



ENSEIGNER À L'UNIVERSITÉ | AUTOFORMATION EN LIGNE

Self-study modules in university pedagogy for the professional development

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Plan

- **Context of the online self-teaching project teaching at university**
- **Approach in the modules**
- **Modules: duration and modality**
- **Research**
- **Conclusion**

Context of the online self-teaching project teaching at university

Context (1/4)

- Education Innovation and Intervention Group (GRIIP) at the University of Quebec (UQ)
 - One educational advisor or a teacher from each institution
 - Interested in pedagogical support for university teachers and in various practices in the field of university pedagogy
 - Subcommittee to review existing practices and available resources for training and coaching new teachers, to assess their needs in this area, and to identify a general state of affairs

Context (2/4)

New teachers

- pursue a research career
- care about their teaching task, which requires multiple skills (Bélanger, Bélisle, & Bernatchez 2011)

Teaching instructors

- combine two or three jobs
- face the same challenges as teachers
- are less present on campus

Context (3/4)

Challenges

- The diversification of the student population
- The integration of new technologies (Endrizzi, 2011)

To ensure the quality of training

- Some universities provided educational support services

Context (4/4)

Actions of the subcommittee

- Inventory and draw up a portrait of current practices in Quebec, Canada
- Determine the training and support needs of the "new" teachers in the network
- Inventory the resources available in university pedagogy in the UQ network.
- Identify findings regarding current practices, targeted training needs and resources related to training and educational support

Report

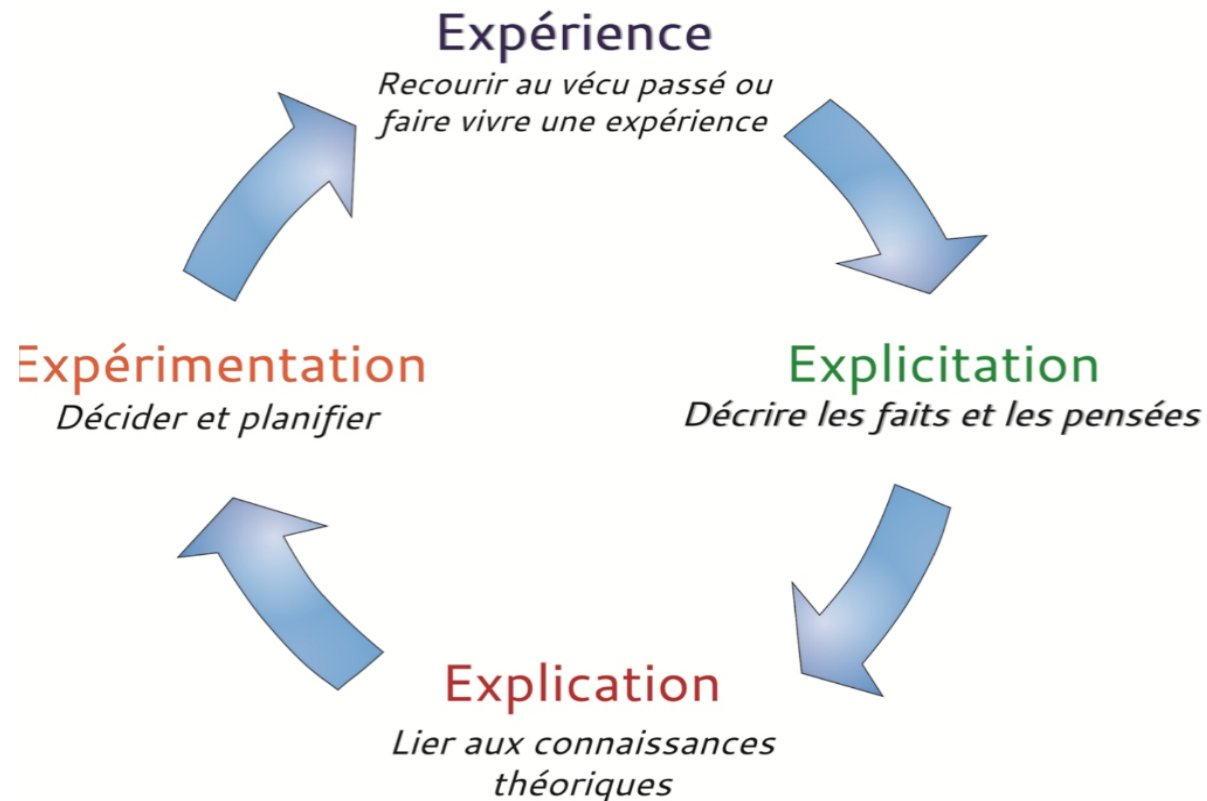
- Lack of time or the availability of face-to-face activities are major obstacles to the training of university teachers;
- Few resources allow teachers to follow a self-study in teaching in the UQ network;
- Several institutions in the network have already set up training courses for new teachers and the pooling of these would improve them;
- Pedagogical support is present in almost all institutions in the network, but the nature of the services offered varies from one institution to another.

