

Graduate MICROPROGRAM

in Education (2-812-6-0),
with Specialization in the Pedagogical Integration
of Information and Communication Technologies

Program specially developed
for the First Nations
Education Council
(FNEC)



<http://cepn.scedu.umontreal.ca>



First Nations
Education Council
<http://www.cepn-fnec.com>

Université 
de Montréal

Faculty of Education Science
<http://www.scedu.umontreal.ca>

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I OVERVIEW OF THE UNIVERSITÉ DE MONTRÉAL

The Université de Montréal: a renowned university with a wealth of experience gained with a variety of student populations

The Université de Montréal received its first charter from the Québec legislature in 1920. It became a public institution of higher learning and research in 1967, at which time its faculty, students and graduates became participants in its administration.

The Université de Montréal is celebrating its 125th anniversary this year. Originally a school with three faculties and several hundred students, today it is the second leading higher education and research institution in Canada, the leader in Québec and one of the top educational institutions in North America.



The Université de Montréal has a student population of over 54,000 and grants more than 2,500 graduate and post-graduate degrees each year.

A French-language University deeply rooted in Montréal, Québec and Canadian society; the Université de Montréal has made internationalization of its programs a priority. It has some 4,000 international students and has entered into formal agreements for cooperation with over 50 countries around the world. Finally, it receives close to \$350 million in public and private research funding each year. As a result, the university is in a solid position to continue its modernization program and meet the challenges in the world of today and tomorrow.

With respect to the Graduate Education Microprogram in the Pedagogical Integration of Information and Communication Technologies (ICT), it should be mentioned that the Université de Montréal has a fair amount of experience with international student populations whose educational challenges can often be similar to those facing the First Nations. Indeed, this microprogram is currently being offered to teachers and trainers in Cameroon (program subsidized by UNESCO) and to teachers and trainers in Burkina Faso and Mali (program subsidized by the Agence Universitaire de la Francophonie). This formula, which is meeting with great success, may even be expanded, with UNESCO's collaboration, to six other francophone and anglophone countries in West Africa (Benin, Ghana, Nigeria, Mauritania, Senegal and Togo). We feel that the experience we have gained with clientele in West Africa is an asset with respect to this microprogram offered to teachers in the schools of Canada's First Nations.

II. OVERVIEW OF THE FACULTY OF EDUCATION



The Faculty of Education is located on the Université de Montréal campus, not far from the main Métro lines and downtown Montréal. This easy access to the campus, and a peaceful setting on beautiful Mount Royal, make the Université de Montréal, and the Faculty of Education in particular, an ideal place to study and live. Moreover, the Faculty's serious commitment to graduate studies and research places it among the world's top education facilities.

The Faculty of Education has an eminently qualified teaching staff trained in the best North American and European universities. Its professors collaborate on a variety of research projects here and at other institutions, take part in international conferences and symposia, and assume teaching positions in the Faculty or abroad. Their research is conducted within recognized inter-university groups or through one of the Faculty's research groups (CRIPPE, Groupe DEFI-APPRENTISSAGE, GRICEA and LABRIPROF). These groups are the pride of the Faculty and have proved to be major assets in training and providing support to graduate students.

With the Didacthèque, the only specialized documentation centre of its kind in Québec, offering more than 35,000 printed, audio and audiovisual documents and more than 700 educational games adapted to the needs of both students and professors, the Faculty offers a valuable and highly regarded resource. In addition to the documentation centre, the Faculty has two computer labs equipped with Macintosh G5, iMac Platinum and Pentium IV PC computers.

In short, there are 1001 reasons to choose the Faculty of Education at the Université de Montréal.



Figure 1: Map of Université de Montréal campus

¹ For a detailed map of the campus in PDF: <http://www.umontreal.ca/plancampus/carte.pdf>

III. OVERVIEW OF THE FIRST NATIONS EDUCATION COUNCIL

The First Nations Education Council was founded in 1985. It is an Aboriginal organization created by Aboriginals for Aboriginals. Its principal mission is to defend the interests of its communities in order to improve all educational services offered to Aboriginal students. As an Aboriginal organization, the FNEC promotes mutual collaboration, disseminates information of interest to its communities, and assists them in managing the educational services they deliver to their students. Finally, the FNEC supports the communities in their claims with various authorities.

