

College Research at a Glance

The Programme d'aide à la recherche sur l'enseignement et l'apprentissage [Teaching and Learning Research Assistance Program, Ed.] (PAREA), funded by the Ministère de l'enseignement supérieur (MES), enables college teachers and professionals to conduct research aiming to improve teaching and learning or to better understand certain phenomena related to pedagogy. Each year, *Pédagogie collégiale* presents a summary of the PAREA reports that have been published over the past 12 months.¹ We hope that this overview of their content will inspire you to consult these documents, which are available from the Centre de documentation collégiale at [eduq.info].

Étude des rapports à l'interdisciplinarité d'enseignants de Sciences de la nature

[Study of Science teachers' relationships to interdisciplinarity, Ed.]

Martin Lepage, Collège Lafleche
martin.lepage@clafleche.qc.ca

Alain Toutloff, Cégep de l'Outaouais
alain.toutloff@cegepoutaouais.qc.ca

This research paints an enlightening picture of the relationships to interdisciplinarity of Science teachers in charge of program courses. Six typical portraits corresponding to the various degrees of engagement and achievement in interdisciplinary learning activities were identified from the data collected. The results showed that the majority of the participants had a favourable attitude toward interdisciplinary teaching, which was influenced by their discipline and epistemological views. Recommendations for improving the conditions for interdisciplinary teaching, such as better program support and sharing of positive experiences, are proposed.

[eduq.info/xmlui/handle/11515/38327]

Langue seconde, statut second ? La diversité ethnique dans les cours de français langue seconde au collégial

[Second language, second-class status? Ethnic diversity in college French as a second language courses, Ed.]

Katri Suhonen, Vanier College
suhonenk@vaniercollege.qc.ca

This research examines how Quebec society and the French-speaking world are presented in French as a second language courses offered in English-language CEGEPs in Quebec. The corpus of ten courses was analyzed to assess ethno-cultural representations and intercultural approaches. The varied cultural references in the discursive corpus give access to an important intercultural potential but are underused in the pedagogical corpus. The study supports the call for clarification of intercultural competencies in general education goals and for more teacher training in this area.

[eduq.info/xmlui/handle/11515/38695]

¹ This text reports on PAREA research reports that we have accessed and that were filed between December 2021 and December 2022.

L'incidence des aides technologiques sur la capacité à lire et à écrire de façon efficace chez les étudiants du collégial ayant un trouble du déficit de l'attention avec ou sans hyperactivité (TDAH)

[The impact of assistive technologies on the ability of college students with an attention deficit disorder with or without hyperactivity (ADHD) to read and write effectively, Ed.]

Nathalie Arbour, Cégep de Saint-Jérôme
narbour@cstj.qc.ca

Marie-Claude Guay, Université du Québec à Montréal
guay.marie-claude@uqam.ca

Roxana Staiculescu, Cégep de Saint-Jérôme
rstaiculescu@cstj.qc.ca

Three assistive technologies—text-to-speech feedback and word highlighting, concept mapping, and revision/correction—are examined in this study to assess their impact on the ability of college students with a diagnosis of ADHD to read and write well. The findings of the study clearly demonstrate the value of using the revision and correction features of revision software such as Antidote to support students with ADHD. These results support a broader reflection aimed at harmonizing practices in the adapted services of Quebec CEGEPs and at considering this assistance measure for other levels of study (high school and university) in order to facilitate inter-level transitions.

[educ.info/xmlui/handle/11515/38363]

Élaboration de principes directeurs pour optimiser les retombées des séjours linguistiques sur l'apprentissage des langues

[Development of guidelines for maximizing the impact of language trips on language learning, Ed.]

Brett Fischer, Cégep André-Laurendeau
brett.fischer@clairendeau.qc.ca

Danielle Viens, Cégep du Vieux Montréal
dviens@cvm.qc.ca

The rise of short-term language study in Quebec is reflected in the growing popularity and steady increase in the number of students travelling with teachers. These developments raise questions about how pedagogical methods can contribute to maximizing learning outcomes in the context of short-term language trips, particularly for foreign language learners. This study focuses specifically on the conditions for maximizing the benefits of such educational trips abroad. It also examines other related dimensions, including the cognitive load of novice teachers involved in such trips and the increased importance of affective dimensions and group dynamics for the students involved.

[educ.info/xmlui/handle/11515/38423]

Les expériences des étudiant-e-s musulman-e-s au cégep : un projet de recherche-action participative

[Muslim students' CEGEP experiences: a participatory action research project, Ed.]

Leila Bdeir, Vanier College
bdeirl@vaniercollege.qc.ca

Krista Melanie Riley, Vanier College
bdeirl@vaniercollege.qc.ca

with the collaboration of a team of student co-researchers

The experiences of Muslim college students are at the center of this action-research that began in 2017 following the Sainte-Foy mosque attack. The intention then was to give voice to this student population and to counter widespread studies on radicalization that may reinforce negative stereotypes about them. The study sought to understand the concerns and needs of this marginalized group in order to develop effective strategies to support them. The results provide a complex and nuanced picture of Muslim students' experiences, highlighting moments not only of belonging, support and solidarity, but also of uncertainty about their place in the college environment.

[educ.info/xmlui/handle/11515/38398]

Utiliser un questionnaire d'attribution causale : une façon d'entraîner les étudiants à la pratique réflexive

[Using a causal attribution questionnaire: a way to train students in reflective practice, Ed.]

Julie Roberge, Cégep André-Laurendeau,
julie.roberge@claurendeau.qc.ca

with the collaboration of Elio Desbiens and Justine Schwartz

A causal attribution questionnaire (QAC) allows students to question themselves about how they learn, why they are struggling, how to remedy their difficulties, what has been accomplished and what learning strategies remain to be pursued. This report documents research conducted from 2019 to 2022 with students enrolled in various college programs who used a QAC created by their respective teachers in an effort to help them develop their learning maturity and reflective practice.

[educ.info/xmlui/handle/11515/38572]

Analyse des pratiques de supervision pour favoriser un meilleur encadrement des stagiaires en Soins infirmiers ayant un trouble d'apprentissage

[Analysis of supervision practices to promote better support of nursing trainees with a learning disability, Ed.]

Audrey Bigras, Centre for Research on the Inclusion of People with Disabilities (CRISPESH)

Mildred Dorismond, Cégep du Vieux Montréal and CRISPESH
mdorismo@cvm.qc.ca

Karine Mekkelholt, Cégep du Vieux Montréal and CRISPESH
kmekkelholt@cvm.qc.ca

The focus of this research is on nursing teachers' supervision practices of trainees with learning disabilities. The results of the analysis of the data collected demonstrate the challenges faced by both trainees with learning disabilities and their supervising teachers in terms of knowledge, integration into the professional environment, safety of care and workload. Strategies and tools that provide opportunities to consider individual needs rather than learning disabilities are suggested and provide a variety of supportive pedagogical strategies that are profitable for all nursing students.

[educ.info/xmlui/handle/11515/38722]