

Bachelor of Preschool and Elementary Education - 6614

RESPONSABLES :

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SCOLARITÉ :

120 crédits, Premier cycle

GRADES :

Bachelier en éducation

OBJECTIFS :

This program prepares the student for preschool and elementary education. It offers basic training in education and enables the student to develop effective pedagogical action based on knowledge of disciplines to be taught, skills related to pedagogical intervention and professional competencies. It targets the acquisition of attitudes related to pedagogical situations specific to children in their environment. Progressive and continuous professional insertion fosters integration of learnings, promotes reflexive practice and leads to the mastery of professional competencies.

This program prepares the student to teach in single-grade class and multiple-grade class.

CONDITIONS D'ADMISSION :

Base collégiale

Hold a Diploma of Collegial Studies (DCS), general or vocational, or the equivalent, and participate in an interview, as required.

Base expérience

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 contact, letter of recommendation, etc.) to their applications, and write a text on the reason that motivate them to choose that professional orientation.

PLAN DE FORMATION :

Session 1

ANG2141	English Grammar (3 cr.)
EDU2332E	Introduction to the Teaching Profession and Training Project (3 cr.)
EDU3105E	Child Development and its Consequences in Education (3 cr.)
LIN2125E	English Language Arts as a Learning Object (3 cr.)
MAE3125E	Mathematics as a Learning Object (3 cr.)

Session 2

ANG2142	Text Writing and Revision (3 cr.) (ANG2141)
DID3227E	Teaching of Mathematics I (3 cr.) (MAE3125E)
DID3233E	Teaching of Written Language I (3 cr.) (LIN2125E)
EDU2334E	Theories of Learning: Preschool and Elementary Education (3 cr.) (EDU3105E)
STA4111E	Practicum I and Seminars: Introduction to the Teaching Profession (3 cr.) (EDU2332E)

Session 3

EDU1101E	Organization of Quebec Education (3 cr.)
EDU2026E	Pedagogical Use of Digital Technology (3 cr.)

Session 4

ANG3212E	Development of Oral Language and Metalanguage Skills (3 cr.)
EDU2123E	Foundations and Strategies in Classroom Management (3 cr.)
EDU2509E	Approaches, Models and Intervention in Preschool Education (3 cr.)
EDU2540E	Workshop on Cognitive Efficiency in Educational Contexts (3 cr.)
STA4126E	Practicum II and Seminars: Classroom Management (3 cr.) (STA4111E)

Session 5

DID4227E	Teaching of Mathematics II (3 cr.) (MAE3125E et DID3227E)
EDU2116E	Adaptation Difficulties and Intervention (3 cr.)
EDU2206E	Social World as a Learning Object (3 cr.)
EDU2362E	Planning and Evaluation of Learning (3 cr.)

SCI2355E Science and Technology – Laboratory and Teaching I (3 cr.)

Session 6

EDU2519E Educational Quality in Preschool Education (3 cr.) (EDU2509)
3 optional credits

Session 7

ARP3128E Essential Knowledge of Visual Arts Creation in Kindergarten and Elementary School (3 cr.)

DID2204E Teaching of Social World in Kindergarten and Elementary School (3 cr.) (EDU2206E)

DID4523E Teaching of Written Language II (3 cr.) (DID3233E et LIN2125E)

DID5227E Teaching of Mathematics III (3 cr.) (DID4227E)

SCI2356E Science and Technology – Laboratory and Teaching II (3 cr.) (SCI2355E)

Session 8

DID4131E Teaching of Visual Arts Creation in Kindergarten and Elementary School (3 cr.) (ARP3128E)

EDU2211E Learning Difficulties in English Language Arts (3 cr.) (DID4522E)

LIT2107E Youth Literature and Teaching Strategies (3 cr.)

STA4133E Practicum III and Seminars: Integration Activities, Contents and Learning Processes (6 cr.) (EDU2332E et STA4125E et STA4126E)

Session 9

DID4230E Teaching of Ethics and Religious Culture (3 cr.)
3 optional credits

Session 10

STA4144E Practicum IV: Integration Activities and Practice of the Teaching Profession (12 cr.)

Optional Courses

The student selects two courses among the following:

EDU2510E Pedagogy of play (3 cr.)
Or any other course in the UQAT Course Directory.

* : Disponible à distance

Règlements pédagogiques :

A minimum grade of B- (or equivalent) is required to get prior learning recognised.

A course that has been taken more than 10 years ago cannot be recognized for prior learning.

REGULATIONS CONCERNING PRACTICUMS

To register for the STA4125E practicum, the student must have a GPA of at least 2.5 out of 4.3.

When registering for STA4126E, the student must have a GPA of at least 2 out of 4.3.

To register for the fourth practicum (STA4144), the student must have successfully completed the courses of the first three years of the program. When registering for courses STA4133E and STA4144E, the student must have a GPA of at least 2.5 out of 4.3. Practicums 3 and 4 courses cannot give rise to recognition of prior learning.

It is recommended to follow the course EDU2113E concomitantly with Practicum II (STA4126E).

Remarque relative à l'autorisation d'enseigner :

After a favourable recommendation from the University, the applicant who has met the requirements of this program will receive a teaching certificate.