The First Nations Education Council has 22 member communities in Québec which belong to one of the following eight nations:

Huron:	1 community, namely:	Wendake
Malécites:	1 community, namely:	Viger
Innu:	1 community, namely:	Mashteuiatsh
Abénaquis:	2 communities, namely:	Odanak, Wôlinak
Mohawk:	2 communities, namely:	Kanesatake, Kahnawake
Mi'gmaq:	3 communities, namely:	Gesgapegiag, Listuguj, Gaspé
Atikamekw:	3 communities, namely:	Manawan, Opitciwan, Wemotaci
Algonquins:	9 communities, namely:	Kitcisakik, Kitigan Zibi, Pikogan, Lac Simon, Timiskaming, Eagle Village-Kipawa, Barriere Lake, Wolf Lake, Winneway

The First Nations Education Council became the regional manager of the SchoolNet program for the Québec region in 2002, and it entrusted FNEC-Technology with the responsibility for this mandate. The SchoolNet program enables Aboriginals to use advanced technology by providing the schools in their communities with high-speed Internet access.

In addition, the SchoolNet program is offered to the following non-member communities:

Innu:	8 communities, namely:	Matimekosh, Pakua Shipi, La Romaine, Natashquan, Mingan, Mallioténam, Uashat, Betsiamites
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The SchoolNet funding also allows the First Nations Education Council to work in collaboration with the Université de Montréal to offer the Québec First Nations this Microprogram on Pedagogical Integration of Information and Communication Technologies (ICT), as an indispensable training tool for achieving our common ICT objectives.

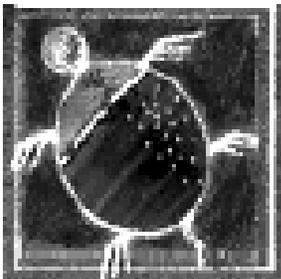
IV. WHAT IS A MICROPROGRAM AT THE UNIVERSITÉ DE MONTRÉAL?

A microprogram offers education personnel an opportunity to pursue graduate studies through a short-term program (15 university course credits). This microprogram, specially developed for the First Nations Education Council (FNEC), can be incorporated into a Master of Education program.

This microprogram begins with some preliminary activities, which help identify, clarify and specify the training needs. Two seminars are planned, with one at the beginning of the program and another midway through the training. Our objective is to support learners in developing a project that can be applied and transferred to their professional practice.

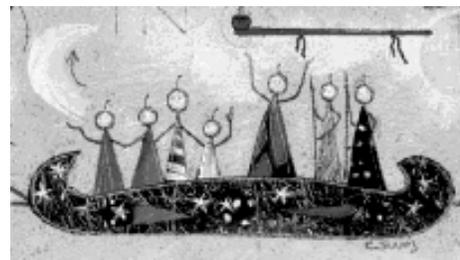
In this microprogram, particularly in order to be able to meet the needs of the student population in remote areas, the benefits of traditional classroom teaching will be combined with those of open and distance learning (ODL), fostering the judicious use of information and communication technologies.

² One university course credit is generally equivalent to 30 hours of instruction/work for the student. 15 credits are thus equivalent to 450 hours of instruction/work for the student.



V. OBJECTIVES OF MICROPROGRAM ON PEDAGOGICAL INTEGRATION OF ITC

- Train and develop the teaching staff of First Nations schools.
- Identify individual and group training projects that take into account the needs and requirements of improving teaching practices, notably through the pedagogical integration of information and communication technologies.
- Support individual and group training projects on pedagogical integration of information and communication technologies that can be transferred into the teachers' practice.
- Prepare participants, on both a pedagogical and a technological level, to successfully integrate information and communication technologies into their practice.
- Encourage the continuation of studies towards completion of a graduate diploma in Education (Diplôme d'études supérieures spécialisées (D.E.S.S.)) or a Master of Education (M.Ed. or M.A.).
- Enable participants to identify their training needs with respect to the pedagogical integration of information and communication technologies (ICT).
- Create a virtual network for communication between the participants.
- Enable participants to become change agents with respect to the pedagogical integration of ICT within their community.



VI. ASSUMPTIONS OF THE MICROPROGRAM ON PEDAGOGICAL INTEGRATION OF ICT

- This Microprogram has been designed and customized based on the recommendations of the First Nations SchoolNet Report on the Comprehensive Study of Schools Needs produced in 2003 by the First Nations Education Council .
- The Microprogram has been designed and customized to meet the various special challenges faced by teaching personnel at First Nations schools.
- The Microprogram has been designed and customized to meet the various special technical challenges faced by First Nations schools.
- The Microprogram has been designed and customized to meet the various challenges faced by the students in the First Nations schools, with whom the teachers work.
- The Microprogram has been designed and customized for the First Nations Education Council, based on the objectives of SchoolNet .
- The training will be organized such that it respects the traditional culture of the First Nations.

