



Premiers Peuples

*La terre est ronde
tourne aussi
oiseaux du ciel
sont ronds. Le
lune toutes les
circulaires. Ces
les quatre saisons
en rond : printemps
automne et hiver
leurs tentes
Nos sages aînés
le cœur de l'homme
la nature, des
sages aînés sa
manque de res*

BACHELOR DEGREE IN PRESCHOOL EDUCATION AND PRIMARY TEACHING

PROGRAM FOR FIRST PEOPLES STUDENTS

This document is the English translation of the program description entitled *Baccalauréat en éducation préscolaire et en enseignement primaire (7991)* and was developed to meet the educational and training needs of First Peoples students.

Some course descriptions may be modified at a later date.

The order in which the courses are presented in this document can be modified to lighten the workload of the Fall and Winter sessions. Certain courses could be transferred to a Summer session.

PROGRAM OBJECTIVES

This program prepares students for preschool education and primary teaching. It offers them basic training in education, and enables them to develop efficient pedagogical action through knowledge in the various disciplines they will have to teach; tutorial intervention abilities; and high-level skills. The program brings students to acquire attitudes in pedagogical situations specific to children in their environment. Progressive and continuous professional integration fosters learning integration, facilitates a reflective practice and leads to mastery of professional skills. This program prepares students to teach in single-grade and multigrade classrooms.

ENTRANCE REQUIREMENTS

Hold a diploma of collegial studies (DEC), general or vocational, or the equivalent, and participate in an interview, as required.

OR

Be at least 21 years of age, have appropriate knowledge and at least six months of relevant and certified full-time work experience (or the equivalent) in an educational institution. Adult candidates must come to an interview, attach proof of their experience (copy of contract, letter of recommendation, etc.) to their applications, and write a text on the reasons that motivate them to choose that professional orientation.

COURSE PLAN

Session I

- EDU2332E Introduction to the Teaching Profession and Training Project (3 cr.)
- EDU2429E Pedagogical and Andragogical Currents, Education History (3 cr.)
- EDU3104E Child Development and its Consequences on Education (3 cr.)
- LIN2124E First Language as a Learning Object (3 cr.)
- MAE3125E Mathematics as a Learning Object (3 cr.)

Session 2

- DID3223E Didactics of Written Language I (3 cr.) (LIN2124E)
- DID3225E Didactics of Mathematics I (3 cr.) (MAE3125E)
- EDU2134E Learning Theories: Preschool Education and Primary Teaching (3 cr.) (EDU3104E)
- FRA2233E Text Revision and Writing (3 cr.)

- STA4125E Practicum I and Seminars: Initiation to the Practice of the Teaching Profession (3 cr.) (EDU2332E)

Session 3

- EDU2023E Integration Activity I in Teaching (1 cr.)
- EDU2113E Foundations and Strategies in Classroom Management (3 cr.)
- EDU2361E Planning and Evaluation of Student Learning (3 cr.)
- EDU2508E Educational Intervention in Preschool (3 cr.)
- FRA3212E Development of Oral Language and Meta-language Skills (3 cr.)
- STA4126E Practicum II and Seminars: Class Management (3 cr.) (STA4125E)

Session 4

- DID4225E Didactics of Mathematics II (3 cr.) (DID3225E)
- EDU2027E Use of information and communication technologies for teaching purposes (3 cr.)
- EDU2116E Adaptation Difficulties and Intervention (3 cr.)
- EDU2205E The Social Universe as a Learning Object (3 cr.)
- SCI2345E Science and Technology Laboratory and Didactics I (3 cr.)

Session 5

- ARP3127E Essential Knowledge for the Creation of Plastic Arts in Preschool and Elementary (3 cr.)
- DID4522E Didactics of Written Language II (3 cr.) (LIN2124E; DID3223E)
- EDU2024E Integration Activity II in Teaching (1 cr.) (EDU2023E)
- EDU2112E Learning Difficulties in Mathematics (3 cr.) (DID3225E; DID4225E)
- SCI2346E Science and Technology Laboratory and Didactics II (3 cr.) (SCI2345E)
- STA4137E Practicum III and Seminars: Learning Contents and Processes I (3 cr.) (EDU2332E; STA4125E; STA4126E)

Session 6

- DID2203E The Social Universe and Didactics in Preschool and Primary School (3 cr.) (EDU2205E)
- DID3130E Didactics of Plastic Creation at the Preschool and Elementary School Level (3 cr.) (ARP3127E)
- LIT2107E Youth Literature and Teaching Strategies (3 cr.)
- STA4147E Practicum III and Seminars: Learning Contents and Processes II (3 cr.) (EDU2332E; STA4125E; STA4126E)
- 3 optional credits

Session 7

- DID4221E Spiritual and Moral Awareness at the Primary-School Level (3 cr.)
- EDU1100E Organization of Education in Quebec (3 cr.)
- EDU2025E Integration Activity III and Preparation for Practicum IV (3 cr.) (EDU2023E or EDU2024E)
- EDU2210E Learning Difficulties in the First Language (3 cr.) (LIN 2124E; DID3223E; DID4522E)
- 3 optional credits

Session 8

- STA4148E Practicum IV: The Practice of the Teaching Profession (13 cr.)

OPTIONAL COURSES

To complete this program, students are required to choose six credits among the development courses offered at UQAT, as instructed by the managerial authorities of the Module.

- ADM1205E Individuals and Teams in a Working Context (3 cr.)
- ARP6005E Reading and Assessment of a Work of Art (3 cr.)
- COM1102E Oral Communication (3 cr.)
- EDU2530E Workshop on Cognitive Efficiency (3 cr.)
- SCH2312E Cultures and Institutions (3 cr.)

