

COLLEGE DOCUMENTATION BULLETIN

February 2010, Number 2

Hello favoured contact of the [Centre de documentation collégiale](#) (CDC)!

Today, you are receiving a brand new edition of the bulletin that will enable you to discover some of the resource material available at the CDC. This first of two bulletins on the subject of **intercultural education** introduces the theme of the **intercultural training of students** while the second will address the **management of ethnic diversity in the classroom** (scheduled publication date for the second bulletin: fall 2010).

Intercultural I: The Intercultural Training of Students

Selection of resources and writing:

[Denyse Lemay](#), consultant in intercultural education

This bulletin presents resource material useful for the intercultural training of students in programs where a competency is connected to intercultural content. This bulletin is made up of three sections:

1. [General Presentation](#) of the Theme of Intercultural Education
 2. [Training Content](#) Related to the Intercultural Competencys
 3. [The Appropriate Pedagogy for Intercultural Training](#)
 - Activities for students in the classroom and more global pedagogical approaches
 - Activities for students in a multiethnic environment and abroad
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1. General Presentation of the Theme of Intercultural Education

For over 20 years, Québec colleges have been welcoming a student population that is increasingly ethnically diversified. In fact, as a result of Bill 101 being passed by the Québec government in 1977, immigrants must attend (except for a few exceptions) primary and secondary school in French. In 2006, it was reported that when these immigrants or children of immigrants continued their studies at the college level, they chose to do so in French in nearly 60% of cases. The arrival of this new student population, first experienced in the Montreal-area colleges, is also occurring in many colleges in other parts of Québec; this is partly explained by Québec's immigration regionalization policy.

Note: In accordance with usage in the primary and secondary education environment, we are using the term "students of immigrant origin" to designate ethnically-diversified students.

Students of immigrant origin

We use this term to designate students born outside of Canada or students born in Canada, but who have one of their parents born outside of Canada, or whose mother tongue is neither French nor English. Exception: students whose mother tongue is an Aboriginal language; they are part of the First Nations.

Colleges are therefore gradually adapting to the pluralistic reality of Québec society. They are mainly doing so from two different angles.

On the one hand, in the context of the francophone community of Québec's openness to various immigrant communities, institutions have had to adapt their services to the ethnic diversity of users: schools, hospitals, CLSCs, banks, funeral homes, etc. A college graduate must therefore be prepared to perform duties in his/her professional field with a varied clientele, or proceed with university studies open to the world. Consequently, in several college study programs, particularly in community technologies and social sciences, one of the program's competencies pertains to professional interactions with a diversified clientele, or in more general terms, citizenship education (See [this example](#) of an intercultural competency). It is therefore a competency that all students must develop, regardless of their own ethnicity and whether they are studying in a mono-ethnic or multiethnic college. In the **Intercultural I bulletin**, we will present resources on the content of intercultural training related to this competency as well as suggestions of pedagogical activities that enable students to develop it.

On the other hand, colleges that welcome students of immigrant origin are aiming to integrate these students as successfully as possible. Teachers are wondering how to take cultural diversity into account: who are these students of immigrant origin? How can their particular experience be used to enrich teaching content? Are they successful in their studies? How should you manage intercultural relations in the classroom?

Moreover, some students present requests for special treatment; must these always be granted? Where should limits be set? What are our responsibilities in this area? The **Intercultural II bulletin** will feature resources for managing ethnic diversity in the classroom.

2. Training Content Related to the Intercultural Competency

A few resources have been produced on intercultural training content and others address pedagogical activities and approaches related to this content.

Intercultural training content

Intercultural training content suggested for college students is one usually selected by intercultural relations teachers in the field of education, health or other services. It is composed of the following themes: the history of immigration in Québec, the history and description of the main immigrant communities, Québec's immigrant insertion policies, the devices in place in intercultural meetings and interventions applied in different environments.

