



College Documentation Bulletin

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[Part 1](#) of the *College Documentation Bulletin* on [academic success for boys \(May 2011\)](#) deals with the context and factors that come into play regarding this set of problems. Part 2 today presents texts proposing avenues of intervention. There are suggested measures aimed at diminishing the gap in results between boys and girls at the CEGEP level, referring to practices in use in the educational system, to research results and thoughts of educationists on this very question.

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SCHOOL SUCCESS FOR BOYS

Part 2: Actions and avenues of intervention

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Summary

Presentation

- 1 - Models designed for guiding interventions
- 2 - Intervention strategies focussing on a wide range of success-related factors
- 3 - Specific measures to promote academic success in boys
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Presentation

What measures should be taken to improve school success in boys? That is the question we examine in this edition of the College Documentation Bulletin.

Jacques Boisvert, teacher and researcher, first presents and comments writings dealing with various models designed to guide interventions. He then discusses intervention strategies focussing on a series of success-related factors and he finally gives examples of specific measures aimed at promoting success in boys such as tutoring, promotion of male role models and teaching methods during the first term.

Have a good read!

1 - Models designed for guiding interventions

Presentation of six intervention parameters based on precepts of the social ecology model



ROY, Jacques and Nicole MAINGUY, in conjunction with Madeleine Gauthier and Lise Giroux. [Étude comparée sur la réussite scolaire en milieu collégial selon une approche d'écologie sociale](#), PAREA research report, Quebec, Cégep de Sainte-Foy, 2005, 135 p.

Also see the summary and background paper on the study, available at the CDC.

Chapter 7 of this report presents six intervention parameters based on precepts of social ecology that authors retained for their study. The reflection regarding interventions aimed at promoting college-level academic success therefore centres on the different types of environments in which the student evolves. Parameter 1 on the **CEGEP culture** advocates measures to consolidate the existence of a common culture within the CEGEP via extracurricular activities and specific teaching policies while maintaining coherence in programs. **CEGEP adaptation**, the second parameter would benefit from detailed precise information on the chosen program as well as the mastery of work methods and tools for intellectual work developed at the high school level. The third parameter, the **teacher-student relationship**, is notably characterized by respect for students, and the quality of such a relationship could be improved, for instance, by additional training to adjust the teaching methods to existing youth culture. Parameter 4 on **professional orientation**, essential at this crucial decisional stage concerning the student's future, would require greater access to guidance counsellors,

academic and professional information counsellors as well as the CEGEP's individual pedagogical support. The fifth parameter, referring to **reconciling time devoted to paid outside work and studies**, highlights the active role employers and work-related organizations can play in promoting college-level academic success. **Family** represents the sixth and final intervention parameter and emphasizes the support role parents play notably via CEGEP parents' associations.

An intervention model focussing on the integration process regarding boys' relationship with CEGEP



TREMBLAY, Gilles, Hélène BONNELLI, Simon LAROSE, Steve AUDET and Claire VOYER (under the direction of) [Recherche-action pour développer un modèle d'intervention favorisant l'intégration, la persévérance et la réussite des garçons aux études collégiales. Programme d'actions concertées. Persévérance et réussite scolaires](#), Final report submitted to the Fonds québécois de recherche sur la société et la culture, Cégep Limoilou, February 2006, 175 p.

Also see study summary available at the CDC, class number [786293](#).

This action research project was carried out from autumn 2001 to winter 2004 in two Physics Technology departments at the *Cégep Limoilou*, Electrical Engineering Technologies and the Computer Sciences Technologies. The objectives of the project was to better understand how boys integrate into college-level studies and to **experiment with various support measures** that would help their perseverance and academic success. What were these measures? What results were obtained? What intervention model resulted from this action research?

The actions that were experimented with focus on **four measures applied** before students drop out: classroom **support groups** established as soon as students start college; **teacher-student tutoring** programs; support groups and **adapted training** for teachers that are concerned; **social marketing and partnership** activities. Qualitative and quantitative data show **results that have been qualified as impressive** with a better perseverance and success rate for the two groups that took part in the experiment using the four intervention measures as well as an improved general climate. The resulting intervention model focuses on a **concept for integrating boys' relationship with the CEGEP**. The proposed plan based mainly on the four aforementioned measures is particularly aimed at programs with strong concentrations of boys.

Also see the article by the same authors: « [La recherche-action comme moyen pour favoriser la réussite scolaire des garçons aux études collégiales](#) », *Éducation et francophonie*, review published by *l'Association canadienne d'éducation de langue française*, volume XXXV, no 2, fall 2007, p. 62-77.

Five intervention parameters for stimulating thought on appropriate measures



ROY, Jacques, Josée BOUCHARD and Marie-Anne TURCOTTE, in conjunction with Gilles Tremblay and Simon-Olivier Fournier. [Valeur des collégiens et réussite scolaire. Filles et garçons au collège : des univers parallèles? Étude sur la problématique des genres et la réussite scolaire en milieu collégial](#), PAREA research report, Québec, Cégep de Sainte-Foy, 2010, 176 p.

Also see : ROY, Jacques, Josée BOUCHARD et Marie-Anne TURCOTTE. "Filles et garçons au collégial: des univers parallèles?", *Pédagogie collégiale*, Vol. 25, no 2, Winter 2012, p. 34-40.

This study examines reality as experienced by girls and boys in college in order to better understand **differences and similarities** in their learning path **by type of students**. The research is based on the **theory of differentiated socialization by gender** to document how socialization mechanisms distinctly influence academic success in girls and boys. Four aspects are more closely examined: the "teacher-student" relationship, the "parent-student" relationship, the practice of extracurricular activities in college and the values the students hold. Results show that in general, there would be **few fundamental differences between boys and girls** at least in those that are on their way to a successful outcome in college, that is to say a diploma.

