

Bulletin de la documentation collégiale

Une initiative du Centre de documentation collégiale



COLLEGE DOCUMENTATION BULLETIN

December 2009, Number 1

Hello! This bulletin is being sent to you because you are a preferred contact of the Centre de documentation collégiale (CDC). The mission of the CDC is to collect and preserve any documentation concerning pedagogy, teaching, institutional development and college-level education, as well as documents produced by colleges.

The objective of this bulletin is to showcase this collection and make you discover specific axes of it.

For more information, please consult our Web site: www.cdc.qc.ca

Note: The masculine gender is used on occasion in this bulletin for ease of reading.

The topic of this bulletin : Teaching the first term

Presentation

For this first Bulletin, we have chosen to address the topic of teaching students who are beginning college (students of Québec's cegeps or private colleges). Prior to this project being launched, a requirements study consistently revealed interest in this topic, as much from the teachers consulted as from educational consultants and tutors. Everyone is talking about student success, and particularly about the success of students who are beginning college. Texts and research have been indexed about the learning experiences of students beginning college, resource centres, the issue of remunerated work, mentorship or internship formulas, how college students are selected and admitted and how extracurricular activities contribute to student success. The topic of teaching the first term is of great interest to the college network.

In this bulletin, we will approach the issue from the particular point of view of a teacher with less than 5 years of experience. Who is the first-term student? How do you teach 17-year old young people coming from high school? How do they learn?

If you are a new teacher, you will be faced with these questions, sooner or later. If you are teaching a first term at college, you will inevitably be confronted with the particular characteristics of this clientele and may be wondering whether there is a pedagogy geared toward the first term:

How do I get students interested? How do I motivate them?

How do I help them make sense of my course?

How do I make sure they are active in their learning?

How do I guide them and help them succeed?

The works indexed below are organized based on the degree of familiarity you may have with the issue of teaching the first term. We first recommend basic references if you are exploring the subject matter and are looking for practical ideas to integrate into your teaching practice in the classroom. If you are studying this issue more in depth as part of a research study or a continued training project for example, we offer advanced references from documents produced by certain colleges, in research results, in articles, statements and documents from various sources about teaching at the college level.

This issue of the success of new students is nothing new nor is it specific to colleges. It is found at all levels of education in every country, and has been for many years. In this bulletin, we would like to draw your attention to recent documents, published since the year 2000 and indexed at the CDC. As per our mission, we will only refer to sources found in our collection.

Writing and text selection,
Robert Howe, Education Consultant

Reading references on the subject:

Documents on this topic come from several sources: cegeps and private colleges, the Fédération des cégeps and its “**Carrefour de la réussite au collégial**”, research reports subsidized by, for example **PAREA (programme d’aide à la recherche sur l’enseignement et l’apprentissage)**, the Conseil Supérieur de l’Éducation, the AQPC (Association Québécoise de Pédagogie Collégiale) and its magazine *Pédagogie Collégiale*, etc.

The articles of the magazine *Pédagogie Collégiale* are indexed in the CDC collection, with the exception of the last four issues published in the current year, for which the printed version will need to be consulted. The electronic version will be available at the CDC the following year.

Basic references

Carrefour de la réussite au collégial. *Trousse 1 : La pédagogie de la première session.* Fédération des cégeps. 2001.

Teachers may consult this kit online; it includes the main works selected on the subject, as well as a learning kit:

[Kit](#)

[Teaching Guide](#)

The Carrefour de la réussite au collégial is an organization implemented by the Fédération des cégeps. With the many ministerial priorities focused on student success and, therefore, the promotion of institutional practices geared toward student success, the Carrefour de la réussite au collégial published this first teaching kit in 2001, including a collection of works.

LUSSIER, Odette. [*La pédagogie de la première session : vers une nouvelle perception du rôle de l'enseignant*](#), published in: *Pédagogie collégiale*. Vol. 17, no 4, mai 2004, p. 23-27.

We recommend this study conducted at the **Cégep Marie-Victorin** on the difficulties encountered by new students living through the transition to college (time management, work methods, autonomy, self-confidence), the objectives of the measures taken to facilitate this transition and the experiences of the teachers in charge of teaching these students.