Pedagogical Approach (1/2)

- Self-training modules
- To consider the experiences of these individuals as the starting point in establishing links between theory and practice
- Structured according to this Kolb cycle (1984)
 - Four interrelated phases of experience, explicitation, explanation and experimentation

Pedagogical Approach (2/2)

Cycle d'apprentissage de KOLB



Modules: duration and modality (1/2)

- About three hours long.
- To deepen their knowledge : to the pedagogical accompaniment or to the different activities proposed in their respective establishment.
- Modules can be done in the order chosen according to the needs of the teacher and the time available.
- Each module includes videos, readings, self-assessment exercises, learning activities and references.

Modules: duration and modality (2/2)

- A digital badge and an attestation are given after each completed module



GRIIP-UQ



GRIIP-UQ



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GRIIP-UQ



GRIIP-UQ

Activities

- Logbook
- Videos
- Personal reflection
- Readings
- References
- Document creation
- Quiz



Modules

- Basic concepts and skills in pedagogy
- Class management
- Assessment of learning
- Educational design
- Inclusive education

<https://enseigner.alunivsite.com>

Research

Participant (1526 users)

- Each participant is invited to answer an anonymous questionnaire at the end of each module.
- A hundred respondents.

Questionnaire

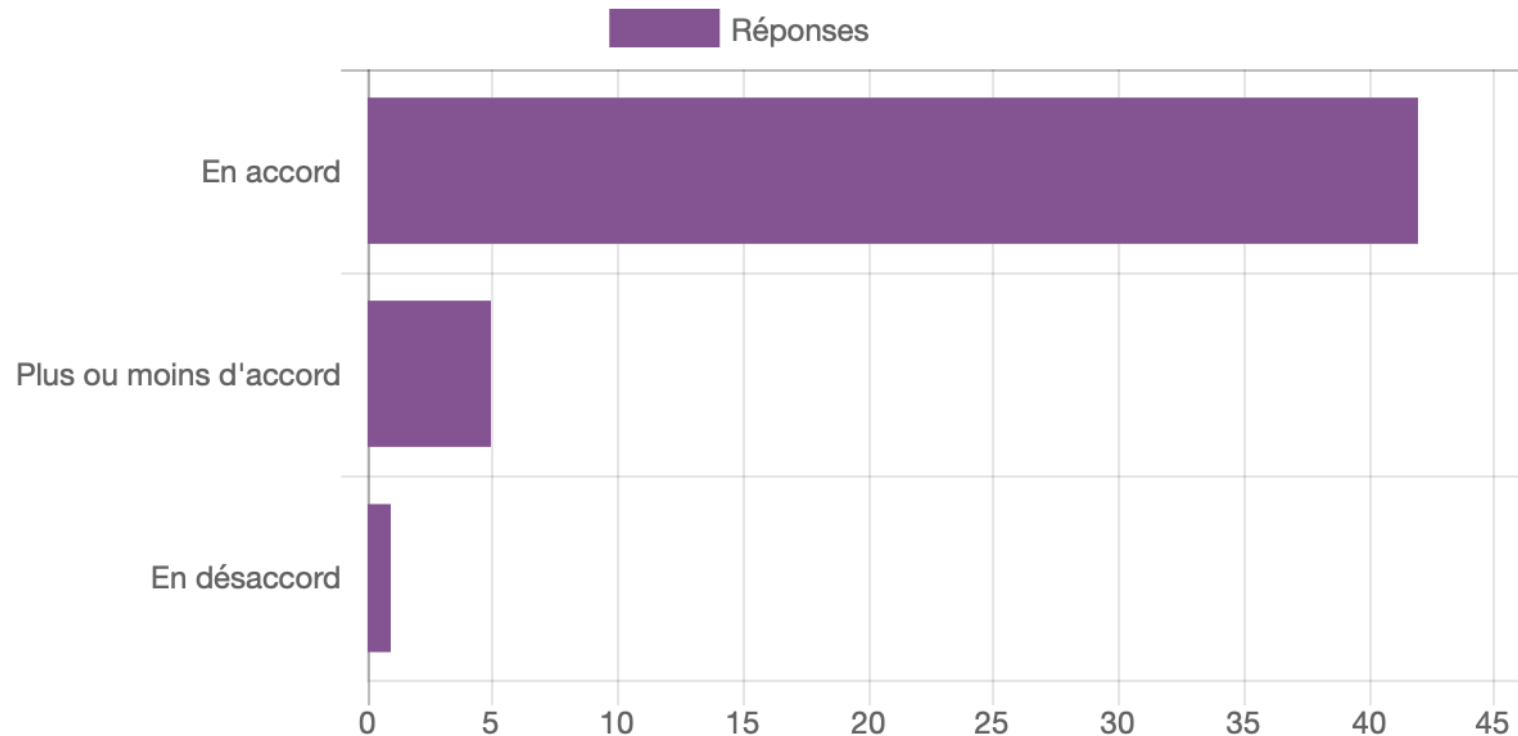
- Twelve questions, ten closed questions and two open questions for comments