The gender-based differences show up more clearly in students whose academic success is jeopardized and regarding perseverance in school. For instance, when reasons for dropping out are given, girls will mention the work load is too heavy while boys talk more of their lack of interest. In order to take into account the differentiated picture, researchers call on two explanatory models, that is to say, a **conformist-type commitment model** to reflect the reality in the learning path **of girls** and the **ludic-type affirmation model for boys**. In conclusion to this research, even if boys and girls do not seem to evolve in "parallel worlds", certain aspects of gendered-based socialization practices allow us to deduce there are two explanatory models that can contribute to our reflection on interventions in the college environment.

Researchers propose **five intervention parameters** to stimulate thought on the part of stakeholders aimed at developing appropriate measures, given the reality as it exists in their college and environment. They note that what they propose may be applied in large part both to boys and girls. 1. **The teacher-student relationship**. As teaching practices are mainly based on the relational aspect between the teacher and students (a positive attitude regarding students, coaching, individual monitoring, etc.), it is important to consider this dimension of academic success. 2. **Parental support**. In order to remind

parents of the important role they play regarding financial and moral support, the CEGEP could inform them of the reality of college-level studies, the importance of their own role and means by which they can offer their support, taking into account their child's gender.

3. **Extracurricular activities.** The CEGEP could promote the potential benefits drawn from taking part in extracurricular activities both on the academic level (for instance, motivation and perseverance in studies) as on the personal development level (for example as a special opportunity to learn more about oneself and to assert oneself as an individual).

4. **Tutoring programs.** In tutoring activities, to facilitate detection of students potentially at risk and promoting the success right from the outset of their college studies, researchers recommend paying special attention to personal well-being indicators, especially in boys and stress management mainly in girls.

5. **Teaching methods.** It is suggested more specifically for boys that teaching practices focussing on more concrete aspects, including certain competitive elements and taking into account the more pronounced need for self-sufficiency be adopted; a teaching method better adapted for girls could for instance include learning activities focussing on a collaborative effort.

Four avenues of development for preparing measures and interventions



CONSEIL SUPÉRIEUR DE L'ÉDUCATION. [Au collégial – L'engagement de l'étudiant dans son projet de formation : une responsabilité partagée avec les acteurs de son collège](#), Notice to the minister of Education, Recreation and Sports, Québec, 2008, 102 p. (In particular, Chapter 5: *Le soutien à l'engagement des étudiants : des efforts à coordonner*, p. 41-50).

In order to support student commitment, the *Conseil supérieur de l'éducation* has identified **the four following challenges**: recognizing evidence of commitment while respecting individual values; taking into account the difference between students based on their characteristics and learning path; developing various teaching strategies and establishing teaching relationships that promote commitment and take into account the diversity of individuals and a wide range of needs; offering a meaningful living environment for students.

To meet the challenge, the council has specified **four avenues of development** in order to generate and push forward measures and means of intervention. **The first focuses on knowing the young students** which would allow one to better understand who they are, what are their main spheres of interest. In terms of measures to be implemented, the council is planning on gathering information on students' behaviour and attitudes at various periods of the learning path and on distributing this information among various college-level actors. **The second avenue is that of diversifying measures** to take into account the differences among individuals and their evolution. The council hopes colleges will support innovative projects aimed at meeting specific needs such as helping boys succeed. While encouraging implementation of interesting intervention models

such as the teaching program for the first term, the council believes it is important that there be better cooperation with the high school level, in particular by informing high school seniors of specific requirements at the college level and by better preparing students for college life, especially regarding work methods and the time devoted to studies. **The third avenue deals with learning-based relationships** and focuses on the different factors that can come into play as well as the role played by various college-level players and services concerning commitment (See [table 16](#) on page 32). The council believes that teaching approaches like tutoring, coaching, apprenticeship through problems or projects as well as cooperative teaching could promote commitment. Yet, the quality of teacher-students relations seems to require a diversification in teaching approaches and quality of interventions to allow for a more far-reaching apprenticeship. **The fourth avenue concerns student services**, on the one hand more effective strategies for reaching out to students and, on the other hand measures that contribute to their overall education. The council notably favours after-school activities that relate to studies and the education program; activities such as these, including workplace visits are beneficial in that they conciliate school and extracurricular activities. (See [table 17](#) on page 39)

2- Intervention strategies focussing on a wide range of success-related factors

Promoting success for boys and girls in Social Science studies

DÉZIEL, Josée. [La réussite des garçons et des filles en Sciences humaines au collège Ahuntsic](#), Research report, Montreal, Collège Ahuntsic, 2002, 40 p.

The author makes a series of suggestions on possible interventions based on factors that have been identified as related to academic success in her correlational research into success for boys and girls within the Social Science program at Collège Ahuntsic. As for **detecting students at risk**, the author suggests that a questionnaire be used to rapidly identify students at risk and to give all students feedback on the questionnaire results. Regarding **studies**, she identifies three factors: time devoted to studies, strategies used, and time devoted to activities other than studies. She underscores the importance of making students aware of the difference between requirements in high school and at the college level, of integrating into the classroom schedule training on strategies for studying and intellectual work methods, as well as making students aware of the dangers associated to spending too much time at a paid job.

As for **motivation**, several possibilities for intervening are mentioned: support and multiply efforts aimed at enhancing Social Science; very quickly provide information, right from the first term, on careers and university studies; establish a link between what is learned in the classroom and the students' everyday lives; establish a personal contact with students who are having trouble; make a special effort to change false beliefs students have regarding academic success. Concerning **emotional factors**

relating to academic success, the author suggests that teachers make sure students have access to resources to help them manage stress during evaluation periods.

Varying educational interventions to take into account the differences between boys and girls represents a measure connected to the **perception of the teaching staff**. Finally, regarding the **perception of college and the transition between high school and college**, she recommends that students be offered numerous induction activities, that there be a pairing system between first and second year students and that teachers promote peer-tutor initiatives and supervised team work.

Use of a variety of active teaching strategies

AUBÉ, Rachel. [*Des pistes concrètes pour favoriser la réussite scolaire des garçons*](#), Minutes of the 21st AQPC Conference, Montreal, *Association québécoise de pédagogie collégiale*, 2001, 8 p.

