

## FACULTÉ D'ÉDUCATION

# Graduate Diploma in College Teaching (Diplôme d'études supérieures spécialisées de 2e cycle)

Les sections *Présentation*, *Structure du programme* et *Admission et exigences* (à l'exception de la rubrique intitulée « Document(s) requis pour l'admission ») constituent la version officielle de ce programme. La dernière mise à jour a été faite le 31 mars 2021. 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

**RÉGIME DES ÉTUDES**

Régulier

**CRÉDITS**

30 crédits

**RÉGIME D'INSCRIPTION**

Temps complet, Temps partiel

**TRIMESTRE(S) D'ADMISSION**

Automne, Hiver, Été

**LIEU**

Réseau Performa

## Renseignements

- 819 821-8000, ext. 65171
- 819 821-8055 (fax)
- [Performa.Education@USherbrooke.ca](mailto:Performa.Education@USherbrooke.ca)

## INFORMATION(S) GÉNÉRALE(S)

*The Graduate Diploma in College Teaching (diplôme d'études supérieures spécialisées de 2<sup>e</sup> cycle) is designed for teachers in Anglophone colleges and therefore the language of instruction is English. Exceptionally, requests for admission from Francophone PERFORMA member institutions may be considered.*

Le *Graduate Diploma in College Teaching* (Diplôme d'études supérieures spécialisées 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.

In particular, it enables students 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 and 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 et ou de praticien réflexif en enseignement au collégial :
  - s'engager dans la profession enseignante et construire sa pratique professionnelle;
  - 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;
  - concevoir et mettre en œuvre ses interventions éducatives en s'appuyant sur des fondements didactiques explicites en accord avec les finalités des programmes et les adapter de façon continue au contexte;
  - actualiser son expertise disciplinaire selon le contexte de la discipline enseignée et du programme d'études collégiales dans lequel on intervient;
  - intégrer efficacement les technologies de l'information et de la communication à sa pratique professionnelle.

## STRUCTURE DU PROGRAMME

### Mandatory Courses - 22 crédits

#### Curriculum Core - 12 crédits

Code de l'activité pédagogique	Titre de l'activité pédagogique et nombre de crédits
COL872	<i>Instructional Strategies for the College Classroom</i> - 3 crédits
COL873	<i>College Teaching: Issues and Challenges</i> - 3 crédits
COL892	<i>Assessment as Learning</i> - 3 crédits
COL893	<i>Psychology of Learning for the College Classroom</i> - 3 crédits

#### Development - 8 crédits

Code de l'activité pédagogique	Titre de l'activité pédagogique et nombre de crédits
COL855	<i>Constructing Knowledge in your Discipline</i> - 3 crédits
COL869	<i>Constructing Knowledge across the Disciplines</i> - 3 crédits
COL883	<i>Philosophy of Education</i> - 2 crédits

#### Integration - 2 crédits

Code de l'activité pédagogique	Titre de l'activité pédagogique et nombre de crédits
COL803	<i>Integration Seminar</i> - 2 crédits

## Elective Courses - 8 crédits

Chosen among the following courses:

Code de l'activité pédagogique	Titre de l'activité pédagogique et nombre de crédits
COL800	<i>Planning and Preparing your Teaching Portfolio</i> - 1 crédit
COL801	<i>Presenting your Teaching Portfolio: An Integrative Activity</i> - 1 crédit
COL874	<i>Dynamics and Diversity in the College Classroom</i> - 2 crédits
COL882	<i>Developmental Psychology: The Emerging Adult</i> - 2 crédits
PED605	<i>Understanding the Emerging Adult</i> - 1 crédit
PED606	<i>Authority and Leadership in the Classroom</i> - 1 crédit
PED607	<i>Global Citizenship in Teaching and Learning</i> - 1 crédit
PED608	<i>Culturally Responsive Teaching</i> - 1 crédit
PED610	<i>The Portfolio Process</i> - 1 crédit
PED611	<i>Inquiry and Science Education</i> - 1 crédit
PED612	<i>Teaching for Critical Thinking</i> - 1 crédit
PED613	<i>Lecturing to Enhance Learning</i> - 1 crédit
PED614	<i>Problem-Based Learning</i> - 1 crédit
PED615	<i>Teaching Through Case Studies</i> - 1 crédit
PED616	<i>Developing Academic Literacy</i> - 1 crédit
PED617	<i>Group Work for Team-Based Learning</i> - 1 crédit
PED618	<i>Inclusion: Issues, Challenges, and Solutions</i> - 1 crédit
PED619	<i>Reading and Thinking in your Discipline</i> - 1 crédit
PED620	<i>Motivation to Enhance Learning</i> - 1 crédit
PED622	<i>Leading Change Through Program Evaluation</i> - 2 crédits
PED623	<i>Blended Learning and Design</i> - 2 crédits
PED624	<i>Pedagogy of Digital Learning - Level One</i> - 2 crédits
PED625	<i>Blended Learning: Transforming Teaching and Learning</i> - 3 crédits
PED626	<i>Fostering Creativity to Enhance Learning</i> - 1 crédit
PED627	<i>The Digital Classroom, Level 2</i> - 2 crédits
PED629	<i>Assessment for Online Learning</i> - 1 crédit