PARTICULAR PEDAGOGICAL RULES

To register for the first seminar on integration (EDU2023), applicants must successfully complete the first two Sessions of the program. To register for the second seminar on integration (EDU2024), students are required to successfully complete the first four Sessions. To register for the fourth practicum (STA4148), applicants must successfully complete all of the proficiency tests in the teaching language in compliance with UQAT's institutional policy on mastery of the teaching language. In addition, applicants must successfully complete DID3223, DID3225, DID4225 and SCI2345. To register for the fourth practicum (STA4148), applicants must successfully complete all of the courses of the program. When students register for STA4125, STA4126, STA4137 and STA4147, they must have a minimum cumulative grade average of 2.5/4.3. Practicum courses alone do not result in learning recognition.

LINGUISTIC REQUIREMENTS

Students enrolled in this program are subject to a common language policy for Quebec's teacher training programs in English. This policy will be presented at the beginning of their training.

TEACHING LICENSE

Once they complete training, graduates are eligible for the teaching license delivered by the *ministère de l'Éducation, des Loisirs et du Sport du Québec*.

COURSE DESCRIPTION

ADM1205E Individuals and Teams in a Working Context (3 cr.)

Objectives

Knowing and understanding the relationship between individuals, groups and organizations that constitutes the behavioral dynamics of individuals and groups in a working context. Becoming aware of the human dimension within the framework of today's work environments. Becoming familiar with analysis tools that foster understanding of human behaviors at work. Being capable to transpose theoretical notions to real or virtual situations of human activities in an organisational setting.

Content

Introduction to the conceptual elements of human behavior sciences applied to a working context. From self-management to resources management. Appropriation: personality, values, attitudes, self-management, motivation. Relationship: team building, communication, leadership, power. Decision and action: problem-solving, conflict management, management of organizational changes.

ARP6005E Reading and Assessment of a Work of Art (3 cr.)

Objectives

Bringing students to become initiated to contemporary and current visual art and cinema. Exploring relations that the public cultivates with works of art. Having meaningful appropriation experiences with art works by means of visits, meetings, film viewings and participation in special events. Exploring reading methods that bring students to appraise art works.

Content

Major artistic movements: Renaissance, Romantic, Impressionist, Modernity, Post-modernity, etc. Modifications of the notion of beauty. Parallel between epoch-reflecting thinking and artistic practice. The interrelation of artist and work of art; artist and society; work of art and society. Participation to visual art and cinema events.

ARP3127E Essential Knowledge for the Creation of Plastic Arts in Preschool and Elementary (3 cr.)

Objectives

Introduce the student to their mission of passing on a cultural knowledge by way of learning concepts and expertise specific to the arts field. Develop an awareness and an understanding of artistic creation. Become familiar with using the language of plastic arts through production and analysis of artworks.

Content

Introduction to the field of art as a tool for the development of the individual. Experiment with the creative process and understand the dynamics of the process' different phases. Discover and become familiar with the language of the plastic arts, techniques, transformative actions and disciplinary vocabulary specific to the field of plastic arts. Gain knowledge of the different stages of graphic evolution in the child: sketching, representation of space and colour. Inventory of actions, techniques, materials and themes related to child development. Introduction to art history: major trends, major works, avenues for reading and interpretation. Familiarization with the analysis of artwork (mainly in terms of expression, representation and symbolization) from various cultural sources: works of art, media images and cultural objects from artistic heritages.

COM1102E Oral Communication (3 cr.)

Objectives

Becoming familiar with theoretical concepts related to preparation, performance and evaluation of oral exposés. Recognizing difficulties inherent to oral communication. Consolidating and developing the necessary skills to speak

in all circumstances in order to expose theses, elude obstacles, assert oneself with elegance, persuade, convince, etc.

Content

Definition and process of oral communication. Content and relation. Functions of interpersonal communication. Types of oral communications (with exchanges: dialogue, interview, group meeting, discussion, exposé-participation; without exchanges: oral exposé, monologue, stand-up comic, etc.). Preparation for oral exposé: choosing subjects, analyzing receivers/audience, looking for documentation, developing theses and antitheses, structuring oral presentations (plan, material support, etc.).

DID2203E The Social Universe and Didactics in Preschool and Primary School (3 cr.)

Prerequisite(s): EDU2205E

Objectives

Developing skills necessary to teach history, geography, and citizenship education in primary school. Elaborating teaching-learning situations relating to the social universe in primary school, in particular from the socio-constructivism approach. Exploring cross-curricular and interdependence links between history, and other disciplines seen in preschool and primary school. Becoming initiated to ICT potential for preparing and leading teaching-learning activities on social universe.

Content

Analysis of various didactical approaches to history and geography: project, problem situation (or problem-solving), questioning, use of historical method (documentation analysis), etc. Opening onto confrontation of divergent interpretations of a given phenomenon. Child's historical thinking. Critical review of learning material. Use of history to learn other disciplines: first language, mathematics, sciences as a product of historical evolution. Exploration of difficulties to learn history and geography. ICT and history and geography teaching (utilization principle and learning potential, resources available, etc.).

DID3130E Didactics of Plastic Creation at the Preschool and Elementary Level (3 cr.)

Prerequisite(s): ARP3127E

Objectives

Enable students to assume their mission of passing on cultural knowledge and to gain experience with their role in the development of artistic awareness in preschool and elementary level children. Develop students' competencies in the designing, planning, piloting and evaluation of learning situations in the plastic arts through their adaptation to the graphic development of the child in

elementary school, and by structuring these situations in accordance with the parameters of the Quebec Education Program.

Content

In-depth study of the plastic arts component of the Quebec Education Program at the elementary school level. Reflection on the role of art in child development. Understanding the educational value of the creation process. Using the interdisciplinary nature of art as a teaching strategy. Critical study of different didactic approaches to teaching the plastic arts at preschool and elementary levels. Understanding the program's orientation and dynamic. Learning the discipline-related process and understanding the related instructional approach, by experimenting with learning situations. Exploration of didactic resources in the plastic arts, particularly those which make the interpretation of art accessible to children. Use of ICT as research tools and in certain cases, as tools for creation. Planning learning situations in the plastic arts, in relation to the discipline-specific and cross-curricular competencies in the study program (from design to evaluation) and pretesting in the school setting. Understanding the role of evaluation in art and the use of various tools for evaluation. Overview of the organization and layout of rooms dedicated to the plastic arts, and inventory of the required materials.

