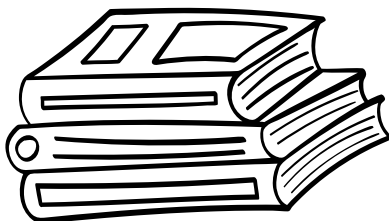


# College Research at a Glance

The Programme d'aide à la recherche sur l'enseignement et l'apprentissage [Teaching and Learning Research Assistance Program, Ed.] (PAREA) and the Programme de recherche et d'expérimentation pédagogiques [Pedagogical research and experimentation program, Ed.] (PREP), funded by the Ministère de l'Enseignement supérieur (MES), enable college teachers and professionals to conduct research aiming to improving teaching and learning or to better understand certain phenomena related to pedagogy. Each year, Pédagogie collégiale presents a summary of the PAREA and PREP reports that have been published over the past 12 months<sup>1</sup>. 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].



<sup>1</sup> This text reports on PAREA or PREP research reports that we had access to and that were submitted to the CDC between January and December 2023.

## Parcours scolaires, persévérance et abandon des étudiants adultes au collégial : enquête longitudinale

[Educational trajectories, perseverance and dropout among adult college students: A longitudinal survey, Ed.]



**Éric Richard**

Cégep du Vieux Montréal  
Campus Notre-Dame-de-Foy

This report examines the often-neglected realities of adult students, representing 8% to 10% of the college student population. Based on a longitudinal survey (2020 to 2023) and interviews with adult dropouts, the research reveals vulnerable profiles, particularly women and student parents. Obstacles linked to balancing studies, family responsibilities and paid work appear to be a determining factor in the choice of whether or not to continue studies, as do the financial difficulties experienced. Vocational clarity, motivation and mental health are also crucial factors. Research highlights the need for solutions tailored to the diversity of adult student profiles.<sup>2</sup>

[[educq.info/xmlui/handle/11515/39040](http://educq.info/xmlui/handle/11515/39040)]

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<sup>2</sup> On this subject, please refer to the article by Éric Richard and Joëlle Veilleux, "What If the PARES Could Help Prevent Adult College Students From Dropping Out?" published in the Fall 2023 issue of *Pédagogie collégiale*.

## Une recherche collaborative pour renouveler l'enseignement de la littérature au collégial dans une optique de cohérence disciplinaire : l'intérêt d'une approche par compétence de la lecture

[A collaborative research project to renew literature teaching at the college level with a focus on disciplinary coherence: The value of a competency-based approach to reading, Ed.]



**Catherine Bélec**

Cégep Gérald-Godin

**Roxane Doré**

Cégep de Drummondville

With the collaboration  
of Hélène Chabot

This collaborative research project (27 teachers, 11 colleges) refines a pedagogical approach to teaching literary reading at the college level (see ELLAC.ca). The study establishes the value of this approach as a pedagogical innovation for teachers in terms of desirability, feasibility, and viability. The approach is demonstrated to be desirable because of its pedagogical coherence and its positive impact on teachers' sense of competency. It is also deemed feasible in a variety of experimental contexts, although some evaluation practices may represent challenges. Its long-term viability is promising, despite some reservations about evaluating key reading actions. These results underscore the idea of significant transfer potential.

[[educq.info/xmlui/handle/11515/38757](http://educq.info/xmlui/handle/11515/38757)]

## Évaluer le rôle et l'impact des stages non professionnels à l'international dans la formation et l'apprentissage des collégiens du secteur public

[Evaluating the role and impact of international non-professional internships in the training and learning of public-sector college students, Ed.]



**Estelle Dricot**

Cégep André-Laurendeau

With the collaboration of Stéphanie Langlois, Hanaé Désautels, Alexandre Moreau and Elias Nesri

This research project explores the role and impact of international non-professional internships on college students. Qualitative data collected from former Social Science interns from four different colleges reveal how these internships serve as a pedagogical tool for authentic learning that is both comprehensive and enriching. Despite some limitations to learning and personal development, such as language barriers and field conditions, the relevance of international internships is unequivocal. The research team thus suggests ways of optimizing these international experiences.

[[educq.info/xmlui/handle/11515/38756](http://educq.info/xmlui/handle/11515/38756)]

**Pour une pédagogie du sensible.  
Innover et enseigner dans un  
contexte de diversités**

[For a sensitive pedagogy. Innovating  
and teaching in a context of  
diversity, Ed.]



**Nordin Lazreg, Alexis Poirier-Saumure, Nathalie Béland, Jacinthe Bédard and Saaz Taher**  
Institut de recherche sur  
l'immigration et sur les pratiques  
interculturelles et inclusives (IRIPII),  
Collège de Maisonneuve

This action-research project considers the complexity of dealing with sensitive topics in the college classroom, particularly in the current context of debates on academic freedom. The specific case of Cégep de Maisonneuve provides a better understanding of the pedagogical challenges surrounding the treatment of sensitive topics in the classroom, with the aim of creating tools for all college teaching staff. The research shows how teachers' apprehensions about sensitive topics are partly linked to the pedagogical challenges posed by diversity in the classroom. In this sense, strategies for tackling sensitive topics without undermining the building of a learning community are discussed.