Intercultural training is akin to two other themes that add enrichment elements to it. Human Rights education is specifically focused on knowledge of the Charter of Human Rights and Freedoms, and on the tools used to protect these rights and freedoms; it specifically identifies the legal aspects of intercultural relations. Citizenship education is concerned with the major contemporary issues of societies open to the world; intercultural relations are part of these issues.

Basic references

Works have recently been published on intercultural education content specifically for teaching at the college level.

GAUDET, Édith, *Relations interculturelles : Comprendre pour mieux agir*. CCDMD, Thomson et Groupe Modulo, 2005, 246 p.

This work is addressed to teachers teaching Police Technology but the bulk of the content can be transposed to other training programs. It describes the training content related to an intercultural competency: the history of immigration in Québec, the history and description of the main immigrant communities, the reality of integrating immigrants in Québec, the devices in place for intercultural meetings and finally intercultural interventions applied mainly in police officer work. A new updated edition will be published in 2010, useable directly in various curricula. **[Contact us to borrow this book at CDC: [785797](tel:785797)]**

LOSLIER, Sylvie et Nicole POTHIER, *Droits et libertés. Un parcours de luttes et d'espoir*. Montréal, Commission des droits de la personne et des droits de la Jeunesse et Service interculturel collégial, 1999, 109 p.

This work presents training content related to human rights at the international level: the history of the recognition of human rights, the Universal Declaration of Human Rights, international devices used to protect human rights, non-governmental organizations and international institutions dedicated to the protection of human rights as well as people who have devoted their lives to defending human rights around the world. This work also presents the concepts, skills and attitudes targeted by human rights education in addition to pedagogical activities derived from the book's content. **[Contact us to borrow this book at CDC: [722797](#)]**

LOSLIER, Sylvie et Nicole POTHIER, *Droits et libertés ... à visage découvert, au Québec et au Canada*. Montréal, Chenelière/McGraw-Hill, 2002, 176 p.

This work presents training content related to human rights in Québec and Canada: the history of the Québec Charter of Human Rights and Freedoms, divisions and provisions of this charter, comparison with the Canadian charter, the specific case of aboriginal rights in Canada and an explanation of discrimination and freedom of expression. In addition, this work presents the concepts, skills and attitudes targeted by human rights education and 13 suggestions of teaching activities derived from the book's content. **[Contact us to borrow this book at CDC: [785874](#)]**

SIC (SERVICE INTERCULTUREL COLLÉGIAL)

<http://www.service-interculturel-collegial.qc.ca>

SIC is an organization which aims to develop in Québec colleges a common orientation in terms of intercultural, human rights and citizenship education and to establish connections between these components. It provides conceptual and practical tools to better understand the issues of the intercultural reality in Québec society. It raises awareness and trains resource people in the college environment in matters of intercultural, human rights and citizenship education. It intervenes and makes recommendations in government and college matters. It is a necessary resource at the college level because of the training programs it offers, the annual conference it organizes as well as its publications.

SIC publishes a calendar, updated annually, of the [main religious and cultural celebrations](#) in various ethnic communities in Québec as well as a [description of these celebrations](#).

More specifically, the [Actes du colloque 2003 du SIC](#) (2003 SIC conference proceedings) present records of the workshops on the different forms that intercultural training in cégeps takes: through a course, throughout a program, through extracurricular activities, during training programs abroad. Training targets both the acquisition of knowledge as well as the developments of new attitudes and skills. There

are descriptions of activities to do in the classroom, outside of the classroom and abroad.

Distinction between intercultural education, human rights education and citizenship education

Different resources attempt to specify what characterizes and distinguishes the three approaches.

GAUDET, Édith et Sylvie LOSLIER. [Penser, agir et s'engager en interculturel au Québec.](#) *Pédagogie collégiale*, Vol. 19, no 2, Winter 2005.

The authors present a comparison between intercultural education, human rights education and citizenship education with regard to the training themes covered in terms of knowledge and abilities.