DID3223E Didactics of Written Language I (3 cr.)

Prerequisite(s): LIN2124E

Objectives

Initiating students to a didactical process that takes into consideration the cognitive processes implemented when learning how to communicate in writing and orally. Developing skills necessary to produce practical applications of the first language program with regard to written and oral communication. Becoming familiar with the learning material while exercising a critical eye. Knowing about the normal difficulties encountered by children in writing learning, and being capable to diagnose them. Evaluating children's writing learnings. Making links between writing, reading and oral communication throughout the process of first language learning.

Content

Major currents of teaching written and oral expression. Nature of the act of writing: addressee, intent, production context, etc. Models of writing teaching. Steps of the writing process: planning, writing, revising, evaluation, dissemination; role and function of planning, proofreading, revision. Stimulation to develop a liking for writing. Teaching of writing strategies: text grammar (text schemas, text consistency), sentence grammar, spelling. Writer evolution in primary school. Emergent literacy in preschool. Learning difficulties in writing. Acquisition of explicit writing criteria. Formative evaluation of writing: analysis of writing instruments. Further extension of the

written and oral expression study program in primary school. Information and communication technologies relating to writing teaching.

DID3225E Didactics of Mathematics I (3 cr.)

Prerequisite(s): MAE3125E

Objectives

Knowing about the general context of mathematics teaching: didactical and pedagogical approaches likely to foster mathematics learning. Acquiring knowledge on the foundations and orientations of the Quebec Education Program (constructivist conception of learning; competency-based approach, etc.). Developing skills to design, direct and analyze teaching-learning situations for different mathematic contents taught in preschool and the three cycles of primary school. Becoming familiar with the evaluation of the pupils' learning progress and level of skills acquisition.

Content

Study of child mathematic thinking development. Skills, abilities and attitudes linked to the mathematic activity of problem solving. Study of didactical models on child's development of understanding of mathematic notions. Epistemological, cognitive and didactical obstacles. Didactic use of errors. The affective dimension of mathematics learning. Awareness of the significance of developing positive attitudes toward mathematics. Particularities of pedagogical intervention in multi-grade classes. Identification of didactical variables enabling teaching differentiation. Learning material specific to mathematics: abacus, multi-base blocks, counting bars, etc. Use of calculators and information and communication technologies in math classes. Target mathematic notions: natural numbers, counting, purpose and structures of mathematical operations, mental calculation procedures and properties of mathematical operations, personal written calculation procedures and conventional algorithms, relative integers.

DID4221E Spiritual and Moral Awareness at the Primary-School Level (3 cr.)

Objectives

Enable the teacher-student to support the spiritual and moral growth of their students. Suggest attitudes which might help this growth. Enable the teacher-student to explore some of the great human questions on human existence with the children. Improve one's knowledge and abilities to allow broadening the child's world view and to introduce them to dialogues with different spiritual and religious worlds. Provide the student with the tools necessary to create and facilitate activities as part of, or separate from integrational projects.

Content

The course allows students to define their attitudes in regards to spirituality, religion, and morality; to distinguish between personal spiritual and moral development; to understand and analyse skills intended for the educational program for primary school in religious and moral instruction; to acquire a working method that allows exploration with the children, of some of the great questions of human existence: creation, what is a successful life, suffering and pain, death, community, prayer, etc. Explore answers provided by different spiritual, moral and religious universes. Create learning/teaching activities specific to these teaching, or activities specific to integrational learning. To specify evaluation criteria for the successful completion of the program; to become aware of resources available for this type of instruction; intervene adequately when spiritual or moral conflict arises at school.

DID4225E Didactics of Mathematics II (3 cr.)

Prerequisite(s): DID3225E

Objectives

Deepening one's knowledge of the Quebec Education Program. Further developing one's skills and capacity to design, direct and analyze teaching-learning situations and sequences of preschool and elementary school mathematical contents. Further developing skills related to mathematic knowledge evaluation.

Content

Study of child's development of mathematical thinking. Skills, abilities and attitudes relating to the mathematical activity of problem solving. Study of didactic models fostering development of children's understanding of mathematical notions. Epistemological, cognitive and didactical obstacles. Didactic use of errors. The affective dimension of mathematic learning. Awareness of the importance of developing positive attitudes towards mathematics. Particularities of pedagogical intervention in multi-grade classes. Identification of didactical variables for teaching differentiation. Mathematical learning material: geo-board, mirror, balance, compass, square, protractor, geometric solids, etc. Use of calculators and information and communication technologies in math classes. Target mathematical notions: rational numbers (fraction, point numbers) and operations. Probabilities and statistics. Measures: surface areas, lengths, space, volumes, angles, SI system. Geometry: topology, geometric shapes in plane figures (plane figures, polygons) and space figures (solids, polyhedrons), construction, congruence, geometric transformation, invariants.

DID4522E Didactics of Written Language II (3 cr.)

Prerequisite(s): LIN2124E; DID3223E

Objectives

Initiating students to a didactical process that takes into consideration the cognitive processes triggered when learning how to read. Developing skills necessary to produce practical applications of the first language program with regard to reading. Becoming familiar with the learning material while exercising a critical eye. Knowing about normal difficulties encountered by children when learning how to read, and being capable to diagnose them. Evaluating children's reading learnings. Reinvesting pupils' learnings with the evaluation of their writing. Making links between reading, writing and oral communication throughout the process of first language learning.