## ADMISSION ET EXIGENCES

### LIEU(X) DE FORMATION ET TRIMESTRE(S) 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)

*Having attained a cumulative grade point average of 2.7 in a system in which the maximum grade is 4.3, or having attained academic results that have been judged equivalent.*

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

Avoir obtenu une moyenne cumulative de 2,7 dans un système où la note maximale est de 4,3 ou avoir obtenu des résultats scolaires jugés équivalents.

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

Copies 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)

## RÉGIME(S) DES ÉTUDES ET D'INSCRIPTION

*PERFORMA offers part-time enrolment*

Régime régulier à temps partiel.

# INDEX DES ACTIVITÉS PÉDAGOGIQUES

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## COL800 - *Planning and Preparing your Teaching Portfolio*

### Sommaire

#### CYCLE

2e cycle

#### CRÉDITS

1 crédit

#### FACULTÉ/CENTRE

Faculté d'éducation

### Cible(s) de formation

*This course is the first of two portfolio courses designed to help teachers in this program create a teaching portfolio that reflects their own teaching development.*

### Contenu

*The items chosen by the teacher to be included in the portfolio will represent what they teach, how they teach, and why they teach. Above all, it will demonstrate their ability to reflect on and critique their own teaching practice especially in relation to course planning, instructional strategies, psychology of learning and assessment.*

### Préalable(s)

(COL872)

et

(COL873)

et

(COL892)

et

(COL893)

### À NOTER

Cours offert à compter du 1 janvier 2014.

USherbrooke.ca/admission

## Programmes offrant cette activité pédagogique (cours)

Graduate Diploma in College Teaching (Diplôme d'études supérieures spécialisées de 2e cycle)

Maîtrise en pédagogie de l'enseignement supérieur au collégial

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## COL801 - *Presenting your Teaching Portfolio: An Integrative Activity*

### Sommaire

#### CYCLE

2e cycle

#### CRÉDITS

1 crédit

#### FACULTÉ/CENTRE

Faculté d'éducation

### Cible(s) de formation

*This course offers faculty members an opportunity to complete their teaching portfolio. In it they will demonstrate the ability to deal with the complexities of the teaching and learning process in the college classroom.*

### Contenu

*Completed portfolios include documents that represent content knowledge, content-specific pedagogical knowledge, general pedagogical knowledge, as well as commitment to colleagues, students and the institution at which they teach. It also includes a plan for continued professional development as members of the teaching profession.*

### Préalable(s)

(COL800)

et

(COL804)

et

(COL855)

et

(COL869)

et

(COL872)

et

(COL873)

et

(COL883)

et

(COL892)

et

(COL893)

### À NOTER

Cours offert à compter du 1 janvier 2014.