Results (1/4)

Question 1 (48 respondents)

I made relevant learning through this module.

J'ai fait des apprentissages pertinents grâce à ce module.



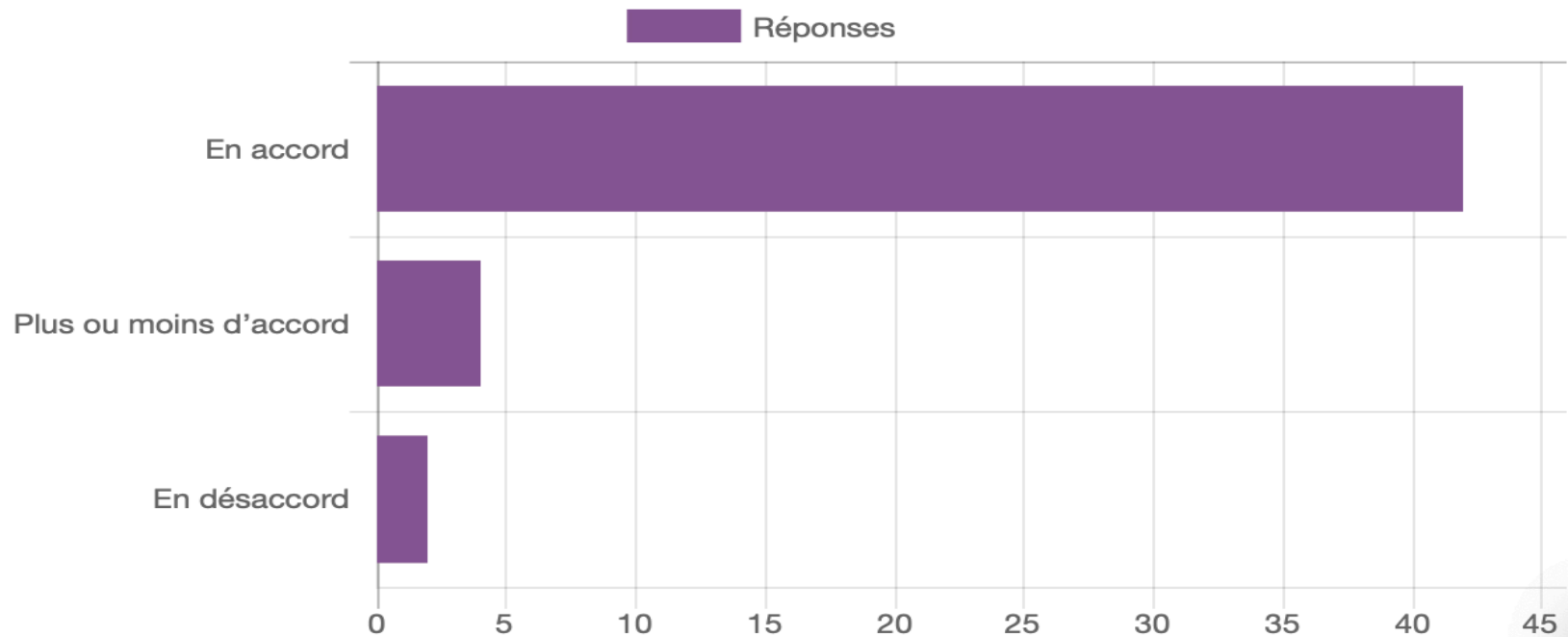
[Afficher les données du graphique](#)

Results (2/4)

Question 2 (48 respondents)

The learning activities allowed me to become aware of my strengths and my challenges.