NOTES :

CRIMINAL RECORD STATEMENT

It is important to note that, when applying for a practicum placement, the organization or institution can check the criminal history of the trainee and, depending on the nature of the criminal record, they may refuse to host that person. In addition, under the Professional Code, a licence to practice at the end of this program of study could be denied to a person with a criminal record.

The Department of Education informs students that they will have to produce a declaration of criminal record when applying for a teaching license, due to legislative measures adopted by the Quebec Ministry of Education.

PIÈCES SUPPLÉMENTAIRES ET DIRECTIVES PARTICULIÈRES :

Experience-based application:

500 to 600 hours in an educational organization (ex: daycare, school board).
Original letter from employer attesting the applicant's number of hours in teaching, or other relevant experience.

If relevant experience is not sufficient, the applicant may be admitted to "9924 libre" (casual or independent student status) for a few courses and must maintain an average of 2.5 / 4.3. To integrate the bachelor program the student must present a new application for admission and pay the required fees.

Any student enrolled in a teacher training program must take a diagnostic English test at the beginning of the training and pass the EETC - English Exam for Teaching Certification (requirement for graduation).

ANG2141**English Grammar**

Objectifs : To enhance students' knowledge of the English language system and their ability to use accurate and precise metalanguage to describe grammar. Use of syntactic analysis to identify the main components of a sentence, determine the class of a word, identify phrases, determine the syntactic function of a phrase or a clause. To make appropriate word and syntactic choices and justify them with grammatical reasoning. Discover and use recent language resources.

Contenu : The basic sentence as tool for analysis. Syntactic analysis used to test hypotheses about language structure. Distinction between types of sentences. Distinction between independent clauses and subordinate clauses. Structure and syntactic functions of phrases. Syntactic, morphological and semantic properties of word classes. Agreement: subject-verb agreement, collective and plural nouns, pronouns and antecedents. Sentence joining methods: coordination, juxtaposition, insertion and subordination. Sentence fragments and comma splices. Common issues with mechanics: apostrophes, hyphenation, capitalization, acronyms, numbers and measurement units, abbreviations.

ANG2142**Text Writing and Revision**

Objectifs : To learn how to write texts of various styles in an academic and educational context. To write texts that demonstrate a mastery of grammar at the phrase and paragraph level, using devices of coherence and cohesion. To develop syntactic complexity of texts. To use an extensive vocabulary appropriate to the communicative context. To enhance students' ability to edit their own texts and those of others. To discover tools, particularly digital tools, relevant to planning, editing, revising and correcting.

Contenu : Writing as a process: planning, writing and editing. Distinction between revision and correction. Strategies for writing, revising and correcting texts. Commonly used text genres in academic and educational contexts. Text grammar: textual coherence; using relevant information; reported discourse; text organization; tense cohesion. Sentence grammar: syntactic complexity. Study of errors in sentence and text grammar and lack of lexical and syntactic variety. Introduction to relevant digital tools for writing, revising and correcting.

ANG3212E**Development of Oral Language and Metalanguage Skills**

Objectifs : Develop students' language (linguistic, text, communicative) and meta-language skills in oral expression. Teaching students to communicate effectively in various contexts, using a variety of appropriate language. Developing a conscious and voluntary relationship with their language use.

Planning and testing oral expression activities in school. Developing a responsible attitude towards oral speech standards and language variation as future teaching professionals.

Contenu : Overview of oral language and its teaching. The process of oral communication. Fundamental concepts in oral communication (characteristics of oral language, components, language norms and variations, types of oral communication (one-way and multi-speaker), oral expression techniques). Non-verbal language. Components of class discussion. Language and metalanguage skills. Role of questioning in the construction of academic knowledge. Preparation of oral communication in a one-way context. Argumentation in a class context (group discussion).

ARP3128E**Essential Knowledge of Visual Arts Creation in Kindergarten and Elementary School**

Objectifs : To enable future elementary school teachers to develop the competencies necessary to create and appreciate artistic creations. To train and equip the student for his/her future role as a transmitter of artistic culture in the exercise of his/her profession.

Contenu : Introduction to the field of visual art from a cultural perspective. Discovery and familiarisation with the visual arts language, the mediums, the transforming gestures and the disciplinary vocabulary specific to the visual arts. Experimentation of the creative process and an understanding of the dynamics of its different phases. Familiarisation with the process of appreciating works of art, media images and cultural objects from their artistic heritage in a dual approach (sensitive and rational). Introduction to art history: currents and major works from various cultural sources.

DID2204E**Teaching of Social World in Kindergarten and Elementary School**

Objectifs : To reinforce the necessary competencies to teach geography, history, and citizenship education at the elementary school. To explore the interdisciplinary and interdependent links between geography, history and other subjects in kindergarten and elementary school. To develop skills for the conceptualization of the teaching-learning of geography and history at elementary school to be open to citizenship, intercultural and eco-citizenship education. To learn how to develop pedagogical scenarios according to different approaches. To learn about the potential of ICTs for the preparation and piloting of teaching-learning situations in the field of the social world.