Content

Major currents in reading teaching. Study of reading processes and strategies for beginner readers (visual word recognition, processing of morphosyntactic features, decoding, use of linguistic and extra-linguistic contexts). Interaction of reader and text. Teaching text understanding strategies and information processing in reading: schema, inference, macro-structure and micro-structure data tracking. Reader evolution. Preschool children awakening to reading. Further knowledge of the primary school reading program. Pedagogical support to reading activities. Attitudes and interventions stimulating children's interest for reading. Critical review of reading learning material. Types of readers and corresponding learning difficulties: means of intervention and prevention. Formative evaluation of reading learning and critical analysis of instruments. Reinvestment of acquired knowledge in writing evaluation. Information and communication technologies linked to reading teaching.

EDU1100E Organization of Education in Quebec (3 cr.)**Objectives**

Knowing about organizational structure of the Quebec school system and the role of key education-related organizations. Knowing about education laws and regulations. Acquiring a factual knowledge of today's educational structure through the analysis of historical, political and sociological elements, and exercising a critical eye in that regard. Situating the teacher's role with regard to professional problematic issues. Developing skills relating to information processing (Internet, CD Rom, etc.) and critical thinking; developing attitudes fostering acquisition of a broader culture at various levels.

Content

Comprehensive view of the school system. Social and historical overview of its evolution. Laws and regulations. School board organizational structure and functioning.

Unions and the teaching profession. Education debates and issues. School workers' rights, roles and obligations. School and institutional life. Basic school regulations for elementary and secondary education. Postsecondary and university networks. Vocational teaching and adult education. Information technologies (Internet, CD Rom, etc.) as learning and skills development tools. (This course adopts a particular method that includes teaching material developed with accessible technological tools. The course involves group meetings where students are in contact with their teachers, as well as individual and group assignments completed with ICT. Computer assisted work will replace some of the fifteen meetings that are normally scheduled for 3-credit courses.)

EDU2023E Integration Activity I in Teaching (1 cr.)

Objectives

Assessing one's acquired knowledge of school curriculum contents, fundamental theoretical knowledge, knowledge of the teaching practice environment, and capacity to work with children in class. Evaluating one's mastery of oral and written language. Pursue one's professional training project. Update and pursuit of one's professional training project using grids designed to analyse one's learning progress. Conduct a process of identification, description and acquisition of knowledge. Work subjects: French and maths contents and didactical process (introduction), knowledge of students and the learning process, teaching practice, capacity to communicate orally and in writing in the first language. Restatement of initial training objectives.

EDU2024E Integration Activity II in Teaching (1 cr.)

Prerequisite(s): EDU2023E

Objectives

Pursuing the individual and group professional development process. Making a reflective analysis on: specificities of disciplines and didactic dimension of the teaching practice; development of a professional posture based on continued competencies expected from students and teachers; construction of professional knowledge through integration of theoretical and practical contributions. Identifying training needs and competencies to be developed and/or consolidated during the practicum III course with a view to deepen one's professional training project.

Content

Foundations: essential knowledge within a competency-based approach; update of one's acquired knowledge and actualization of the Quebec Preschool and Elementary Education Program; update of one's capacity to communicate clearly and properly in the teaching language, both orally and in writing. The teaching practice:

enrichment of one's vision of teaching tasks with the didactic dimension of one's practice; the specificity of each discipline and of didactics, the processes of solving complex teaching-related situations; resources to mobilize for solving complex school-related situations and their relations. In a specific social and school context, mobilization and adaptation of competent resources and other stakeholders taking particularities and constraints relating to target objectives into account. Professional identity: strategies relevant to the reflective analysis of one's practice.

EDU2025E Integration Activity III and Preparation for Practicum IV (3 cr.)

Prerequisite(s): EDU2023E or EDU2024E

Objectives

Pursuing one's analysis of the various components of the teaching practice in a school context. Identifying competencies to develop and/or consolidate during the extended practicum within a continuous training perspective. Consolidating the analysis of the Quebec Education Program (preschool and elementary school) with a view to identify the cross-curricular character and specificities of each discipline.

Content

Reflective assessment of the competencies developed in the course of the training path: competencies relating to knowledge and culture objects in order to design and conduct teaching activities involving learning evaluation; competencies relating to the quality of teaching in oral and written language; competencies relating to the modus operandi followed in a group-class; competencies relating to student knowledge and learning processes; social and professional competencies. Implementation of a professional integration process. Mobilization of acquired knowledge for implementing professional competencies required for the preparation and completion of the extended practicum. Further analysis of the Quebec Preschool and Elementary Education Program. Teaching planning and learning assessment; portfolio. In the course of those activities: school interdisciplinarity, subject integration, project-based pedagogy.

EDU2027 Use of information and communication technologies for teaching purposes (3cr.)

Objectives

Identifying ICT's contribution to the contents to be taught in various didactic approaches. Acquiring skills to use ICT for educational purposes in a manner consistent with the academic training program. Acquiring skills to use ICT in the preparation and conduct of teaching/learning activities into which knowledge is integrated. Acquiring skills to use ICT for management and career development purposes.

Content

Study and testing of various ICT functions (research, creation, evaluation, communication, information processing) for the purpose of learning and managing teaching activities in various subjects (French, mathematics, social universe, etc.). Advantages and limits of ICT in the teaching practice. Issues and challenges facing teachers and students. Sharing information via different types of networking. Review, analysis and critical assessment of technological education resources. Integration of broad areas of education and cross-disciplinary competencies using ICT.

EDU2134E Learning Theories: Preschool Education and Primary Teaching (3 cr.) (EDU3104E)

Objectives

Understand the notion of learning and develop a comparative table of the different schools of thought on learning. Examine the main theories in learning psychology and identify their basic principles, as well as the relationship with child development. Establish the applications of the learning theories in school as relating to preschool education and primary teaching. Identify the relationship between learning and preschool/primary teaching. Develop reflective competencies as a learner and as a future teacher with children. Identify the variables involved in the learning process. Grasp the notion of metacognition and its implications in learning. Identify and develop adequate learning strategies.