Based on a literature review and the results of a classroom experiment, the author has highlighted concrete means for promoting academic success in boys. The use of a range of teaching strategies contributes to in-depth learning and allows one to reach out to a larger number of students, notably by taking into account the diversity of cognitive styles. These teaching strategies include, among others, strategic, cooperative and project-based teaching, games, the use of Information and Communications Technology (ICT), case studies, role-playing, learning through discovery, panels and debates.

During exploratory research, it was found that the use of **a variety of active teaching strategies** during a course on Quantitative Methods in Social Science helped retain the attention of students during the entire term. It also appeared that boys got heavily involved in **game-based** formative evaluation activities, apparently stimulated by the competitive atmosphere and that they made a sustained effort to try and find solutions to the problems at hand. Activities that require a **cooperative effort** allow poorer students to upgrade their standing by explaining to others how they found the solutions to problems and to compare their learning strategies to those of their peers. In addition, **ITC-based** learning activities were generally appreciated by boys.

According to results obtained and student feedback, the author is inclined to believe that the use of a variety of active teaching strategies is **beneficial for all students**, no matter what their gender. She also mentions that a **deeper knowledge of boys and girls** helps better understand them and adjust the teaching activities to obtain optimal learning.

A concerted action uniting several players



ARCHAMBAULT, Guy. [Trousse 4. Réussite des garçons : Carrefour de la réussite au collégial](#), Montreal, Fédération des cégeps, 2003, 312 p.

The teaching kit developed by Guy Archambault is aimed at helping teaching staff take control of problems surrounding the issue of academic success for boys at the college level. As mentioned in the kit's general presentation, it gives an overview of the problems but it does not give an exhaustive or clear definition as this issue was barely dealt with in the teaching sector in 2003. **The problem set is complex** and touches on all facets of success addressed in the seven other kits. Kit 4 deals with the issues of personalized follow-ups, tutoring and facilitation in an educational context.

On [pages 26 to 30](#), some answers are given to the question “What should college teaching staff do to help out boys at risk to take a turn for the better and succeed in school?” It is readily mentioned that any intervention touching on boys at risk implies a very long period of time and requires a series of fairly important measures requiring **a concerted action involving several players in various fields**. According to the author, special attention must be paid to the three following sets of actions among those that would seem to be the most appropriate for problems involving boys at risk: **personalized follow-ups, an active and varied teaching process** as well as **a systematic, strategic, structured and structuring intervention**.

Carrefour de la réussite au collégial

The *Carrefour de la réussite au collégial*, established in the wake of the development of colleges' success plans is aimed at supporting institutions in implementing their plans: organization of conferences, seminars, theme workshops, regional meetings, support in developing screening and diagnostic tools are all means selected to achieve this objective.

The *Carrefour* has identified eight themes focussing on continued training and has commissioned PERFORMA to prepare kits to organize theme-related activities. Each of the kits includes a facilitation guide and a collection of texts. This is the list of eight themes for which documents are available on the *Carrefour* website:

1. [Teaching practices in the first term.](#) (in French)
2. [Interventions regarding students at risk.](#) (in French)
3. [Motivation.](#) (in French)
4. [Academic success in boys.](#) (in French)
5. [Guiding school.](#) (in French)
6. [New teaching strategies.](#)
7. [Learning models.](#)
8. [Evaluating learning paths.](#)

Please note that English versions of documents were prepared for the three last themes.

Promoting perseverance and success



VEZEAU, Carole in collaboration with Thérèse Bouffard, [Étude longitudinale des déterminants affectifs et motivationnels de la persévérance et de l'engagement dans ses études collégiales](#), PAREA Report, Joliette, Cégep régional de Lanaudière à Joliette, 2009, 95 p.

The aim of this research project is to identify **factors that promote perseverance and academic success** in students registered in two pre-university programs, Social and Natural Sciences and to define perceptions students have of the college environment throughout their academic pathway. The researcher notably concludes that it is important to take into account the study programs and type of students in drawing up their portrait as well as in studying how they adapt and function in a college surrounding.

The analysis highlights the fact that the difficulties certain young people may experience depend more on certain personal aspects such as their negative attitude towards academic work, their lack of commitment and their more vulnerable perceptions regarding skills. In order to help them adapt and grow, it is **recommended that the college identify students at risk by widening the scope of elements under consideration** to include those relating to their personal adaptation, the commitment towards their studies and their interest regarding academic work, as well as their perception of skills, learning objectives they value and a clear view of their academic orientation. As the researcher mentions, **this wider inventory should contribute to a better screening** of students who have the greatest danger of dropping out.

It is important in determining the type of help to be given, **to target dimensions that have a multiplying effect on others**. The greatest potential would be the one that relates to the students' perception of skills. **Two types of measures are proposed to influence the perception of skills. The first is aimed at teachers** and it is suggested that, at the beginning of the school year, colleges organize **a development activity to make them aware of issues surrounding their students' perceptions of skills**. This activity should allow teachers to understand the central role played by these perceptions as well as the power they themselves hold over these perceptions via feedback they give to students. **The second possible action involves the students themselves**. It is recommended that colleges **create courses for students at risk** specifically dealing with what role effort plays and the meaning that must be given to errors. These students would also be encouraged to reflect upon their conception of intelligence and **to become aware of their own attitudes, reactions, emotions and behaviour when confronted with a difficulty**. In order to compensate for reduced skills, these courses would also include **workshops on learning tools and effective study techniques**. As the researcher mentions, the most effective means of working on students' perception of skills consists of teaching them to become more skilful and showing them how to succeed.

Preventing dropping out

RIVIÈRE, Bernard. *Le décrochage au collégial. Le comprendre et le prévenir*, Laval, Éditions Beauchemin, Agora Collection, 1996, 221 p. (Available at the CDC. Class number [720406](#))

In Chapter 7 of the book, the author specifically deals with actions focussing on school drop outs. **Initiating the student to college culture** via credit courses would help him develop a more harmonious relationship with his establishment. Ensure that the school environment offers the student **real self-identification conditions**, notably by encouraging him to participate and establish his own learning rhythm, by building up his self-confidence and getting him to look outward rather than turning inward. Given that the potential dropout suffers from an academic guidance problem as well as having false information and conceptions regarding school, it is vital that **there be a constant rapport with high schools**, notably to regularly inform high school stakeholders. As many students drop out because they have not been accepted into the program of their choice, there has to be a way to **make all study programs more accessible**, especially those in the technical sector.

