien réflexif en enseignement au collégial;
- et plus particulièrement :
  - de s'engager dans la profession enseignante et de construire sa pratique professionnelle;
  - de concevoir et mettre en œuvre ses interventions éducatives en s'appuyant sur des fondements pédagogiques explicites en accord avec les finalités des programmes, et les adapter de façon continue au contexte;
  - d'actualiser son expertise disciplinaire selon le contexte de la discipline enseignée et du programme d'études collégiales dans lequel se situe son intervention;
  - d'intégrer efficacement les technologies de l'information et de la communication à sa pratique professionnelle.

## STRUCTURE DU PROGRAMME

### Required Courses / Activités pédagogiques obligatoires (11 crédits)

<b>PED601</b>	<i>College Teaching and Course Design</i> (2 crédits)
<b>PED602</b>	<i>Assessment to Enhance Learning</i> (3 crédits)
<b>PED603</b>	<i>How Students Learn</i> (2 crédits)
<b>PED604</b>	<i>Instructional Strategies for Active Learning</i> (2 crédits)
<b>PED624</b>	<i>Pedagogy of Digital Learning - Level One</i> (2 crédits)

### Elective Courses / Activités pédagogiques à option (4 crédits)

*Chosen among the following courses:*

Choisies parmi les activités pédagogiques suivantes :

<b>COL874</b>	<i>Dynamics and Diversity in the College Classroom</i> (2 crédits)
<b>COL882</b>	<i>Developmental Psychology: The Emerging Adult</i> (2 crédits)
<b>PED605</b>	<i>Understanding the Emerging Adult</i> (1 crédits)
<b>PED606</b>	<i>Authority and Leadership in the Classroom</i> (1 crédits)
<b>PED607</b>	<i>Global Citizenship in Teaching and Learning</i> (1 crédits)
<b>PED608</b>	<i>Culturally Responsive Teaching</i> (1 crédits)
<b>PED609</b>	<i>Teaching with Technology</i> (1 crédits)
<b>PED610</b>	<i>The Portfolio Process</i> (1 crédits)
<b>PED611</b>	<i>Inquiry and Science Education</i> (1 crédits)
<b>PED612</b>	<i>Teaching for Critical Thinking</i> (1 crédits)
<b>PED613</b>	<i>Lecturing to Enhance Learning</i> (1 crédits)
<b>PED614</b>	<i>Problem-Based Learning</i> (1 crédits)
<b>PED615</b>	<i>Teaching Through Case Studies</i> (1 crédits)
<b>PED616</b>	<i>Developing Academic Literacy</i> (1 crédits)
<b>PED617</b>	<i>Group Work to Team-Based Learning</i> (1 crédits)
<b>PED618</b>	<i>Inclusion: Issues, Challenges, and Solutions</i> (1 crédits)
<b>PED619</b>	<i>Reading and Thinking in your Discipline</i> (1 crédits)
<b>PED620</b>	<i>Motivation to Enhance Learning</i> (1 crédits)

<b>PED621</b>	<i>Teaching with Technology Level 2</i> (2 crédits)
<b>PED622</b>	<i>Leading Change Through Program Evaluation</i> (2 crédits)
<b>PED623</b>	<i>Blended Learning and Design</i> (2 crédits)
<b>PED625</b>	<i>Blended Learning: Transforming Teaching and Learning</i> (3 crédits)
<b>PED626</b>	<i>Fostering Creativity to Enhance Learning</i> (1 crédits)
<b>PED627</b>	<i>The Digital Classroom, Level 2</i> (2 crédits)

## ADMISSION ET EXIGENCES

### Lieux de formation et trimestres d'admission

*Courses are offered at PERFORMA Anglophone colleges and partially online. Requests for admission are accepted for the fall, winter and summer trimesters.*

Formation en ligne ou dans les établissements membres de PERFORMA : admission aux trimestres d'automne, d'hiver et d'été.