³ See: http://www.cepn-fnec.com/rescol/eng/pdf/comprehensive_study.pdf

⁴ See: http://www.cepn-fnec.com/rescol/eng/projet_2.html

VII. ADMISSION AND REGISTRATION



GENERAL REQUIREMENTS

In order to be admitted as a regular student to a graduate-level microprogram, applicants must have an undergraduate degree, which properly prepares them for the studies they wish to undertake, or they must attest to equivalent education.

REGISTRATION PROCEDURES

The registration procedure at Université de Montréal is the following:

- Fill out the appropriate application for admission.
- Provide the required documents as per the instructions for filling out the application form.
- Adhere to the deadlines in the instructions for filling out the application form.

Due to a special agreement however, the registration procedures will be managed jointly with the First Nations Education Council. Since this program has been customized to meet the particular needs of the First Nations teachers with respect to information and communication technologies, the program is subject to quota and the available spots have been reserved for the First Nations of Québec.

See Annex 1: Registration form

You can request an application form by contacting the First Nations Education Council by telephone at (418) 842-7672, or by e-mail at info@cepn-fnec.com or by other means at the following address:

First Nations Education Council

FNEC - Technology

240 Place Sondakwa

Wendake (Québec)

G0A 4V0

Attn: Registrations - Microprogram on Pedagogical Integration of ITC

VIII. OPPORTUNITIES FOR MICROPROGRAM PARTICIPANTS

It is important to mention that the program has been designed to permit the possible transfer to the graduate diploma in Education program (Diplôme d'études supérieures spécialisées en éducation (D.E.S.S.) or, preferably, to the Master of Education program (M. Ed.) of the Faculty of Education of the Université de Montréal.

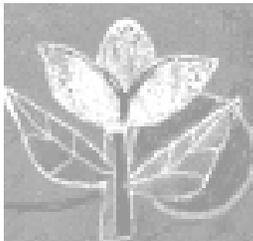
However, the students who will not be going on to other graduate-level programs will be informed, during the last professional development seminar, of other opportunities available to them, such as ad-hoc development offerings, reinforcement activities, or participation in teacher learning communities.

IX. PROFESSORIAL TEAM

Microprogram Coordinator

Thierry Karsenti, Ph.D.,
Associate Professor, Faculty of Education

Professor Karsenti holds the Canada Research Chair on Information and Communication Technology in Education. He also works on the integration of information and communication technologies into teacher training. His technopedagogical accomplishments and innovations have been recognized at both the provincial and national levels. He has also been recognized for his contributions, through research, to the quality of university teaching. His research interests focus on the pedagogical integration of new technologies, teaching practices and motivation.



Professorial Team

Colette Gervais, Ph.D.,
Associate Professor, Faculty of Education.

Robert David, Ph.D.,
Assistant Professor, Faculty of Education.

Francisco Loiola, Ph.D.,
Assistant Professor, Faculty of Education.

Jrene Rahm, Ph.D.,
Assistant Professor, Faculty of Education.

Louise Allaire, Ph.D.,
Associate Professor, Faculty of Education and Director of the
Psychopedagogy and Androgogy Department

X. PEDAGOGICAL FORMULA

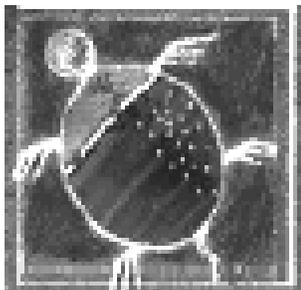
The pedagogical formula that will be used for this technopedagogical microprogram is a hybrid, in that it is an approach that combines the advantages of classroom training and open and distance learning (ODL) formulas with the judicious use of information and communication technologies. This is not a new formula in the world of education but it may be new to many participants.

See annex II: Conditions d'efficacité des FOAD.

Two classroom training periods are scheduled for the Microprogram, namely one in spring 2005 and another in summer 2006. Most of the work however will be done at a distance, individually or in teams, using information and communication technologies (ICT).