As it is not all students who are ready to go to CEGEP or as the job market cannot always take them in, it would be relevant if there was a **national scale of alternative programs** to experiment with new ways of being, doing and learning with a certain amount of coaching. In order to give parents a clearer idea of what CEGEP is all about so that they may play a more active role in offering their children guidance, it would seem useful to organize **information days for parents** or to publish a guide on college courses intended for parents. Students could be offered **alternative learning methods** as well as the possibility of developing **personalized learning paths** within their programs from the bank of available courses. The following are included in the other measures being considered: application of a **more flexible teaching plan**; offering dropouts **tools to take inventory of solutions** that are still open to them; **inviting young graduates** to take part in the program assessment and revision processes.

3 – Specific measures to promote academic success in boys

Promoting the positive aspects of male role models in the school environment

LAJOIE, Ginette. *L'école au masculin. Réduire l'écart de réussite entre garçons et filles*, Sainte-Foy, Septembre éditeur, 2003, 134 p. (Available at the CDC. Class number: [729533](#))

As is readily mentioned by the author, even if gender is not the only factor used to explain better academic success in girls, several elements of research would suggest that this factor can influence the capacity a student has to adapt. In the research into causes for a lesser academic success rate for boys, she mentions the **absence of male role models in school at the pre-school and grade school levels**, thus depriving them of identification models. She says education practices of adults, whether they are parents or teachers, should promote both feminine and masculine values.

In order to better reach out to male students at the **pre-school level**, touch on their interests and fundamental needs, thus promote a voluntary commitment starting at the first steps of the learning path, it is suggested that teachers use **open, alternative differentiated and project-based approaches** where the accent is on action. Whereas **primary school** promotes values that boys see as feminine (focussing on verbal exchange, a calm and passive attitude, being seated while waiting and fine motor skills developed by writing), their lively way of energizing a group climate should be acknowledged **by making the most of their way of being, of doing, of learning and “existing together”**. She deplores the fact that in **high school**, the educative, pedagogical and relational rapport has been totally asexualized by not recognizing boys' masculinity nor the girls' femininity. At the **post-secondary level**, in college and in university, the author finds that the phenomenon of a better academic success rate for girls repeats itself and is further confirmed. She concludes by asking teachers **to take into account the students' gender in assessing their personal, academic and social future**.



ROYER, Égide. *Leçons d'éléphants. Pour la réussite des garçons à l'école*, Quebec, École et comportement, 2010, 205 p. (Available at the CDC. Class number [787473](#))

On the outside back cover, the author asks **three questions**. Why do boys constitute the majority of students having problems? Why are they to be found in school adjustment classes, in special classes or under medication more often than girls? How do you explain that more boys than girls do not finish school, are suspended or even expelled from school? This psychologist and full professor in school adaptation at Laval University's Education Faculty assesses the situation regarding the relationship between boys and school and recommends **concrete and applicable measures** to ensure increased academic success in boys.

In the first chapters, he defines the **problems** regarding boys' success by notably presenting data on their lower graduation rate, their fragile attachment to school and the high proportion of students having adaptation or learning problems. He insists on **primary prevention** that precludes a problem as well as on **early intervention**. Without necessarily seeing a greater number of male teachers as a panacea for the problems regarding academic success in boys, he nevertheless believes that men have a singular contribution in educating the young and that the presence of **positive male role models**

can contribute to their academic success. Near the end of the book, he proposes a **check list for decision-makers and forewarned teachers** where the 16th measure consists of offering the equivalent of the 15 previous ones to ensure success for girls who are having problems. According to the author, a school that implements most of these measures should help the majority of boys to succeed.



BESNARD, Thérèse and Ayse DIREN. [Les hommes en TÉE. Pour une pluralité de pratiques...](#), PAREA Report, Sherbrooke, Cégep de Sherbrooke, 2009, 192 p.

The study highlights the following factors as playing a special role for boys persevering when registered in Childhood Education Techniques (CET). There is still **a fair amount of bias** in society especially in adolescents regarding men who wish to work with young children. For the majority of students, **the lack of male role models** during internships seems to be a problem. One thing that distinguishes those who will pursue their studies and those who will drop out is the **capacity to face up to the workplace and to certain bias expressed by some parents**. Students who have developed a **feeling of effectiveness** among children and who had a **significant person who believes in their learning project** seem to better handle challenges met during their learning path. The **quality of the relationship with the teachers** helps these young men integrate into the class group and develop a feeling of effectiveness.

In order to help attract boys into CET programs and to help them persevere, the two researchers have developed recommendations. **Target older students who are coming back to school** to draw CET recruits as they have greater maturity and self-confidence than students coming right out of high school and this will help them face up to the numerous challenges. **Better inform teachers of the specific adaptation challenges** affecting these students. Help the teaching staff to apply certain **means of support** such as providing male teaching role models and presenting strategies to defend oneself against any accusation regarding sexual fondling. **Promoting the positive role played by a masculine presence** in the development of children and **fighting against homophobia**, especially among adolescents are presented as two important measures for society. [See [Figure 2: Parcours des étudiants en TÉE](#)].

Also read: **BESNARD, Thérèse and Ayse DIREN.** « [Un étudiant en Techniques d'éducation à l'enfance : peut-on l'aider à compléter son programme d'études?](#) », *Pédagogie collégiale*, vol. 23, no 2, winter 2010, p. 5-11.

Mutual assistance through peer and teacher-student tutoring

SAMSON, Micheline. [Les effets de l'entraide sur la réussite des garçons](#), Minutes of the 24^e AQPC Conference, Montreal, Association québécoise de pédagogie collégiale, 2004, p. 93-105.