### Condition(s) générale(s)

*Candidates must hold a Bachelor's degree or its equivalent or have an educational background deemed satisfactory according to the standards of the Policy on the Recognition of Prior Learning.*

Détenir un grade de 1<sup>er</sup> cycle, ou l'équivalent, ou démontrer une préparation jugée satisfaisante en accord avec les exigences de la *Politique sur la reconnaissance des acquis*.

### Condition(s) particulière(s)

*Candidates must be teachers in a PERFORMA network member college.*

Occuper une fonction reliée à l'enseignement dans un collège membre de PERFORMA.

### Document(s) requis pour l'admission

*Copy of university transcripts and diplomas*

*An employment certificate of a college member of PERFORMA (form available from the local representative of the institution)*

Copie des relevés de notes universitaires et diplômes

Attestation d'emploi dans un collège membre de PERFORMA (formulaire disponible auprès de la personne répondante locale de l'établissement)

### Régimes des études et d'inscription

*PERFORMA offers part-time enrolment.*

Régime régulier à temps partiel.

# POURQUOI CE PROGRAMME

## Ce qui distingue ce programme

Ce microprogramme est axé sur le développement d'une pratique réflexive, il vous permettra de vous engager dans la profession enseignante et de construire votre pratique professionnelle. Vous y développerez votre autonomie à concevoir, à mettre en œuvre et à adapter de façon continue, des interventions éducatives appuyées sur des fondements pédagogiques explicites. De plus, vous actualiserez votre expertise disciplinaire et apprendrez à intégrer efficacement les technologies de l'information et de la communication à votre pratique professionnelle.

## Public cible

Ce microprogramme s'adresse au personnel enseignant des collèges anglophones qui sont membres de PERFORMA. Toutes les activités sont offertes en anglais. Exceptionnellement, des demandes d'admission provenant du personnel enseignant des collèges francophones – membres de PERFORMA – peuvent être considérées.

## Forces du programme

- Axé sur la pratique réflexive;
- Conçu de manière à créer une continuité et une progression d'apprentissage tout au long du parcours pour un développement professionnel optimal;

- Répond aux préoccupations du personnel enseignant débutant dans la profession enseignante;
- Développe des compétences en lien avec l'acte d'enseigner et le savoir agir;
- Formation en ligne ou dans les établissements membres de PERFORMA : admission aux trimestres d'automne, d'hiver et d'été;
- Horaire de cours facilitant la conciliation carrière-études.

## Environnement d'études

Reconnue pour ses innovations pédagogiques et ses partenariats avec les milieux professionnels, la Faculté d'éducation offre des programmes stimulants et variés, en enseignement ou en intervention professionnelle aux campus de Sherbrooke et de Longueuil, et même hors campus.

- Près de 6 000 étudiants à temps complet et à temps partiel;
- Plus de 100 professeures et professeurs;
- Près de 300 chargées et chargés de cours;
- Des collaborations internationales avec plusieurs pays;
- Huit secteurs d'enseignement, offrant des programmes aux trois cycles d'études;
- Des chercheuses et des chercheurs chevronnés;
- Des formations axées sur la pratique;
- Des formations sur mesure.

# INDEX DES ACTIVITÉS PÉDAGOGIQUES

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## COL874 - *Dynamics and Diversity in the College Classroom*

### Sommaire

**CYCLE**

2e cycle

**CRÉDITS**

2 crédits

**DURÉE**

1 trimestre

**HABITUELLEMENT OFFERT****FACULTÉ/CENTRE**

Faculté d'éducation

**Cible(s) de formation**

*This course is designed to increase each teacher's awareness and understanding of the role that diversity plays in classroom dynamics.*

**Contenu**

*Participants gain knowledge about classroom dynamics in order to facilitate the construction of a positive learning environment. Most importantly, participants gain a better understanding of how to embrace and use their legitimate authority for the purpose of empowering students to learn. This course will also have the participants reflect on the impact of diversity in learning. It has been designed to help teachers assume a positive leadership role in the classroom with an ever-changing student clientele.*