Les activités d'apprentissage m'ont permis de prendre conscience de mes forces et défis.

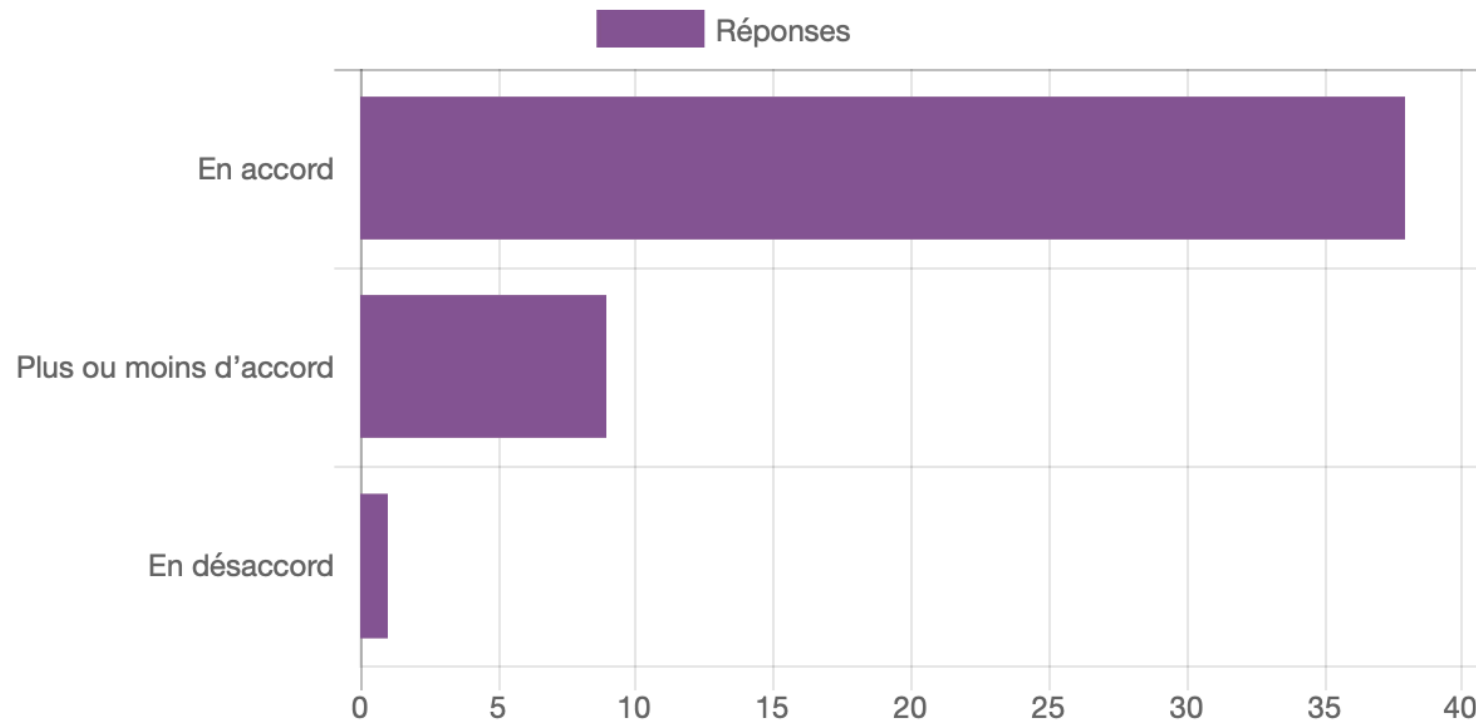


Results (3/4)

Question 3 (48 respondents)

Examples of tools or activities will concretely serve me in my teaching practices.

Les exemples d'outils ou d'activités présentés dans ce module me serviront concrètement dans mes pratiques pédagogiques.