## Programmes offrant cette activité pédagogique (cours)

Graduate Diploma in College Teaching (Diplôme d'études supérieures spécialisées de 2e cycle)

Maîtrise en pédagogie de l'enseignement supérieur au collégial

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## COL803 - *Integration Seminar*

### Sommaire

#### CYCLE

2e cycle

#### CRÉDITS

2 crédits

#### FACULTÉ/CENTRE

Faculté d'éducation

## Cible(s) de formation

*To demonstrate the ability to deal with the complexities of the teaching and learning process in the college classroom with the theoretical frameworks seen in the program.*

## Contenu

*Demonstrate the progressive development of professional competence as a practitioner or reflective practitioner in teaching at the college level. Clear conception of the teaching profession in college and situate themselves in relation to the output profile of the program. The items chosen by the teacher to be included in a portfolio will represent what they teach, how they teach, and why they teach. Above all, it will demonstrate their ability to reflect on and critique their own teaching practice especially in relation to course planning, instructional strategies, psychology of learning and assessment content knowledge, content-specific pedagogical knowledge, general pedagogical knowledge, as well as commitment to colleagues, students and the institution at which they teach. It also includes a plan for continued professional development as members of the teaching profession.*

## Préalable(s)

Avoir obtenu 24.00 crédits

## À NOTER

Cours offert à compter du 1 janvier 2014.

## Programmes offrant cette activité pédagogique (cours)

Graduate Diploma in College Teaching (Diplôme d'études supérieures spécialisées de 2e cycle)

Maîtrise en pédagogie de l'enseignement supérieur au collégial

## COL855 - *Constructing Knowledge in your Discipline*

## Sommaire

CYCLE

USherbrooke.ca/admission

2e cycle

## CRÉDITS

3 crédits

## FACULTÉ/CENTRE

Faculté d'éducation

## Cible(s) de formation

*The purpose of this advanced course is to connect each teachers' content knowledge with the theoretical and practical knowledge about teaching and learning that has been acquired in the preceding courses in the program.*

## Contenu

*This course recognizes that ways of knowing are discipline specific. Its primary purpose, therefore, is to allow for a detailed analysis and integration of principles, theories and assumptions about learning and instruction that underlie expert knowledge and competence in different discipline. Participants will continue to devise instructional approaches grounded in a deep understanding of the cognitive, affective and psychomotor processes required to master their discipline.*

## Préalable(s)

(COL872)

et

(COL873)

et

(COL892)

et

(COL893)

## À NOTER

Cours offert à compter du 1 janvier 2014.

## Programmes offrant cette activité pédagogique (cours)

Graduate Diploma in College Teaching (Diplôme d'études supérieures spécialisées de 2e cycle)

Maîtrise en pédagogie de l'enseignement supérieur au collégial

## COL869 - *Constructing Knowledge across the Disciplines*

## Sommaire

CYCLE

2e cycle

## CRÉDITS

3 crédits

## FACULTÉ/CENTRE

Faculté d'éducation

## Cible(s) de formation

*This advanced course focuses on the theory and practice of constructing knowledge across the discipline to facilitate the integration of learning within a program approach perspective. Its principal objective is to enable participants to incorporate this ability in their teaching practice.*

## Contenu

*Teachers will work in teams to critically review the pertinent scientific literature on the theory and practice of interdisciplinarity in education; to construct cross-disciplinary teaching, learning and assessment tasks around program curricular goals; and to model and evaluate these tasks. Many of the abilities learned in earlier courses will be consolidated in this practice; working with the program approach and with competence-based education, the epistemology of constructivism, the psychology of learning, instructional strategies, discipline specific content knowledge and assessment as learning.*

## Préalable(s)

(COL855)

et

(COL872)

et

(COL873)

et

(COL892)

et

(COL893)

## À NOTER

Cours offert à compter du 1 janvier 2014.

### Programmes offrant cette activité pédagogique (cours)

Graduate Diploma in College Teaching (Diplôme d'études supérieures spécialisées de 2e cycle)

Maîtrise en pédagogie de l'enseignement supérieur au collégial

## COL872 - *Instructional Strategies for the College Classroom*

### Sommaire

#### CYCLE

2e cycle

#### CRÉDITS

3 crédits

#### FACULTÉ/CENTRE

Faculté d'éducation

### Cible(s) de formation

*The main objective of this course is to enable the teacher to call upon instructional strategies to suit particular classroom situations.*

### Contenu

*Participants will learn how to choose instructional strategies that take into account such things as student ability, their attitudes towards learning, their background knowledge, and social identity (gender, race, ethnicity, religion). Most importantly, participants will design instructional strategies that foster active learning and further the reciprocal relationship between the teacher and the student.*

### Préalable(s)

(COL873)

USherbrooke.ca/admission

et

(COL893)

## À NOTER

Cours offert à compter du 1 janvier 2014.