Mc ANDREW, Marie. [L'éducation à la citoyenneté : opportunité ou défi pour l'éducation interculturelle.](#) Conférence d'ouverture du *Colloque 2002 du SIC*.

Marie McAndrew demonstrates that the themes introduced by intercultural education are excluded from citizenship education: in-depth knowledge of different cultures, understanding of cultural differences, cultural enrichment connected to pluralism, systemic logics of unequal relations as well as aboriginal and anglophone issues. This article summarizes the points of view expressed in a more complete article.

DESROCHES, Fabienne. [L'éducation dans une perspective planétaire et citoyenne.](#) *Pédagogie collégiale*, Vol. 19, no 2, Winter 2005, pp. 26-28.

Fabienne Desroches presents the main lines of the college section of the *Éducation dans une perspective planétaire et citoyenne* (Education from a planetary and citizenship perspective) project that received the 2005 award from the Canadian Bureau for International Education. This project regards a perspective that permeates the entire training curriculum, that of education in peace, democracy, human rights, respecting the environment and sustainable development as well intercultural and international understanding. The cooperation pedagogy is more specifically appropriate for the targeted training objectives.

POTHIER, Nicole. [Point de vue sur la citoyenneté.](#) Table ronde dans le cadre du *Colloque 2002 du SIC*.

The authors identifies the limitations of citizenship education compared with the general objectives of human rights education. The themes of socioeconomic and cultural exclusion and the situation of aboriginal peoples are highlighted in this work.

Service interculturel collégial (SIC). [Actes du colloque 2002.](#)

More generally, these proceedings present different articles concerning the themes of

citizenship training, examples of how this education has been incorporated in some college programs, activities enabling students to learn about citizenship and material to do these activities.

3. The Appropriate Pedagogy for Intercultural Training

Des ressources existent sur des activités permettant aux étudiants de développer leur compétence interculturelle. Il s'agit tantôt d'activités à faire en classe, tantôt d'activités à réaliser à l'extérieur de la classe, en milieu multiethnique et à l'étranger.

A basic reference

LAFORTUNE, Louise et Édith GAUDET, *Une pédagogie interculturelle. Pour une éducation à la citoyenneté.* Éditions du Renouveau Pédagogique Inc., 2000, pp. 1-216, pp. 246-304

This work gives the main characteristics of an intercultural pedagogy and provides detailed descriptions of activities to do in the classroom with students to enable them to develop their knowledge of the intercultural field, their skills for intercultural communication and their attitude of openness. The activities and material used are described in detail. For the most part, they have been tested in the classroom, evaluated and adjusted. **[Contact us to borrow this book at CDC: [727584](#)]**



Supplementary references

Activity suggestions

The *SIC* offers several suggestions of activities.

Excerpts of *Actes du Colloque 2002*:

[From the book *Droits et libertés ... à visage découvert, au Québec et au Canada*](#)
[Citizen engagement activities](#) that will take place during La semaine communautaire (community week) at collège de Rosemont

Varied activities undertaken by the [Social Sciences dept.](#) at collège Édouard-Montpetit and in [Police Technology](#) at collège de Maisonneuve

Activities to prepare for training programs abroad at [François-Xavier-Garneau](#) and [Saint-Laurent](#) colleges

Organization of La [semaine interculturelle \(intercultural week\)](#) at [cégep de Sainte-Foy](#)

Excerpts of the work *Penser, Agir et S'engager en éducation interculturelle, en éducation aux droits et à la citoyenneté*, May 2004, 67 p.:

Write an account of an immigrant's life
[Debate a religious practice](#) and consider reasonable accommodations
Discover [cultural codes](#)
[Deconstruct prejudices](#) towards aboriginal peoples
Discover [Montreal's ethnic diversity](#)
Draw a [geographical map of human rights and freedoms](#)
Discover the [figureheads of human rights and freedoms](#)
Meet with [advocacy organizations](#)
Study the [case of abused children](#)
Create a [primer of citizenships and democracy](#)
[Collect newspaper articles](#) on situations of exploitation in the world
[Get involved in a cultural facet of your community](#)