Content

Main learning theories and their consequences in education: associationism, classical conditioning, connectionism, behaviorism, operant conditioning, cognitivism, gestalt, constructivism, social constructivism, insight learning, information processing, interactionism, Gagné's theory, cognitive social theory. Learning versus preschool and primary teaching. Relationship with child development theories. Behaviour observation and modification in the classroom. Learning precursors and their contributions: positivism, animal psychology, structuralism and functionalism. Factors and variables involved in the learning process. Metacognition and learning styles.

EDU2112E Learning Difficulties in Mathematics (3 cr.)

Prerequisite(s): DID3225E; DID4225E

Objectives

Introducing students to prevention, identification and correction of mathematics learning difficulties experienced by primary school students. Recognizing the pedagogical value of error. Developing skills necessary to work jointly with parents and reading specialists on the

elaboration of an action plan and developing nondiscriminatory attitudes.

Content

Study of difficulties in learning various notions of mathematics taught during the three cycles of primary school. Identification of their causes and consequences. Exploration of corrective intervention strategies (teaching efficiency enhancement, mental management activities as a means to prevent learning difficulties, etc.). Study and analysis of diagnostic evaluation instruments.

EDU2113E Foundations and Strategies in Classroom Management (3 cr.)

Objectives

Understanding how the class management concept has changed. Knowing and applying various intervention models and strategies in relation to the organizational structure of the learning environment, to learning and socialization support, to motivation and to discipline management.

Content

This course is closely related to the second practicum course entitled STA4126 Course Management, and to the course entitled EDU2116 Adaptation Difficulties and Intervention. Historical overview. Interactive nature of the teaching practice and its impact on the teaching activity and classroom ecological balance. Understanding the phenomena associated with motivation, evaluation and accountability, lack of student discipline, and knowing about intervention plans and problem-solving strategies. Developing awareness to intervention problems in a multi-level class, and intervention in a NICT acquisition context; acquiring efficient situation management strategies. Understanding and using various pedagogical models and methods (direct teaching, cooperative learning, project-based teaching, problem-based learning, strategic teaching). Developing strategies for creating an educational climate conducive to student development and learning.

EDU2116E Adaptation Difficulties and Intervention (3 cr.)

Objectives

Becoming aware of factors inherent to adaptation difficulties experienced by child and teen students. Developing skills necessary to evaluate problem situations in order to identify concrete remedy actions. Learning about intervention models and strategies adapted to the teacher's work, and learning how to refer to them when analyzing, planning and implementing an intervention process. The purpose of this course is threefold: acquiring knowledge on adaptation difficulties experienced by some students; developing analysis skills; and reflecting upon attitudes to develop and interventions to identify and

implement. Students are required to develop their own personal evaluation and intervention model.

Content

Ecosystemic explanation and teacher flexibility. Prevalence and integration of students experiencing adaptation difficulties in an ordinary class. Successful intervention factors. Link between the conception of maladjustment and promoted attitudes and interventions. Historical trends in terms of services provided to children with adaptation difficulties. Observation traps. Educational intervention adaptation and customized intervention planning. Solution-oriented approach and interactional approach adapted to school environment. Adaptation difficulties experienced by minority group children and intervention. Youth reintegration difficulties (16-20 years of age) and adult education. Continuous training for adults and andragogical interventions.

EDU2205E The Social Universe as a Learning object (3 cr.)

Objectives

Situate oneself as inheritor, critic and interpreter of themes, concepts and methods specific to the disciplines related to the social universe in primary school, i.e. history, geography, anthropology, sociology, and through them, citizenship education. Appropriately the learning content and the competencies conveyed in the Ministry's program of study. Exercise a critical judgment about the values and norms directing human action. Identify the key concepts in the study of culture, taking into account the cultural and religious diversity of students in the classroom. Develop effective working methods. Understand the child's relationship to primary school with regard to history and geography, and their methods of appropriating these elements of culture.

Content

Development of an analytical and critical attitude supported by theories and methods borrowed from the human and social sciences. Within an anthropological, holistic and comparative approach, reflect on the Quebecois social universe by practicing dialogue from a perspective of co-existence. Understand the processes of social change using theoretical frameworks borrowed from the social sciences. Reflect on democracy and its limits, ethics and social engagement, the pursuit of the common good, and tolerance. Learn theories about history and geography, while paying particular attention to regional dimensions. Practice dialogue using recognized procedures for reasoned argumentation. Introduction to cultural and religious pluralism in Québec. Make use of informational competencies. Be aware of the importance placed on the exercise of citizenship within civil society. In-depth knowledge of the Ministry's program of study with respect to the social universe.

EDU2210E Learning Difficulties in the First Language (3 cr.)

Prerequisite(s): LIN2124E; DID3223E; DID4522E

Objectives

Introducing students to prevention, identification and correction of first language learning difficulties experienced by primary school pupils (reading, writing and oral communication). Bringing them to recognize the pedagogical value of error. Developing skills necessary to work jointly with parents and reading specialists on the elaboration of an action plan and developing non-discriminatory attitudes.

Content

Study of difficulties (dyslexia, dysorthography, dysphonia, etc.) relating to first language learning. Identification of their causes and consequences. Exploration of corrective intervention strategies: learning efficiency enhancement, mental management activities, other approaches to learning difficulties. Study and analysis of diagnostic evaluation instruments. Awareness of the importance of helping parents of children experiencing learning difficulties and developing a good cooperation with reading specialists.

EDU2332E Introduction to the Teaching Profession and Training Project (3 cr.)

Objectives

Developing one's representation of the professional teaching practice at the preschool and elementary level or at the secondary level. Positioning the teaching practice in an organizational, institutional and social context. Becoming aware of the problematic issues of today's education community. Initiating a personal professional training project. In particular: knowing about the full set of professional competencies, insisting on competencies relating to mediation, professional partners, communication, ethics and professional development.

