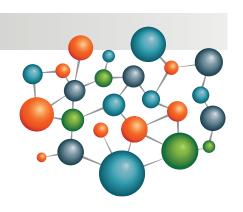
PROGRAM OF STUDY

COMMITTING TO SUCCESS

Adult General Education
INSTRUCTIONAL SERVICES
PEDAGOGICAL SUPPORT



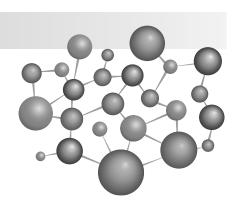




PROGRAM OF STUDY

COMMITTING TO SUCCESS

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INSTRUCTIONAL SERVICES
PEDAGOGICAL SUPPORT





This document was produced by the Ministère de l'Éducation et de l'Enseignement supérieur.

Coordination and content

Direction de l'éducation des adultes et de la formation continue

Title of original document

PROGRAMME D'ÉTUDES, Engagement vers sa réussite, Formation générale des adultes

English translation

Direction des services à la communauté anglophone – Services langagiers In collaboration with the Société de formation à distance des commissions scolaires du Québec (SOFAD)

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An electronic version of this document is available on the Ministère's website at: www.education.gouv.qc.ca.

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ISBN 978-2-550-82219-6 (PDF) ISBN 978-2-550-82220-2 (French edition) Legal deposit – Bibliothèque et Archives nationales du Québec, 2018

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Foreword

Committing to Success is one of the programs offered in Adult General Education. It is designed to meet the needs of adult learners who wish to develop competencies that foster their personal, intellectual and cultural growth, bolster their sense of responsibility as well as their autonomy in exercising their social roles, and contribute to the successful completion of their studies. The program, which is offered by the Pedagogical Support section of Instructional Services, is intended for all adult learners in adult education programs, and can be done at any time during their studies. It consists of five courses that can be taken in any order and that require no prerequisites.

Chapter 1 presents the underpinnings of the program of study. It contains essential information on the program's role in adult general education and covers the basic principles regarding adult education and the democratic values of Québec society. It describes the relevance of the *Committing to Success* program to the goals of the adult general education programs, and identifies the current program's target populations. It also details the ongoing support for adult learners available through SARCA (*Services d'accueil, de référence, de conseil et d'accompagnement* [reception, referral, counselling and support services]), student services and various partnerships. The chapter explores the program's evolution, establishing connections with the new curriculum and examining the program's history, the modernization of andragogical practices, the importance of the transfer of learning, and the changes made in the courses offered. It presents the competency-based approach adopted in the program, with its emphasis on the use of real-life situations as a point of entry for competency development, and on the analysis of learning needs. Finally, it presents the program's conceptual elements: the broad areas of learning, operational competencies and subject areas.

Chapter 2 addresses the contents of the renewed program, describing the structure of the program and the various courses. Then it presents the general structure for the individual courses, broken down by headings, as well as an overview of the courses and a description of the attitudes focused on in the real-life situations addressed in the courses. The chapter concludes with a general description of learning situations and an explanation of how the evaluation of learning contributes to adult learners' success.

Chapter 3 describes the five courses in the program of study, all of which adhere to the Common Core Basic Education model.

Finally, a list of bibliographical references is provided at the end of the document.

Chapter 1 Foundations of the Program



1.1 Adult General Education

New challenges in the world of work, in information and communications technologies and in society in general are motivating adults to acquire new competencies. Access to adult education is essential to meeting the adult populations' need for continuing education and training. In this context, the government of Québec has revised and adapted its adult education programs, based on the *Government Policy on Adult Education and Continuing Education and Training* and the accompanying action plan (2002). The revised programs are also in line with the areas of intervention, challenges and orientations of the Québec government's *Policy on Educational Success* (2017).

The Committing to Success program is closely aligned with the four main orientations of the Government Policy on Adult Education and Continuing Education and Training:

- to provide basic education for adults
- to maintain and continually upgrade adults' competencies
- to acknowledge prior learning and competencies through official recognition
- to remove obstacles to access and retention¹

The program is also consistent with the main principles of the action plan for the Policy:

- Knowledge is an important factor in personal growth, economic development, social cohesion and democracy.
- Adults in Québec must have access to training and be given the opportunity to express their training needs.
- The state is responsible for adult education and continuing education and training; individuals, businesses and organizations must also be prepared to participate voluntarily and responsibly.²

In the spirit of the Policy, the program promotes lifelong learning and encourages adult learners to develop their autonomy and sense of responsibility. "Consequently, services must be adapted to the needs and the specific situations of individual adults and communities."

¹ Québec, Ministère de l'Éducation, Government Policy on Adult Education and Continuing Education and Training (Québec: Gouvernement du Québec, 2002), 6.

² Québec, Ministère de l'Éducation, Action Plan for Adult Education and Continuing Education and Training (Québec: Gouvernement du Québec, 2002), 1.

³ Québec, Ministère de l'Éducation, Government Policy on Adult Education and Continuing Education and Training (Québec: Gouvernement du Québec, 2002), 5.

The education community must take action to meet the challenges raised by these government commitments. According to the Policy, these challenges can be met by pursuing the following:

- an approach focused on individuals in all their dimensions, with special concern for certain groups
- a general aim: to encourage the expression of the demand for learning
- an approach based on partnership⁴

The Committing to Success program is also in line with the areas of intervention, challenges and orientations of the Québec government's Policy on Educational Success (2017). The Policy is generally oriented toward the following three broad areas of intervention:

- everyone achieving their full potential
- an inclusive environment for development, learning and success
- mobilization of partners and stakeholders in support of educational success⁵

The education community is thus called on to meet certain challenges, specifically:

- early, rapid and ongoing intervention
- foundations and paths for lifelong learning
- adapting to diversity and different needs and educational paths
- quality educational and pedagogical practices
- an inclusive, healthy, safe, stimulating and creative environment
- quality, future-ready resources and infrastructures
- better support for parental engagement
- concerted community support⁶

⁴ Ibid., 3, 5.

⁵ Québec, Ministère de l'Éducation et de l'Enseignement supérieur, Policy on Educational Success: Summary Table (Québec: Gouvernement du Québec, 2017).

⁶ Ibid.

The Committing to Success program offers solutions to various issues mentioned in the government policies cited above and thus contributes to meeting policy commitments.

Note that the program is the responsibility of the Pedagogical Support section of Instructional Services.

Pedagogical support services are designed to enable adults:

- (1) to receive pedagogical support to facilitate remedial work and the transition from one course to another and to help them overcome their learning difficulties during their studies;
- (2) to obtain linguistic support, for those whose mother tongue is not French, in order to improve their mastery of French as the language of instruction, except when they are receiving francization services.⁷

The Committing to Success program is intended for all learners in adult education, at any time during the course of their studies.

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⁷ Basic Adult General Education Regulation: Education Act, CQLR, c. I-13.3, r. 9, s. 4.

1.2 Respect for the Demand for Adult Education and the Democratic Values of Québec Society⁸

An examination of adult education in Québec as well as of international trends indicates that adults undertake an educational process in order to develop the competencies required to exercise their socio-economic, political and cultural roles in specific real-life situations.

To affirm the right of individuals to an education is to acknowledge their capacity and possibilities for self-fulfillment in all aspects of their lives. The need for education cannot be restricted to the economic aspects of work. All education, basic or otherwise, should address the cultural, social, political, aesthetic and spiritual aspirations of adult learners.

The Québec population comprises diverse cultural groups with a rich heritage of historical and cultural traditions. This pluralism must be recognized, accepted and respected to counteract any threat of marginalization or exclusion.

Pluralistic societies such as that of Québec must ensure that the individual and collective practices of its members are guided by principles that favour social cohesion. Shared values are a determining factor for such cohesion. Our society is characterized by democratic principles that seek to ensure a harmonious balance between individual liberties and the collective good. The fundamental values underlying a democratic society are respect, solidarity and responsibility. These shared values are part of the foundation of adult general education. The development of competencies that promote effective action in real-life situations should be understood from a twofold perspective: encouragement both to adopt shared norms, values and codes and to transcend differences through a more liberating vision of the person.

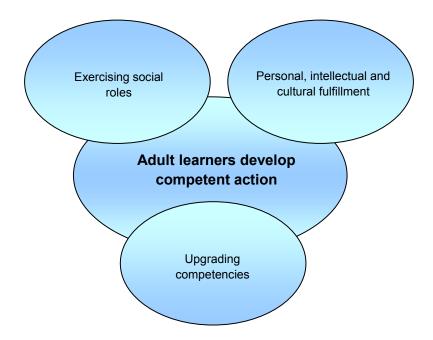
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⁸ This section is taken from Québec, Ministère de l'Éducation, du Loisir et du Sport, *Common Core Basic Education Program: Introductory Document* (Québec: Gouvernement du Québec, 2007), 9.