In general, meetings and contact with the professorial team will take place through electronic means of communication (videoconferencing, discussion groups, forums, chat, Internet videoconferencing). Occasionally, and in particular to facilitate course setup, meetings may take place by telephone. The professorial team has also opted for an “integrated approach” to teaching and learning, with links between different courses.

Furthermore, the microprogram has been designed based on social constructivist principles and a self-directed study approach. The pedagogical formula for the “classroom” training sessions will vary depending on the subjects being addressed in the course: lectures, videos, seminars, assignments, discussions, reading reports and presentations by the learners, etc.



⁵ *Internet videoconferencing is a synchronous (real time) communication system where the learners can see and speak to each other and exchange documents between computers. The next section, PEDAGOGICAL SUPPORT, describes this communication system in more detail.*

XI. PEDAGOGICAL SUPPORT

The pedagogical support includes the following:

Meetings with the Professorial Team

First, the participants will meet with the professorial team twice during the microprogram. The object of the first meeting will be to explain to the learners the objectives of the microprogram, as well as the work they will be required to submit and how the program will function. Two courses will also begin during this first meeting. **Apart from introducing new courses, the aim of the subsequent meeting** will be not only to allow the learners to exchange ideas in person and present their accomplishments, but also to sustain their motivation throughout their training. These classroom meetings will also be an opportunity to review what the participants have learned. These classroom-training sessions will allow the learners to explore and eventually master some technical skills, which are not always easy to learn at a distance.

Online Discussion Group



Second, an online discussion group will be created for all the participants (micro-tic@listes.umontreal.ca). This is a single e-mail address which all of the participants can use to write to the group as a whole. A message sent to this address will be received by all the people registered for the discussion group in their personal e-mail box. Every student will thus have access to the questions, information and comments submitted by fellow students. The system set up at the Université de Montréal also lets students register more than one personal email address, which makes checking their mail easier.

Tutor

Third, a tutor will be responsible for responding to questions (both pedagogical and technical) within 24 hours, five days a week. It should be noted that the use of a tutor in no way replaces the involvement of the professorial team. On the contrary, this is an additional resource, which the learners will get into the habit of using, in particular for technical or methodological questions (**for example, technical questions related to coursework**).

Local Technical Support System

Fourth, we will try to set up a local technical support system, in collaboration with the technicians at the schools where the teachers participating in the program work. We feel that this collaboration with the technicians will be very beneficial not only for the learners but also for the technicians themselves who will be able to help the teachers in their day-to-day integration of ICT.

Videoconferencing Sessions

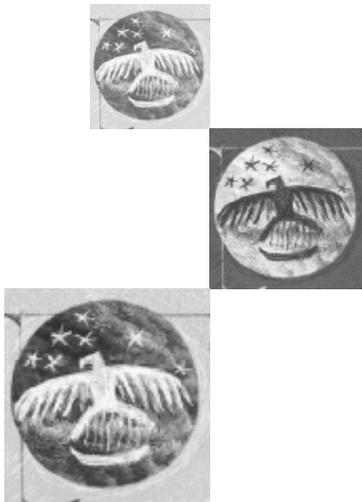
Fifth, we will try to set up videoconferencing sessions in collaboration with the First Nations Education Council. Videoconferencing is a mobile interactive communication system, which simultaneously retransmits sound, images and data for the purpose of bringing together people in different locations in real time. This system is ideal for open and distance learning and, in particular, for increasing access to learning for student populations in remote areas, as will be the case for teachers in First Nations Education Council schools who will be participating in this microprogram. In total, we plan to have 12 half-day videoconferencing sessions. The advantages of videoconferencing are many, in particular the reduced travel costs and time involved for the participants. Moreover, videoconferencing will enable the participants to have direct contact with the experts on the professorial team without having to travel, which they should find highly appealing. Finally, it will minimize the length of time that the participants from the First Nations schools will be away from work.

For the communities that do not have videoconferencing, the University will send them the tape of the training session and the professors in the Psychopedagogy Department will be available to answer any of the participants' questions.

Internet Videoconferencing Sessions

Sixth, we will organize an Internet videoconferencing session with subgroups of learners (approximately 5 learners per subgroup) every 21 days. The new system recently purchased by the Université de Montréal Faculty of Education offers a variety of tools that can facilitate communication with the learners.

See annex III: Details on the Internet Videoconferencing.