Content

Primary school teaching: initial personal representation, competencies required by the ministère de l'Éducation du Québec and training program. Introduction to teaching as a complex professional practice within the framework of today's educational system in Quebec in a specific school context. The relationship between school and society: child, family, and today's society. Exploration of the front-line role played by teachers acting as mediators between learning students, and content of the training program of the ministère de l'Éducation. Awareness to various problematic issues relating to student learning and success, in particular: low education, poverty, and boys' failure in school; consequences on the teaching practice.

EDU2361E Planning and Evaluation of Student Learning (3 cr.)

Objectives

Understanding and applying main concepts, approaches, rules and policies of learning measurement and evaluation. Knowing the various measuring instruments normally used in class. Developing measuring instruments and using them. Analyzing and developing a position with regard to issues presented and discussed in class. Planning, elaborating, testing, and controlling instruments and positions, and reviewing them throughout the elaboration process.

Content

Planning, completion and integration. School evaluation and motivation. Basic concepts. Diversified approaches. MEQ policies. From objectives to competencies. Field/task identification chart. Traditional approach. Type of exams. Type of items. Reform and evaluation in real-life situations (tasks, portfolio, self-evaluation, feedback, regulation). Observation and correction grid. Rating, report cards and communication with parents.

EDU2429E Pedagogical Currents, Andragogical Approach and Education History (3 cr.)

Objectives

Bringing teachers-to-be to build a critical and well-balanced understanding of educational conceptions and reference frameworks that have supported educational activity in schools and adult education establishments. Bringing them to examine yesterday's education legacy in order to understand the evolution and current situation of the teaching work and the teaching practice, the knowledge of teachers, pedagogical approaches, learning approaches and underlying frameworks of reference in the regular sector and adult education sector.

Content

The teachers-to-be are taken on a journey through time to learn about the events and issues that have led to the emergence of teaching, school, pedagogy and critic of pedagogical tradition by the new pedagogy. Then the course focuses on the discovery and exemplification of pedagogical currents that have allowed the act of school teaching to develop and conceptions of education, pedagogy, andragogy, teaching practice and school learning to diversify. Using an existing typology, the course also covers academic, humanist, spiritualist, psycho-cognitivist, sociocognitivist, technological and social currents.

EDU2508E Educational Intervention in Preschool (3 cr.)

Objectives

Developing an articulate understanding of preschool educational intervention and context. Initiating the development of skills necessary to design, conduct and analyze educational interventions with preschool children.

Content

Evolution of preschool education, programs and practice in Quebec and elsewhere. Purposes of preschool education and relations with families. Needs and interests of preschool children. Development pedagogy, role of play in the development of 5-year old children. Learning contents and activities of training programs. Student learning observation and evaluation. Analysis and evaluation of one's educational intervention.

**EDU2530E Workshop on Cognitive Efficiency (3 cr.)
Optional course**

Objectives

Bringing students to actualize their intellectual potential and enhance their cognitive efficiency; to know more about cognitive and affective processes at play in new and complex knowledge acquisition and personal and professional problem-solving; to learn how to control and adjust those processes (learning strategy, problem solving strategies, cognitive, affective and meta-cognitive strategies); and to discover and experiment efficient ways of studying and intellectual work methods.

Content

Human brain and intellectual functioning: cognitive, meta-cognitive, affective and motivational processes, their impact on learning and problem-solving (needs, motivation, perception, memory, data processing, decision-making, application). Intelligence and efficiency: intelligence education and intellectual potential actualization. Designation, self-image, feeling of competence, and motivation to overcome challenges. Impulsiveness control, and emotional and intellectual block management. Organization, planning, time management, resources management. Attention, concentration and memory functioning, and memorization strategies. Data perception and observation and data organization strategies. Problem-solving processes and strategies applied to university learning.

EDU3104E Children Development and its Consequences on Education (3 cr.)

Objectives

Bringing students to identify the affective and cognitive aspects of child development and their links with learning. Establishing links between intellectual development of children and their learning methods.

Content

Child development from 0 to 12 years of age and educational consequences: cognitive development according to Piaget's theory and Vygotsky's historical and cultural approach, social cognition, and data processing approach. Cognitive styles, affective styles, behavior styles. Individual differences and learning styles. Role of social interaction in the development of the constructivist and interactionist perspective to the socio-constructivist perspective. Key psycho-affective factors involved in school learning and relative impact. Frames of mind according to Gardner. Cognition and language evolution. Influence of education circles on child development.

FRA2233E Text Revision and Writing (3 cr.)**Objectives**

Upgrading the students' capacity to detect, analyse, interpret and correct improper usages due to non-application or misapplication of phrase-structure grammar (spelling, punctuation, syntax, morphology, lexicon) and text grammar, as well as poor vocabulary and syntax in situation of text revision. Upgrading the student capacity to write texts without improper usages due to nonapplication or misapplication of phrase-structure grammar and text grammar, showing concern for rich vocabulary and proper phrasestructure.

Content

Basic phrase-structure grammar and text grammar notions. Writing as a process or intellectual strategy elements: planning, editing, revision. Writing and text revision strategies. Study of phrasestructure and phrase grammar errors and lack of lexical and syntactic variety.

FRA3212E Development of Oral Language and Meta-language Skills (3 cr.)**Objectives**

Developing language skills (linguistic, textual, communicative) and metalanguage skills of students in oral expression. Bring them to communicate efficiently in various contexts. Bring them to use an appropriate variety of language spoken in interaction contexts. Developing a conscious and voluntary relationship with their language behavior. Bring students to plan and test didactic sequences or oral expression in school. Bring them to develop a responsible attitude towards oral speech standards as professional teachers-to-be.

Content

Representations on oral language and teaching. Oral communication teaching models. Basic oral communication concepts (specificity of oral expression, language variation standards, types of oral communication, language techniques, etc.). Components of class discussion. Language and meta-language skills. The role of

questioning in knowledge building. Preparation of an oral communication. Oral argumentation in class. Teaching oral communication in secondary school. Quebec French language standards and teaching/learning.