1.3 Relevance of the Committing to Success Program to the Goals of the Adult General Education Programs⁹

The *Committing to Success* program, like the programs of study in adult general education, targets the development of competent action by adults in a wide variety of real-life situations.

The essential goals are as follows:



⁹ Parts of this section are taken from Québec, Ministère de l'Éducation, du Loisir et du Sport, *Common Core Basic Education Program: Introductory Document* (Québec: Gouvernement du Québec, 2007), 8.

Upgrading adult learners' competencies

Such upgrading involves the development of language proficiency, which allows learners to gain access to a wide variety of messages and to interpret them in the light of their own personal experience. It provides learners with the means for communicating effectively with their peers and the wider community and understanding and using written information in their daily activities at home, at work or in their community.

The use of information and communications technologies, whether for education, leisure or other purposes, also helps to upgrade adult learners' competencies.

Promoting the development of adult learners' autonomy in exercising their social roles

Adults who are autonomous are able to adapt to the changes inherent in a wide variety of situations, in which they must fulfill their roles as citizens, producers or consumers, or the many roles associated with family and interpersonal relations.

Favouring adult learners' personal, intellectual and cultural fulfillment

The programs of study . . . must therefore provide learners with access to a wider range of knowledge, facts and realities and an opportunity to engage in personal exploration of cultural artifacts.

The Committing to Success program helps to establish an authentic, meaningful learning context that motivates learners and guides them in the pursuit of their learning plans. The program also improves adult learners' access to continuing education by helping them remove obstacles to staying in school.

Through this program of study, adult learners familiarize themselves with the community into which they wish to integrate. They reflect on their expectations, limits, goals and needs to arrive at a sense of who they are, how far they have come and where they are going. They explore, experiment, make choices and clarify the process by which they learn. They discover the resources available in adult education centres, including resources that might be essential to their success. Adult learners also broaden their horizons, considering new avenues of education. They are encouraged to take charge of their learning and to discover different ways of learning to learn. They consider their individual responsibilities, as producers, consumers, parents or citizens. This program of study offers adult learners opportunities for reflection to help them face future endeavours as confident, fulfilled individuals.

1.4 Target Populations for the Committing to Success Program

Persistence and success are central to reflections on adult education. How can likely candidates for continuing education and training be reached, to encourage them to develop their literacy competencies or enrol in programs leading to a diploma of vocational studies (DVS) or a secondary school diploma (SSD)? How can we meet educational demands while also offering learners the necessary support to stay in school, pursue their learning plans and successfully fulfill their roles in society?

The Committing to Success program is designed for all learners in adult education, regardless of educational path. More specifically, it is intended for learners who wish to have support going back to school or transitioning from one course to another, especially learners having difficulty in the following areas:

- integrating into an educational setting
- beginning the learning process
- using learning strategies appropriately
- staying motivated to learn
- finding meaning in their learning plans and a personal connection to them
- managing the stress of evaluation

1.5 Ongoing Support for Studies

1.5.1 Reception, referral, counselling and support services and student services¹⁰

The provision of ongoing support for studies requires the collaboration of various departments in an adult education centre, especially SARCA (Services d'accueil, de référence, de conseil et d'accompagnement, or reception, referral, counselling and support services) and student services.

SARCA services are designed for adult learners, who can use them before they enrol in adult education or during their general education or vocational training. They are designed to assist adult learners in choosing and implementing a learning plan in line with their personal and career goals and to provide the assistance they need throughout the entire process.

Teachers may identify adult learners who are at risk of dropping out due to a lack of preparation or an inability to find purpose in their studies. Teachers may then refer these learners to SARCA professionals, who will provide adult learners with support for their learning process. SARCA professionals may also recommend that learners take certain courses to help them achieve their learning plans.

In adult general education, student services aim to help adult learners carry out their personal and career plans.

Adult learners may use these services to meet specific needs in the areas of learning support, counselling, promotion, prevention and student life. These needs will be considered in the analysis of the individual situation.

SARCA and student services work in partnership with teaching staff, taking into account the particular situation of individual adult learners throughout their course of study. Thus, teachers and SARCA and student services professionals work together with adult learners to help ensure the successful completion of their individual learning plans.

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¹⁰ Parts of this section are taken from Québec, Ministère de l'Éducation et de l'Enseignement supérieur, Services and Programs of Study – Adult General Education 2017–2018: Administrative Document (Québec: Gouvernement du Québec, 2017), 9-16.

1.5.2 Partnerships

The Ministère encourages the different members of the education community to establish partnerships to increase student retention and educational success. The entire community must work together to prevent adult learners from dropping out.

Educational, public and community organizations are encouraged to collaborate in order to provide support to adult learners in developing their competencies. These organizations must take action, demonstrate the value of education and training, and ensure that adult learners stay the course. In this way, they help adult learners' reflect on and progress in their education and training. In short, providing properly supported education and training improves adult learners' chances of earning qualifications.

1.6 Evolution of the Program

1.6.1 History

The following diagram shows the program's evolution.

1994: Creation of orientation services

Orientation services were included in the basic school regulations for adult education. The services were intended to provide support for adult learners from their admission to adult education through to the end of their schooling. Five years later, in 1999, the *Orientation Services* program was added to the list of adult education programs.

2000-2003: Needs analysis

Various consultations were carried out to analyze the educational and training needs of adults, define the required range of support services and establish a new list of courses to be offered.

2003-2005: Revision of the program of study and addition of courses

The courses in the program of study were revised and new courses added to better meet adult learners' intellectual, methodological, personal and sociovocational needs.

2010-2013: Revision of the program of study based on the new curriculum

The program of study was adapted to the competency-based approach of the new curriculum, and the course list was revised to meet the instructional needs expressed by adult education centres.

1.6.2 Renewing andragogical practices¹¹

The development of the program of study is based on andragogical principles that place adult learners at the heart of the learning process and affect the quality of teacher-learner interaction. The social constructivist orientation calls for a renewal of andragogical practices at all levels: planning, evaluation and teaching.

From a social constructivist perspective, to teach means to help someone construct or appropriate content. Adult learners are the main actors in their own learning, and in this process they interact with their environment.

If the role of teachers is to facilitate learning, then it is their responsibility to create the conditions that promote the construction of knowledge and the development of competencies that are related to their field of expertise and that adult learners need in their real-life situations. The roles of the teacher and the learner are thus complementary.

Teachers play a crucial role in adult learners' construction of resources by creating contextualized learning situations. These learning situations allow learners to use resources and competencies they already possess in dealing with the complex elements of the situation and to adapt these resources and competencies to the situation. To put adults in learning situations is to involve them in a "dynamic and evolving process of construction, adaptation, exploration and reflection on the progress of their own learning." 12

It is important for adult learners to persevere in their educational endeavours, and motivation plays a crucial role in this regard. Learners' motivation is enhanced when they are engaged in tasks that meet their needs and that are stimulating and reasonably broad in scope; hence the importance in adult education of focusing on authentic real-life situations, not only in the programs of study but also in the courses and learning activities. The competency-based approach adopted in the *Committing to Success* program and the real-life situational problems are fundamental factors in sustaining this motivation.

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¹¹ Parts of this section are taken or adapted from Québec, Ministère de l'Éducation, du Loisir et du Sport, *Common Core Basic Education Program: Introductory Document* (Québec: Gouvernement du Québec, 2007), 13-14.

Philippe Jonnaert and Cécile Vander Borght, Créer des conditions d'apprentissage: Un cadre de référence socioconstructiviste pour une formation didactique des enseignants (Paris/Brussels: De Boeck, 1999), 33, as translated in Québec, Ministère de l'Éducation, du Loisir et du Sport, Common Core Basic Education Program: Introductory Document (Québec: Gouvernement du Québec, 2007), 13.

1.6.3 Transfer of learning

The new curriculum places the emphasis on the active role adult learners must play in their learning process. The use of a variety of teaching-learning situations creates a wide range of opportunities for reactivating prior knowledge, developing competencies and transferring learning to real-life situations not confined to an educational context. Thus, adult learners may carry out concrete activities related to their school lives and learning plans, but the learning they acquire will be applicable to various situations in their personal, family, working, social, cultural and community lives, permitting them to transfer their learning.

In the learning transfer process, adult learners build knowledge by reflecting on their actions and the results they have obtained. They anticipate new situations based on what they have already learned and adjust previous knowledge to take their learning into account. Each time they adapt to a situation, they extend and enrich their knowledge system. This ongoing progress allows them to deal with increasingly complex situations and facilitates the transfer of learning.

1.6.4 Changes in the courses offered

Since its creation, the program of study has had the same educational aims:

- to support student retention
- to encourage the use of varied teaching-learning approaches
- to help learners adapt to change

The following table presents the changes to the course being offered.