This action research focuses on the effects of mutual assistance through peer tutoring in class, especially on the academic success rate in boys. The participants in this project were the researcher, five teachers in the Mathematics Department as well as students from 13 classes (314 boys and 109 girls) from five study programs. The objective of the study was to develop, experiment with and validate an intervention program based on two measures, **peer tutoring** and **team work**. This program is notably characterized by the fact that it **fits in with** learning activities already planned for in the Mathematics course and that it includes **training** for the teaching staff and assistants.

Regarding **team work**, each team is made up of two students, one who is strong and another who has difficulty in Mathematics. The teachers found that it is **motivating** for students to provide explanations to their peers instead of to a teacher and that it is **easier and less intimidating** for weaker students to ask a fellow student to explain. The data gathered show that team work as planned here is something that is appreciated by both boys and girls and that it should be pursued. As for **peer tutoring**, in each of the classes, there are two or three students getting help and two or three students providing it, these being students who are especially good in Math, who have special aptitudes in offering help and who have good work methods. A tutor and the student requiring help are matched up and meet on a weekly basis at the *Centre d'aide à la réussite* or success assistance centre. Teachers have noticed that the tutor shows a great deal of interest in his "student's" grades and that class dynamics improve.

When comparing grades obtained by experimental class groups working with the formula in question and by controlling sample classroom groups, results indicate that about half the experimental classroom groups have particularly advanced. **The mutual assistance peer teaching formula therefore seems to have a positive effect on the success rate of students.** Furthermore, this teaching approach is **transferable** to other courses and study programs. The researcher concludes the peer-based mutual assistance represents an important value to be transmitted to students given the **numerous benefits** that can be drawn by all parties regarding knowledge, motivation, self-confidence and work habits.

PÉDAGOGIE COLLÉGIALE. « [Le tutorat maître-élève et le tutorat par les pairs. Deux mesures d'aide individualisée au collégial](#) », Special dossier, *Pédagogie collégiale*, vol. 13, no 4, May 2000, p. 11-37.

The four texts comprising this case focus on two conditions for tutoring: the three first articles deal with teacher-student tutoring and the last with peer tutoring. In its notice published in 1995 and titled *Des conditions de réussite au collégial. Réflexion à partir de points de vue étudiants*, the Conseil supérieur de l'éducation in fact promoted the

development in college of a real culture of peer mutual assistance and support, notably through tutoring activities. In 2000, what was the impact these two types of tutoring had on the academic success rate of students? To what extent were they implemented in Quebec colleges? What kind of set-up do tutoring programs require? What conditions are required for proper execution? What kind of a preliminary assessment can we make? This special dossier published in *Pédagogie collégiale* provides several avenues for solutions to these questions and represents an excellent opportunity to learn about such experiments from the inside as they occurred in Quebec colleges.

See the [cover page of the file](#). Then, the four articles in this issue are :

SOUCY, Nathalie, Stéphane DUCHESNE and Simon LAROSE. « [Examen des programmes de tutorat maître-élève dans les collèges du réseau québécois](#) », p. 12-18.

The authors of this article present teacher-student tutoring as **out of class socio-affective coaching through which a teacher interacts with a student** on an individual, regular basis to provide him with the support he needs. They conclude that implementation of such programs would seem to fit in with attempts to prevent the phenomenon of school drop-outs and promote better integration of college students who are at risk. They qualify this by noting that **poor knowledge of mechanisms in action during the transition between high school and college** may lead to adoption of certain measures that neglect fundamental aspects of academic success. They estimate that studies aimed at identifying these mechanisms should help colleges to better structure coaching programs that are offered to students.

See table 1 : [Synthèse des principaux résultats](#), and table 2 : [Recommandations](#)

DUCHESNE, Stéphane and Simon LAROSE. « [Pour une approche développementale en tutorat maître-élève](#) », p. 19-24.

The authors have **developed a customized teacher-student tutoring support model**. This inclusive model is based on a developmental approach that includes not only the developmental needs expressed by the student during the transition in college-level studies but also some of the tutors behavioural habits that would allow him to meet those needs.

See figure 1 : [Modèle de soutien personnalisé en tutorat maître-élève](#)) and table 1 : [Modèle théorique traitant de l'intégration aux études collégiales](#).

BOUTET, Richard. « [Le tutorat. Une modalité de la relation maître-élève](#) », p. 25-31.

This author sees tutoring as an educator-student **relationship that acts in support to learning and identity development**. His article presents the tutoring program set up at the Cégep de Rivière-du-Loup. As the author notes in concluding, this practice calls on students, teachers but also institutions to do their part.

See «[Structure des rencontres de tutorat au cégep de Rivière-du-Loup](#)».

GOLDMAN, Rozanne and Carole REED. «[Le tutorat par les pairs au Collège Dawson](#) » (or [Peer Tutoring at Dawson College](#)» in english), p. 32-37.

Dawson College students can benefit from two peer-based tutoring programs. If recruiting strong students and matching them to students having difficulties are similar, the process, the training offered and program management differ from one program to the other.

E-mentoring: The Academos site serving academic and professional guidance

LÉGARÉ, Catherine. « [Un programme de cybermentorat pour le collégial](#) », *Pédagogie collégiale*, vol. 14, no 1, October 2000, p. 24-29.

Internet-based mentoring **allows one to surmount several major obstacles** that exist in mentoring programs such as missed meetings because of scheduling problems or students living too far from one another. In addition to being a concrete initiative encouraging students to explore professional opportunities, Academos **is also a search environment**. In this article, the project coordinator presents a positive wrap-up of the first six months of activity: according to students, this program would result in **less uncertainty regarding their professional future**. The author notes in concluding that this e-mentoring experiment can easily **be transferred to other situations**, for example for peer tutoring and matching first-year students with those who have been in college for at least one year.