XII. CONTINUOUS ASSESSMENT OF TRAINING

To ensure that the training meets not only the needs of the learners, but also the requirements of the Université de Montréal for graduate-level programs, we will put in place a process for continuously assessing the learners' satisfaction. First, after each classroom training session, the participants will be required to anonymously complete a teaching evaluation form. This is a customized version of the official teaching evaluation form used at the Université de Montréal. This teaching evaluation form covers, in particular, the relevance of the objectives and content of the training, its duration, the teaching methods used, the quality of the instructors, the organization of the training, the materials (books, etc.) used in the training, the learning done, the progress made towards meeting the objectives, the use of the new skills, problem-solving, etc.

The information gathered will enable the professorial team to make any necessary adjustments to the training. The asynchronous meetings as well as the other communication tools used in the training will also enable the learners to express themselves and report on their satisfaction level.

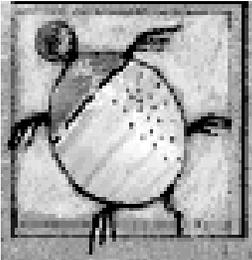
Finally, the tutor who will be hired for this microprogram will make sure to communicate with the learners, in particular those who are late submitting their work, in order to understand the reasons for this setback.

Lastly, we will undertake a research process within the framework of this microprogram. With the informed consent of the learners, we will study the impact of this training in terms of the training objectives, the learners' satisfaction, the transfer of knowledge to the teachers' professional practice, and the development of technopedagogical skills.

This research will allow us to provide the First Nations Education Council with a detailed report on the experience, notably in order to serve as a guideline for subsequent trainings that might be offered to First Nations school teachers. This report will cover not only the advantages of this type of training, but also the pitfalls to avoid.



XIII. STRUCTURE AND LENGTH OF THE PROGRAM



The structure and schedule proposed to the First Nations Education Council (FNEC) are a customized version of the existing microprogram formula. The proposed length of this special program is 16 months (see table on page 18). As we mentioned earlier, this microprogram will combine the advantages of traditional classroom training with those of open and distance learning.

This microprogram includes 10 days of classroom training. These training sessions, which will take place at the Université de Montréal, are important, especially for supporting the learners in their learning and ensuring that they transfer their knowledge to their professional practice.

A first five-day training session is scheduled for winter 2005. During this session, the professorial team will hold the professional development seminar, as well as the first part of two courses that begin in the “classroom” (courses # 2 and # 3). The second part of these two courses will take place through open and distance learning (ODL).

At the end of 2005, the participants will complete courses # 2 and # 3 and start a new course (course # 4) in spring 2006. In summer 2006, the classroom portion will resume during the last scheduled five-day training session. The participants will have until then to submit all of their assignments.

Number of Hours for Participants

Regarding the number of hours of work that the learners can expect to put in, it should be mentioned that, at the Université de Montréal, a graduate-level microprogram represents close to 450 hours of class/work time for the participants (15 credits X 30 hours). These hours can be broken down as follows:

Classroom Training Sessions: 100 hours

The classroom training sessions break down as follows:

- *One five-day session is scheduled for spring 2005*
- *A second five-day session is scheduled for summer 2006*

During the classroom training sessions, the participants will put in some 100 hours, including assignments.

Videoconference Training Sessions: 50 hours

12 sessions lasting approximately 3 hours each, on a weekday morning or afternoon.

The participants will put in some 50 hours on coursework/assignments during the videoconference training sessions.

The University will send a tape of the training session **to those communities that do not have videoconferencing capability** and the professors in the Psychopedagogy Department will make themselves available to answer any questions the participants may have.

Internet Videoconference Training Sessions: 50 hours

12 one-hour sessions.

The participants will put in some 50 hours on coursework/assignments during the webcast training sessions.

Other Work: 250 hours

The rest of the microprogram will involve approximately 250 hours of work on assignments, for an average of 5 hours of work per week.

XIV. STRUCTURE OF THE PROPOSED MICROPROGRAM

Needs questionnaire and networking – May 2004

Cours # 1 (ODL)

Seminar introducing the microprogram and validation/identification of the participants' needs:

Professional Development Seminar I (PPA 6005)

Cours # 2 (ODL)

Pedagogy and Integration of ICT (PPA 6224)

Description Pedagogy related to integration of ICT. Managing individuals and groups, complexity and resources. Conditions for practical, judicious and thoughtful use of ICT. Field project.