COURSES OFFERED			
Previous Course	New Course		
Introduction to the Training Process ORS-P005-1	Pursuing an Education CST-5001-1		
Social and Vocational Exploration ORS-4002-1			
Learning Plan ORS-4001-1	My Learning Plan CST-5002-1		
Preparation for Employability ORS-3006-1			
Better Learning ORS-5003-1	Paths to Better Learning CST-5003-1		
Paths to Better Learning ORS-5004-1			
Processing Information ORS-5030-2	Doing an Assignment CST-5004-1		
Applying a Work Method ORS-5032-2			
Communication and Exchanging Points of View ORS-5033-2			
Problem-Solving ORS-5031-2	(Integrated into all courses)		
N/A	Coping Well With Evaluation CST-5005-1		

The Problem-Solving course has been cancelled; instead, its content has been incorporated into all courses, as the problem-solving process is intrinsic to a competency-based approach.

A new course, entitled *Coping Well With Evaluation*, has been added to the program of study to meet certain needs expressed by the community, specifically the need to address low self-confidence, lack of awareness of requirements, stress, and learners' inability to perform when facing evaluation.

1.7 Education Focused on Competency Development

1.7.1 Real-life situations as the point of entry¹³

The Committing to Success program is intended for adult learners in both the Common Core Basic Education and Diversified Basic Education programs. It has been designed based on the competency-based approach outlined in the Common Core Basic Education program.

The competency-based approach aims to develop the capacity of citizens to act throughout the course of their life. This perspective is more responsive to the learning challenges facing adults since the concept of competency is not limited to work-related situations but encompasses all of the social roles that adults are expected to exercise. In terms of education, the new paradigm shifts the emphasis from qualifications to the development of competencies.

Competency is defined as the capacity to act, to succeed and to progress, based on the mobilization and effective use of an integrated set of resources to handle a class of real-life situations.

This definition suggests that competency is always related to one or more real-life situations and resources to be mobilized. According to this approach, competency is defined on the basis of the situation or situations dealt with; it refers to the quality of the actions undertaken and the resources used to deal with the situations.

In the *Committing to Success* program, competency does not have an instrumental function nor is it associated with specific school subjects; rather, it is closely linked to the situation in which it is manifested. The program of study and its learning content are defined in terms of the real-life situations to be dealt with. In other words, the *situations* are the point of entry. The term *competency* means dealing with situations. From a functional perspective, dealing with a set of situations is a *competency*.

¹³ Parts of this section are taken or adapted from Québec, Ministère de l'Éducation, du Loisir et du Sport, *Common Core Basic Education Program: Introductory Document* (Québec: Gouvernement du Québec, 2007), 10.

1.7.2 Analysis of learning needs¹⁴

The real-life situations confront adult learners with problems and challenges, and the capacity to deal with them effectively is the cornerstone of their learning. This perspective follows from the mission of adult education as described in the *Government Policy on Adult Education and Continuing Education and Training*. Even though the actual and potential clientele is extremely diverse, all these learners need to be competent in dealing with situations of everyday life. The quality of their actions in this regard is determined as much by norms as by personal and social expectations.

Real-life situations are both the starting point and the destination of the *Committing to Success* program. Before their formal learning begins, adults may be unable to adequately handle these situations because they lack the competencies and resources that formal learning will enable them to develop.

The following table presents observations about the program's target populations, both before they start the program and when they complete it. The observations highlight various situations experienced by adult learners and provide confirmation of their education and training needs.

¹⁴ Parts of this section are taken or adapted from Québec, Ministère de l'Éducation, du Loisir et du Sport, *Common Core Basic Education Program: Introductory Document* (Québec: Gouvernement du Québec, 2007), 19.

OBSERVATIONS				
Before the Program	Upon Completion of the Program			
 Lack of motivation regarding school Lack of a specific vocational objective Negative perception of school Low self-esteem due to repeated failures in school Withdrawals and failures in school Lack of autonomy in school work Inappropriate attitudes and behaviour Difficulty committing to educational success Difficulty persevering in their studies Difficulty envisioning their future Difficulty organizing school work Ineffective work methods Difficulty adapting to changes associated with going back to school Impression that one can earn a diploma faster in adult education than in the youth sector (magical thinking) Unfamiliarity with adult education teaching and learning methods Difficulty managing the stress of evaluations Unfamiliarity with the resources available both inside and outside the adult education centre 	 Positive view of their return to school or of their studies Ability to commit to educational success Ability to take charge of their own learning Increased motivation regarding school Confidence in their ability to learn Recognition of the importance of perseverance Identification of conditions that help them to succeed Discovery of their strengths by envisioning the future Discovery of the joy of learning Better disposed to remain in school Greater familiarity with the resources available both inside and outside the adult education centre Greater familiarity with the possibilities offered by adult education Acquisition of learning strategies Recognition of the significance of their learning Better preparation for evaluations Self-confidence and stress management regarding evaluations 			

Adults' learning needs are as varied as they are numerous. Going back to school and persevering in studies represent daily challenges. The courses in this program are therefore designed to help adult learners evaluate their strengths and weaknesses, discover available services and resources, and find ways to take ownership of their learning plans and successfully complete them.

1.8 Conceptual Elements

The conceptual elements of the *Committing to Success* program form an integral, organized structure based on real-life situations. These elements are the broad areas of learning, the operational competencies and the subject areas.

1.8.1 Broad areas of learning¹⁵

The broad areas of learning encompass problems or challenges that bring to the fore specific learning needs. They determine the scope of the real-life situations likely to be addressed in a program. The *Committing to Success* program is related to four broad areas of learning: Health and Well-Being, Environmental and Consumer Awareness, World of Work, and Citizenship.

In their daily lives, adults must exercise a variety of social roles, as consumers and producers of goods and services, as family members and as citizens, all of which engender problems they need to be able to anticipate and solve. The goal of the broad areas of learning is therefore to help adult learners use their personal resources and those in their environment to exercise their social roles, rights and responsibilities autonomously and thereby raise their level of social and cultural integration.

Each broad area of learning circumscribes a particular dimension of daily life. The situations associated with it include specific problems involving learning needs and can be grouped in a coherent whole. Each broad area of learning comprises several classes of situations that include related problems. The program constitutes a response to certain learning needs. It also has an educational aim related to personal or social expectations and to issues associated with the classes of situations concerned.

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¹⁵ Parts of this section are taken or adapted from Québec, Ministère de l'Éducation, du Loisir et du Sport, *Common Core Basic Education Program: Introductory Document* (Québec: Gouvernement du Québec, 2007), 19-21.

HEALTH AND WELL-BEING

Educational aim

To raise adult learners' awareness of their health, well-being and relationships with others

The broad area of learning Health and Well-Being helps adult learners to enhance their self-knowledge through a process of exploration and discovery of their lifestyles, their needs and their values. This process involves self-questioning and self-affirmation in order to be better prepared for change and to achieve a balanced lifestyle. In their interpersonal relationships, adult learners develop their capacity to communicate and to interact harmoniously with others. In the area of health, they attend to their needs and those of their loved ones, and adopt a healthy lifestyle and habits of safety and prevention. They learn to be at ease in their surroundings [and learning environment] by paying attention to physical and psychological factors and personal and social constraints that can complicate their everyday life.

The challenges that confront them are significant: adaptation to changes, respect for values, conflict management, healthy diet and sensible use of the resources in their surroundings, etc. 16

ENVIRONMENTAL AND CONSUMER AWARENESS

Educational aim

To help adult learners understand their relationship with the environment and make responsible consumer choices

The broad area of learning Environmental and Consumer Awareness focuses on the close connection between the ecological and social dimensions of human activity in society. It helps adult learners to more clearly recognize that they are an integral part of the environment, to appreciate it [and their learning environment] and to take measures to protect it.

The challenges addressed pertain to everyday situations: interaction with different aspects of the environment, reaction to solicitation, the use of credit and the risk of debt, the rapid growth of technology, etc.¹⁷

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¹⁶ This text is taken from Québec, Ministère de l'Éducation, du Loisir et du Sport, *Common Core Basic Education Program: Introductory Document* (Québec: Gouvernement du Québec, 2007), 22.

¹⁷ This text is taken from Québec, Ministère de l'Éducation, du Loisir et du Sport, *Common Core Basic Education Program: Introductory Document* (Québec: Gouvernement du Québec, 2007), 24.

WORLD OF WORK

Educational aim

To help adult learners carry out a career plan

The real-life situations associated with the social role of producer of goods and services encompass various realities of working life, including education and career planning, integrating into the work force, maintaining employment, and retirement planning.