DEBLOIS, Lucie in collaboration with Denyse Lamothe (under the direction of). *La réussite scolaire. Comprendre pour mieux intervenir*, Sainte-Foy, Les Presses de l'Université Laval, Centre de Recherche et d'Intervention sur la Réussite Scolaire (CRIRES), 2004, 279 p. (Available at the CDC. Class number [785471](#))

See Chapter 7: **LÉGARÉ, Catherine and Jacques LAJOIE.** *Conditions de réussite pour la mise sur pied d'un programme de cybermentorat vocationnel : illustration à partir du programme Academos.*

Whether the student is in high school or in college, personal and professional identity is sometimes unclear and the task of choosing a career is not always easy. Academos is an e-mentoring program allowing young people **to safely relate by email with adults working in various trades and professions**. Since it was created in 1999 until the summer of 2004, 7,000 students registered with the program exchanged more than 40,000 messages with 800 mentors. These young people were thus able to learn more about various trades and professions, to become aware of the challenges and constraints inherent to those jobs and create relationships with professionals in complete

confidentiality. The Academos site also offers useful resources such as career-related hyperlinks and discussion groups.

Assessment of program after the first two years shows a **high level of satisfaction** among the students who have undertaken an e-mentoring relationship with the mentorees, having notably been given the chance to ask questions concerning their professional future. They appreciate the way the program allows them to **choose their mentors** and **have discussions with more than one mentor**. Regarding the way communication works, they appreciate ease of access, the written means of communications and the possibility of anonymous communications via Internet. The main source of dissatisfaction is the absence of mentors in certain fields, followed by delays in getting answers from mentors and the fact that the students must make the first moves in communicating with the mentor.

Several conditions must be met to maximize the effects of the mentoring programs. **Make up for email shortcomings** by giving tools allowing for optimal communications, for example a selection of emotion-based pictograms. **Guide the first instances of the relationship** by offering participants concrete coaching tools. **Focus the work on the students' written communications skills**, for example drafting their message within a French class activity. Develop the **students' skills in using ICT** and in asking for help when they have computer problems notably by offering them technical support. **Make them aware of confidentiality and security issues on the Internet** as many young people have no idea of the risks they can meet in this area. **Training participants** is very important and yet is often neglected: for instance, make recommendations based on the three phases in a mentoring relationship, that is to say the beginning, the conduct of the mentoring and the outcome. **Assess the program management** as it is essential to coordinate the program and follow it through: the administrator must constantly remember that the objective of e-mentoring is to promote an educational relationship by allowing development of a significant interpersonal relationship that goes beyond simply exchanging information.

Also see audio-visual documents presented on <http://www.academos.qc.ca/>

Listen to the soundtrack titled [Le cybermentorat](#), an interview by Dominique Poirier with Catherine Légaré, produced and broadcast on Radio-Canada, Première chaîne, on *L'après-midi porte conseil*, Thursday, April 8, 2010 at 1:48 p.m. Length: 7 min 55 s

Choosing a career is an important decision. In addition, more than a third of students drop out before having obtained a high school diploma. Academos e-mentoring site founder, Catherine Légaré, discusses the importance of mentoring and the possibilities offered by e-mentoring. During the interview, she mentions that in this program, 2,300 mentors have reached out to 14,500 high school students [17,000 during the 2009-2010 school year]. She now hopes to reach out to college and university student. The Ph.D. in

Psychology won the **Arista award in 2009** in the category Young Socially Responsible Quebec Business Leader.

Watch video titled [TIC et cybermentorat : Une combinaison gagnante pour les élèves du 2e cycle du secondaire](#)

The Department of Education, Recreation and Sports has published a video clip of about four minutes on e-mentoring and academic success in high-school students, especially in boys.

Academos at the college level

In response to a series of questions sent by Jacques Boisvert in the fall of 2010 [in preparation for a Performa session], Catherine Légaré indicated that a thousand CEGEP students benefited from services offered by Academos during the 2009-2010 school year. While hoping the e-mentoring program is soon made available at all colleges, she noted that Academos is currently working on a pilot project at the following CEGEPs: Collège Ahuntsic, Collège de Bois-de-Boulogne, Cégep de Drummondville, Collège François-Xavier-Garneau, Cégep de Granby-Haute-Yamaska, Cégep Limoilou, Collège de Maisonneuve, Cégep Marie-Victorin, Cégep de l'Outaouais, Collège de Valleyfield, Vanier College, Cégep de Victoriaville.

Please note that the Academos on-line mentoring service in Quebec won the **2010 Hommage bénévolat-Québec award** in the category "Organizations".

Teaching practices during the first term of college

PARADIS, Josée. « [Les élèves en échec après une première session de collégial : les causes, les facteurs d'adaptation et des moyens d'intervention](#) », *Pédagogie collégiale*, vol. 14, no 1, October 2000, p. 18-23.

The author wonders which measures should be taken to help students who are having trouble making the transition between high school and college. Her study was carried out with upwards of a hundred students who failed more than half their courses during their first term at college. According to the interviews conducted, **the causes for academic failure during the first term are different for boys and girls.**

The majority of girls failed because they had learning problems and in spite of significant effort devoted by the majority to pass. Causes for academic failure **mentioned for boys mainly include the following.** Boys have **trouble getting used to the greater freedom in college**, many skipping classes and losing pace with their learning path. They have trouble adapting to the college **schedule**. They **believe everything will be as easy as in high school** and do not realize they will have to change their work habits in order to succeed. **Persevering**, that is to say surmounting obstacles faced during a

course is another difficult type of adaptation. They participate more readily in practical work or laboratories than in **studying**, demonstrating little skill on processing or memorizing the information needed to pass exams. **Paid outside work** may affect how students participate in school work and even though they may feel work and school are not compatible, social pressure regarding work is very intense.

Certain **means of intervention** to promote academic success may be implemented by programs and teachers during the first term. **Entrance-level screening** are based on the three following parameters: knowledge of the student's academic past, his attitudes and behaviour in school as well as his performance and participation at the beginning of the term. **Induction activities developed by the programs** would give students the opportunity to create links between themselves and create new peer groups, thereby meeting a need for a sense of belonging during the first term.