### Programmes offrant cette activité pédagogique (cours)

Graduate Diploma in College Teaching (Diplôme d'études supérieures spécialisées de 2e cycle)

Maîtrise en pédagogie de l'enseignement supérieur au collégial

## COL873 - *College Teaching: Issues and Challenges*

### Sommaire

#### CYCLE

2e cycle

#### CRÉDITS

3 crédits

#### FACULTÉ/CENTRE

Faculté d'éducation

### Cible(s) de formation

*The first course introduces the Cegep system in general and the Cegep classroom in particular. It is the first in a series of courses designed to offer practical and meaningful guidance to college teachers.*

### Contenu

*Participants examine the organizational structures and educational principles upon which the Cegep system is based; they begin to examine their own educational philosophies and beliefs, and engage in the process of curriculum planning and implementation. Evaluation procedures in this course are intentionally designed to have teachers complete the tasks listed above while they meet other faculty members and engage in conscious reflection about their own practices.*

## À NOTER

Cours offert à compter du 1 janvier 2014.

### Programmes offrant cette activité pédagogique (cours)

Graduate Diploma in College Teaching (Diplôme d'études supérieures spécialisées de 2e cycle)

Maîtrise en pédagogie de l'enseignement supérieur au collégial

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

### Sommaire

#### CYCLE

2e cycle

#### CRÉDITS

2 crédits

#### 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.*

## À NOTER

Cours offert à compter du 1 janvier 2014.

## Programmes offrant cette activité pédagogique (cours)

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

Graduate Diploma in College Teaching  
(Diplôme d'études supérieures spécialisées de 2e cycle)

Maîtrise en pédagogie de l'enseignement supérieur au collégial

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

### Sommaire

#### CYCLE

2e cycle

#### CRÉDITS

2 crédits

#### 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.*

### À NOTER

Cours offert à compter du 1 janvier 2014.

## Programmes offrant cette activité pédagogique (cours)

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

Graduate Diploma in College Teaching

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(Diplôme d'études supérieures spécialisées de 2e cycle)

Maîtrise en pédagogie de l'enseignement supérieur au collégial

## COL883 - *Philosophy of Education*

### Sommaire

#### CYCLE

2e cycle

#### CRÉDITS

2 crédits

#### FACULTÉ/CENTRE

Faculté d'éducation

### Cible(s) de formation

*The primary goal of this advanced course is to encourage the teacher-participant to formulate his/her own vision about how some of the various practices, which together make up education, ought to function.*

### Contenu

*This course is based on the assumption that when practicing teachers read, think critically about and discuss philosophic tradition in education, they gain a greater self-understanding and critical consciousness about their own theory and practice.*

### Préalable(s)

(COL855)

et

(COL869)

et

(COL872)

et

(COL873)

et

(COL892)

et

(COL893)

### À NOTER

Cours offert à compter du 1 janvier 2014.

## Programmes offrant cette activité pédagogique (cours)

Graduate Diploma in College Teaching  
(Diplôme d'études supérieures spécialisées de 2e cycle)

Maîtrise en pédagogie de l'enseignement supérieur au collégial

## COL892 - *Assessment as Learning*

### Sommaire

#### CYCLE

2e cycle

#### CRÉDITS

3 crédits

#### FACULTÉ/CENTRE

Faculté d'éducation

### Cible(s) de formation

*The purpose of this course is to increase Cegep teachers' awareness and understanding of how they can improve student learning through assessment. It is based on the premise that effective assessment is intricately woven into instruction as a way of judging student progress and as a way of helping student learn.*

### Contenu

*Teachers who participate in this course will gain a better understanding of classroom, program and institutional assessment. Issues of equity, authentic assessment, validity and reliability, performance criteria, formative and summative assessment, among others, will be covered.*

### Préalable(s)

(COL873)

et

(COL893)



## Équivalente(s)

PED602

### À NOTER

Cours offert à compter du 1 janvier 2014.