Contenu : Conceptualization of teaching and learning in the social sciences and humanities at the elementary school level. Analysis of the opportunities arising from different teaching approaches in geography and history: questioning, project, document analysis,

problem solving, etc. Openness to the confrontation of divergent interpretations of the same phenomenon using the systemic approach or the historical method. Geographic reasoning and historical thinking in the case of children. Making explicit the links to be established with eco-citizenship and the principles of equity, diversity and inclusion. Critical review of teaching material. Use of geography and history in the learning of other disciplines: English, art, mathematics, science and technology. Exploration of learning difficulties in geography and history. The place of methodologies such as ICTs in the teaching of geography and history: principles of their use and potential for teaching, available resources, etc.

DID3131E**Teaching of Visual Arts Creation in Kindergarten and Elementary School**

Objectifs : To develop the student's competencies in developing and piloting learning and evaluation situations in the visual arts. To help the student acquire the specific components of each of the disciplinary competencies in visual arts, as defined in the Quebec Education Program. To train and equip the student for his/her future role as a transmitter of artistic culture in the exercise of his/her duties.

Contenu : Planning of learning and evaluation situations integrating the visual arts to contribute to the accomplishment of the school's mission and the cultural enrichment of future students. Critical examination of different teaching models for the initiation to the field of visual arts in kindergarten and elementary school. Mastery of the principles of experiential learning in visual arts. Understanding of the role of the logbook in the development of learners' reflective capacity. Thorough study of the Quebec Education Program: the three disciplinary competencies, the four essential knowledge categories, the creative process, the evaluation process. Exploration of appropriate teaching resources for the implementation of arts education in a cultural perspective, including museum education. Understanding of the interdisciplinary orientation of the Quebec Education Program in a transversal approach and in relation to broad areas of learning.

DID3227E**Teaching of Mathematics I**

Objectifs : To know the general context of math teaching. To develop a critical stance about different teaching and pedagogical approaches. To understand the role of problem solving in the development of mathematical activity and the specific learning in arithmetic (natural numbers). To learn about different types of reasoning (e.g., arithmetic, algebraic, proportional) and their development in children. To become familiar with the foundations and organization of a math training program and to learn how to interpret the current program from a teaching point of view. To develop competencies in developing, piloting and analyzing teaching/learning situations involving arithmetic (natural

numbers) as addressed in kindergarten and the three cycles of elementary school. To become familiar with the evaluation of students' learning progress.

Contenu : Concepts, processes covered: natural numbers, numeration, meaning and structures of operations, reasoned calculation processes and properties of operations, personal written calculation processes and conventional algorithms. Study of the child's development of mathematical problem-solving activity and mathematical knowledge in kindergarten and elementary school children. Construction of a teaching and learning perspective about one's math teaching practice. Development and analysis of learning situations (pedagogical intents, mathematical tasks and didactical variables). Analysis of students' manifestations in relation to conceptual and procedural developments in arithmetic (natural numbers). Familiarization with the difficulties related to math teaching and learning: status of error; epistemological, cognitive and teaching related obstacles. Critical analysis of teaching material and tools and their use in math classes: textbooks, abacus, multi-base blocks, rulers, calculator, digital tools, etc.

DID3233E**Teaching of Written Language I**

Objectifs : To introduce students to a teaching approach that takes into account the cognitive and metacognitive processes involved in learning to write. To develop the student's ability to produce practical applications of the English language arts program writing component, integrating it with reading and speaking. To become familiar with the teaching material and be able to evaluate it critically. To become aware of students' difficulties in learning to write and be able to diagnose them. To evaluate students' learning in writing.

Contenu : The major currents in teaching writing. The act of writing: addressee, intention, context of production, etc. Current models of teaching writing. Stages of the writing process: planning, writing, editing, revision, evaluation, dissemination; role and function of planning, proofreading, rewriting, and revision. Stimulation of the desire to write. Teaching of learning strategies for writing: text grammar (text patterns, text coherence), sentence grammar, spelling. Evolution of the writer in elementary school. Discovery of writing in kindergarten. Difficulties in learning to write. Acquisition of writing evaluation criteria. Formative evaluation of writing skills: analysis of tools. Further study of the English language writing curriculum at the elementary level.

DID4227E**Teaching of Mathematics II**

Objectifs : To continue developing a critical stance on different teaching and pedagogical approaches. To deepen one's understanding of the role of problem-solving in the development of mathematical activity and learning specific to arithmetic (integers and

rational numbers). To deepen one's understanding of different types of reasoning (e.g. arithmetic, algebraic, proportional) and their development in children. To enrich one's understanding and interpretation of certain ministerial documents from a teaching and learning perspective. To develop competencies in developing, piloting and analyzing progressive teaching/learning situations in arithmetic (integers and rational numbers) as taught in kindergarten and the three cycles of elementary school. To reinforce one's ability to evaluate the progress of students' learning.