Certain practices that could be called **first term teaching methods** may have a significant impact on short or long term academic success. These are:

- Submitting a **clear deadline calendar** in the course plan, indicating exam weeks and dates and weighting for each evaluation.
- **Systematically taking roll call** and insisting on imposing consequences for repeated absenteeism.
- During the term, gradually moving from large scale use of **visual aids to oral presentations**.
- Offering **support for note taking** as the term progresses.
- Writing the **course plan on the board** at the beginning of the class, handing out **clear detailed written instructions** regarding work to be executed, clearly explaining **the type of exam**, if possible by showing a model, all represent other means of making it easier to adapt to a new environment during the first term.

The author concludes that though it is generally felt that the student is the first person responsible for his own success, it is essential that the teaching establishment offer its students favourable conditions.

LUSSIER, Odette. « [La pédagogie de la première session : vers une nouvelle perception du rôle de l'enseignant](#) », *Pédagogie collégiale*, vol. 17, no 4, May 2004, p. 23-27.

In order to learn more about the first term teaching practices at her college, the Cégep Marie-Victorin, the author questioned eight teachers. All agree that a certain number of students have trouble transitioning from high school to college. One frequent problem regards **time management**: students say they don't have sufficient time to do their homework, notably because of their paid outside jobs. They have to be taught how to use an agenda, to plan the time they devote to studying and to integrate their homework into their busy schedule. Work method problems represent another often-seen difficulty of which students are not immediately aware. In order to ensure they "learn how to learn", the first term includes **training in appropriate work methods**.

Measures have been implemented in various programs. In Specialized Educational Studies, **screening** uses the *Étudiant Plus* test and students who are having a specific problem within a course are **matched** with second or third year students. In Social Science classes, students are offered means of developing better **study strategies** than in high school. In the “Welcoming and Integration” program, activities have been developed aimed at bridging gaps in **research, reading and writing strategies** by working from events in the news.

Teachers that were questioned said they had developed a **new perception of the teaching profession** through their student coaching practices. They say that they now better understand their students’ needs, are more aware of the different learning styles, are more attentive to those who are silent, timid or isolated and that they are more inclined to applaud their successes and encourage their efforts. These teachers believe they are now better able to measure what hampers learning and can intervene much sooner in the term. Many have integrated courses on learning techniques and good work habits into their classes in the hope of developing self-sufficiency in their students. In other words, they listen more closely to their students and are more aware of the need to adjust their way of teaching to student needs. In addition, it is important that the teacher responsible for teaching practices in the first term motivate his **program team** to cooperate and sometimes work to establish a new culture. The transmission of acquired experience is notably carried out via training activities, exchanges between experienced teachers and new ones as well as in sharing acquired knowledge during professional development days.

See [table](#) on page 24 : «La perception des étudiants sur leurs difficultés lors de la première session dans le programme de Techniques d’éducation spécialisée».

HOWE, Robert. « [La pédagogie de la première session](#) », *Bulletin de la documentation collégiale*, December 2009, no 1.

Here is a passage from the presentation by the author:

“In this bulletin, we examine the issue [of teaching practices in the first term] by taking the particular perspective of a teacher with at least five years’ experience. Who is the first-term student? How must you teach 17-year-olds just coming in from high school? What is their learning process? If you are a new teacher, sooner or later you will be confronted by these questions. Inevitably, if you are teaching in the first term of college, you are faced with particular characteristics of this clientele and you wonder if there is a special set of teaching practices for first-term students: How can I get students interested? Motivated? How can I help them give meaning to my course? How do I make them actively participate in their own learning path? How can I coach them and help them succeed?”

Facilitating transition between high school and college



CONSEIL SUPÉRIEUR DE L'ÉDUCATION. [Regards renouvelés sur la transition entre le secondaire et le collégial](#), Notice to the Minister of Education, Recreation and Sports, Sainte-Foy, Conseil supérieur de l'éducation, 2010, 152 p.

In this notice, the Conseil supérieur de l'éducation specifically looks at the transition between high school and college by dealing mainly with the college's point of view in the hope of supporting students who have chosen to pursue their studies. Three angles have been retained. **Linkages:** for the structures in which students transit. **Matching:** knowledge and evaluative teaching practices. **Integration:** integration of students into the college community. For each of these angles, the authors describe the new context; they present measures, challenges and issues to finally suggest avenues of action and recommendations.

Here are a few examples of **avenues of action that the council proposes**. In order to link structures, it is recommended that **continuity in the learning path** be supported for those who so wish, for example at the DEP level (vocational school diploma) towards the college level. In order to match up knowledge and practices, it is suggested that the college teaching staff be mobilized around a **knowledge-based continuity**: given the changes made by the educational reform at the high school level, there should be **opportunities for discussion** between high school and college teachers and such experience-sharing should be institutionalized. Three avenues for action have been retained regarding **institutional, intellectual, social and vocational integration** of students. **Begin preparing students for college-level studies at the beginning of the second cycle of high school**, notably by informing students of the differences between high school and college and of their responsibilities vis-à-vis their own academic success. **Get students involved in their integration process** by asking them to reflect upon their needs at the time of the transition as this process may lead them to take up the offer of support services; this reflection could be structured with coaching from teachers or second-year students acting as mentors. **Welcome students in their entirety to college** by not reducing them to their former learning path but by meeting their needs notably those concerning the technological culture and by offering support services to a limited but growing number of students with handicaps, learning difficulties or mental health problems.

See figure 4 «[Schéma des angles d'analyse de la transition secondaire-collégial](#)» (page 27).



CONSEIL SUPÉRIEUR DE L'ÉDUCATION. [Au collégial. L'orientation au cœur de la réussite](#), Notice to the Minister of Education, Sainte-Foy, Conseil supérieur de l'éducation, 2002, 124 p.

In this notice, the Conseil supérieur de l'éducation reflects on the role of colleges regarding guidance by recalling ties between success and guidance and insisting on the guiding aspect of any educational system. In order to promote the academic success of students, the council proposes to adopt a point of view by which academic and professional guidance must serve to **help students develop the ability to choose**. The recommended change is based on **three avenues** of development. The first calls on the concept of guidance as an **educational process focussing on the evolution of a student's** personal and professional **identity**. The second avenue considers that **not being able to decide on a career at the college level is a normal phenomenon** within the development process. The third refers to a concept of **guidance support as a core component of strategies for promoting success** within an integrated approach.