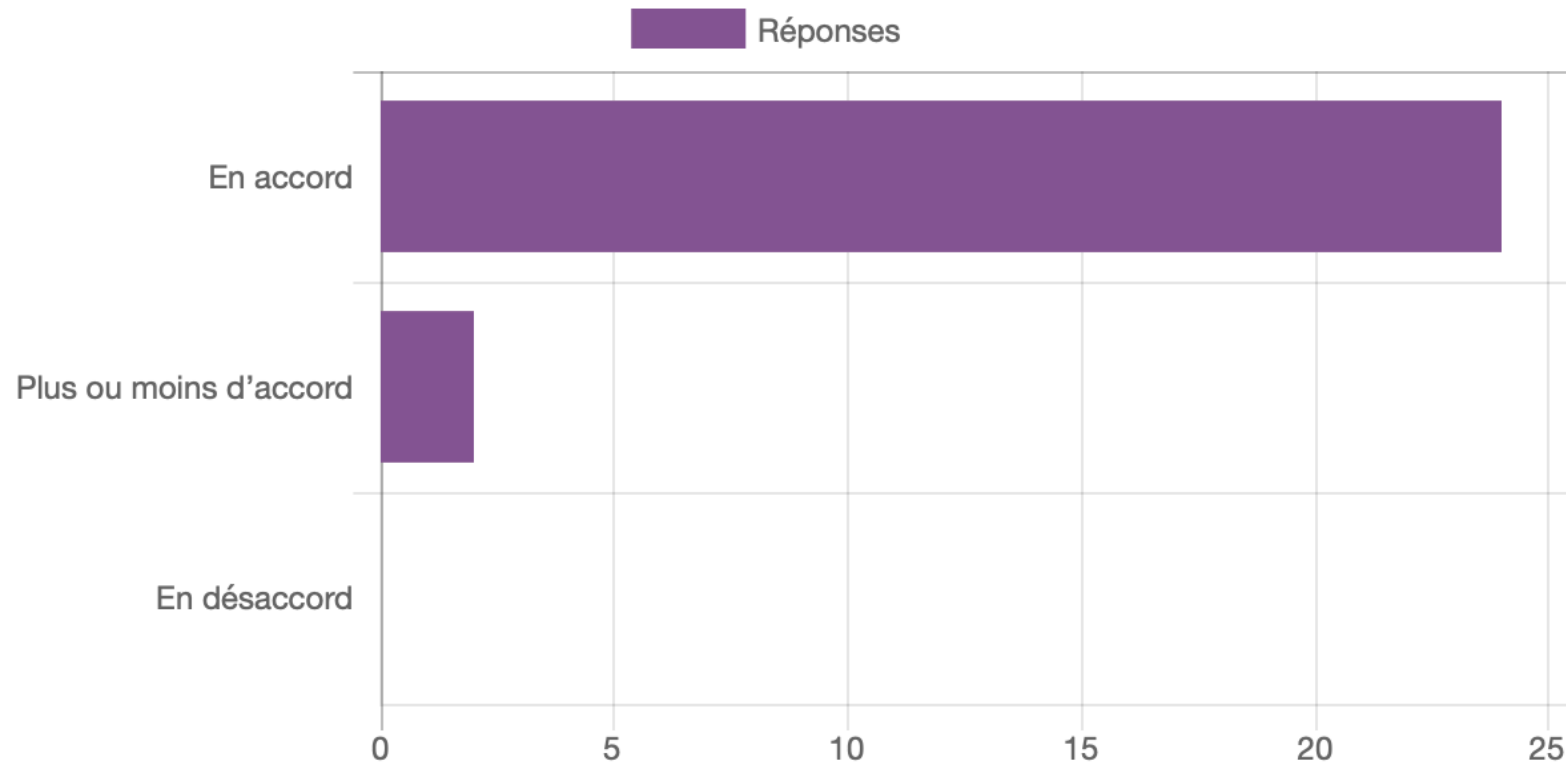
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Results (4/4)

Question 4 (26 respondents)

The module is relevant for a new teacher.

Le module est pertinent pour un nouvel enseignant universitaire.



Comments

- Explications claires, pertinentes et concises. Un enseignement pratique puisque fondé sur une pédagogie de terrain. Bravo pour votre excellent travail. pragmatisme, exemples concrets.
- J'ai appris beaucoup.
- Ce sera très pertinent pour mes premières expériences d'enseignement.
- Diversité des activités proposées, qualité des vidéos.
- Très bon module, pour ceux qui n'ont aucune formation en éducation.

Conclusion

- This research and these self-study modules are part of a process to improve the training and pedagogical support of new teachers.
- In order to prepare trainers for the different teaching situations they might face and to propose a solution for their continuing education that appears essential and even necessary (Demougeot-Lebel and Perret, 2011).
- This is why a work of information and promotion of university pedagogy among new teachers remains essential.

Following things...

2 modules in 2020

- Coaching graduate students
- Teaching online



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Thank you!

Questions?

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