Contenu : Targeted mathematical concepts and processes: integers, rational numbers (fractions, decimals) and operations on these numbers. Study of the development of mathematical problem-solving activity and mathematical knowledge in kindergarten and elementary school. Exploration of the particularities of arithmetic and algebraic reasoning. Developing pedagogical content knowledge perspective on teaching practice in mathematics. Development and analysis of progressive teaching/learning situations (pedagogical goals, mathematical tasks and teaching variables). Analysis of the students' manifestations regarding the conceptual and operational developments specific to arithmetic (integers and rational numbers). Familiarisation with the difficulties involved in teaching and learning mathematics: status of error; epistemological, cognitive, and teaching related obstacles. Critical analysis of teaching materials and tools and their use in math class: textbooks, multibase blocks, rulers, mosaic blocks, calculator, digital tools, etc.

DID4230E

Teaching of Ethics and Religious Culture

Objectifs : To compare the values and standards that members of a social group set for themselves to regulate their conduct. To understand the main constitutive elements of religions and to distinguish between their respective ethno-cultural universes. To explore Quebec's religious heritage. To identify the contributions of Catholicism, Protestantism, Judaism and Aboriginal spiritualities in the construction of this religious heritage. To call for dialogue in a spirit of openness and discernment. To be open to the plurality of opinions, values and ways of life. To develop critical and analytical judgement. To interpret other cultural expressions or representations of the world and the human being. To present the acknowledgement of others as a condition of self-knowledge. To use effective working methods. To plan learning and assessment situations that are meaningful for the development of the competencies targeted in the Quebec Education Program.

Contenu : Living beings and needs. Interdependence relationships. Identity development and group belonging. The requirements of group life. The person: a being of freedom, morality and relationships. Quebec's religious

heritage: institutions, rites, celebrations, prohibitions and works of art of a sacred nature. The particularities of Abitibi-Témiscamingue's religious heritage: the various confessions and Indigenous spiritualities. Religions in the world and their influence on values and norms. The different representations of the divine. The importance of the sacred in religion. The new religious movements. The major existential questions and some representations of the human being and the world. The practice of dialogue: points of view, argumentation, conditions, contexts and inner deliberation. Elements of method. Presentation and preparation of learning and evaluation situations.

DID4523E

Teaching of Written Language II

Objectifs : To introduce the student to a teaching approach that takes into account the cognitive and metacognitive processes involved in learning to read. To develop the student's ability to produce practical applications of the English language arts program - reading component integrating it with writing and speaking. To become familiar with the teaching material and be able to evaluate it critically. To develop an awareness of students' difficulties in learning to read and to be able to diagnose them. To evaluate students' progress in reading. To reinvest what has been learned in the assessment of writing.

Contenu : Major currents in reading teaching. Study of reading processes and strategies for beginner readers (visual word recognition, treatment of morphosyntactic features, decoding, use of linguistic and extra-linguistic contexts). Interaction of readers and text. Teaching text-comprehension and information processing strategies: schema, inference, macrostructure and microstructure information. Reader evolution from kindergarten to the end of elementary school. Preschool children awakening to reading. Further knowledge of the elementary school reading program. Pedagogical reading activity support. Attitudes and interventions to stimulate children enjoyment of reading. Critical review of learning material for reading. Types of readers and corresponding learning difficulties, means of intervention and prevention. Formative evaluation of learning associated with reading and critical analysis of instruments. Reinvestment of acquired knowledge in writing assessment.

DID5227E

Teaching of Mathematics III

Objectifs : To continue developing a critical stance on different teaching and pedagogical approaches. To deepen students' understanding of the role of problem-solving in the development of mathematical activity and learning specific to geometry, measurement, probabilities and statistics. To deepen their understanding of different types of reasoning (e.g., arithmetic, algebraic, proportional) and their development in children. To refine understanding and

interpretation of certain ministerial documents from a teaching and learning perspective. To develop competencies in developing, piloting and analyzing pedagogical scenarios on geometry, measurement, probabilities and statistics as addressed in kindergarten and the three cycles of elementary school. To consolidate the competence to assess the learning progress of students and to evaluate the level of development of their mathematical competencies.

Contenu : Targeted mathematical concepts and processes: Spatial sense, plane geometry (plane figures, polygons) and space geometry (solids, polyhedra), constructions, congruence, geometrical transformations. Measurement processes, measurement and estimation of length, area, volume, angle, etc. International system of units (SI). Probabilities: notions of randomness, random experiment, probable event, combinatorial analysis. Statistics: organization and interpretation of data, meaning and calculation of the average, diagrams, charts and tables. Study of the child's development of mathematical problem-solving activity and mathematical knowledge in kindergarten and elementary school. Exploration of geometric reasoning, probabilistic and statistical thinking. Construction of a teaching and learning perspective about teacher's teaching practice in mathematics. Development and analysis of teaching-learning situations and pedagogical scenarios (pedagogical intents, mathematical tasks and teaching variables). Analysis of students' manifestations in relation to conceptual and operational developments in geometry, measurement, probability and statistics. Familiarization with difficulties related to math teaching and learning: status of error; epistemological, cognitive and teaching obstacles. Critical analysis of teaching material and tools and their use in math classes: textbooks, rulers, mosaic blocks, geoboard, mirror, scale, compass, square, angle protractor, geometric solids, measuring instruments, calculator, digital tools, etc.