LAFORTUNE, Micheline. [*À la première session, devrait-on enseigner autrement?*](#) published in the *Actes du 20^e Colloque de l'AQPC*, 2000.

As part of the symposium of the **AQPC (Association Québécoise de Pédagogie Collégiale)** of the year 2000, Micheline Lafortune lead a discussion with teachers and educational consultants about ways to help students starting college be as successful as possible. Considering what a shock the transition from high school to college can be and also taking into account some learning disabilities, particularly regarding intellectual work habits, this workshop offered practical suggestions for teaching the first term which may be found in the following document:

DENONCOURT, Lisa. [*Moment critique: la première session*](#). *Bulletin pédagogique. Cégep Montmorency*. September 2006, page 3.

[*Dossier sur la gestion de classe*](#). *Bulletin Pédagotrucs . Cégep de Rimouski*. Service de développement pédagogique. September 2002.

and

[*Dossier sur l'intervention en gestion de classe*](#). *Bulletin Pédagotrucs . Cégep de Rimouski*. Service de développement pédagogique. January 2008. In its bulletin Pédagotrucs, the Cégep de Rimouski published two works associated with

the topic of teaching the first term. Regarding the topic of class management, they explore interventions that teachers can use to foster student success. With regard to the topic at hand, these documents offer efficient ways of guiding students in the classroom.

[Un midi pédagogique sur la première session des étudiants au collège.](#) Cégep de Chicoutimi. *Reflets*. Vol 10 no 2. June 2000.

The **cégep de Chicoutimi** held a pedagogical talk on the subject of “Teaching the first term.” This work relates various facets of the comments made by participants and resource people about the difficulties of teaching students who are new to the cegep environment.

Isabelle Fortier, [L'autonomie de l'étudiant : comment y arriver ?](#) *Pédagogie Collégiale*. Vol 20, no. 3, Spring 2007. p 30.

In this issue, *Pédagogie Collégiale* an interview with a chemistry teacher, Joanne McCalla, who explained her teaching approach with her students, particularly her approach to solving problems. An enlightening interview with an experienced teacher. An account worth reading.

At the **cégep Ahuntsic**, the Service de soutien à l'apprentissage publishes the [bulletin L'Apprenti-S@ge](#). In its December 2008 issue (Volume 2, Issue 3), the focus is on teaching the first term, in conjunction with the professional development day of January 15, 2009 on the subject of “la réussite au cœur des programmes” (“Success at the core of the programs”). Included are a few accounts from teachers, a mediagraphy, a few ideas for actions, etc.

Advanced references

Pédagogie Collégiale

DESAULNIERS, Marie-Paule. [Enseigner au collégial, une profession à partager.](#) *Pédagogie Collégiale*. Vol 20, no 3, Spring 2007. p 5-11. The article addresses teachers' professional ethics, ethical conduct and the relationship between teachers and students.

ROY, Jacques.

[Les logiques sociales qui conditionnent la réussite en milieu collégial.](#) *Pédagogie Collégiale*. Vol 17, no. 1. October 2003.

[Pour une pédagogie qui tient compte de la réalité et de la culture des jeunes.](#) *Pédagogie collégiale*. Vol 19, no 3. Spring 2006.

[La réussite scolaire : intervenir selon une perspective sociale.](#) *Pédagogie Collégiale*. Vol 20, no 1. Fall 2006

[Les valeurs des cégépiens : portrait d'une génération.](#) *Pédagogie Collégiale*. Vol 20, no 4. Summer 2007.

A sociology teacher at the Cégep de Sainte-Foy, Jacques Roy is an important author for anyone who is interested in teaching students beginning college, from a sociological point of view. Mr. Roy's research and articles are a rich source of information about the sociological dimensions that teachers must be aware of and take into consideration when teaching the first term, as with any intervention at the college level.

BOISVERT, Jacques. [Les représentations sociales du collège et de la réussite chez les garçons en sciences humaines.](#) This article summarizes a research report subsidized by the PAREA program. In particular, it addresses the perceptions that boys have of various variables of their teaching environment in college. The article concludes with a discussion of the implications for teaching. [Also see the link to his article and the PAREA report, in the Research reports section of this bulletin]

FORTIER, Claire. [Les yeux grands fermés : Le passage du secondaire au collégial dans des programmes de formation technique.](#) *Pédagogie Collégiale*. Vol 17, no 2. décembre 2003.