The broad area of learning World of Work focuses on two problems that are relatively widespread among the adult population. The first concerns developing a career plan related to [one's role as a person who works] and the second involves understanding how the world of work functions, including its legal and cultural dimensions.¹⁸

CITIZENSHIP

Educational aim

To help adult learners assume their responsibilities as citizens who respect shared values and cultural differences

Adult learners construct their identity as citizens by recognizing their roles as members of a community and progressively engaging in action. Active, responsible participation helps prevent social exclusion.

The broad area of learning Citizenship makes collective life the focus of action. All citizens share responsibility for the present and future condition of Québec society and must respect the shared values that are part of its history. They should pursue education in order to play their role in social and political life and preserve the cultural diversity of Québec society. They learn to be open to difference and to participate in the ongoing process of defining Québec's cultural identity. 19

¹⁸ This text is taken from Québec, Ministère de l'Éducation, du Loisir et du Sport, *Common Core Basic Education Program: Introductory Document* (Québec: Gouvernement du Québec, 2007), 26.

¹⁹ This text is taken from Québec, Ministère de l'Éducation, du Loisir et du Sport, *Common Core Basic Education Program: Introductory Document* (Québec: Gouvernement du Québec, 2007), 28.

1.8.2 Operational competencies²⁰

An operational competency is a kind of know-how that plays a part in dealing with a wide range of situations. The following six operational competencies²¹ have been adopted for the *Committing to Success* program: *Communicates, Cooperates, Acts methodically, Thinks logically, Uses creativity* and *Exercises critical and ethical judgment*.

No single operational competency is sufficient to deal fully with a real-life situation. The role of an operational competency varies from one course to another. The focus of each competency is formulated differently in each course on the basis of the characteristics of the real-life situations addressed in the course.

These operational competencies are explicitly prescribed in the program of study. They call upon a variety of cognitive, social and affective resources. They are complementary and interdependent, since every complex situation calls on several of them. Their development is a dynamic and evolving process, that is, they are developed gradually through their use in increasingly complex situations. Each of them is addressed in several courses.

Communicates

This competency is defined as the capacity to understand others and to make oneself understood when dealing with a given situation. The competency *Communicates* is not limited to sending and receiving oral or written messages; it also includes communicating through gestures, images and symbols. In dealing with certain situations, whether through communications technologies or otherwise, it is important for adults to be able to express themselves clearly and decode the linguistic and emotional meaning of the messages they receive. They need to perceive, recognize and comprehend the feelings expressed by others, while at the same time maintaining an appropriate emotional distance from them. The competency *Communicates* plays a significant role in dealing competently with many real-life situations, particularly those that concern personal and cultural identity and self-expression. It requires attention to rules, codes and the communicative context.

Cooperates

Program of Study, Committing to Success

²⁰ Parts of this section are taken or adapted from Québec, Ministère de l'Éducation, du Loisir et du Sport, *Common Core Basic Education Program: Introductory Document* (Québec: Gouvernement du Québec, 2007), 35-38.

²¹ In Diversified Basic Education, these competencies are called *cross-curricular competencies*. They may be intellectual, methodological, personal and social, or communication-related.

This competency refers to the capacity to collaborate with others in dealing with situations. Some situations require participants to work toward a common goal, either in the same or in different roles. Each person's work must therefore contribute to the group's work. Adult learners are expected to interact cooperatively with their peers in many situations in which tasks, expertise or responsibilities must be shared. This competency plays a crucial role in managing conflicts in personal life and solving problems in groups. Collaborative and supportive attitudes are developed in learning situations and may also be used in other contexts.

Acts methodically

This competency involves the systematic construction, selection and use of techniques and methods appropriate for dealing with situations.

The competency *Acts methodically* may be used in most situations that require adult learners to construct, select or plan methods for dealing more effectively with situations. By analyzing the task to be accomplished, they determine a series of actions to attain their goal; they adapt their strategies before, during and after their action, and regulate the process by choosing better methods. The exercise of this competency is crucial for all activities requiring management (e.g. time management). The competency *Acts methodically* plays a significant role in dealing with real-life situations and is not restricted to an academic context.

Thinks logically

This competency refers to the capacity to establish a rationale for thought and action in dealing with situations. It is essential for clarifying a problem by rigorously analyzing the facts and dimensions of a situation; finding solutions based on the understanding of principles and cause-effect relationships; determining short-, medium- and long-term consequences; planning appropriate and coherent action based on sound reasoning; and using material resources rationally. The competency *Thinks logically* is helpful in dealing with situations that require adult learners to justify their choices.

Uses creativity

This competency refers to the capacity to deviate from habits and routines when dealing with everyday real-life situations. In dealing with situations, people need to find innovative solutions to problems, using the resources at their disposal, approach problems from a new angle and use imagination to explore new dimensions of issues. The educational purpose goes beyond simply dealing with certain situations effectively. Rather, adult learners should take risks, learn to function more flexibly and use a trial-and-error approach. The competency *Uses creativity* plays a significant role in handling many situations.

Exercises critical and ethical judgment

This competency involves the capacity to question and assess personal and social problems according to rules and principles of sound judgment. Adult learners have to take positions based on the exercise of judgment, putting aside stereotypes, prejudices, subjective beliefs and intuition. A critical examination of the validity, coherence and values underlying their own and others' attitudes and ways of thinking and acting, whether individual or collective, is crucial for functioning in a multicultural context. Critical and ethical judgment is used in complex situations that require adult learners to justify their choices and take actions that have a social impact.

1.8.3 Subject areas²²

The subject areas (SA) cover essential knowledge related to the social roles adults must fulfill and require learners to make use of relevant resources. In a program of study, the disciplinary or multidisciplinary knowledge deemed essential for adult learning is derived from the problems and challenges in adult learners' real-life situations. The *Committing to Success* program is broadly connected to all subject areas but especially to the area of Personal Development.

Personal Development

The inclusion of the subject area Personal Development highlights the importance for adult learners of acquiring the tools needed to exercise their social roles and develop autonomy and a sense of responsibility in various aspects of physical, psychological, interpersonal and social life. Essential knowledge in this subject area concerns reflecting on certain questions, communicating their perceptions, creating resources to adapt to change and maintaining healthy interpersonal relationships and psychological health.

From the standpoint of the *Committing to Success* program, adult learners are multidimensional individuals in search of well-being. They confront a complex world in which they must participate and to which they must adapt, while maintaining balance in their lives. As learners, they have to deal with the difficulties of going back to school as well as with personal problems, self-doubt and the fear of failure.

The programs in the subject area *Personal Development* provide resources geared to adult learners' objectives: they help learners realize their potential by making them aware of their physical and psychological vulnerability and giving them the means to deal effectively with it. The programs also raise learners' self-esteem, improve their capacity to communicate and increase their sense of responsibility. They address common challenges that all adults are likely to confront at some point in their lives.

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²² Parts of this section are taken or adapted from Québec, Ministère de l'Éducation, du Loisir et du Sport, *Common Core Basic Education Program: Introductory Document* (Québec: Gouvernement du Québec, 2007), 41, 59.

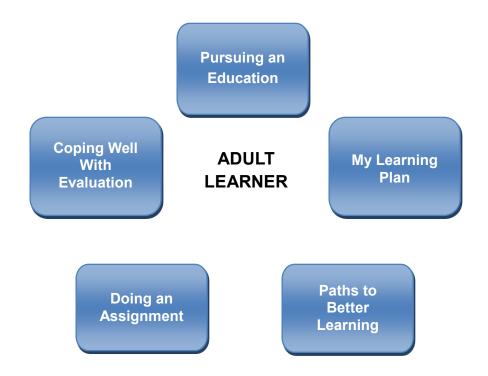
Chapter 2 A Renewed Program



2.1 Program Structure and Course Descriptions

The Committing to Success program consists of five courses. There are no prerequisites and the courses may be taken in any order.

Committing to Success Program



The following table presents a description of each course in the program.

COURSE DESCRIPTIONS				
Course Title	Course Outcome			
Pursuing an Education	By the end of the course, adult learners will be able to adapt to the requirements of a course of study, identify factors that should be taken into consideration, and explore resources able to help them meet their learning needs.			
My Learning Plan	By the end of the course, adult learners will be able to clarify their personal circumstances and aspirations, and to use appropriate resources when developing their learning plans.			
Paths to Better Learning	By the end of the course, adult learners will be able to identify personal circumstances that affect their learning, and to implement more effective learning tools.			
Doing an Assignment	By the end of the course, adult learners will be able to organize a project, process information and present their completed project.			
Coping Well With Evaluation	By the end of the course, adult learners will be able to identify evaluation situation variables and try different approaches to dealing with evaluation in order to regain confidence in their abilities.			

2.2 Structure of a Course²³

A course is an organized whole that describes and links various resources that contribute to dealing competently with one or more classes of situations. It provides indications on how to design appropriate learning activities that target the development of competency to deal effectively with real-life situations.

A course is thus a frame of reference for the organization of learning situations with which adults will learn to deal competently by constructing the necessary knowledge.

