

On the Research Front

Through the Programme d'aide à la recherche sur l'enseignement et l'apprentissage [Teaching and Learning Research Assistance Program, Ed.] (PAREA), the ministère de l'Enseignement supérieur (MES) provides annual opportunities for college

teachers and professionals to conduct research aiming to improve teaching and learning or to better understand certain pedagogical issues they face.

Pédagogie collégiale presents a summary of the PAREA reports published

in 2020-2021.¹ We hope that this overview of their contents will inspire you to consult these documents, which are available from the Centre de documentation collégiale at [eduq.info].

Évaluation de l'impact d'une épreuve terminale visant à solliciter des choix d'intérêt en matière d'activité physique, sur la motivation, l'engagement et la prise en charge de la pratique d'activité physique hors cours

[Evaluating the impact of a final course evaluation designed to solicit physical activity interest choices on motivation, engagement, and ownership of out-of-class physical activity practice, Ed.]

[eduq.info/xmlui/handle/11515/38079]

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The prevalence of physical inactivity in the general population and the decline in interest in physical education classes during adolescence were the triggers for this research evaluating the impact of interest choices on motivation, engagement, and sustained ownership of physical activity among college students. The results reveal not only a positive impact on the motivation felt toward physical education courses, but also a sustainable integration of the skills acquired in the final physical education course into the students' lives, thus confirming interest as a motivational lever for perseverance.

Gestion et régulation du flux d'information en apprentissage actif

[Management and regulation of information flow in active learning, Ed.]

[eduq.info/xmlui/handle/11515/38084]

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Active learning places new demands and responsibilities on teachers and their students. This research examines the workload generated by orchestrating active learning and explores the role of feedback in active pedagogy. Recommendations to better support teachers in managing the additional workload imposed by active learning are presented, including the normalisation of the use of peer feedback and the use of appropriate communication methods and tools.

De l'aide virtuelle ou en présence ? Le spectre des possibles d'un centre d'aide hybride : effets sur la motivation, la réussite et la persévérance scolaires

[Virtual or face-to-face help? The spectrum of possibilities of a hybrid help center: effects on academic motivation, success, and retention, Ed.]

[eduq.info/xmlui/handle/11515/38064]

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The relevance of the existence of French language help centers (FHC) is no longer in question. However, their use and effectiveness can still be increased based on the perspectives expressed by students. In addition to empirically confirming the effectiveness of FHCs, this research looks at the perceived usefulness of these centers by the students who use them and the interest that learners have in the activities that take place there. It also explores the hybridization of services available to students through synchronous and asynchronous distance formats as a potential solution for students who don't frequent FHCs.

¹ This text reports on the PAREA research reports we have accessed that were filed between December 2020 and December 2021.