[[eduq.info/xmlui/handle/11515/39025](http://eduq.info/xmlui/handle/11515/39025)]

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**L'incidence de la formation  
immersive 360 degrés sur  
l'acquisition de différents savoir-  
agir en Soins infirmiers**

[The impact of 360-degree immersive  
training on the acquisition of different  
nursing skills, Ed.]



**Alexandre Bouchard-Boivin  
and Stéphane Dufour**  
Collège d'Alma

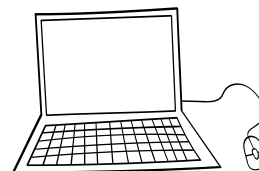
Stemming from an observed incongruity between, on one hand, the multitude and complexity of the competencies to be mastered and, on the other hand, the classroom, laboratory and internship time available in the nursing program, this research project aims to integrate 360-degree immersive video (360° IV) into the learning curriculum. The results show that the integration and use of this technology in a program remains a challenge that can be broken down into three major issues: consultation between the various stakeholders, standardization of the content produced and the pedagogical choices inherent in the integration of 360° IV. Despite the limitations observed, there is reason to believe that the use of 360° IV can be relevant for teaching competencies related to nursing attitudes, and possibly in other learning contexts as well.

[[eduq.info/xmlui/handle/11515/38830](http://eduq.info/xmlui/handle/11515/38830)]

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**Mesurer l'impact des TICE sur le  
niveau d'anxiété des étudiant.e.s  
du secteur préuniversitaire au  
collégial**

[Measuring the impact of ICTE on  
anxiety levels among college students  
in pre-university programs, Ed.]



**Paul Turcotte, Christophe Fortin,  
Cédric Lamathe, Evelyne Pitre  
and Audrey Bigras**

Centre de recherche pour l'inclusion  
scolaire et professionnelle des  
étudiants en situation de handicap  
(CRISPESH), Cégep du Vieux Montréal

This research project evaluates the impact of information and communications technology in education (ICTE) on college student anxiety. The increase in anxiety among the student community, combined with the digital shift, highlights the importance of considering the specific needs of anxious students in order to make teaching and using ICTE more inclusive. Recommendations are made to create a user-friendly learning environment for all learners in the college network.

[[eduq.info/xmlui/handle/11515/38869](http://eduq.info/xmlui/handle/11515/38869)]

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**Susciter l'intérêt de l'étudiant pour les bienfaits découlant de sa pratique de l'activité physique afin de l'amener vers une prise en charge de sa pratique à l'extérieur de la classe**

[Stimulating students' interest in the benefits of physical activity in order to encourage them to take charge of their practice outside the classroom, Ed.]



**Rachel Surprenant**  
Cégep de Saint-Hyacinthe

**Isabelle Cabot**  
Cégep Édouard-Montpetit

Despite a 95% success rate in their final physical education course at college, most young people don't do enough physical activity (PA) to benefit their health. With this in mind, we tested a pedagogical strategy based on an iterative exercise encouraging self-reflection on the benefits of physical activity during a PE course (505 students, 15 CEGEPs). The results showed a significant increase in out-of-class PA practice among students who had conducted a self-reflective exercise on the benefits of PA, suggesting the relevance of introducing this pedagogical strategy into teaching practices.

[[eduq.info/xmlui/handle/11515/38881](https://www.education.gouv.qc.ca/eduq.info/xmlui/handle/11515/38881)]

**La culture générale au collégial : anatomie d'un fossé entre étudiants et professeurs**

[General culture at college: anatomy of a gap between students and teachers, Ed.]



**Félix-Antoine Désilets-Rousseau**  
and **Daniel Landry**  
Collège Laflèche

This research study focuses on the place occupied by general culture at the college level. Conducted at colleges in the Mauricie region from 2021 to 2022, it combines surveys and semi-structured interviews with teaching staff and students to take a critical look at the role of general culture at the college level. The results highlight a gap between the expectations of the two groups regarding the general culture to be acquired. The study highlights the need to reconnect with and revalue general culture from a humanist perspective, calling for reforms centered on the pedagogical relationship. Although exploratory in nature, the study proposes findings and recommendations for placing general culture at the heart of college priorities.

[[eduq.info/xmlui/handle/11515/38904](https://www.education.gouv.qc.ca/eduq.info/xmlui/handle/11515/38904)]

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43<sup>rd</sup> symposium - Gatineau

**At the Confluence of Possibilities**

05.06.2024  
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