Excerpts of *Actes du Colloque 2006*:

[Black history month](#)
[Citizenship week](#)
[Journées des Sciences de la religion \(Religion Science days\)](#)
A [twinning program between students](#) of cégep de La Pocatière and cégep du Vieux-Montréal
[Visit places of worship](#)
[Web sites](#)
[Aboriginal research](#)

Excerpts of *Actes du Colloque 2008*:

The TV series [Pure laine and its use](#) in intercultural training
The documentary [Les enfants de la Loi 101 \(Children of Bill 101\)](#)
"Migrant" [Québec literature](#) as an intercultural training tool
[The novel](#) as a tool to understand intercultural relations
An [evening of aboriginal tales](#)

IINSTITUT DU NOUVEAU MONDE

<http://www.inm.qc.ca/english.html>

INM's École d'Hiver (Winter School)

Institut du Nouveau Monde is a non-partisan organization whose mission is to promote citizenship participation and the renewal of ideas in Québec. Based on the formula used for their summer school, INM has opened a **winter school** for college students that will

be held in January. This three-day event, intended to be both informative and celebratory, enables students to get informed, debate and get involved in a theme of citizenship participation.

The [description of the first experience](#) of the winter school in January

A [post-mortem](#) of this first experience

A second version of the *winter school* took place in January 2009 at [Collège de Saint-Jérôme](#). A third version will take place in January 2010 at [Collège Laflèche](#) de Trois-Rivières.

Pedagogical approach suggestions

DENIS, Claire, [Travail en équipe et apprentissage collaboratif dans un climat de grande compétitivité : étude sur les effets d'une stratégie pédagogique fondée sur l'apprentissage collaboratif appliquée à la formation en interculturel](#). [[Rapport de recherche PAREA](#)], Collège de Sherbrooke, 2005, 141 p.

This PAREA research has made it possible to evaluate a particular pedagogical strategy, collaborative learning, used in a mono-ethnic context in a sociology course compulsory in the Police Technology program at Collège de Sherbrooke. Using collaborative learning, students have the opportunity, one at a time, to teach others what they have learned on their own, enrich their own understanding of a phenomenon by discussing it with others, adapt to teamwork with various people, play different roles depending on the teams, thereby changing the dynamics of the classroom group, assessing their peers and having themselves evaluated by their peers. The evaluation of the experience pertains to the success of the pedagogy itself, not to its connection with the intercultural content to be covered. This pedagogy is particularly recommended in the diversified context of a multiethnic class.

NAGDA, Biren Ratnesh A. and Patricia GURIN, “Intergroup Dialogue: A Critical-Dialogic Approach to Learning About Difference, Inequality, and Social Justice”, in KAPLAN Matthew and A.T. MILLER, Scholarship of Multicultural Teaching and Learning. Josey-Bass, San Francisco, *New Directions for Teaching and Learning*, no. 111, Fall 2007, pp. 35-45.[[Article in Fulltext available at CDC : just ask us](#)]

The authors describe and evaluate the *Intergroup Dialogue* (IGD) approach to develop in college students the exploration of social identities, the understanding of inequalities and the exploration of individual and group actions to achieve greater justice. Experimenting with intellectual and emotional interactions between peers can develop democratic skills.

Training programs abroad

Training programs abroad can not only be an opportunity for intercultural learning but also one for integrating different knowledge acquired to date in a program. Faced with a different reality, students often see what they have learned in a different light, in contrast with the new context.