This teacher from the Collège Édouard-Montpetit is a sociologist who has done research on educational paths in science and technology at the college level. In her article, she explores what motivates students to choose a program, the parents' influence, and the students' perception of the college, teachers and social relationships. Mrs. Fortier draws a portrait of the difficulties students are faced with in their first term.

ST-PIERRE, Lise. [Rôle et actes pédagogiques dans un contexte innovant : Comment les enseignantes et les enseignants se centrent-ils sur l'apprentissage ?](#) *Pédagogie Collégiale*. Vol 22, no 1, Fall 2008. pp 36 – 40.

In its Fall 2008 issue, the magazine *Pédagogie Collégiale* published an article by Lise St-Pierre, professor at Sherbrooke University, on the results of a Canadian research study concerning teachers' interventions in higher education, in a context of innovation, focused on learning. This in-depth research study addresses teaching actions and the roles that teachers adopt in various disciplines. From coaching to modelling, through transmitting knowledge, various roles are examined using various pedagogical actions taken with students. [Exclusive electronic version of this article offered by the AQPC]

Other sources:

GINGRAS, Michèle et Ronald Terrill. *Passage secondaire-collégial : caractéristiques étudiantes et rendement scolaire : dix ans plus tard.* Montréal : Service régional d'admission du Montréal métropolitain, Service de la recherche, 2006. [Location information of the paper version which may be borrowed at the CDC: 786462. Electronic version is not yet available.]

This study completes a previous research study from 1994 on the characteristics of students who are beginning their college studies. In addition to a verification of the factors that affect the graduation rate, this article includes a detailed analysis of the characteristics and variables that must be considered in the first term of college and which all teachers should take into account. Among other things: the connections between student characteristics and academic results, the time spent on schoolwork, the motivation resulting from being admitted to a program, previous school experiences. A important study that must be read.

Conseil supérieur de l'éducation.

[The Student's Engagement in his Educational Plan at the College Level: A Shared Responsibility among all College Stakeholders.](#) Statement to the Minister of Education, Recreation and Sports. March 2008.

In this recent statement on the commitment of students to their education program at the college level , the Conseil supérieur de l'éducation issued interesting recommendations including some directly regarding teachers, particularly their professional development. For example, some recommendations concerned teaching formulas and strategies, guiding students and ongoing training for teachers.

Research reports:

ROY, Jacques et Nicole Mainguy en collaboration avec Madeleine Gauthier et Lise Giroux. *Étude comparée sur la réussite scolaire en milieu collégial selon une approche d'écologie sociale.* [[rapport](#) et [article](#) de recherche PAREA]. Québec : Collège de Sainte-Foy, 2005. 137 pages.

ROY, Jacques, Josée Bouchard et Marie-Anne Turcotte. *La conciliation entre le travail et les études chez les collégiens : un paradigme en évolution.* Rapport de recherche PAREA. Québec. Collège de Sainte-Foy, 2008. 114 pages. [[rapport](#) et [article](#) de recherche PAREA]

MACKAY, Jock, Doug Miller, Guy Quinn. *Complicated lives: The student life history project.* Rapport de recherche PAREA. Montréal : Vanier College, 2006. 190 pages. [[rapport](#) et [article](#) de recherche PAREA]

This study examines the educational experience of at-risk students as they arrive at cegep and presents a portrait of their educational culture. This longitudinal study consists of interviews with students who “are just scraping by,” and addresses the “fit” between student desires and expectations on the one hand, and institutional responses

on the other. Researchers suggest programmatic strategies for colleges to respond more directly to the expressed needs of at-risk students.

LARUE, Caroline et Raymonde Cossette. *Les stratégies d'apprentissage en profondeur et l'apprentissage par problèmes: un long processus de maturation.* [[rapport](#) et [article](#) de recherche PAREA] Montréal : Collège du Vieux-Montréal, 2005.