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## COL882 - *Developmental Psychology: The Emerging Adult*

### Sommaire

**CYCLE**

2e cycle

**CRÉDITS**

2 crédits

**DURÉE**

1 trimestre

**HABITUELLEMENT OFFERT****FACULTÉ/CENTRE**

Faculté d'éducation

**Cible(s) de formation**

*The purpose of this course is to increase the teacher's awareness and understanding of the meaning and complexities of adolescence and early adulthood.*

**Contenu**

*Teachers gain a better understanding of their students' behaviours and reactions to the Cegep learning environment by studying the unique physical, cognitive, social and emotional changes being experienced by most students at this time in their overall development.*

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## PED601 - *College Teaching and Course Design*

### Sommaire

**CYCLE**

2e cycle

**CRÉDITS**

2 crédits

**DURÉE**

1 trimestre

**HABITUELLEMENT OFFERT****FACULTÉ/CENTRE**

Faculté d'éducation

**Cible(s) de formation**

*To apply course design principles to college teaching.*

**Contenu**

*While designing, developing, and evaluating a college level course, the following will be considered: educational concepts, beliefs, values, practices, issues, philosophies and outcomes associated with learner-centered teaching. Participants will construct a course plan that includes a course description, course outline, learning outcomes, and descriptions of learning and assessment strategies.*

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## PED602 - *Assessment to Enhance Learning*

### Sommaire

**CYCLE**

2e cycle

**CRÉDITS**

3 crédits

**DURÉE**

2 trimestres

**HABITUELLEMENT OFFERT****FACULTÉ/CENTRE**

Faculté d'éducation

**Cible(s) de formation**

*To apply the concept of curriculum alignment and performance-based assessments while focusing on improving student learning.*

**Contenu**

Participants will examine how they can improve student learning through assessments. Specifically participants will (1) examine the curriculum alignment within a course, among multiple sections of the same course, and across courses in a program; (2) examine the use of non-traditional forms of assessment; (3) develop an understanding of formative assessment; (4) gather feedback about their students' thinking and learning to help them get closer to the learning goals.

**Préalable(s)**

(PED601)

et

(PED603)

**Équivalente(s)**

COL892

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## PED603 - How Students Learn

### Sommaire

**CYCLE**

2e cycle

**CRÉDITS**

2 crédits

**DURÉE**

1 trimestre

**HABITUELLEMENT OFFERT****FACULTÉ/CENTRE**

Faculté d'éducation

**Cible(s) de formation**

To apply key psychology of learning theories and principles to college teaching.

**Contenu**

Participants will examine and reflect on the cognitive nature of what is to be learned, how learning occurs, and the intellectual characteristics of the learner. Specific learning theories will be included: behaviourism, cognitivism, and constructivism, along with

metacognitive learning strategies.

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## PED604 - Instructional Strategies for Active Learning

### Sommaire

**CYCLE**

2e cycle

**CRÉDITS**

2 crédits

**DURÉE**

1 trimestre

**HABITUELLEMENT OFFERT****FACULTÉ/CENTRE**

Faculté d'éducation

**Cible(s) de formation**

To apply a variety of different instructional strategies to enhance learning in the college classroom.

**Contenu**

The main objective of this course is to enable teachers to call upon instructional strategies to suit particular classroom situations. Participants will design instructional strategies that foster active learning and further the reciprocal relationship between the teacher and the student.

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## PED605 - Understanding the Emerging Adult

### Sommaire

**CYCLE**

2e cycle

**CRÉDITS**

1 crédit

**DURÉE**

1 trimestre

**HABITUELLEMENT****OFFERT****FACULTÉ/CENTRE**

Faculté d'éducation

**Cible(s) de formation**

To understand the impact of physical, cognitive, affective, and social changes on the behaviour of young adults and their academic success.

