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 15 octobre 2025. 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 connaitre 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 partiel

TRIMESTRES D'ADMISSION
Automne, Hiver, Été

LIEUX
Réseau Performa, Formation à distance - Campus principal

À NOTER

Consulter les dates limites pour déposer une demande d'admission.

Renseignements

- 819 821-7424
- 819 821-8055 (fax)
- Performa.Education@USherbrooke.ca

INFORMATION(S) GÉNÉRALE(S)

This program is part of the Performa sector. Its mission is to offer pedagogical training programs tailored to the specific needs of the college network.

The Graduate Diploma in College Teaching is designed for teachers in Anglophone colleges and therefore the language of instruction is English.

Ce programme relève du secteur Performa dont la mission est d'offrir des programmes de formation en pédagogie adaptés aux besoins spécifiques du réseau collégial.

Le *Graduate Diploma in College Teaching* (diplôme d'études supérieures spécialisées de 2e cycle en enseignement au collégial) s'adresse au

personnel enseignant des collèges anglophones qui sont membres de Performa. Toutes les activités sont donc offertes en anglais.

Compétence(s)

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

In particular, it enables students to:

- *Implement teaching and learning strategies in a college setting:*
  - *by organizing the development of teaching, learning and assessment strategies and materials and analyzing complex learning situations.*
  - *by integrating pedagogical and content knowledge for complex teaching and learning situations at the college level.*

- *Adapt pedagogical practices suitable for students in a college setting:*
  - *by analyzing the components of college teaching using the theoretical frameworks and models of higher education pedagogy and content knowledge.*
  - *by integrating key concepts of pedagogy in higher education into the teaching practice.*

- *Harness the potential of digital tools and information in a college setting:*
  - *by developing advanced skills related to the pedagogical use of digital technology and adapt them to various college settings.*
  - *by analyzing the issues related to the use of digital technology and the evolution of technology in higher education.*
  - *by creating search strategies for selecting and using digital information in various college settings.*

- *Self-assess and engage one's practice with a view to continuous professional development:*
  - *by analyzing their pedagogical practices in order to continuously develop their professional skills.*
  - *by developing critical thinking skills concerning their pedagogical practice.*
  - *by acting as an agent of change and improvement in college teaching through the integration of a reflective practice.*

Permettre à l'étudiante ou à l'étudiant :

- de mettre en œuvre des situations d'enseignement et d'apprentissage dans un milieu d'exercice au collégial :
  - en organisant le développement d'interventions, d'activités et de matériel par l'analyse de situations ou de contextes d'enseignement et d'apprentissage complexes;
  - en mobilisant un ensemble de ressources pour la mise en œuvre de situations complexes d'enseignement et d'apprentissage au collégial.

- d'adapter des interventions pédagogiques en prenant en compte les caractéristiques des acteurs et des contextes dans un milieu d'exercice au collégial :
  - en analysant les composantes d'une pratique professionnelle à l'aide de connaissances approfondies en pédagogie de l'enseignement supérieur et intégrées à un domaine ou une discipline;
  - en mobilisant les concepts clés liés à la pédagogie de l'enseignement supérieur dans des contextes professionnels variés.

- d'exploiter le potentiel du numérique et des connaissances informationnelles en contexte professionnel au collégial :
  - en utilisant des habiletés liées à l'usage pédagogique du numérique et des technologies pour les adapter dans diverses situations professionnelles;
  - en analysant les enjeux liés à l'usage du numérique et à l'évolution de la technologie en contexte professionnel;
  - en mobilisant des stratégies de recherche et d'utilisation de connaissances informationnelles pour les appliquer dans une perspective numérique dans diverses situations professionnelles.

- de s'engager dans une démarche d'apprentissage et d'amélioration de sa pratique dans une perspective de développement professionnel continu :
  - en analysant ses apprentissages et ses actions dans une démarche de développement continu de compétences professionnelles;
  - en développant une pensée critique dans la conduite de ses interventions dans le milieu de pratique professionnelle;
  - en agissant comme agent de changement et d'amélioration dans le milieu professionnel par l'intégration d'une pratique réflexive.