Cours # 3 (ODL)

Analysis of pedagogical practices (PPA 6256)

Description Analysis of teachers' work, and formalization of experiential knowledge. Development of reflective stance, supported by theory, and an analysis of professional practice.

Spring 2006

Cours # 4 (ODL)

Distance Learning: Planning and Coaching (PPA 6609)

Description Conditions for successful distance learning. Experimentation and coaching in online collaborative work. Theoretical and practical considerations. Development of online coaching activities.

Summer-Fall 2006

Cours # 1 (part B, all distance coaching)

Seminar on Coaching and the practice of reflective thinking:

Professional Development Seminar II (PPA 6006)

Cours # 5 (classroom training and ODL)

Technopedagogical Research and Trends (PPA 6226)

Description Types of research in pedagogical integration of ICT. Critical look at technopedagogical methods and research. Trends and evolution of technopedagogical research interests.

Cours # 1 (classroom training and ODL)

Post-mortem seminar:

Professional Development Seminar III (PPA 6007)

Post-Mortem and Evaluation Session

Graduation

XV. PROGRAM COURSES

This microprogram is divided into three phases and five courses. However, integrated learning and a self-directed study approach will be advocated to maximize the learners' success and sustain their interest.

PHASE I

Course # 1 Part A	Professional Development Seminar I <i>Description:</i> Seminar introducing the microprogram and identification of the participants' needs. <i>Skill objectives:</i> At the end of this seminar, the participants will be able to identify their needs with respect to integrating information and communication technologies in their teaching practice.	PPA 6005
Course # 2	Pedagogy and Integration of ICT <i>Description:</i> Pedagogy related to the integration of ICT. Managing individuals and groups, complexity and resources. Conditions for the practical, judicious and thoughtful use of ICT. Field project. <i>Skill objectives:</i> At the end of this course, the participants will have a comprehensive view of the pedagogical opportunities created by integrating information and communication technologies into teaching/learning.	PPA 6224
Course # 3	Analysis of Pedagogical Practices <i>Description:</i> Analysis of the teachers' work and formalizing of experiential knowledge. Development of a reflective stance supported by theory and an analysis of the professional practice. <i>Skill objectives:</i> Ability to analyze one's professional practice critically and take charge of one's professional development. More specifically, the aim of this course is to gain a deeper understanding of the concepts related to professional development, critically analyze one's professional experience in light of these concepts, and experiment with an individual and group approach to analyzing teaching practices.	PPA 6256

PHASE II

Course # 4 **Distance Learning: Planning and Coaching** **PPA 6609**

Description:

Conditions for successful distance learning. Experimentation and coaching in online collaborative work. Theoretical and practical considerations. Development of online coaching activities.

Skill objectives:

At the end of this course, the participants will be able to understand the advantages and pitfalls of distance learning. They will also have the tools to begin developing parts of distance courses.

PHASE III

Course # 1 **Professional Development Seminar II** **PPA 6006**
Part B

Description:

Seminar on coaching and the practice of reflective thinking in a project situation.

Skill objectives:

At the end of this seminar, the participants will be able to develop a plan for integrating information and communication technologies in their teaching practice.

Course # 5 **Technopedagogical Research and Trends** **PPA 6226**

Description:

Types of research on pedagogical integration of ICT. Critical look at technopedagogical methods and research. Trends and evolution of technopedagogical research methods and topics.

Skill objectives:

At the end of this course, the participants will be able to understand the various steps involved in technopedagogical research. They will also have to conduct a small-scale study and disseminate the results on a web site.

Course # 1 **Professional Development Seminar III** **PPA 6007**
Part C

Description:

Post-mortem seminar. Participants in this microprogram will be expected to report on what they have learned throughout the training.



ADMISSION FORM

Appendix I

Microprogram for Integrating ICTs Into Education

Identification

Family Name at Birth: _____		
First Name: _____		
Birthday: day / month / year _____ / _____ / _____	Social Insurance Number _____ / _____ / _____	Sex: Male <input type="checkbox"/> Female <input type="checkbox"/>
Permanent Address: _____ _____		
Phone Number: Home: _____ Work: _____		
Delivery Address for Learning Material <i>(if different from permanent address)</i> : _____		
E-mail Address: _____		
Does your community own a videoconference system? Yes <input type="checkbox"/> No <input type="checkbox"/>		