**Contenu**

Participants will gain a better understanding of their students' behaviors and reactions to the Cégep learning environment by studying the unique physical, cognitive, social and emotional changes being experienced by most students at this time in their overall development.

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## PED606 - Authority and Leadership in the Classroom

### Sommaire

**CYCLE**

2e cycle

**CRÉDITS**

1 crédit

**DURÉE**

1 trimestre

**HABITUELLEMENT OFFERT****FACULTÉ/CENTRE**

Faculté d'éducation

**Cible(s) de formation**

To apply classroom authority and leadership styles and strategies that create a climate conducive to learning.

**Contenu**

The key to maintaining authority in the classroom is to exhibit positive leadership. In this course different types of authority and leadership styles are examined. The management of difficult classroom situations will be discussed.

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## PED607 - Global Citizenship in Teaching and Learning

### Sommaire

**CYCLE**

2e cycle

**CRÉDITS**

1 crédit

**DURÉE**

1 trimestre

**HABITUELLEMENT OFFERT****FACULTÉ/CENTRE**

Faculté d'éducation

**Cible(s) de formation**

To understand the responsibility of fostering the development of the attributes of global citizens in college students.

**Contenu**

This course will unveil the intricacies of this fundamental educational goal and translate it into a practical, meaningful pedagogy that can encompass content knowledge, learning outcomes, instructional strategies and assessment. Participants will broaden their understanding of what global citizenship means and will find ways to foster the greatest attributes of a global citizen in the students they teach.

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## PED608 - Culturally Responsive Teaching

### Sommaire

**CYCLE**

2e cycle

**CRÉDITS**

1 crédit

**DURÉE**

1 trimestre

**HABITUELLEMENT OFFERT**

USherbrooke.ca/admission

**FACULTÉ/CENTRE**

Faculté d'éducation

**Cible(s) de formation**

To reflect on your own identities, as defined by your culture, and examine how your personal identities affect your expectations of your students and influence your choice of teaching activities.

**Contenu**

Participants will gain an understanding of how teaching and learning is affected by one's multiple identities. These identities include race, ethnicity, gender, generation and religion, all of which are defined by culture. The challenge of simultaneously promoting inclusion while embracing diversity will be explored.

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## PED609 - Teaching with Technology

### Sommaire

**CYCLE**

2e cycle

**CRÉDITS**

1 crédit

**DURÉE**

1 trimestre

**HABITUELLEMENT OFFERT****FACULTÉ/CENTRE**

Faculté d'éducation

**Cible(s) de formation**

To identify Information and Communication Technology (ICT) related problems linked to the professional practice of teaching and propose guidelines and discover solutions to these problems.

**Contenu**

Participants will examine the concepts, pedagogies and tools needed to successfully integrate technology into the college classroom.

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## PED610 - The Portfolio Process

### Sommaire

**CYCLE**

2e cycle

**CRÉDITS**

1 crédit

**DURÉE**

1 trimestre

**HABITUELLEMENT OFFERT****FACULTÉ/CENTRE**

Faculté d'éducation

**Cible(s) de formation**

To examine the Learning Portfolio as a Performance-based assessment.

**Contenu**

Participants will examine the Learning Portfolio as a performance-based assessment that can be used alone or in conjunction with other assessments to document student learning. To crystallize the impact that creating a portfolio can have on the learner, participants will create a teaching portfolio documenting their own development as a Cégep teacher.

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## PED611 - Inquiry and Science Education

### Sommaire

**CYCLE**

2e cycle

**CRÉDITS**

1 crédit

**DURÉE**

1 trimestre

**HABITUELLEMENT OFFERT****FACULTÉ/CENTRE**

Faculté d'éducation

**Cible(s) de formation**

To examine central questions and the process of Inquiry in science education.