A course provides teachers with the information they need to plan learning situations related to learners' real-life situations and the challenges they pose. This information also provides general guidelines for evaluation that are independent of the setting (e.g. school, prison, distance education) in which the course is implemented.

2.2.1 Course headings

All course descriptions are organized under the same series of headings. Thus, regardless of the course content, the structure remains consistent. The following table presents a description of the information presented under each heading.

COURSE SECTION DESCRIPTIONS		
Heading	Description	
Introduction	Information on the goal of the course in terms of the types of situations adult learners will learn to deal with, and the degree of competency they are expected to have developed by the end of the course	
Dealing With Real-Life Situations	Information on the compulsory elements to be covered in order to prepare adult learners to deal with real-life situations	

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²³ Parts of this section are taken or adapted from Québec, Ministère de l'Éducation, du Loisir et du Sport, *Common Core Basic Education Program: Introductory Document* (Québec: Gouvernement du Québec, 2007), 44-45.

Class of situations	Information on the scope of the class of situations Examples of problems that may be addressed in the course Solutions suggested in the course Examples of relevant situations
Categories of actions	Presentation of categories of actions appropriate for dealing with real-life situations Suggestions of real-life situations related to the knowledge to be acquired in learning activities Contextualized examples of actions related to knowledge to be acquired
Compulsory elements	Essential, compulsory elements to be covered in the course's learning situations as a whole: • the class of situations • the categories of actions • one or more operational competencies • the essential knowledge (Content in parentheses is not compulsory.) These elements are repeated in the end-of-course outcomes.
End-of-course outcomes	Description of how, by the end of the course, adult learners should use the compulsory elements to deal with real-life situations: • the application of categories of actions • the application of knowledge • the contribution of the operational competencies • the nature and scope of the resources to be mobilized
Evaluation criteria	Criteria stated in terms of the categories of actions
Operational competencies	Description of the particular contribution of given competencies to each category of actions
Essential knowledge	Presentation of concepts, techniques, methods or strategies, organized in categories of knowledge (Elements shown in parentheses define the scope of knowledge and are optional.)
Attitudes	Information provided as suggestions to help adult learners become more competent in dealing with the real-life situations in the course
Complementary resources	Examples of social resources Examples of material resources
Learning situation	Example of a learning situation Framework for dealing with real-life situations, for constructing the knowledge required to do so and for mobilizing resources

2.2.2 Overview of the courses in the program

The following table is an overview of the courses in the program of study, with the classes of situations, categories of actions and operational competencies developed in each.

OVERVIEW OF PROGRAM COURSES				
Course	Class of Situations	Categories of Actions	Operational Competencies	
Pursuing an Education (25 hours)	Adjusting to an educational environment	 Adapting to the requirements of a course of study Identifying factors that should be taken into consideration when going back to school Exploring resources that can help fulfill personal expectations related to learning needs 	Acts methodically Cooperates	
My Learning Plan (25 hours)	Preparing a learning plan	 Identifying personal circumstances and aspirations Making use of relevant resources Developing a learning plan 	Exercises critical and ethical judgment Acts methodically	
Paths to Better Learning (25 hours)	Taking responsibility for one's learning	 Identifying personal circumstances that affect learning Implementing more effective learning tools 	Thinks logically Acts methodically	
Doing an Assignment (25 hours)	Doing a project	Organizing a projectProcessing informationPresenting a project	Acts methodically Communicates	
Coping Well With Evaluation (25 hours)	Exploring the evaluation of learning process	 Identifying evaluation situation variables Experimenting with different approaches to evaluation situations 	Thinks logically Uses creativity	

2.2.3 Attitudes

An attitude is an internal disposition, determined by life experience, that prompts adults to view a situation in terms of their values and guides their actions. Thus, certain attitudes, when appropriate, have an empowering effect and naturally lead to success, whereas inappropriate attitudes should be modified in an observable and lasting manner in order to produce the desired outcomes.

Because attitudes encompass psychological, affective and even ethical aspects of adults' behaviour, they cannot be easily evaluated objectively in a course. Nevertheless, the development of appropriate attitudes is an important aspect of education that adult learners cannot ignore; it is therefore helpful to highlight the relationship between appropriate attitudes and the construction or use of certain elements of essential knowledge. The attitudes that adults are encouraged to develop can also help them become more proficient in exercising operational competencies.

The attitudes relevant to the real-life situations addressed in the *Committing to Success* program are the following:

- curiosity
- determination
- flexibility
- open-mindedness
- perseverance
- realism
- self-confidence
- sense of responsibility

Curiosity

Adults who are curious ask questions and seek to learn new things. As a result, they explore new possibilities and apply their learning in other contexts. This attitude is particularly relevant to the course *Doing an Assignment*.

Determination

Adults who are determined make a concerted effort to establish and maintain the conditions necessary for their success and to find solutions to the problems they encounter. As a result, they increase their sense of accomplishment and their motivation to be forces

for change, which enables them to manage their doubts and to concentrate on fulfilling their desire to learn. This attitude is particularly relevant to the courses *Pursuing an Education* and *Paths to Better Learning*.

Flexibility

Adults who are flexible are able to change their ways of learning or adopt new ones. As a result, they recognize the value and variety of different learning strategies and are ready to use and adapt them to improve their chances of success. This attitude is particularly relevant to the course *Paths to Better Learning*.

Open-mindedness

Adults who are open-minded are amenable to exploring new situations and the resources made available to them, questioning their beliefs without fear of the unknown and setting aside prejudices they may harbour. As a result, they are able to adapt more easily to an educational environment and to open themselves up to the possibility of new experiences. This attitude is particularly relevant to the course *Pursuing an Education*.

Perseverance

Adults who persevere apply effective solutions to cope with any feelings of anxiety or loss of control they may experience. By making such an effort, they develop their self-esteem and contribute to their own success. This attitude is particularly relevant to the course *Coping Well With Evaluation*.

Realism

Adults who are realistic take into consideration their personal circumstances and aspirations. By seeing themselves as they are, they can make realistic choices about studies that they are able to carry out. This attitude is particularly relevant to the course *My Learning Plan*.

Self-confidence

Adults who are confident believe in their own abilities and seek out the help they require to make better progress in their school work and in the preparation of their learning plans. As a result, they realize that they are capable of finding the appropriate tools to achieve desired results. This attitude is particularly relevant to the courses *My Learning Plan* and *Doing an Assignment*.

Sense of responsibility

Adults who have a sense of responsibility accept their failures as well as their successes. As a result, they are able to reflect on their experiences and benefit from them. This attitude is particularly relevant to the course *Coping Well With Evaluation*.

2.3 Learning Situations²⁴

In a competency-based approach, learning situations are the framework for dealing with real-life situations and for constructing the knowledge required to do so. Learning situations can also be used in ongoing and end-of-course evaluation.

By definition, the situations are contextualized, complex and meaningful.

A learning situation is *contextualized* when it creates conditions learners are likely to encounter in everyday life or in the adult education centre. The context can be either authentic or simulated.

A learning situation is *complex* when it leads learners to explore various solutions to problems, construct new knowledge and utilize resources. It allows learners to integrate what they have learned and, finally, to solve a problem. To do this, the sequence of activities or tasks in the situation must be sufficiently complex to engage learners in an active process of research, analysis and questioning, and to create conditions that encourage them to reflect on their learning and work and to adopt appropriate attitudes.

A learning situation is *meaningful* when it contains elements that allow learners to see the relationships between their new learning and previous applications. They acquire a better understanding of the situations they have experienced and, if applicable, they can imagine when and where they may apply their learning. This characteristic has the greatest influence over adult learners' degree of commitment.

Creating a learning situation requires teachers to consider the compulsory elements of the course—namely, the class of situations, categories of actions, operational competencies and essential knowledge—and the end-of-course outcomes. To facilitate adult learners' progress in the process of competency development, learning situations are organized in three stages: preparing for learning, engaging in learning, and integrating and transferring learning.²⁵ The stages help learners build knowledge and encourage them to be active participants in their learning, to exchange ideas with their peers and to reflect on their actions. An example of a learning situation is provided at the end of each course.

²⁴ Parts of this section are taken or adapted from Québec, Ministère de l'Éducation, du Loisir et du Sport, *Common Core Basic Education Program: Introductory Document* (Québec: Gouvernement du Québec, 2007), 46.

²⁵ Rosée Morissette and Micheline Voynaud, *Accompagner la construction des savoirs* (Montréal: Chenelière, 2002), 65-67.

2.4 Evaluation of Learning: Supervision to Promote Adult Learners' Success²⁶

The different methods of evaluating learning adhere to the orientations of the *Government Policy on Adult Education and Continuing Education and Training* (2002) and the *Policy on the Evaluation of Learning* (2003). Evaluation in all its forms must respect the fundamental values of justice, fairness and equality. It is carried out throughout the learning process: at the beginning, during and at the end of the learning process, for certification purposes.