LIN2124E Mother Language as a Learning Object (3 cr.)**Objectives**

Expanding the students' vision of the discipline of mother language, in particular: learning contents in the study program. Developing skills necessary to mobilize knowledge in problem-solving situations raised by language. Identifying students' knowledge needs in order for them to meet particular teaching requirements with regard to mastery of mother language in oral and written expression.

Content

Study of individual practices and attitudes with regard to reading, writing and oral communication. Written language and oral language: first teaching-learning tool. Basic language notions. Study and review of language facts; review of language usage difficulties in written and oral communication contexts. Production of written and oral messages: written and oral communication types. Study program and basic principles. Mother language and learning processes in written and oral expression.

LIT2107E Youth Literature and Teaching Strategies (3 cr.)**Objectives**

Bringing students to enhance their knowledge of children literature. Bringing them to enter the cultural universe of children through literary texts. Bringing them to experiment the aesthetic function of language and social usages of communication. Making them aware of the importance of literature in school success, particularly in reading. Bringing them to elaborate and test teaching/learning activities with literary texts in preschool or primary school classroom context. Enabling them to make links between the world of stories and the world of children.

Content

History of youth literature. Literature and culture. Literary texts in school: stories, legends, myths, tales, albums and illustrated books, nursery rhymes, narration, novels, short stories, poetry, comic strips. Youth literature and oral communication (the art of telling stories, shared reading, etc.). Book quality criteria. Literary text understanding. Intervention strategies in literary reading. Reactions to literary texts. Group discussions (reading circles). Interactive diaries. Text comprehension and reaction activities. Writing literary texts in school. Usage of documentaries and the research process. Evaluation of literary reading: portfolio, self-questioning cards, etc.

MAE3125E Mathematics as a Learning Object (3 cr.)**Objectives**

Expanding the vision of future preschool and primary school teachers of the discipline of mathematics, and developing their understanding of the origin, scope and application of mathematics. Bringing them to develop the mastery of key objects of mathematic knowledge in order to meet requirements specific to the teaching profession. Locating fundamental reference points and intelligibility axes of mathematic knowledge in order to make significant and thorough learning possible for students. Take a critical distance with regard to the discipline of mathematics. Casting a critical eye on one's cultural origins, practice and social role. Assessing one's skills and implementing means to develop them with resources available.

Content

Problem-solving in mathematics. Study of various mathematical notions on an operational and conceptual level: know-how in application of various mathematical tools and problems that have caused their development and evolution. Natural numbers, relative numbers, rational numbers (fractions and decimals), counting, operations (mental arithmetic, written arithmetic, calculator), geometry (solids, shapes, planes, transformations), length, space, volume measuring (qualitative, estimation, quantitative), probabilities and statistics.

SCH2312E Cultures and Institutions (3 cr.)**Optional course****Objectives**

Being capable to describe the intercultural dimension of contemporary western societies. Mastering notions necessary to understand the intercultural dimension of key institutions of modern society.

Content

Key institutions of modern society: State, work, social stratification, family, health and education. The cultural diversity of multi-language (including French and English speaking) and multicultural (including aboriginal) national States. International and national migratory movements. Regional, national and international intercultural dynamics. Relations between majority and minorities and inter-group relations. Social inclusion (assimilation, integration, adaptation, acculturation) and social exclusion (ethnocentrism, discrimination, marginalization). Culturally-appropriate practice models, including intercultural approach.

SCI2345E Science and Technology Laboratory and Didactics I (3 cr.)**Objectives**

Developing skills necessary to teach science and technology in primary school; and fostering awareness of cultural and social issues of science and technology in daily living.

Content

Summary study of science structure; examination of the inclusive value of this field of interdisciplinary studies. The broad currents of science and technology teaching. Study of appropriate pedagogical strategies for science and technology teaching in preschool and primary school. Experimental and investigation process. Study of the science and technology program. Information and communication technologies (ICT) as regards the teaching of this field of studies.

SCI2346E Science and Technology Laboratory and Didactics II (3 cr.)**Prerequisite(s): SCI2345E****Objectives**

Integrating skills necessary to teach science and technology in primary school and fostering awareness of the interdependence between scientific discoveries and technological advances.

Content

Furthering student knowledge of foundations of the didactical approach in science and technology (experimental and investigation process). Study of learning difficulties inherent to this field of studies. Elaboration of science and technology projects based on problem solving. Formative evaluation of scientific and technological learning, and critical analysis of instruments. Critical review of didactical material in science and technology. Pedagogical intervention in single-grade and multi-grade classes.

STA4125E Practicum I and Seminars: Initiation to the Practice of the Teaching Profession (3 cr.)**Prerequisite(s): EDU2332E****Objectives**

Becoming initiated into the teaching practice. Learning about the various aspects of the teaching task. Elaborating teaching-learning situations and intervening sporadically in class under the supervision of the associate teacher.

Content

Introductory days to the teaching profession in the school institution alternated with seminar-type meetings held at university. Elaboration of teaching-learning situations adapted to student needs and characteristics using new information and communication technologies. Conduct of

teaching-learning situations under the supervision of the associate teacher. Acclimatization to communicate clearly and efficiently in the teaching language, both orally and in writing, in various teaching contexts. Initiation to cooperative work deemed necessary between the school team and parents. Study of professional, ethical and accountable teaching practice. Oral and written presentation to express thoughts on the initiation experience with the teaching profession.

STA4126E Practicum II and Seminars: Classroom Management (3 cr.)

Prerequisite(s): STA4125E

Objectives

Used as an integration environment, the second practicum contributes in many ways to the development of pedagogical intervention skills in school. In real-life educative intervention situations and under the direct supervision of an associate teacher and university supervisor, students develop and polish their intervention skills with preschool and primary students. Emphasis on development of skills in classroom management and professional action analysis. Students learn to solve problems in classroom intervention contexts.