## Programmes offrant cette activité pédagogique (cours)

Graduate Diploma in College Teaching  
(Diplôme d'études supérieures spécialisées de 2e cycle)

Maîtrise en pédagogie de l'enseignement supérieur au collégial

## COL893 - *Psychology of Learning for the College Classroom*

### Sommaire

#### CYCLE

2e cycle

#### CRÉDITS

3 crédits

#### FACULTÉ/CENTRE

Faculté d'éducation

### Cible(s) de formation

*This course focuses on the cognitive nature of what is to be learned, how learning occurs, and the social, cultural and psychological factors in both the teacher and the student that influence learning.*

### Contenu

*Participants translate theory and research into practical classroom applications. The course also examines the intellectual characteristics of the adolescent learner and the special needs of students with cognitive or academic difficulties.*

### Préalable(s)

COL873

### À NOTER

USherbrooke.ca/admission

Cours offert à compter du 1 janvier 2014.

## Programmes offrant cette activité pédagogique (cours)

Graduate Diploma in College Teaching  
(Diplôme d'études supérieures spécialisées de 2e cycle)

Maîtrise en pédagogie de l'enseignement supérieur au collégial

## PED605 - *Understanding the Emerging Adult*

### Sommaire

#### CYCLE

2e cycle

#### CRÉDITS

1 crédit

#### 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.*

### À NOTER

Cours offert à compter du 1 septembre 2012.

## Programmes offrant cette activité pédagogique (cours)

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

Graduate Diploma in College Teaching  
(Diplôme d'études supérieures spécialisées)

de 2e cycle)

Maîtrise en pédagogie de l'enseignement supérieur au collégial

## PED606 - *Authority and Leadership in the Classroom*

### Sommaire

#### CYCLE

2e cycle

#### CRÉDITS

1 crédit

#### FACULTÉ/CENTRE

Faculté d'éducation

*The key to maintaining authority and leadership 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.*

*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.*

### À NOTER

Cours offert à compter du 1 septembre 2012.

## Programmes offrant cette activité pédagogique (cours)

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

Graduate Diploma in College Teaching  
(Diplôme d'études supérieures spécialisées de 2e cycle)

Maîtrise en pédagogie de l'enseignement supérieur au collégial

## PED607 - *Global Citizenship in Teaching and Learning*

### Sommaire

#### CYCLE

2e cycle

#### CRÉDITS

1 crédit

#### 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.*

### À NOTER

Cours offert à compter du 1 septembre 2012.

### Programmes offrant cette activité pédagogique (cours)

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

Graduate Diploma in College Teaching (Diplôme d'études supérieures spécialisées de 2e cycle)

Maîtrise en pédagogie de l'enseignement supérieur au collégial

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### *Culturally*

## *Responsive Teaching* PED608 -

USherbrooke.ca/admission

### Sommaire

#### CYCLE

2e cycle

#### CRÉDITS

1 crédit

#### 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.*

### À NOTER

Cours offert à compter du 1 septembre 2012.

### Programmes offrant cette activité pédagogique (cours)

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

Graduate Diploma in College Teaching (Diplôme d'études supérieures spécialisées de 2e cycle)

Maîtrise en pédagogie de l'enseignement supérieur au collégial

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## PED610 - *The Portfolio Process*

### Sommaire

#### CYCLE

2e cycle

#### CRÉDITS

1 crédit

#### 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.*

### À NOTER

Cours offert à compter du 1 septembre 2012.

### Programmes offrant cette activité pédagogique (cours)

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## *Inquiry and Science Education* PED611 -

### Sommaire

#### CYCLE

2e cycle

#### CRÉDITS

1 crédit

#### FACULTÉ/CENTRE

Faculté d'éducation

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

### Cible(s) de formation

## 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.*

## À NOTER

Cours offert à compter du 1 septembre 2012.

## Programmes offrant cette activité pédagogique (cours)

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

Graduate Diploma in College Teaching (Diplôme d'études supérieures spécialisées de 2e cycle)

Maîtrise en pédagogie de l'enseignement supérieur au collégial

## PED612 - *Teaching for Critical Thinking*

### Sommaire

#### CYCLE

2e cycle

#### CRÉDITS

1 crédit

#### 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*

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*critical thinking and creativity, problem-solving, decision-making, and communication will be examined.*

## À NOTER

Cours offert à compter du 1 septembre 2012.

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## PED613 - *Lecturing to Enhance Learning*

### Sommaire

#### CYCLE

2e cycle

#### CRÉDITS

1 crédit

#### FACULTÉ/CENTRE

Faculté d'éducation

*To maximize learning through interactive techniques*

### Cible(s) de formation

*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.*

## À NOTER

Cours offert à compter du 1 septembre 2012.