Evaluation during learning (formative evaluation) aims to maximize the interaction between the teaching and learning processes. The competencies to be developed during the educational process are defined in terms of the outcomes expected at the completion of the course. It is possible to verify how learners mobilize the knowledge, skills and attitudes associated with a competency and adapt them to new and varied situations. Formative evaluation is a means of monitoring learners' progress toward the goal of a course. Since this goal is defined in terms of how situations are dealt with through the exercise of competencies and the use of knowledge, formative evaluation must take these into consideration. While adult learners are encouraged to participate actively in formative evaluation, it is the teacher's responsibility to evaluate the adult learner's competency in dealing with the situations at the end of a course, within the time allotted. The information collected during the learning process allows learners and teachers to regulate the process through actions explicitly aimed to achieve success. These actions concern all of the learning content of the course and its progressive integration by the learner. This quest for success undertaken by learners with the teacher increases adult learners' sense of responsibility for their own learning, supports their commitment to the learning process and reinforces their perseverance in their studies.

The prescribed learning for the *Committing to Success* program is subject to evaluation, and a definition of the evaluation domain (DED) has been determined for each course in the program.

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²⁶ Parts of this section are taken or adapted from Québec, Ministère de l'Éducation, du Loisir et du Sport, *Common Core Basic Education Program: Introductory Document* (Québec: Gouvernement du Québec, 2007), 11-12.

Chapter 3
Description of Courses in the Program of Study



CST-5001-1 Pursuing an Education

Committing to Success



Introduction

The goal of the course *Pursuing an Education* is to prepare adult learners to deal competently with real-life situations related to adjusting to an educational environment.

By the end of the course, adult learners will be able to adapt to the requirements of a course of study, identify real-life factors that should be taken into consideration, and explore resources that can help fulfill their personal expectations in order to meet their learning needs.

Dealing with Real-Life Situations

Dealing effectively with real-life situations is based on actions. These actions are grouped into categories and draw on a set of resources that include operational competencies and essential knowledge. During the learning process, adults are expected to construct knowledge related to these resources in order to be able to deal appropriately with their real-life situations.

The class of situations, categories of actions, operational competencies and essential knowledge constitute the compulsory elements of the course. Details on these elements may be found under the appropriate headings.

Class of Situations

This course addresses the class of situations Adjusting to an educational environment.

This class involves real-life situations in which adult learners may experience difficulty coping with the challenges of adapting to a school setting and incorporating an educational dimension into their lives. They may associate their past education not only with positive experiences but also with memories of obstacles, barriers and experiences of failure that may undermine their confidence and the motivation they need to engage in a constructive learning process.

To address these situations, adult learners reflect on their circumstances and the requirements for completing a course of study. They focus on their own personal factors so they can consolidate prior learning and build self-confidence. They learn to adjust to a school environment again, while expressing their concerns about returning to studying. They identify resources likely to offer them the support they need to adapt to school life and to become as involved in it as they would like.

Thus, adult learners raise issues, identify the various dimensions of those issues, come up with solutions and, where appropriate, apply the solutions best suited to their needs.

Class of Situations	Examples of Situations
Adjusting to an educational environment	 Going back to school as an immigrant Going back to school after losing a job Being obliged by a parent to go back to school Harbouring hostility toward school Dropping out after repeated failures Balancing work, family and school Taking stock of one's academic situation Integrating into a new group

Categories of Actions

The categories of actions are groups of actions that are appropriate for dealing with the real-life situations in the course. The examples of actions listed in the table below illustrate the scope of each category.

Categories of Actions	Examples of Actions
Adapting to the requirements of a course of study	 Reflects on their ability to adapt to a return to studies Identifies behaviours that make going back to school easier Establishes lifestyle habits suited to pursuing an education Determines the responsibilities of an adult learner Establishes a schedule compatible with the education centre's requirements Determines how good human relations can promote success Determines how perseverance can contribute to academic success Reflects on the importance of having short- and medium-term educational objectives
Identifying factors that should be taken into consideration when going back to school	 Identifies family members who can provide support during studies Recognizes that economic conditions may have an impact on their ability to pursue an education Identifies friends who may be able to provide support during the course of study Respects their own cultural characteristics when integrating into the education centre Considers a trade that motivates them to continue studying Thinks of reasons that might cause someone to drop out Lists rules of courtesy to be observed in an educational setting Identifies how their strengths and skills might contribute to success at school Explains personal fears of failure associated with going back to school Considers obstacles that might have an impact on their degree of perseverance in studies

Exploring resources that can help fulfill personal expectations related to learning needs

- Describes the teacher's role in the educational process
- Adjusts the course of study with the help of a guidance counsellor
- Establishes connections between their learning profile and their course of study
- Buys learning materials within their budget
- Does research at a documentation centre
- Looks for local community organizations that can provide support
- Finds adequate transportation to and from the adult education centre

Compulsory Elements and End-of-Course Outcomes

The teacher must take the compulsory elements into account when designing learning situations.

Class of Situations

Adjusting to an educational environment

Categories of Actions

- Adapting to the requirements of a course of study
- Identifying factors that should be taken into consideration when going back to school
- Exploring resources that can help fulfill personal expectations related to learning needs

Operational Competencies

Acts methodically

- · Organizes the information gathered
- Establishes a coherent vision of real-life factors
- Identifies appropriate resources

Cooperates

• Works cooperatively with resource people

Essential Knowledge

- · Personal characteristics necessary for pursuing an education
- Conditions related to the pursuit of an education
- Conditions for success
- Living conditions
- · Educational background
- Resources at the adult education centre
- Resources outside the adult education centre

The end-of-course outcomes describe how adult learners should use the compulsory elements to deal with the real-life situations addressed in the course.

End-of-Course Outcomes

By the end of the course, adult learners will demonstrate progress in dealing with real-life situations in the class *Adjusting to an educational environment*. To deal with these real-life situations, they will adapt to the requirements of a course of study, identify factors they need to take into consideration and explore resources that can help them fulfill personal expectations related to their learning needs.

When adult learners adapt to the requirements of a course of study, they reflect on appropriate attitudes, behaviours and lifestyle habits. They adjust to the code of conduct at the adult education centre, to administrative rules and to socio-cultural conditions. They understand the importance of having learning objectives and identify the success factors they can draw on. They organize the information they have gathered.

When adult learners identify factors that should be taken into consideration when going back to school, they establish a coherent vision of those factors. To do so, they inventory their family, economic, social and cultural conditions. They reflect on their previous schooling and psycho-emotional experiences, as well as on their strengths and limitations as adult learners. Finally, they anticipate any obstacles that might prevent them from staying in school.

When adult learners explore resources that can help them fulfill their personal expectations related to their learning needs, they identify appropriate resources and work cooperatively with resource people. They research the names, titles and roles of education centre staff members, and search for learning materials, tools and services that may be of use to them. They also contact outside resources such as community organizations or rehabilitation centres capable of providing them with support during their studies.

Evaluation Criteria

- · Considered adaptation to the requirements of a course of study
- Accurate identification of factors that should be taken into consideration when going back to school
- Methodical exploration of resources that can help them fulfill personal expectations related to learning needs

Operational Competencies

The contribution of each operational competency is described in terms of the actions that are appropriate for dealing with the real-life situations addressed in the course. These operational competencies are addressed in other courses, with all courses contributing jointly to their development.

In this course, only the following operational competencies are addressed: Acts methodically and Cooperates.

Contribution of the Operational Competency Acts methodically

This competency involves the capacity to systematically develop, choose and use appropriate ways of dealing with the real-life situations addressed in this course.

When adult learners adapt to the requirements of a course of study, they organize the information they gather; for example, they reflect on the importance of having short- and medium-term educational objectives.

When adult learners identify factors that they should take into consideration when going back to school, they establish a coherent vision of those factors; for example, they recognize that economic conditions may affect their ability to pursue their studies.

When adult learners explore resources that can help them fulfill personal expectations related to their learning needs, they identify resources that are appropriate to their situation; for example, they find adequate transportation to and from the adult education centre.

Contribution of the Operational Competency Cooperates

This competency involves the capacity to work collaboratively with others in appropriate ways to deal with the real-life situations addressed in this course.

When adult learners explore resources that can help them fulfill personal expectations related to their learning needs, they work cooperatively with resource people; for example, they adjust their course of study with the help of a guidance counsellor.

Essential Knowledge

Essential knowledge is organized into categories. Elements in parentheses are optional; they serve only to describe the scope of the target knowledge.