STRUCTURE DU PROGRAMME

Mandatory Courses / Activités pédagogiques obligatoires - 21 crédits

Curriculum Core / Fondements - 11 crédits

Code de l'activité pédagogique	Titre de l'activité pédagogique et nombre de crédits
PED601	*College Teaching and Course Design* - 2 crédits
PED602	*Assessment to Enhance Learning* - 3 crédits
PED603	*How Students Learn* - 2 crédits
PED604	*Instructional Strategies for Active Learning* - 2 crédits
PED624	*Pedagogy of Digital Learning - Level One* - 2 crédits

Development / Approfondissement et spécialisation - 8 crédits

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

Integration / Intégration - 2 crédits

Code de l'activité pédagogique	Titre de l'activité pédagogique et nombre de crédits
COL803	*Integration Seminar* - 2 crédits

Elective Courses / Activités pédagogiques à option - 9 crédits

Chosen from the following courses / Choisies parmi les activités suivantes :

Code de l'activité pédagogique	Titre de l'activité pédagogique et nombre de crédits
COL882	*Developmental Psychology: The Emerging Adult* - 2 crédits
PED622	*Leading Change Through Program Evaluation* - 2 crédits
PED625	*Blended Learning: Transforming Teaching and Learning* - 3 crédits
PED627	*The Digital Classroom, Level 2* - 2 crédits
PED630	*Equity, Diversity, and Inclusion in Teaching and Learning* - 2 crédits
PRF750	*Gamification in the College Classroom* - 2 crédits
PRF751	*Fostering Creativity in Teaching and Learning* - 2 crédits
PRF752	Motivation, Engagement, and Learning - 2 crédits
PRF753	*Learning in Groups: Fostering Collaboration in the College Classroom* - 2 crédits
PRF754	Thinking Through Text - 2 crédits
PRF755	Contemporary Perspectives on Teaching and Learning - 1 crédit

ADMISSION ET EXIGENCES

LIEU(X) DE FORMATION ET TRIMESTRE(S) D'ADMISSION

Courses are offered predominantly online with a few foundational classes being offered in person at Performa Anglophone colleges or at the University of Sherbrooke Longueuil Campus. Requests for admission are accepted for the fall, winter, and summer trimesters.

Les cours sont offerts principalement en ligne, avec quelques cours fondamentaux proposés en présentiel dans les collèges anglophones de

Performa ou au campus de l'Université de Sherbrooke à Longueuil. Admission aux trimestres d'automne, d'hiver et d'été.

Condition(s) générale(s)

Undergraduate degree obtained with a cumulative GPA of at least 2.7 in a system where the maximum grade is 4.3.

A person may also be admitted if the faculty or the centre universitaire de formation recognizes sufficient prior learning, in accordance with the Politique sur la reconnaissance des acquis.

Détenir un grade de 1er cycle obtenu avec une moyenne cumulative d'au moins 2,7 dans un système où la note maximale est de 4,3.

Une personne peut également être admise si la faculté ou le centre universitaire de formation lui reconnaît des acquis suffisants, en vertu de la *Politique sur la reconnaissance des acquis*.

Condition(s) particulière(s)

Hold a pedagogical position in a Performa member institution.

Occuper une fonction pédagogique dans un établissement d'enseignement collégial membre de Performa.

Document(s) requis pour l'admission

Official university transcripts. (To be considered official, transcripts must come directly from the registrar of each institution and be sent to the Bureau de la registraire de l'Université de Sherbrooke.)

Proof of employment at a Performa member institution (form available from Performa).

Relevés de notes universitaires officiels. (Pour être considérés comme officiels, les relevés de notes doivent provenir directement du registrariat de chaque établissement et être transmis au Bureau de la registraire de l'Université de Sherbrooke.)

Attestation d'emploi dans un établissement membre de Performa (formulaire disponible auprès de Performa).

RÉGIME(S) DES ÉTUDES ET D'INSCRIPTION

Part-time enrolment

Régime régulier à temps partiel

COL803 - Integration Seminar

Sommaire

CYCLE

2e cycle

CRÉDITS

2 crédits

FACULTÉ OU 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 theorical 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)

(PED601)
et
(PED602)
et
(PED603)
et
(PED604)
et
(PED624)
et
(COL855)
et
(COL869)
et
(COL883)

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

2e cycle

CRÉDITS

3 crédits

FACULTÉ OU 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 pratical 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)

(PED601)
et
(PED602)
et
(PED603)
et
(PED604)
et
(PED624)

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 OU 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 pratice.