CÉGEP INTERNATIONAL

<http://www.cegepinternational.qc.ca>

Created in 1992, **Cégep International** informs the entire college network about opportunities for exchanges and partnerships that are available internationally; it distributes information on the know-how of cégeps to foster opportunities for partnerships between its members and foreign establishments. In addition, it encourages the participation of its 48 cégep members to events (forum, mission, fair, conference, etc.) likely to increase their outreach to foreign countries; it supports the creation and development of international cooperation projects. Finally, it supports initiatives aimed at fostering student mobility and the recruitment of international students, and initiatives targeting professional mobility in a perspective of the internationalization of education through the *Éducation dans une perspective mondiale et citoyenne -ÉPMC* (Education from a World and Citizenship Perspective) project, among others.

[Guide on student mobility in cégeps](#) [French only. Access reserved to cégep members. Request access for document description.]

The “[Les séjours d'élèves à l'étranger](#)” (stays for students abroad) workshop of the 1998 AQPC conference, lead by Louise Lefavre, briefly describes various programs for stays abroad for students: the SENS project of collège de Saint-Laurent, the training programs of Garneau International and those of École Nationale d'Aérotechnique of cégep Édouard-Montpetit. Cégep de Rivière-du-Loup also introduces its training program for volunteers. These programs still exist.

The [Actes du colloque 2003](#) du SIC (SIC's 2003 conference proceedings) describe the steps involved in training programs abroad organized by the [colleges of Vieux-Montréal](#), [Marie-Victorin](#) and [Jonquière](#).

To go even further

We recommend the following bibliography, available directly from the CDC's catalogue, on the topic of «Intercultural»: Access the CDC's online catalogue: <http://www.cdc.qc.ca/catalogue.html> , Click on “Start search”, then click on “Suggestions”: «**Intercultural Education**».

This bibliography is updated on an ongoing basis!

Recently published / New acquisitions at the CDC

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

BARRETTE, Juliette. *Impact des aptitudes en anglais sur la perception de la réussite professionnelle en mode*, Collège Campus Notre-Dame-de-Foy, 2009. [[PREP Report \(FR\)](#)]

CAPLAN, Marilyn, Cari-Lynn Clough, Joanne Ellis and Kimberley Muncey. *Factors promoting the effective integration and professional development of new teachers by academic departments*, Vanier College, 2009. [[PAREA Report](#) and [article \(ENG\)](#) or [article de vulgarisation \(FR\)](#)]

CARON-BOUCHARD, Monique, Katerine Deslauriers and Michel Pronovost. *Interventions virtuelles et réussite scolaire*, Collège Brébeuf, 2009. [[PAREA Report \(FR\)](#)]

CHARLES, Elizabeth S., Nathaniel Lasry, Chris Whittaker et Joel Trudeau. *Technology Supported Collaboration and Learning. How do we build learning environments to build communities & conceptual knowledge?*, Dawson College and John Abbott College, 2009. [[PAREA Report](#) and [article de vulgarisation \(FR\)](#)]

JORGENSEN, Shirley, Vittoria Ferraro, Catherine S. Fichten, Alice Havel. *Predicting the At Risk Status of College Students: Males and Students With Disabilities*, Dawson college, 2009. [[PAREA Report \(ENG\)](#), [article \(ENG\)](#) and [article de vulgarisation \(FR\)](#)]

LANGLOIS, Simon and Guy Corriveau. *Étude de l'engagement selon le genre dans les laboratoires de physique*, Collège de Shawinigan, 2009. [[PAREA Report \(FR\)](#) et [article de vulgarisation \(FR\)](#)]

LAPOSTOLLE, Lynn, Danielle-Claude Bélanger et Jorge Pinho. *Pour une amélioration du français chez les garçons*. [rapport de recherche PAREA et guide d'appropriation] Québec : Cégep du Vieux Montréal, 2009. [[Rapport de recherche PAREA \(FR\)](#)]

RICHARD, Éric et Julie Mareschal. *La migration pour études collégiales : regards d'intervenants sur l'accueil et l'intégration des nouveaux étudiants*, Collège Campus Notre-Dame-de-Foy, 2009. [[PREP Report \(FR\)](#)]