**Contenu**

Inquiry is a self-directed, question-driven search for understanding. Participants will examine central questions and the process of inquiry, ideas for teaching inquiry, how and where inquiry can be used, communicating the findings of inquiry, assessment and difficulties students may encounter while doing inquiry.

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## PED612 - Teaching for Critical Thinking

**Sommaire****CYCLE**

2e cycle

**CRÉDITS**

1 crédit

**DURÉE**

1 trimestre

**HABITUELLEMENT OFFERT****FACULTÉ/CENTRE**

Faculté d'éducation

**Cible(s) de formation**

To understand the foundations of critical thinking and explore how to bring critical thinking into instruction.

**Contenu**

Participants will develop a deep understanding of the foundations of critical thinking and how to effectively bring critical thinking into instruction. In addition, they will explore the habits of mind or dispositions that are necessary for thinking abilities to be acquired and nurtured. Finally, they will examine the relationship between critical thinking and creativity, problem-solving, decision-making, and communication will be examined.

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## PED613 - Lecturing to Enhance Learning

**Sommaire****CYCLE**

2e cycle

**CRÉDITS**

1 crédit

**DURÉE**

1 trimestre

**HABITUELLEMENT OFFERT****FACULTÉ/CENTRE**

Faculté d'éducation

**Cible(s) de formation**

To maximize learning through interactive lecturing.

**Contenu**

This course offers ideas for preparing both the content and the presentation of a lecture. It will address delivering a lecture, evaluating a lecture and ways of using lecture time for more successful, challenging, and interesting ways of teaching large groups of students.

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## PED614 - Problem-Based Learning

**Sommaire****CYCLE**

2e cycle

**CRÉDITS**

1 crédit

**DURÉE**

1 trimestre

**HABITUELLEMENT OFFERT****FACULTÉ/CENTRE**

Faculté d'éducation

**Cible(s) de formation**

To understand how problem-based learning (PBL) uses appropriate problems to increase knowledge and understanding.

**Contenu**

This course will examine the principles underlying a problem-based learning (PBL) approach and the principles of design required in a PBL curriculum. PBL is not about problem solving per se, but rather it uses appropriate problems to increase knowledge and understanding. PBL combines the acquisition of knowledge with the development of generic skills and attitudes.

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## PED615 - Teaching Through Case Studies

**Sommaire****CYCLE**

2e cycle

**CRÉDITS**

1 crédit

**DURÉE**

1 trimestre

**HABITUELLEMENT OFFERT****FACULTÉ/CENTRE**

Faculté d'éducation

**Cible(s) de formation**

To foster the active teaching of content through case methodology.

**Contenu**

Teaching through cases involves students' analyses of situations that are thought to be authentic representatives of those found in their field of study. Participants in this course will critically examine the change in roles for both teacher and student that teaching through cases demands. They will also examine all issues of instructional practice, assessment, and institutional support that educators need to foster the active teaching of content through a case methodology.



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## PED616 - *Developing Academic Literacy*

### Sommaire

**CYCLE**

2e cycle

**CRÉDITS**

1 crédit

**DURÉE**

1 trimestre

**HABITUELLEMENT OFFERT****FACULTÉ/CENTRE**

Faculté d'éducation

**Cible(s) de formation**

To examine recent research in literacy development and explore teaching strategies that support college students' comprehension of challenging topics, vocabulary, text structure, and unique disciplinary ways of thinking.

**Contenu**

College students are constantly asked to make sense of texts and to create texts in a variety of disciplines. This comprehension challenge multiplies as they move through their program, CORE and complementary courses. While general comprehension strategies may be effective, if one takes the subject matter domain as the starting point, one ends up with different models of what it means to make sense of a text. Learning tasks in different disciplines call for different forms of reading and writing.

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## PED617 - *Group Work to Team-Based Learning*

### Sommaire

**CYCLE**

2e cycle

**CRÉDITS**

1 crédit

**DURÉE**

1 trimestre

**HABITUELLEMENT OFFERT****FACULTÉ/CENTRE**

Faculté d'éducation

**Cible(s) de formation**

To understand the principles and strategies for group work with casual groups, cooperative groups, and team-based learning groups.