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 pratice; 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

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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COL882 - Developmental Psychology: The Emerging Adult

Sommaire

CYCLE

2e cycle

CRÉDITS

2 crédits

FACULTÉ OU 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.

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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COL883 - Philosophy of Education

Sommaire

CYCLE

2e cycle

CRÉDITS

2 crédits

FACULTÉ OU 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)

(PED601)
et
(PED602)
et
(PED603)
et
(PED604)
et
(PED624)

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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PED601 - College Teaching and Course Design

Sommaire

CYCLE

2e cycle

CRÉDITS

2 crédits

FACULTÉ OU 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.

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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PED602 - Assessment to Enhance Learning

Sommaire

CYCLE

2e cycle

CRÉDITS

3 crédits

FACULTÉ OU 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

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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PED603 - How Students Learn

Sommaire

CYCLE

2e cycle

CRÉDITS

2 crédits

FACULTÉ OU CENTRE

Faculté d'éducation

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

Cible(s) de formation

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.

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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PED604 - Instructional Strategies for Active Learning

Sommaire

CYCLE

2e cycle

CRÉDITS

2 crédits

FACULTÉ OU 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.

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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PED622 - Leading Change Through Program Evaluation

Sommaire

CYCLE

2e cycle

CRÉDITS

2 crédits

FACULTÉ OU 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.

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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PED624 - Pedagogy of Digital Learning - Level One

Sommaire

CYCLE

2e cycle

CRÉDITS

2 crédits

HABITUELLEMENT OFFERT

Automne, Hiver, Été

FACULTÉ OU 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.

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* Sujet à changement

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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PED625 - Blended Learning: Transforming Teaching and Learning

Sommaire

CYCLE

2e cycle

CRÉDITS

3 crédits

HABITUELLEMENT OFFERT

Automne, Hiver, Été

FACULTÉ OU CENTRE

Faculté d'éducation

PARTICULARITÉS

Cours offerts 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.

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* Sujet à changement

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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PED627 - The Digital Classroom, Level 2

Sommaire

CYCLE

2e cycle

CRÉDITS

2 crédits

HABITUELLEMENT OFFERT

Automne, Hiver, Été

FACULTÉ OU 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

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* Sujet à changement

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

PED630 - Equity, Diversity, and Inclusion in Teaching and Learning

Sommaire

CYCLE

2e cycle

CRÉDITS

2 crédits

HABITUELLEMENT OFFERT

Automne, Hiver, Été

FACULTÉ OU CENTRE

Faculté d'éducation

Cible(s) de formation

The goal of this 2-credit course is to consider, in practical terms, how a better understanding and application of equity, diversity, and inclusion principles can help us make our classroom a better, safer place to learn for everyone, and to realize that this is an ongoing learning process.

Contenu

In this course, we will seek to understand the fundamental concepts of equity, diversity, and inclusion, particularly in the educational context. We will examine academic power dynamics and diverse lived experiences in all classroom interactions, and strive to understand the teacher's role in creating an open and positive learning environment. We will begin to look at how to apply intentional approaches to incorporating EDI to teaching practice and foster more inclusive learning experiences, and understand that working with EDI is a continuous learning process.

* Sujet à changement

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

PRF750 - Gamification in the College Classroom

Sommaire

CYCLE

2e cycle

CRÉDITS

2 crédits

HABITUELLEMENT OFFERT

Automne, Hiver, Été

FACULTÉ OU CENTRE

Faculté d'éducation

Cible(s) de formation

Determine when and how to use various types of games in their classes. Develop the strategies and tools required to use games in an intentional, well-planned, meaningful way.

Contenu

This course seeks to foster an understanding of the issues related to the gamification of learning as well as playful interactivity in the college classroom. To do this, students will design learning situations based upon the principles of gamification, play, and/or interactivity. Students will also reflect upon a number of issues related to the integration of digital, and non-digital, interactive tools (e.g., digital ethics).