EDU1101E

Organization of Quebec Education

Objectifs : Knowing the organizational structure of the Quebec school system and the role of key education-related organizations. Knowing about education laws and regulations. Acquiring knowledge of the issues of today's educational structure through an analysis of historical, political and sociological elements, and developing a critical faculty of those issues. Situating the teacher's role with regard to professional problematic issues. Developing competencies relating to information processing and critical thinking; developing attitudes fostering acquisition of a broader culture at various levels.

Contenu : Overview of the Quebec school system. Sociohistorical overview of its evolution. Laws and regulations. Structure and operation of School Service Centres. Unionism and the teaching profession. Debates and issues in education. Rights, roles, and

obligations of students, parents, and teachers. School and school life. Educational reforms and regimes at the elementary and secondary levels. College and university networks. Vocational and adult education. The evolution and treatment of minority groups in a pluralistic society.

EDU2026E

Pedagogical Use of Digital Technology

Objectifs : To develop autonomy and critical thinking competencies that will enable students to choose relevant digital tools, to appropriate them and to use them judiciously. To identify the contributions of digital technology in various teaching and pedagogical approaches. To develop competencies in using digital tools for learning purposes in accordance with the Quebec Education Program. To develop competencies in using digital tools for the preparation and piloting of teaching/learning situations that integrate knowledge. To develop competencies in the use of digital tools for management and professional development purposes, while adopting an ethical and responsible stance.

Contenu : Study and experimentation of the various functions of digital technology for learning and teaching management purposes in different disciplines (language arts, mathematics, social universe...). Advantages and limitations of digital technology in teaching. Issues and challenges for teachers and students. Information literacy and collaboration using digital technology. Ethical posture in the digital age. Analysis and critique of digital resources.

EDU2116E

Adaptation Difficulties and Intervention

Objectifs : Becoming aware of factors inherent to adaptation difficulties experienced by child and teen students. Developing skills necessary to evaluate problematic situations and identify a process for action. Learning about intervention models and strategies adapted to teaching 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 student adaptation difficulties; developing analysis skills; and giving some thought to attitudes to develop and interventions to identify and implement. Students are required to develop their own personal evaluation and intervention model.

Contenu : Ecosystemic explanation and teacher flexibility. Prevalence and integration of students experiencing adaptation difficulties in an ordinary class. Positive intervention factors. Link between the notion of maladjustment and promoted attitudes and interventions. Historical trends in how services are provided to children experiencing adaptation difficulties. Observation traps. Educational intervention adaptation and customized

intervention planning. Solution-oriented approach and interactional approach adapted to school environment.

EDU2123E

Foundations and Strategies in Classroom Management

Objectifs : To understand the evolution of the concept of classroom management. To know different intervention models and strategies in order to develop skills related to the organization of the learning environment, learning support, socialization, motivation and disciplinary management.

Contenu : This course is closely related to: Practicum II Classroom Management (STA4126E) as well as EDU2116E Adaptation Difficulties and Intervention. Historical overview. Fundamentals of classroom management. Practical and theoretical models of classroom management. Classroom management styles. Main components of classroom management and their application. Classroom organization (rules of conduct, layout of classroom, time management, routines, transitions, grouping of students). Establishment and maintenance of a classroom climate conducive to learning and student socialization. Pedagogical differentiation (process, structure, content, evaluation, etc.). Learning management (learning styles). Pedagogical intervention (the CLASSE Model). Motivation to learn (motivational theories, school experience, demotivation and disengagement). Intervention on disruptive behaviours and positive reinforcement to encourage good behaviour. Problem solving. Crisis intervention. Integration of information and communication technologies in classroom management and instructional planning.

EDU2206E

Social World as a Learning Object

Objectifs : To self-represent as heir, critic and interpreter of concepts, themes and specific methods to the disciplines concerned with the social world at elementary school and, through them, citizenship education. To self-appropriate the learning content in geography, history and citizenship education as stated in the curriculum. To identify the key concepts in the study of the social environment, the natural environment and culture in order to understand the issues of equity, diversity and inclusion. To make a critical judgement on the values and norms guiding human action and to be trained in intercultural education and eco-citizenship. To develop effective working methods in geography, history and citizenship education.

Contenu : Acquisition of concepts, notions and methodologies in geography and history with particular attention to Quebec's social and territorial realities. Study of Indigenous societies, Nouvelle-France, the Thirteen Colonies, the transformations of Quebec and Canada up to the aftermath of the Quiet Revolution. Understanding of the dynamics of social, territorial and

environmental change based on theoretical frameworks borrowed from the social sciences. Reflection on Quebec's social world through the practice of dialogue, in the perspective of peaceful coexistence and intercultural education. Introduction to cultural pluralism and the issues of integrating equity, diversity and inclusion in Quebec schools. Awareness about the importance of exercising citizenship from the perspective of eco-citizenship in the twenty-first century. Introduction to the development of informational literacy skills in the social sciences.

EDU2211E

Learning Difficulties in English Language Arts

Objectifs : Introduce students to prevention, identification and correction of English language learning difficulties experienced by preschool and elementary school students (reading, writing and oral communication). Enable students to recognize the pedagogical value of error. Develop competencies necessary to work jointly with parents and reading specialists on the elaboration of an action plan and developing non-discriminatory attitudes.