**Contenu**

Using small groups and student teams can be effective in both small and large class settings to encourage student participation and engagement with course materials. Participants will examine different ways teachers can use small groups as well as the instructional challenges this approach often presents. Principles and strategies for working with casual groups, cooperative groups, and team-based learning groups will be examined.

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## PED618 - *Inclusion: Issues, Challenges, and Solutions*

### Sommaire

**CYCLE**

2e cycle

**CRÉDITS**

1 crédit

**DURÉE**

1 trimestre

**HABITUELLEMENT OFFERT****FACULTÉ/CENTRE**

Faculté d'éducation

**Cible(s) de formation**

To understand the issues, challenges, and solutions of integrating and including all students, including those with special needs, into the college classroom.

**Contenu**

Participants will examine the history of inclusion and the issues, challenges, and solutions of including all students into the college classroom. They will also gain an understanding of how to adapt their curriculum in order to integrate students with special needs into the college classroom.

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## PED619 - *Reading and Thinking in your Discipline*

### Sommaire

**CYCLE**

2e cycle

**CRÉDITS**

1 crédit

**DURÉE**

1 trimestre

**HABITUELLEMENT OFFERT****FACULTÉ/CENTRE**

Faculté d'éducation

**Cible(s) de formation**

To understand the cognitive processes that underlie a deep understanding for thinking in a specific discipline.

**Contenu**

Teaching thinking and problem solving is an important aim of higher education. It is of equal importance to the mastery of disciplinary content knowledge, and, in fact, impacts on how well a student will understand that knowledge. Disciplines, however, differ in the way that they structure, produce and validate knowledge. Participants will create a taxonomy or framework for thinking and learning in their particular discipline and examine all issues of instructional practice, assessment, and institutional support that educators need to foster the active teaching of skillful thinking to all students.

## PED620 - *Motivation to Enhance Learning*

### Sommaire

**CYCLE**

2e cycle

**CRÉDITS**

1 crédit

**DURÉE**

1 trimestre

**HABITUELLEMENT OFFERT****FACULTÉ/CENTRE**

Faculté d'éducation

**Cible(s) de formation**

*To identify the key principles related to student and teacher motivation that link to the professional practice of teaching.*

**Contenu**

*This course focuses on aspects of student and teacher motivation that influence learning. Participants will examine concepts, principles and theories of motivation with a focus on how to translate these ideas into effective instruction.*

## PED621 - *Teaching with Technology Level 2*

### Sommaire

**CYCLE**

2e cycle

**CRÉDITS**

2 crédits

**DURÉE**

1 trimestre

**HABITUELLEMENT OFFERT****FACULTÉ/CENTRE**

Faculté d'éducation

**Cible(s) de formation**

*To integrate technologies into the college classroom.*

**Contenu**

*Level 2 will take an in-depth look at using technology in the classroom. Participants will examine preparation needs, issues surrounding assessment and ways to overcome the barriers to using IT. Participants will design a large portion of one of their courses using a course management system and technology tools of their choice.*

**Préalable(s)**

(PED609)

et

(PED601)

## PED622 - *Leading Change Through Program Evaluation*

### Sommaire

**CYCLE**

2e cycle

**CRÉDITS**

2 crédits

**DURÉE**

1 trimestre

**HABITUELLEMENT OFFERT****FACULTÉ/CENTRE**

Faculté d'éducation

**Cible(s) de formation**

Participants will examine the relationship between the program approach, competency-based education and the current emphasis on ensuring continuous improvement. They will learn about the guidelines and framework put forward by the Commission d'évaluation de l'enseignement, purposes of evaluation, the link between program evaluation and classroom assessment and program evaluation methods. Participants will also examine how to promote an institutional commitment to self-evaluation.