* Sujet à changement

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

PRF751 - Fostering Creativity in Teaching and Learning

Sommaire

CYCLE

2e cycle

CRÉDITS

2 crédits

HABITUELLEMENT OFFERT

Automne, Hiver, Été

FACULTÉ OU CENTRE

Faculté d'éducation

Cible(s) de formation

Participants will explore creativity and examine ways to increase creativity in themselves, their students, and in teaching and learning practices. After identifying and addressing common misconceptions about creativity, participants will demonstrate an understanding of creativity and how it can be used to enhance students' engagement and support student learning, develop strategies that use creativity to enhance teaching and learning, and apply best practices and strategies to foster the development of creativity in students. They will design learning activities that encourage students to develop creative skills.

Contenu

Creativity in Education, Development of creativity, Teaching and Learning creativity, Students' engagement, Creativity across disciplines, Assessment of Creativity.

* Sujet à changement

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

PRF752 - Motivation, Engagement, and Learning

Sommaire

CYCLE

2e cycle

CRÉDITS

2 crédits

HABITUELLEMENT OFFERT

Automne, Hiver, Été

FACULTÉ OU CENTRE

Faculté d'éducation

Cible(s) de formation

This course aims to equip participants to:

Understand and apply key theories and concepts of motivation in an educational setting.

- Analyze and use motivational theories to improve teaching practices and student engagement.
- Effectively implement research-based motivational strategies in classroom instruction.

These goals are designed to enhance educators' abilities to foster an engaging and motivating learning environment, thereby optimizing student outcomes.

Contenu

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

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* Sujet à changement

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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PRF753 - Learning in Groups: Fostering Collaboration in the College Classroom

Sommaire

CYCLE

2e cycle

CRÉDITS

2 crédits

HABITUELLEMENT OFFERT

Automne, Hiver, Été

FACULTÉ OU CENTRE

Faculté d'éducation

Cible(s) de formation

The course aims to equip participants to:

- Understand and apply key theories and concepts of collaborative learning in educational settings.
- Determine when and how to use various types of collaborative learning in their classes to enhance student engagement and learning outcomes.
- Design and implement effective group activities that foster meaningful collaboration among students.
- Utilize digital tools and strategies to enhance collaborative learning in both face-to-face and online environments.
- Develop assessment strategies to evaluate group learning outcomes and individual contributions effectively.

Contenu

This course focuses on the use of group work as an instructional strategy to enhance student collaboration and learning. Participants will examine concepts, principles, and theories related to collaborative learning and group dynamics, including:

- Social Constructivism
- Active Learning
- Tuckman's Stages of Group Development
- Group Formation and Roles
- Digital Collaboration Tools
- Assessment of Group Work

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* Sujet à changement

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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PRF754 - Thinking Through Text

Sommaire

CYCLE

2e cycle

CRÉDITS

2 crédits

HABITUELLEMENT OFFERT

Automne, Hiver, Été

FACULTÉ OU CENTRE

Faculté d'éducation

Cible(s) de formation

To understand the cognitive processes underlying reading comprehension and supporting a deep understanding of disciplinary content. To evaluate and to apply cognitive strategy instruction in supporting student reading.

Contenu

This course explores how cognitive processes shape reading comprehension and disciplinary learning. Participants will examine how reading and thinking happen in the brain, the role of mental models, and the habits of mind required for deep disciplinary understanding. Through the study of threshold concepts and cognitive strategies, participants will design instructional approaches that help learners access complex ideas. Emphasis will be placed on integrating Universal Design for Learning (UDL) principles and leveraging tools to support strategic thinking, reading, and

learning.

Incompatible

PED619

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* Sujet à changement

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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PRF755 - Contemporary Perspectives on Teaching and Learning

Sommaire

CYCLE

2e cycle

CRÉDITS

1 crédit

HABITUELLEMENT OFFERT

Automne, Hiver, Été

FACULTÉ OU CENTRE

Faculté d'éducation

Cible(s) de formation

Analyze pedagogical frameworks, disciplinary expertise, and professional perspectives to address complex issues in CEGEP teaching and learning.

Contenu

This course engages participants in the critical analysis of themes and practices in CEGEP teaching and learning. By drawing on pedagogical frameworks, disciplinary expertise, and professional reflection, participants will integrate their learning, address current challenges, and develop informed professional responses through dialogue, feedback, and reflective practice.

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* Sujet à changement

Programmes offrant cette activité pédagogique (cours)

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Maîtrise en pédagogie de l'enseignement supérieur au collégial