Contenu : Study of "normal" difficulties in English language learning at school. Identification of the causes and consequences of these difficulties. Exploration of remedial intervention strategies: strategies that increase the effectiveness of learning, activities based on mental management or other approaches as a means of preventing learning difficulties. Study and analysis of diagnostic-type assessment instruments. Awareness of the importance of intervening with parents of children faced with difficulties and developing a good collaboration with the remedial teacher. Raising awareness of students' reading (dyslexia), writing (dysorthographie) and speaking (dysphonia) problems.

EDU2332E

Introduction to the Teaching Profession and Training Project

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

Contenu : Primary school teaching: initial personal representation, competences 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.

EDU2334E

Theories of Learning: Preschool and Elementary Education

Objectifs : 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 related to preschool and elementary education. Identify the relationship between learning and kindergarten/elementary 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.

Contenu : The concept of learning as it relates to preschool and elementary education. Concepts of learning according to pedagogical currents. Precursors of learning and their contributions: positivism, animal psychology, structuralism and functionalism. Main theories of learning and their consequences in education: behaviourism, social learning, social cognitive theory, cognitivism, constructivism and socio-constructivism, humanism, critical and civic currents. Factors and variables involved in the learning process. Metacognition and learning strategies.

EDU2362E

Planning and Evaluation of Learning

Objectifs : To acquire basic concepts of planning learning and evaluation situation (LES). To be able to use the acquired knowledge in the preparation of LES, to pilot them in class and to analyse their experimentation. Being capable of using acquired knowledge in activity preparation, in-class conduct, and analysis. To understand and to apply the main concepts, approaches, rules and policies of measuring and assessing learning. To learn the evaluative approach. To design and administer the various measurement and evaluation instruments used in schools. To select and to appropriately use digital technologies in evaluation process. To analyze and take position on the pedagogical, political, administrative, and ethical issues related to evaluation and assessment.

Contenu : Short, mid and long term educational planning process. Pre-active, interactive and post-active phases of teaching activity. Pedagogical steps. Measurement and evaluation. Planning learning and evaluation situation (prepare, conduct, integrate). Pedagogical differentiation in evaluation.

Evaluation process (plan, collect, interpret, judge, decide, communicate). Measurement and evaluation instruments. Evaluation and academic motivation. Diversified pedagogical approaches. Assessment policy and learning assessment frameworks. Traditional evaluation practices. Reform and evaluation in real-life situations (tasks, portfolio, self-evaluation, co-evaluation, feedback, regulation). From objectives to competencies. Definition of the learning field or task. Digital and school assessment. Observation and evaluation grid. Grading. Report card. Collaboration with parents. Socio-ethical issues of measurement and evaluation in the school context.

EDU2509E

Approaches, Models and Intervention in Preschool Education

Objectifs : To learn about international perspectives and pedagogical approaches to preschool education as well as some educational models. To familiarise oneself with the preschool education programs and the developmental approach. To develop the knowledge and skills necessary to apply play-based pedagogy. To acquire an articulated understanding of preschool educational intervention and its context. To begin developing the professional identity of the preschool education teacher.

Contenu : International perspectives and pedagogical approaches to preschool education. Historical and contemporary educational models. Preschool education programs. Areas of development, skills, development axes and components adapted to the child's level of development in his/her daily life and environment. Play-based pedagogy. Characteristics and specificities of pedagogical interventions in preschool education. Exploration of first learning experiences. Spontaneous activities and learning situations conducive to the child's overall development. Construction of the preschool teacher's professional identity.

EDU2510E

Pedagogy of play

Objectifs : Acquiring an articulated understanding of play pedagogy from a cultural perspective. Understanding different models of play-based pedagogy. Developing knowledge about the application of these models to the preschool education cycle in an inclusive context. Reflecting on developmentally appropriate, play-based teaching practices. Building one's own model of play pedagogy and developing ludic play competence.

Contenu : Play as a form and product of culture. Child culture, play and intergenerational transmission. Models for pedagogy of play: Fröbel's romantic model; Vygotsky's historical-cultural model; Villeteuse's anthropological model. Play pedagogy in an inclusive context: welcoming diversity and supporting children's resilience through play in early childhood education. The

Description des cours

application of play pedagogy with vulnerable children; children with disabilities and/or learning difficulties; migrant and refugee children; children who have survived natural disasters, war, personal or family tragedy. Learning through play: free play; investigative play; collaborative play; directed play; play-based learning situations. Functions and roles of the teacher in play; towards the development of a ludic play competence.

EDU2519E

Educational Quality in Preschool Education

Objectifs : To develop an understanding of educational quality in preschool education. To learn about attachment theory. To deepen knowledge of the inclusive approach, openness to diversity. To develop competencies in organizing the physical classroom environment, planning cultural activities, supporting communication and social interaction in the classroom, observing children aged 4 to 6 and developing educational interventions. To develop an awareness of collaboration with the family and the community. To reflect on the educational values, practice and professional development of kindergarten teacher.