Personal characteristics necessary for pursuing an education

- Attitudes (self-confidence, ability to adapt, enthusiasm, ability to tolerate frustration, discipline)
- Behaviours (respect, self-control, collaboration)
- Lifestyle habits (sleep, diet, stress, housing, socializing)

Conditions related to the pursuit of an education

- Adult education centre's code of conduct (regulations, success plan, rights and responsibilities)
- Administrative rules (registration, schedule, course selection, transmission of results, academic record)
- Socio-cultural considerations (educational community, school project, human relations, cultural diversity, sense of belonging)

Conditions for success

- Success factors (perseverance, commitment, motivation, participation)
- Importance of having educational objectives (short-, medium- and long-term)

Living conditions

- Family conditions (parental responsibilities, family/marital status, family members)
- Economic conditions (earning capacity, workplace demands, financial circumstances)
- Social conditions (friends, co-workers, social circle)
- Cultural conditions (immigration, language, religion, traditions, customs)

Educational background

- Previous schooling (level of education, marks, areas of interest)
- Psycho-emotional experience (sense of efficacy, dropping out, values, beliefs, autonomy)
- Relational experience (communication, healthy relationships with others, courtesy)
- Strengths as an adult learner (qualities, skills, talents, competencies, effort)
- Limitations as an adult learner (prejudices, insecurities, sense of grievance, fear of change, fear of failure)
- Barriers to staying in school (availability, discipline, organization)

Resources at the adult education centre

- Names, titles and roles of staff members (administrators; support, teaching, professional and technical personnel)
- Organizational tools (school board portal, learning profile, daily planner, school calendar, deadlines)
- Learning materials (workbooks, textbooks, complementary documents, software, laboratories)
- Services (food services, daycare, sports facilities, cultural facilities, documentation centre, library, campus bookstore, instructional services, student support services)

Resources outside the adult education centre

- Community organizations (socio-economic assistance, legal aid, sports, cultural or consumer organizations, public transit)
- Rehabilitation centres (treatment or detention centres; halfway houses)

Attitudes

The following attitudes are provided as suggestions only. Developing these attitudes may help adult learners become more competent in dealing with the real-life situations addressed in this course.

• Open-mindedness

Adults who are open-minded are amenable to exploring new situations and the resources available to them. This helps them adapt more readily to an educational environment.

Determination

Adults who are determined make an effort to establish and maintain the conditions necessary for their success. This increases their sense of accomplishment and their motivation to serve as forces for change.

Complementary Resources

The following resources are provided as suggestions only. They constitute a set of references that may be consulted in learning situations.

Social Resources	Material Resources
 Adult education centre personnel People in the adult learner's social circle: family, friends, neighbours Community: partners, counsellors Any person involved in the adult learner's studies Reception, referral, counselling and support services (SARCA) 	 Government publications or documentation from recognized organizations Recognized websites Recognized audiovisual material Libraries Print or digital portfolio Logbook Forms or information sheets

Example of a Learning Situation

My Life, My Path

Situation addressed: Reflecting on one's ability to adapt to going back to school

Instructional Methods	Assignments to Be Completed		
Interactive presentation	My Living Conditions form		
Individual work	My Educational Background questionnaire		
Feedback	My Barriers to Staying in School sheet		

Approximate length: 3 hours

The length of the learning situation and each of its stages depends on the number of adult learners per group as well as their circumstances and learning pace.

Preparing for Learning

Interactive presentation: Introduction of the learning situation 20 minutes

The teacher presents a situation in which the adult learners will identify the factors that should be taken into consideration when going back to school.

- How are you finding going back to school?
- Have you identified any changes that might help make the process easier?
- What would help you with your studies? What might get in your way?
- Do you have the support of your family and friends?

Your challenge is to

identify positive and negative factors that may affect your studies

The teacher invites the adult learners to take stock of the conditions they need to establish in order to successfully complete their studies.

The teacher describes the various steps that adult learners will need to complete to do the challenge:

- fill out a form on their living conditions
- fill out a questionnaire on their educational background
- fill out a handout on barriers to their studies, and the support available to them

The teacher makes sure that all adult learners understand the task at hand and are motivated to complete the challenge.

Engaging in Learning

Interactive presentation: Living conditions

20 minutes

The teacher gives a short interactive presentation on **living conditions** that can affect an adult learner's return to studies:

- family conditions (parental responsibilities, family/marital status, family members)
- economic conditions (earning capacity, workplace demands, financial circumstances)
- social conditions (friends, co-workers, social circle)
- **cultural conditions** (immigration, language, religion, traditions, customs)

The teacher asks adult learners to listen carefully and to note the favourable or unfavourable conditions present in their everyday lives.

The teacher then leads a discussion highlighting the favourable or unfavourable conditions adult learners have identified in their lives, giving examples, providing supplementary information and encouraging adult learners to participate.

Individual work: Living conditions 30 minutes

The teacher presents the *My Living Conditions* form and gives instructions for completing it. The teacher asks adult learners to go through it individually, checking off the conditions they experience daily that are favourable or unfavourable to their return to studies and making additions wherever necessary. The teacher explains that the goal of the exercise is to take stock of each adult learner's living conditions and that it is important to establish a clear picture of their personal situation.

The teacher provides guidance and assistance to adult learners throughout the exercise.

Finally, the teacher leads a group discussion, answering any questions raised by the exercise and listening to adult learners' comments about problems they experienced while doing it.

Interactive presentation: Educational background 20 minutes

The teacher asks adult learners to reflect on their previous schooling or educational background:

- previous schooling (level of education, marks, areas of interest)
- psycho-emotional experience (sense of efficacy, dropping out, values, beliefs, autonomy)
- relational experience (communication, healthy relationships with others, courtesy)
- strengths as an adult learner (qualities, skills, talents, competencies, effort)
- **limitations as an adult learner** (prejudices, insecurities, sense of grievance, fear of change, fear of failure)

The teacher presents and explains each aspect of the educational background, providing examples, answering questions and encouraging adult learners to participate.

Individual work: Educational background 40 minutes

The teacher presents the *My Educational Background* questionnaire and gives instructions for completing it. The teacher asks adult learners to work individually and to be realistic and describe themselves as they are.

The teacher provides guidance and assistance to adult learners throughout the exercise.

Individual work: My Barriers to Staying in School 30 minutes

The teacher presents the *My Barriers to Staying in School* sheet, giving instructions on how to complete it individually and explaining the goal of the activity: to take stock of any obstacles and to anticipate suitable supports to help the adult learners adapt to studying again.

The teacher provides guidance and assistance to adult learners throughout the exercise.

Finally, the teacher leads a discussion, encouraging each adult learner in turn to talk about the barriers they face and having the group share comments and possible solutions.

Integrating and Transferring Learning

Feedback

20 minutes

The teacher leads a group discussion to help adult learners establish connections between their living conditions, educational backgrounds and course of study. For example, the teacher might ask the following questions:

- What are the most important things you have learned?
- What did you find difficult?
- What did you learn about yourself?
- Do you intend to put in place the conditions you need to help you adjust to going back to school? What are they?

Finally, the teacher encourages adult learners to continue their reflection on the factors they need to take into consideration in going back to school.

Elements of the Course Addressed by the Learning Situation

Class of Situations			
Adjusting to an educational environment			
Learning	Situation		
My Life,	My Path		
Category of Actions	Operational Competency		
Identifying factors that should be taken into consideration when going back to school	Acts methodically Establishes a coherent vision of real-life factors		
Essential I	Knowledge		
 Living conditions Family conditions Economic conditions Social conditions Cultural conditions Cultural conditions Educational background Previous schooling Psycho-emotional experience Relational experience Strengths as an adult learner Limitations as an adult learner Barriers to staying in school 			
Attitude	Complementary Resources		
Open-mindedness	 Social resources Any person involved in the adult learner's studies Material resources Form Questionnaire Sheet 		

CST-5002-1 My Learning Plan

Committing to Success



Introduction

The goal of the course *My Learning Plan* is to prepare adult learners to deal competently with real-life situations related to the preparation of a learning plan.

By the end of the course, adult learners will be able to identify their personal circumstances and aspirations and to use appropriate resources that they may draw upon when developing their learning plans.

Dealing with Real-Life Situations

Dealing effectively with real-life situations is based on actions. These actions are grouped into categories and draw on a set of resources that include operational competencies and essential knowledge. During the learning process, adults are expected to construct knowledge related to these resources in order to be able to deal appropriately with their real-life situations.

The class of situations, categories of actions, operational competencies and essential knowledge constitute the compulsory elements of the course. Details on these elements may be found under the appropriate headings.

Class of Situations

This course addresses the class of situations *Preparing a learning plan*.

This class involves real-life situations that lead adult learners to define a learning plan to which they are able to actively commit. Regardless of whether adult learners are currently taking courses or have dropped out of school once or even multiple times, they may have difficulty setting themselves realistic and meaningful educational objectives. They may also avoid reflecting on the various defining elements of their current educational status. This is likely to be an obstacle to their commitment to their studies and their perseverance in school.