Content

Practicum II is closely linked with the course entitled Classroom Management Foundations and Strategies (EDU2113). It consists of seven seminars and one practicum session where the trainees have the opportunity to acclimatize to the classroom in the course of six attendances, followed by three intensive weeks where they take charge of the classroom on a continuous basis during five to seven consecutive days. This course enables teachers-to-be to discuss periodically with peers on their respective experience. Training workshops on teaching-learning activity planning and pedagogical interaction and communication technologies (ICT) allow future teachers to learn the basics of: activity elaboration and conduct for the three pedagogical periods; pedagogical questioning; reinforcement and retroaction; interpersonal communication; explicit teaching; and to enhance their capacity to use them efficiently. The practicum II seminar on classroom management aims to increase the students' capacity to reflect upon their teaching practice in a perspective of continuous professional development.

STA4137E Practicum III and Seminars: Learning Contents and Process I (3 cr.)
Prerequisite(s): EDU2332E; STA4125E; STA4126E

Objectives

This medium length practicum phases over two semesters: fall (STA4137) and winter (STA4147). It aims for the progressive development of skills necessary to conduct

various teaching tasks. In the course of the first part, the students are required to gradually take full lead of the classroom under the supervision of their associate teachers. The professional skills acquired during that period relate to real-life situations experienced in the course of the practicum. They are: elaborating, selecting, organizing and conducting teaching-learning situations; communicating with students, colleagues, and parents using an appropriate language level both orally and in writing; evaluating student learning progression; respecting professional ethics; objectifying and analyzing one's classroom participation and intervention experience on the basis of the didactical issues relating to student learning.

Content

Development of disciplinary knowledge through a competency-based approach. Transformation of curriculum knowledge into situations likely to trigger student learning. Analysis of spontaneous situations as opportunities to work on knowledge acquisition. Questioning on links between the contents learned by the students; types of knowledge; cognitive tasks; didactical and pedagogical variables of teaching-learning devices. Conceptual analysis of the notional contents of the teaching language and mathematics (competency 1). A priori analysis of teaching-learning situations in terms of target, cognitive task and possible student conduct. The quest for consistency between pedagogical and didactical decisions most likely to foster knowledge acquisition. Pedagogical and didactical differentiation of one's teaching practice to meet particular student needs (competency 7). Observation of students' knowledge appropriation and progression (competency 5). Analysis of complex professional situations experienced in classrooms in terms of resources to mobilize. Ethical dimension of the teaching profession (competency 12).

STA4147E Practicum III and Seminars: Learning Contents and Process II (3 cr.)

Prerequisite(s): EDU2332E; STA4125E; STA4126E

Objectives

In part II of the third practicum, students are required to pursue the development of skills necessary to take full lead of the classroom under the supervision of their associate teachers. The professional skills acquired during the second part of the practicum relate to real-life situations experienced in the course of the practicum. They are: elaborating, selecting, organizing and conducting teaching-learning situations; communicating with students, colleagues, and parents using an appropriate language level both orally and in writing; evaluating student learning progression; respecting professional ethics; objectifying and analyzing one's classroom participation and intervention experience on the basis of the didactical issues relating to student learning.

Content

Development of disciplinary knowledge through a competency-based approach. Transformation of curriculum knowledge into situations likely to trigger student learning. Analysis of spontaneous situations as opportunities to work on knowledge acquisition. Questioning on links between the contents learned by the students; types of knowledge; cognitive tasks; didactical and pedagogical variables of teaching-learning devices. Conceptual analysis of the notional contents of the teaching language and mathematics (competency 1). A priori analysis of teaching-learning situations in terms of the objective to be achieved, the cognitive task involved and the possible student conduct. The quest for consistency between pedagogical and didactical decisions most likely to foster knowledge acquisition. Pedagogical and didactical differentiation of one's teaching practice to meet particular student needs (competency 7). Observation of students' knowledge appropriation and progression (competency 5). Analysis of complex professional situations experienced in classrooms in terms of resources to mobilize. Ethical dimension of the teaching practice (competency 12).

experiencing difficulties, evaluation of working with team-school members, participation in activities. All of the professional skills are solicited. In cooperation with the school institution, this intensive practicum is conducted under the supervision of an associate teacher, school management and a university professor for ensuring integration of theoretical and practical contents. The students are evaluated on a consensus basis (committee) by partners committed to supervising the students. Duration: One day/week from September to December; five days during which the students take full lead of their classroom during an intensive attendance period in December; fifteen weeks from January to April, totaling 453 hours minimum. To register for this course, students must have successfully completed all of the other courses of the program.

STA4148E Practicum IV: The Practice of the Teaching Profession (13 cr.)**Objectives**

Bringing students to assume a full lead of the teaching task as required by the ministère de l'Éducation du Québec (2001): elaborating and conducting teaching-learning situations according to the pupils and target skills to develop under the training program as professional heirs, critics and interpreters of knowledge and culture; adapting one's interventions to the needs and characteristics of the pupils experiencing difficulties; evaluating the learning progress and skills acquisition level of pupils in regard to the teaching contents; organizing and supervising the group-class modus operandi in order to foster pupils' learning and socialization; communicating clearly and efficiently in the teaching language, both orally and in writing, in contexts relating to the teaching profession; integrating information and communication technologies in professional activities; cooperating with team-school colleagues and partners of the social environment; initiating a professional development process; acting ethically and responsibly in the course of one's duties.

Content

Preparation for taking full lead of a classroom involves progressive integration, long-term planning and elaboration of an innovation project. Project planning and elaboration constitute a first step towards reinvestment of skills acquired in didactics, planning and evaluation courses. The practicum completed in winter enables students to take full responsibility of a teaching task in preschool or primary school: planning and conduct of teaching-learning activities; interventions with pupils



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