

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* 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

RÉGIME DES ÉTUDES

Régulier

CRÉDITS

30 crédit(s)

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

Informations générales

The Graduate Diploma in College Teaching (diplôme d'études supérieures spécialisées de 2^e 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 Diploma in College Teaching* (Diplôme d'études supérieures spécialisées de 2^e 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 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 crédit(s))

Curriculum Core (12 crédit(s))

COL872	<i>Instructional Strategies for the College Classroom</i> (3 crédit(s))
COL873	<i>College Teaching: Issues and Challenges</i> (3 crédit(s))
COL892	<i>Assessment as Learning</i> (3 crédit(s))
COL893	<i>Psychology of Learning for the College Classroom</i> (3 crédit(s))

Development (8 crédit(s))

COL855	<i>Constructing Knowledge in your Discipline</i> (3 crédit(s))
COL869	<i>Constructing Knowledge across the Disciplines</i> (3 crédit(s))
COL883	<i>Philosophy of Education</i> (2 crédit(s))

Integration (2 crédit(s))

COL803	<i>Integration Seminar</i> (2 crédit(s))
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Elective Courses (8 crédit(s))

Chosen among the following courses:

COL800	<i>Planning and Preparing your Teaching Portfolio</i> (1 crédit(s))
COL801	<i>Presenting your Teaching Portfolio: An Integrative Activity</i> (1 crédit(s))
COL874	<i>Dynamics and Diversity in the College Classroom</i> (2 crédit(s))
COL882	<i>Developmental Psychology: The Emerging Adult</i> (2 crédit(s))
PED605	<i>Understanding the Emerging Adult</i> (1 crédit(s))
PED606	<i>Authority and Leadership in the Classroom</i> (1 crédit(s))
PED607	<i>Global Citizenship in Teaching and Learning</i> (1 crédit(s))
PED608	<i>Culturally Responsive Teaching</i> (1 crédit(s))
PED610	<i>The Portfolio Process</i> (1 crédit(s))

PED611	<i>Inquiry and Science Education</i> (1 crédit(s))
PED612	<i>Teaching for Critical Thinking</i> (1 crédit(s))
PED613	<i>Lecturing to Enhance Learning</i> (1 crédit(s))
PED614	<i>Problem-Based Learning</i> (1 crédit(s))
PED615	<i>Teaching Through Case Studies</i> (1 crédit(s))
PED616	<i>Developing Academic Literacy</i> (1 crédit(s))
PED617	<i>Group Work to Team-Based Learning</i> (1 crédit(s))
PED618	<i>Inclusion: Issues, Challenges, and Solutions</i> (1 crédit(s))
PED619	<i>Reading and Thinking in your Discipline</i> (1 crédit(s))
PED620	<i>Motivation to Enhance Learning</i> (1 crédit(s))
PED622	<i>Leading Change Through Program Evaluation</i> (2 crédit(s))
PED623	<i>Blended Learning and Design</i> (2 crédit(s))
PED624	<i>Pedagogy of Digital Learning - Level One</i> (2 crédit(s))
PED625	<i>Blended Learning: Transforming Teaching and Learning</i> (3 crédit(s))
PED626	<i>Fostering Creativity to Enhance Learning</i> (1 crédit(s))
PED627	<i>The Digital Classroom, Level 2</i> (2 crédit(s))

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^{er} 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)

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)

Régimes des études et d'inscription

PERFORMA offers part-time enrolment

Régime régulier à temps partiel.

INDEX DES ACTIVITÉS PÉDAGOGIQUES

COL800 - *Planning and Preparing your Teaching Portfolio*

Sommaire

CYCLE

2e cycle

CRÉDITS

1 crédit

DURÉE

1 trimestre

HABITUELLEMENT OFFERT**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)

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

Sommaire

CYCLE

2e cycle

CRÉDITS

1 crédit

DURÉE

1 trimestre

HABITUELLEMENT OFFERT**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)

COL803 - *Integration Seminar*

Sommaire

CYCLE

2e cycle

CRÉDITS

2 crédits

DURÉE

1 trimestre

HABITUELLEMENT OFFERT**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

COL855 - Constructing Knowledge in your Discipline

Sommaire

CYCLE

2e cycle

CRÉDITS

3 crédits

DURÉE

1 trimestre

HABITUELLEMENT OFFERT

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)

COL869 - Constructing Knowledge across the Disciplines

Sommaire

CYCLE

2e cycle

CRÉDITS

3 crédits

DURÉE

1 trimestre

HABITUELLEMENT OFFERT

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)

COL872 - Instructional Strategies for the College Classroom

Sommaire

CYCLE

2e cycle

CRÉDITS

3 crédits

DURÉE

1 trimestre

HABITUELLEMENT OFFERT

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)

et

(COL893)

COL873 - College Teaching: Issues and Challenges

Sommaire

CYCLE

2e cycle

CRÉDITS

3 crédits

DURÉE

1 trimestre

HABITUELLEMENT OFFERT

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.

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.

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.

COL883 - Philosophy of Education

Sommaire

CYCLE

2e cycle

CRÉDITS

2 crédits

DURÉE

1 trimestre

HABITUELLEMENT OFFERT

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)

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

COL892 - Assessment as Learning

Sommaire

CYCLE

2e cycle

CRÉDITS

3 crédits

DURÉE

1 trimestre

HABITUELLEMENT OFFERT

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

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COL893 - Psychology of Learning for the College Classroom

Sommaire

CYCLE

2e cycle

CRÉDITS

3 crédits

DURÉE

1 trimestre

HABITUELLEMENT OFFERT

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

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.

PED606 - Authority and Leadership in the Classroom

Sommaire

CYCLE

2e cycle

CRÉDITS

1 crédit

DURÉE

1 trimestre

HABITUELLEMENT OFFERT

FACULTÉ/CENTRE

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.

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.

PED608 - Culturally Responsive Teaching

Sommaire

CYCLE

2e cycle

CRÉDITS

1 crédit

DURÉE

1 trimestre

HABITUELLEMENT OFFERT

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.

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.

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.

PED612 - *Teaching for Critical Thinking*

Sommaire

CYCLE

2e cycle

CRÉDITS

1 crédit

DURÉE

1 trimestre

HABITUELLEMENT OFFERT**FACULTÉ/CENTRE**

Faculté d'éducation

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.

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 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.

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 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.

PED613 - *Lecturing to Enhance Learning*

Sommaire

CYCLE

2e cycle

CRÉDITS

1 crédit

DURÉE

1 trimestre

HABITUELLEMENT OFFERT

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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.

PED616 - *Developing Academic Literacy*

Sommaire

CYCLE

2e cycle

CRÉDITS

1 crédit

DURÉE

1 trimestre

HABITUELLEMENT OFFERT

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.

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.

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.

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.

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.

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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