Contenu : Foundations of educational quality; needs and well-being of the preschool child. Child's attachment and psychological safety. Cultural experiences and activities. Inclusive approach, caring environment and openness to diversity. Communication, social interaction and behaviour management. Physical environment of the kindergarten classroom. Organisation of the day: planning of routines and transition activities. Educational practices appropriate to the overall development of preschool children. Observation of the child and development of the educational intervention. Collaboration with the family and the community. Transitions to kindergarten and then to elementary school. Educational values, reflective practice and professional development of the kindergarten teacher.

EDU2540E

Workshop on Cognitive Efficiency in Educational Contexts

Objectifs : To enable students to: actualize their intellectual potential and improve their cognitive efficiency; gain a better understanding of the cognitive, metacognitive and emotional processes involved in the acquisition of new and complex knowledge and in the resolution of personal and professional problems; learn to control and adjust these processes (cognitive, emotional and metacognitive learning and problem-solving strategies); discover and experiment with effective methods of study and intellectual work. To introduce students to their role as mediators in teaching, in the development and application of learning strategies with their students, in order to support them in the development of their metacognition and cognitive efficiency.

Contenu : The brain and intellectual functioning: cognitive, metacognitive, emotional and motivational processes and their implications for learning and problem-solving (needs, motivation, perception, memory, information processing, decision-making, application). Intelligence and efficiency: the education of intellectual growth and the realization of intellectual potential. Attribution, self-image, sense of competence and motivation in the face of challenges. Impulsivity control and management of emotional and intellectual blockages. Organization, planning and management of time and resources. Functioning of attention, concentration and memory, and memorization strategies. Perception of data and strategies for observing and organizing information. Learning and problem-solving strategies applied to academic learning and teaching in kindergarten, elementary and secondary school settings. Role of the mediator in teaching and the criteria for mediation. Natural and structured mediation. Structure of a mediation activity.

EDU3105E

Child Development and its Consequences in Education

Objectifs : To get the student to identify the cognitive and social-emotional aspects of child development and their relation to learning. Establish links between the child's intellectual functioning and his/her ways of learning.

Contenu : Development of the child (0-12 years old) and the educational consequences: cognitive development according to the Piagetian and Vygotsky's historical-cultural approaches, social cognition, information-processing approach. Cognitive styles, affective and behavioural styles. Individual differences and learning styles. Role of social interaction in the development of the constructivist and interactionist perspective to socioconstructivist perspective. Main psycho-affective factors involved in school learning and their relative impact. Gardner's frameworks of intelligence. Cognition and language development. Influence of educational settings on child development.

LIN2125E

English Language Arts as a Learning Object

Objectifs : Expanding the students' view of the discipline of English language arts, in particular the contents of the Quebec Education Program (QEP). Developing skills necessary to mobilize knowledge in problem-solving situations involving language. Identifying what students need to know in order to meet particular teaching requirements with regard to mastery of English language in oral and written expression.

Contenu : Study of individual practices and attitudes in reading, writing and oral communication. Written and oral language as a teaching and learning tool. Language basics. Study and review of linguistic concepts; review of

characteristics of language use in written and oral communication contexts. Production of written and oral messages and types of communication. Quebec Education Program and founding principles. Learning processes in English language written and oral expression.

LIT2107E

Youth Literature and Teaching Strategies

Objectifs : 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 particularly in 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 storytelling and the world of children.

Contenu : 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 of 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

Objectifs : 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.

Contenu : Mathematical problem-solving. Study of various mathematical operating and conceptual notions: know-how linked to usage of various mathematical tools and issues that are the causes of their development and evolution. Natural numbers, integers, rational numbers (fractions and decimals), counting, operations (mental arithmetic, written arithmetic, calculator),

geometry (solids, shapes, planes, transformations), length, surface area, volume measuring (qualitative, estimation, quantitative), probabilities and statistics.

SCI2355E

Science and Technology – Laboratory and Teaching I

Objectifs : Developing competencies necessary to teach science and technology in elementary school and fostering awareness of cultural and social issues of science and technology in daily living.

Contenu : A summary analysis of the structure of science as well as an examination of the integrative value of this interdisciplinary field of study. Major trends in science and technology education. Review of appropriate teaching strategies for science and technology in kindergarten and elementary school. Experimental approach and investigation process. Analysis of the Science and Technology Program and Progression of Learning. Identification of cultural references fostering the integration of learning. Critical analysis of the knowledge to teach. Development of children's critical thinking skills with regards to sciences and technologies. Introduction to science and technology in kindergarten. Information and communication technologies as they relate to the teaching of this field of study.

SCI2356E

Science and Technology – Laboratory and Teaching II

Objectifs : Integrating competencies necessary to teach science and technology in elementary school and fostering awareness of the interdependence between scientific discoveries and technological advances.

Contenu : Comprehensive foundations of different approaches used in science and technology education (experimental approach and investigation process). Further study of pedagogical strategies in teaching science and technology at the elementary level. Pedagogical intervention in single- and multi-grade classrooms. Analysis of the normal learning difficulties inherent in this field of study. Oral and written practices in elementary science and technology classrooms. Development of problem-solving projects in science and technology. Technological analysis. Formative assessment of science and technology learning. Critical analysis of science and technology pedagogical resources.