At the end of this reflection, the council specifically proposes that colleges adopt the **five** following **measures**. Create the means for **using academic results with greater flexibility** in order to stop hampering student guidance. **Review the organization of first year studies** considering the need young people feel to get better support in order to meet both the requirements of advanced learning and their own vocational development. Deal with the issue of local program development and management taking into account the requirements of students' career paths and especially the need to **offer them chances to explore and transfer into other programs**. Ensure that all academic players play an active role in a **concerted and focussed effort aimed at the students' academic success**. Promote the participation of the colleges' teaching and professional staff in **carrying out research** on the young and career guidance in the current context and in **publicizing** the results of this research.

Also read an abridged excerpt of a notice by the Conseil supérieur de l'éducation « [Orientation et réussite éducative au collégial : un changement de perspective](#) » under the heading *Tiré à part* of the magazine *Pédagogie collégiale*, vol. 16, no 2, December 2002, p. 33-40.



View the audio-visual document titled [The Big Change. Making the Transition from High School to College](#). a DVD produced in 2009 by the Metropolitan Montréal Regional Admissions Department (SRAM). Animated by actor Patrice Bélanger, this 60-minute video includes a main section intended for students and another designed for parents. Here are the different parts [document [available on-line](#) or you may [ask for the DVD](#) at the CDC]:

STUDENTS' SECTION:

Getting Ready (08 min 56 s)

Admission (04 min 31 s)

Day 1 (07 min 48 s)

Hit the Books! (04 min 48 s)

End of Term (05 min 25 s)

Vox Pop (10 min 08 s)

PARENTS' SECTION (13 min 02 s)

EXTRAS (10 min 52 s)]

Fighting sexual bias, developing reading habits and forming gradual self-control over one's own schooling

ST-AMANT, Jean-Claude. *Les garçons et l'école*, Montreal, Éditions Sisyphé, Collection « Contrepoint », 2007, 120 p. (Available at the CDC. Class number [786604](#))

This work comprises of four parts. The first is aimed at **closely examining** differences in academic success between boys and girls. The second focuses on the **loss of interest in school felt by certain boys**. The third part presents a critique of the three most often tried means of remedying “boys’ problems”. According to the author, **splitting boys from girls is the most often used “dead-end”** while the most effective schools are those that have adopted a strong commitment both to boys and girls. **Increasing the number of male teachers would be another false solution**: instead, it is the quality of the relationship between the teacher and students rather than the gender of the teaching staff that would have an impact on academic results. As for the **organization of sports activities for boys only**, this would only **nurture gender stereotypes** whereby boys are active and girls are passive.

The fourth and final chapter proposes **three avenues of intervention** that could improve academic success **for boys as well as for girls**. **Intervening against gender stereotypes** would enhance academic success as the mere act of distancing oneself from these stereotypes is statistically associated with academic success, particularly by bridging the gap between boys and school. **Developing reading habits** notably by diversifying what one reads and by reading longer texts would increase the ability to

understand written texts and promote academic success. **Developing gradual self-control over one's own schooling** is the third avenue that is suggested and it brings into action a range of important factors regarding success such as study-related autonomy, accountability, motivation as well as the fun of learning and developing a taste for work.

4 – Further exploration into the subject

BARBEAU, Denise. *Interventions pédagogiques et réussite au cégep. Méta-analyse*, Les Presses de l'Université Laval, 2007, 426 p. (Available at the CDC. Class number [786470](#) and soon in its eBook version! [Contact us](#) to Borrow it)

BATEMAN, Dianne, Stephen TAYLOR, Elizabeth JANIK and Ann LOGAN. [Curriculum Coherence and Student Success](#), PAREA Report, Champlain Regional college in Saint-Lambert, 2008, 395 p. See also [synthesis](#).

CABOT, Isabelle in conjunction with François Cloutier. [Interdisciplinarité et intérêt pour le français](#), PAREA Report, Cégep Saint-Jean-sur-Richelieu, 2010, 172 p. See also [synthesis](#) in English.

CRÉPEAU, Marie and Alain GAGNON. [Soutien social et réussite scolaire des garçons](#), PAREA Report, Collège de Bois-de-Boulogne, 1997, 246 p.

JORGENSON, Shirley, Catherine FICHTEN and Alice HAVEL. [Predicting the At Risk Status of College Students: Males and Students With Disabilities](#), PAREA Report and Canadian Council on Learning (CCL) Report, 2009, 167 p. See also [Synthesis](#).

LAPOSTOLLE, Lynn, Danielle-Claude BÉLANGER et Jorge PINHO. [Pour une amélioration du français chez les garçons](#), PAREA Report, Cégep du Vieux Montréal, Service des études, Coordination de la recherche, 2009, 236 p. See also [Synthesis](#) (in english)

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To go even further

We recommend the following bibliography, available directly from the CDC's catalogue, on the topic of "**School Success for Boys**".

Access the CDC's online catalogue: <http://catalogue.cdc.qc.ca> , Click on "Start search", then click on "Suggestions": and after «School Success for Boys ».:



This bibliography is updated on an ongoing basis!

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Add your examples of intervention on "School Success for Boys" and let them know by the catalog of CDC.

Contact us : info@cdc.qc.ca

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About the author :

[Jacques Boisvert](#) began teaching psychology at the Cégep Saint-Jean-sur-Richelieu in 1974. He received his Master's degree in Psychology from the University of Montreal and his Ph.D. in Education from the University of Quebec in Montreal (UQAM). The research he carried out at the cegep level since the early 1990s includes three studies on the development of critical thinking, a study focussing on how boys entered in Social Science programs see college and scholar success, as well as a study comparing academic motivation in boys and girls in the Social Science program. In 2008, he received the Teaching Excellence Award from the Association of Canadian Community Colleges. Now retired from the Cegep since 2008, Jacques Boisvert is a consultant in his field of expertise and has given classes on academic success in boys in the PERFORMA network's graduate-level certificate in college teaching (CPEC).

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