This study published at the **Cégep du Vieux-Montréal** in 2005 examines the learning strategies given by nursing students during their first three terms, using a method of learning with problems. Researchers wanted to observe more closely the strategies used by students in the context of group work and individual work, and the evolution of such strategies during education. At the same time, they wanted to examine the respective part of strategies reflecting an in-depth or surface approach to learning and the differences in strategic choices based on success.

BOISVERT, Jacques. *Les représentations sociales du collège et de la réussite chez les garçons en sciences humaines au collégial.* avec la collaboration de Carole Martin. [[rapport](#) et [article](#) de recherche PAREA]. Saint-Jean-sur-Richelieu : Cégep de Saint-Jean-sur-Richelieu, 2006.

To go even further

All colleges and CEGEPS have published their academic success support plan and works addressing, directly or indirectly, the issue of teaching the first term. These academic success support plans may be consulted through the colleges' Web sites.

We recommend the following bibliography, available directly from the CDC's catalogue, on the topic of teaching the first term: Access the CDC's online catalogue: <http://www.cdc.qc.ca/catalogue.html> , Click on "Start search", then click on "Suggestions": Teaching the first term. This bibliography is updated on an ongoing basis!

Another CDC webliography specifically addresses three topics associated with teaching the first term: [Class management and dynamics; student motivation; student behaviour and attitudes.](#)

Recently published / New acquisitions at the CDC

The following are a few examples of new acquisitions at the CDC. The complete list of new works at the CDC may be consulted on the CDC online catalogue [Activate the link under ["online catalogue"](#)]

BOISVERT, Jacques avec la collaboration de Josée Paradis. *La motivation chez les garçons et les filles en sciences humaines au collégial.* [[Rapport](#) et [article](#) de recherche PAREA] St-Jean-sur-Richelieu : Cégep de Saint-Jean-sur-Richelieu, 2008.

CHARLES, Elizaabeth .S., Nathaniel Lasry, Chris Whittaker and Joel Trudeau. *Technology Supported Collaboration and Learning.* [[Rapport](#) et [article](#) de recherche PAREA] John Abbott College and Dawson College, 2009.

HOUSSAYE, Jean (dir.). *Nouveaux pédagogues. v. 2. Pédagogues de demain? XX^e-XXI^e siècles.* Paris : Fabert, 2007. [Cote de la version papier disponible au CDC : 786999 v.2]

The author presents several educators by situating them in their time and summarizing their beliefs. Then, for each one, excerpts of major works are published with a review of the main issues raised that give the reader an opportunity to further reflect on these issues. Among these educators for example, there is a chapter on Howard Gardner (multiple intelligences) and another on Philippe Meirieu (the reflexive practice).

KINGSBURY, Fanny et Jean-Yves Tremblay. *Les déterminants de l'évaluation de la langue : à l'enseignement collégial, pourquoi et jusqu'où évaluer la compétence langagière des étudiants dans les cours de la formation spécifique?* [[rapport de recherche](#) PAREA et [guide d'appropriation](#)] Québec : Cégep de Sainte-Foy, 2008.

LACROIX, Jean-Guy, en collaboration avec Jacques Audet ... et al. *Démarche de pratique réflexive au collégial dans l'enseignement de la philosophie et du français, langue d'enseignement et littérature.* [[rapport de recherche](#) PAREA] Montréal : cégep du Vieux-Montréal, 2008.

LENOIR, Yves et Pierre Pastré (dir.). *Didactique professionnelle et didactiques disciplinaires en débat.* Toulouse : Octarès, 2008. [Cote de la version papier disponible au CDC : 787000]

ROBERGE, Julie. *Rendre plus efficace la correction des rédactions.* [[rapport](#) et [article](#) de recherche PAREA]. LaSalle : Cégep André-Laurendeau, 2008.

Tutorial: how to search for/find documentation about this topic?

Key words for documentation search. "How did we go about finding the documents we are discussing in this feature?":

<http://www.cdc.qc.ca/catalogue.html>

The topic of this bulletin :

Teaching the first term
or

Teaching students beginning college

Key words used in the catalogue:

Subject = Transition to college level

OR

Title = Teaching the first term

Note: Catalogue key words or subjects are taken from [EDUthès: education thesaurus](#) [online].