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## PED614 - *Problem-Based Learning*

### Sommaire

#### CYCLE

2e cycle

#### CRÉDITS

1 crédit

#### 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.*

## À NOTER

Cours offert à compter du 1 septembre 2012.

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de 2e cycle)

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## PED615 - *Teaching Through Case Studies*

### Sommaire

#### CYCLE

2e cycle

#### CRÉDITS

1 crédit

#### 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.*

### À NOTER

Cours offert à compter du 1 septembre 2012.

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## PED616 - *Developing Academic Literacy*

### Sommaire

#### CYCLE

2e cycle

#### CRÉDITS

1 crédit

#### 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.*

### À NOTER

Cours offert à compter du 1 septembre 2012.

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

### Sommaire

#### CYCLE

2e cycle

#### CRÉDITS

1 crédit

#### 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.*

### À NOTER

Cours offert à compter du 1 septembre 2012.

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### *Inclusion:*

*Issues, Challenges, and PED618 -*

## Solutions

### Sommaire

#### CYCLE

2e cycle

#### CRÉDITS

1 crédit

#### 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.*

### À NOTER

Cours offert à compter du 1 septembre 2012.

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## PED619 - Reading and Thinking in your Discipline

### Sommaire

#### CYCLE

2e cycle

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#### CRÉDITS

1 crédit

#### 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.*

### À NOTER

Cours offert à compter du 1 septembre 2012.

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## PED620 - Motivation to Enhance Learning

### Sommaire

#### CYCLE

2e cycle

#### CRÉDITS

1 crédit

#### 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.*

### À NOTER

Cours offert à compter du 1 janvier 2013.

### Programmes offrant cette activité pédagogique (cours)

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## PED622 - Leading Change Through Program Evaluation

### Sommaire

#### CYCLE

2e cycle

#### CRÉDITS

2 crédits

#### 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.

## À NOTER

Cours offert à compter du 1 septembre 2015.

## Programmes offrant cette activité pédagogique (cours)

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## PED623 - *Blended Learning and Design*

### Sommaire

#### CYCLE

2e cycle

#### CRÉDITS

2 crédits

#### 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.

## À NOTER

Cours offert à compter du 15 décembre 2017.

## Programmes offrant cette activité pédagogique (cours)

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

### Sommaire

#### CYCLE

2e cycle

#### CRÉDITS

2 crédits

#### 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.

## À NOTER

Cours offert à compter du 15 avril 2019.

## Programmes offrant cette activité pédagogique (cours)

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

### Sommaire

#### CYCLE

2e cycle

#### CRÉDITS

3 crédits

#### HABITUELLEMENT OFFERT

Automne, Hiver, Été

#### FACULTÉ/CENTRE

Faculté d'éducation

#### PARTICULARITÉS

## 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.

### À NOTER

Cours offert à compter du 15 avril 2019.

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Maîtrise en pédagogie de l'enseignement supérieur au collégial

design learning activities that allow students to develop creative skills.

## Contenu

Creativity, Professional Development, Disciplinary Thinking, Thinking Patterns.

### À NOTER

Cours offert à compter du 1 septembre 2019.

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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

### À NOTER

Cours offert à compter du 23 août 2019.

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## PED626 - *Fostering Creativity to Enhance Learning*

### Sommaire

#### CYCLE

2e cycle

#### CRÉDITS

1 crédit

#### 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

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

### Sommaire

#### CYCLE

2e cycle

#### CRÉDITS

2 crédits

#### 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

## PED629 - *Assessment for Online Learning*

### Sommaire

#### CYCLE

2e cycle

#### CRÉDITS

1 crédit

#### HABITUELLEMENT OFFERT

Automne, Hiver, Été

#### FACULTÉ/CENTRE

Faculté d'éducation

## Cible(s) de formation

Participants will explore the benefits and challenges of online assessment.

## Contenu

This course will explore the benefits and

challenges of online assessment. Starting from the principles of Authentic Assessment and Assessment for Learning, participants will examine areas such as creating open resource exams; addressing higher order thinking in complex task assessments; preparing students for online assessments; using multiple choice online assessments; and considering security and integrity in

online assessment.

### À NOTER

Cours offert à compter du 15 avril 2021.

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