**Contenu**

Current focus on assessment and Program evaluation as part of a larger movement; principles underlying Quebec's Cegep curriculum; norms and values underlying evaluation practice; existence of and role of government and institutional policies regarding assessment; knowledge base of evaluation and program evaluation; steps in well-constructed evaluation process; program evaluation framework put forward by the Commission d'évaluation de l'enseignement collégial; quality Assurance; culture of evaluation; leadership qualities to impact change.

## PED623 - *Blended Learning and Design*

### Sommaire

**CYCLE**

2e cycle

**CRÉDITS**

2 crédits

**DURÉE**

1 trimestre

**HABITUELLEMENT OFFERT****FACULTÉ/CENTRE**

Faculté d'éducation

**Cible(s) de formation**

Participants will define and explore the emerging course delivery methods. They will also understand what blended learning means and will develop a complete learning object.

**Contenu**

Instructional design principles, blended learning, deep learning, blended Instructional strategies. Assessment.

## PED624 - *Pedagogy of Digital Learning - Level One*

## Sommaire

### CYCLE

2e cycle

### CRÉDITS

2 crédits

### DURÉE

1 trimestre

### HABITUELLEMENT OFFERT

Automne, Hiver, Été

### FACULTÉ/CENTRE

Faculté d'éducation

#### Cible(s) de formation

Examine how technology can be used to enhance teaching & learning.

#### Contenu

The participants will demonstrate their ability to apply information technology in educational settings as they plan for instruction, interact with their students, reflect on their practice, modify their practice as needed.

## PED625 - *Blended Learning: Transforming Teaching and Learning*

## Sommaire

### CYCLE

2e cycle

### CRÉDITS

3 crédits

### DURÉE

1 trimestre

### HABITUELLEMENT OFFERT

Automne, Hiver, Été

### FACULTÉ/CENTRE

Faculté d'éducation

### PARTICULARITÉS

Offert à tous

#### Cible(s) de formation

Participants will redesign a traditional course into a blended learning format using instructional design principles.

#### Contenu

Participants will redesign a traditional course into a blended learning format using instructional design principles based on the Community of Inquiry Framework. Emphasis will focus on articulating clear learning outcomes, enhancing assessment and feedback, and developing collaborative instructional activities to promote deep learning. Issues and challenges surrounding online learning will also be examined.

## PED626 - *Fostering Creativity to Enhance Learning*

## Sommaire

### CYCLE

2e cycle

### CRÉDITS

1 crédit

### DURÉE

1 trimestre

### HABITUELLEMENT OFFERT

Automne, Hiver, Été

### FACULTÉ/CENTRE

Faculté d'éducation

#### Cible(s) de formation

Participants will explore creativity and examine ways to increase creativity in themselves, their students and in their teaching and learning practice. After identifying and addressing common misconceptions about creativity, they will design learning activities that allow students to develop creative skills.

#### Contenu

Creativity, Professional Development, Disciplinary Thinking, Thinking Patterns.

## PED627 - *The Digital Classroom, Level 2*

## Sommaire

### CYCLE

2e cycle

### CRÉDITS

2 crédits

### DURÉE

1 trimestre

### HABITUELLEMENT OFFERT

Automne, Hiver, Été

### FACULTÉ/CENTRE

Faculté d'éducation

#### Cible(s) de formation

The focus of this level two course is to use a learning management system to extend the classroom beyond four walls. Participants will redesign a traditional course into a digital format that is web-enhanced, flipped, blended or online.

To fully appreciate the role and potential of learning technologies, teachers will critically analyze the instructional design of their courses to determine the 'pedagogical advantage' that technology will bring. Upon course completion, the participants will be able to integrate a learning management system into their courses, optimizing student engagement, learning and success.

#### Contenu

Backward design, educational technology, Learning Management System, Flipped Classroom, Hybrid, Hyflex, Blended and Online Learning.

#### Préalable(s)

PED624