Request for Admission

Completed diploma(s): _____
Computer Skills (E-Mail, Word Processing, etc.): _____
Name of the school where you teach: _____
Principal's signature <i>(only if student is referred by the school)</i> : _____
I pledge to respect the rules of the program and to attend the planned meetings. I authorize FNEC to send information as required for the management of admission and registration to Université de Montréal.
Candidate's Signature: _____ Date : _____
<i>Do not forget to include your diploma and your student record.</i>
<i>Do not forget to include the confirmation letter from your employer, if the community refers you</i>

For Administrative Use Only

Admission Date: _____ / _____ / 2005
Payment Received: _____ / _____ / 2005
Administration Signature: _____

Effectiveness Conditions for Open and Distance Training (ODT)

EFFECTIVENESS CONDITION	OPEN OR DISTANCE TRAINING
ACCESS/ATTRACTIVENESS	<ul style="list-style-type: none"> • The training device is simple and easy to use. • The device is attractive and browsing is user friendly.
INTERACTION / COMMUNICATION	<ul style="list-style-type: none"> • The device, between trainer and trainee, as well as between trainees, fosters numerous interactions. • Communication tools are varied and allow for synchronous and asynchronous interactions.
CONTENT	<ul style="list-style-type: none"> • Experts have validated content. • Content makes high demands of learner, but remains the same as that for the same course, presented face to face. • Content is organized to facilitate its acquisition. • Methods of evaluation make it possible to see that expected skills acquired by participants are on the same level as those proposed to students registered in a similar classroom course.
PEDAGOGICAL APPROACH	<ul style="list-style-type: none"> • The course lays out expectations (objectives, goals or ends) that are clear and precise. • The device fosters active participation by learners. • The device fosters cooperation or collaboration between learners. • The device fosters individualization of teaching/learning (allows learner to work at own pace, etc.). • The device fosters pedagogical approaches such as problem solving approach or project based approach. • The device fosters the development of motivation-enabling factors (self-determination, competence, affiliation).
RESOURCES	<ul style="list-style-type: none"> • The device suggests a large number of resources to learners. • The device suggests a large variety of resources to learners (documents, audio or video clips, Internet sites, etc).
SUPPORT	<ul style="list-style-type: none"> • The device has in-built technical and pedagogical support, for the learners as well as for the trainers. • The device fosters the training of trainers. • The device develops learner awareness of the inherent challenges inherent in E-learning. • A detailed calendar of the course sequence is available to learners. • A methodology is suggested to learners.
LONG-TERM CONTINUITY AND ETHICAL ASPECTS	<ul style="list-style-type: none"> • Improvement and long-term continuity of the training device are fostered by a continuous improvement system. • Ethical aspects as well as those related to copyright are taken in consideration in the improvement of the device.

¹ Source: KARSENTI, T. Conditions d'efficacité des formations ouvertes ou à distance en pédagogie universitaire. *Revue de Pédagogie Médicale*, 4 (4), 229-234.

Details of the Internet videoconference

With the new system recently acquired by the Faculté des sciences de l'éducation de l'*Université de Montréal*, exchanges with learners can be done using various communication tools. This system of collaboration for the open and distance training (ODT) is divided into five rooms (see Figure 2):

- the online identification room (for those online);
- the chat room;
- the drawing room;
- the Internet videoconference room;
- the site room.

The online identification room allows other learners to know who else is online.

The chat room allows learners to access text in order to communicate between themselves in synchronous mode (real time).

The drawing room allows all participants to draw and write simultaneously, on the same drawing board.

The Internet videoconference room allows those participants with a webcam connected to their computer to broadcast simultaneously both live video image and sound. On the technical side, this system requires only the purchase of a webcam for each participant.

Lastly, the sites room makes it possible to post a Web page.

According to us, it is one of the most advanced synchronous communication systems currently available on the market.

This system allows participants to have a direct and « more human » contact with the professorial team, the other participants or the tutor, all through their training. The professorial team can decide to meet some learners, either individually, or as a group (maximum 8 learners).

Lastly, we hope, thanks to this new system of collaboration, that we will maximize the chances of success for learners, while making their learning experience more pleasant, more personalized and more stimulating. It should be noted that we will make the participants' employers aware of the importance of communication in maximizing the success of the training. We are hoping, in this way, that First Nations School principals will lend a portable computer, for example, to the teachers taking part in the Mini program.

Session schedule: We will set up an Internet videoconference with sub-groups of learners (approximately 8 per sub-group) every 21 days



Figure 2 : Mini program trainer and learners collaboration room