STA4111E

Practicum I and Seminars: Introduction to the Teaching Profession

Objectifs : To enable students to begin practicing the teaching profession by accumulating a minimum of 13 days' experience at the end of the session in order to familiarize themselves with the various aspects of a teacher's work. To develop and experiment with

teaching-learning situations and to intervene in the classroom on an ad hoc basis under the supervision of the associate teacher. It is expected that, during his/her classroom presence, the trainee shall carry out co-teaching activities in order to gradually reach a minimum of two full days of classroom management during the 5 consecutive days period.

Contenu : Completion of introductory days to the teaching profession in schools alternating with seminar-type meetings at the university. Development of teaching-learning situations adapted to the students' needs and characteristics, with emphasis on new information and communication technologies. Management of teaching-learning situations under the supervision of the associate teacher. Acquiring the competencies to communicate clearly and correctly in the language of instruction, orally and in writing, in the various contexts related to the teaching profession. Introduction to the necessary cooperation with school team members and parents. Analysis of professional, ethical and responsible actions related to the practice of the teaching profession. Presentation of an oral and written report of her/his reflection on the whole experience of initiation to the practice of the teaching profession. The main theme of Practicum I is an introduction to the teaching profession. Practicum I therefore aims to allow the student to learn about the teaching profession through days of observation, participation and intervention at school, alternating with seminar-type meetings at the university.

STA4126E

Practicum II and Seminars: Classroom Management

Objectifs : 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 iron out 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.

Contenu : 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 seven to ten 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 give some thought to their teaching practice in a perspective of continuous professional development.

STA4133E

Practicum III and Seminars: Integration Activities, Contents and Learning Processes

Objectifs : This program provides basic training in preschool and elementary education. It enables the student to develop effective pedagogical action based on knowledge of the subjects to be taught, skills related to pedagogical intervention and professional competencies. It aims to help students acquire the necessary attitudes relative to pedagogical situations specific to children in their environment. Progressive and continuous professional integration allows for the integration of learning, promotes reflective practice and leads to the mastery of professional skills. This program also aims to train the student to intervene in single-grade and multi-grade classes. This course prepares the student for his/her third teaching practicum. It allows the student to take a reflective look at the previous practicums as well as the full academic year, to extract and integrate the elements of his/her theoretical training in order to optimize the practical realization of Practicum III. It also allows the student to be introduced to the evaluation process of certain disciplinary competencies. This can be done by observing more closely the learning progression of several selected students at the beginning of the practicum. This will enable the student to become aware of the complexities of the profession's evaluation issues. Because of its theme "Contents and Learning Processes," Practicum III places greater emphasis on the teaching dimension of teaching practice, i.e., it aims to ensure the continuity of the trainee professional development in relation to the disciplinary, curricular, and teaching dimensions of his/her pedagogical intervention.

Contenu : This practicum allows the student to gradually integrate into the practicum environment in order to make him/her aware of the school experience. It aims at the progressive development of skills related to the various teaching tasks. During this first part, the student is called upon to gradually assume total responsibility for the class under the supervision of the associate teacher. The professional skills developed during this period depend on the actual situations encountered by the student in the practicum environment. These competencies are as follows: Developing, selecting, organizing, and managing teaching-learning situations; Communicating with students,

colleagues, and parents in a manner that respects the quality of oral and written language; Evaluating the progress of students' learning; Acting in accordance with professional ethics; Objectifying and analyzing the student's experience of classroom participation and intervention in relation to the teaching issues related to students' learning.

STA4144E

Practicum IV: Integration Activities and Practice of the Teaching Profession

Objectifs : The general objective of this course is to allow the student to take charge of all teaching tasks on a continuous and long-term basis in order to consolidate his/her professional competencies. To reinforce the student's previous knowledge, increase his/her self-confidence, allow the student to integrate knowledge and encourage him/her to carry out a reflective analysis on concrete intervention actions.

Contenu : Allow the student to take full responsibility for the teaching task, with reference to the professional competencies defined by the Ministry of Education of Quebec (2001). To this end, the student must: develop and pilot teaching/learning situations that are appropriate to the students concerned, in line with the development of the competencies set out in the Quebec Education Program, as a professional inheritor, critic and interpreter of knowledge and culture; adapt his/her teaching to the needs and characteristics of students faced with difficulties; and, evaluate the learning progress and the degree of competencies acquisition by students related to the content to be learned; organize and supervise the functioning of the class group with a view to promoting student learning and socialization; communicate clearly and correctly in the language of instruction, both orally and in writing, in the various contexts related to the teaching profession; integrate information and communication technologies into their professional activities; cooperate with various partners in the school team and the social environment; engage in professional development; act ethically and responsibly in the performance of his/her duties. This practicum therefore enables students to: consolidate the disciplinary, psycho-pedagogical and complementary competencies of the teaching profession; become familiar with all dimensions of the school environment (observation, data collection) and become integrated into this environment; collaborate, plan, carry out and analyze pedagogical and relational interventions; evaluate students' learning and implement a professional development project; carry out on-going reflective analyses of his/her practices and learning, and reflect on his/her teaching behaviours in light of the ethical principles of his/her profession.