To address these situations, adult learners undertake a process of reflection to get to know themselves better and to meet the challenges associated with their learning plans. They learn to use the resources available to them and to gather relevant information. They keep tangible proof of their reflections and of the research they do to establish the parameters of their learning plans.

Thus, adult learners raise issues, identify the various dimensions of those issues, come up with solutions and, where appropriate, apply the solutions best suited to their needs.

Class of Situations	Examples of Situations
Preparing a learning plan	 Wishing to obtain a secondary school diploma (SSD) Being interested in a semi-skilled trade or an occupation Wishing to improve their financial situation Having doubts about one's learning plan Needing to clarify where one is in terms of one's educational path Wishing to understand one's learning profile Going back to school after immigrating Adapting one's learning plan to meet the requirements of the local employment centre (CLE)

Categories of Actions

The categories of actions are groups of actions that are appropriate for dealing with the real-life situations in the course. The examples of actions listed in the table below illustrate the scope of each category.

Categories of Actions	Examples of Actions
Identifying personal circumstances and aspirations	 Identifies personal characteristics that may help ensure the successful completion of their learning plan Establishes an overview of their financial situation Considers possibility of family support for carrying out their learning plan Looks for help from their social circle Considers advantages tied to their cultural background Establishes level of prior schooling Considers possibility of volunteer work being recognized as experiential learning Identifies habits acquired through work experience
Making use of relevant resources	 Learns about the services available at the adult education centre Gets to know the schedule at the adult education centre Discusses their research findings with a guidance counsellor Finds information on public transit schedules Investigates the possibility of applying for student loans and bursaries Researches local community organizations Consults guidance counsellors' schedules to arrange a consultation Makes an appointment with a nurse at the CLSC Gathers and organizes information on a trade in an area of personal interest Records information in a portfolio

Developing a learning plan	 Determines the educational prerequisites for a desired trade or occupation Establishes priorities for personal learning plan Finds financial resources to help complete learning plan Lists potential obstacles to continuing with studies Creates a timeline for their learning plan Identifies a means of support that might make it easier to continue with studies Determines follow-up measures to be implemented
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Compulsory Elements and End-of-Course Outcomes

The teacher must take the compulsory elements into account when designing learning situations.

Class of Situations

Preparing a learning plan

Categories of Actions

- Identifying personal circumstances and aspirations
- Making use of relevant resources
- Developing a learning plan

Operational Competencies

Exercises critical and ethical judgment

- Demonstrates realism and objectivity
- Explains their choices

Acts methodically

• Proceeds in a careful, organized fashion

Essential Knowledge

- · Personal circumstances and aspirations
- · Resources at the adult education centre
- Resources outside the adult education centre
- Research methods
- Learning plan content

The end-of-course outcomes describe how adult learners should use the compulsory elements to deal with the real-life situations addressed in the course.

End-of-Course Outcomes

At the end of the course, adult learners will demonstrate progress in dealing with real-life situations in the class *Preparing a learning plan* based on their degree of educational success. To deal with these real-life situations, they will identify their personal circumstances and aspirations and use resources to develop their learning plans.

When adult learners identify their personal circumstances and aspirations, they will be realistic and objective. They will clarify their personal characteristics and living conditions, including their financial, family, social and cultural situations. They will also take their scholastic, experiential and vocational learning into account.

When adult learners make use of relevant resources, they will consider the services available at the adult education centre and avail themselves of its material and computer resources and of resource people able to help them throughout their studies. They will also draw on outside resources when necessary to obtain other forms of support: material assistance, income and employment support or health care. They will carry out their research in a careful and organized fashion, prepare for consultations and make necessary appointments. They will analyze and consolidate the information they gather so that they can take it into consideration in their learning plan.

When adult learners develop their learning plan, they will begin by defining their path. They will then establish the content of their plan by identifying goals, resources and means, strategies, potential obstacles, timeline, means of support and follow-up measures. They will be able to explain their choices at any point in the process.

Evaluation Criteria

- Considered identification of personal circumstances and aspirations
- Appropriate use of relevant resources
- Coherent development of the learning plan

Operational Competencies

The contribution of each operational competency is described in terms of the actions that are appropriate for dealing with the real-life situations addressed in the course. These operational competencies are addressed in other courses, with all courses contributing jointly to their development.

In this course, only the following operational competencies are addressed: Exercises critical and ethical judgment and Acts methodically.

Contribution of the Operational Competency Exercises critical and ethical judgment

This competency involves the capacity to question and assess, in accordance with the rules and principles of sound judgment, the personal and social problems encountered in dealing appropriately with the real-life situations in the course.

When adult learners identify their personal circumstances and aspirations, they must be realistic and objective; for example, they describe both favourable and unfavourable aspects of their living conditions.

When adult learners develop their learning plans, they explain their choices; for example, they may explain how the timeline takes into account specific potential obstacles.

Contribution of the Operational Competency Acts methodically

This competency involves the capacity to systematically develop, choose and use appropriate ways of dealing with the real-life situations addressed in this course.

When adult learners make use of relevant resources, they proceed in a careful, organized fashion; for example, they establish priorities to help them successfully complete their learning plan.

Essential Knowledge

Essential knowledge is organized into categories. Elements in parentheses are optional; they serve only to describe the scope of the target knowledge.

Personal circumstances and aspirations

- Personal characteristics (areas of interest, strengths and limitations, sense of efficacy, self-knowledge)
- Living conditions: financial, family, social and cultural situations
- Scholastic, experiential and vocational learning (formal schooling, volunteer work, work experience)

Resources at the adult education centre

- Services available at the adult education centre (educational, administrative, financial, cultural and athletic services)
- Material and computer resources (software, day planners, websites, Repères database [in French])
- Resource people (administrators; support, teaching, professional and technical personnel)

Resources outside the adult education centre

- Material assistance (housing, food, daycare, transportation)
- Income and employment support (student loans, CLE, services cooperatives)
- Health care (community organizations, public, private)

Research methods

- Preparing for a consultation with a resource person (schedule, questions)
- Making an appointment (availability, procedure)
- Processing the information gathered (identification, interpretation, analysis, synthesis, evaluation)
- Consolidating information (selection, recording, classification, organization)

Learning plan content

- Learning path (courses, equivalencies, prerequisites, length, locations)
- Goals (priorities, expected results)
- Resources and means (human, material, financial)
- Potential obstacles (human, material, financial)
- Timeline (short, medium and long term)
- Means of support (learning support services)
- Follow-up measures (indicators, feedback)

Attitudes

The following attitudes are provided as suggestions only. Developing these attitudes may help adults become more competent in dealing with the real-life situations addressed in this course.

Realism

Adults who are realistic take into consideration their personal circumstances and aspirations. By seeing themselves as they are, they can make realistic choices regarding the studies that they are capable of carrying out.

Self-confidence

Adults who are confident believe in their own abilities and seek out the help they require to make better progress in preparing their learning plan. As a result, they realize that they are capable of finding the appropriate tools to achieve desired results.

Complementary Resources

The following resources are provided as suggestions only. They constitute a set of references that may be consulted in learning situations.

Social Resources	Material Resources
 Adult education centre personnel People in the adult learner's social circle: family, friends, neighbours Community: partners, counsellors 	 Government publications or documentation from recognized organizations Recognized websites Recognized audiovisual material
Any person involved in the adult learner's studies	Libraries
Reception, referral, counselling and support services (SARCA)	 Personal accounts of experiences regarding trades and occupations
	Print or digital portfolio
	Logbook
	Forms or information sheets

Example of a Learning Situation

Exploring Resources at the Adult Education Centre

Situation addressed: Getting to know the resources available at the adult education centre

Instructional Methods	Assignments to Be Completed	
Interactive presentation	I Want to Be sheet	
Group work	Who Does What? quiz	
Pair work	Question to ask a resource person	
Thematic workshop		
Feedback		

Approximate length: 3 hours

The length of the learning situation and of each of its stages depends on the number of adult learners per group, as well as their circumstances and learning pace.

Preparing for Learning

Interactive presentation: Introduction of the learning situation 20 minutes

The teacher presents a situation in which the adult learners will find and use resources in the adult education centre.

- Can you name resource people at the centre?
- Do you know what their jobs are?
- Who could help or advise you regarding a course change?
- Who could help or advise you regarding your learning profile or problems balancing work and school?
- Are there other types of resources?
- Can you name some?

The teacher asks adult learners to identify their professional aspirations or goals by completing the following sentence: "I want to be . . . "

The teacher gives examples of the types of support education centre resources and staff can provide and asks adult learners about their learning plans.

Your challenge is to

• identify resources that can help you successfully complete your studies

The teacher describes the various steps that adult learners will need to complete to do the challenge:

- fill out the I Want to Be . . . sheet
- take part in the Who Does What? quiz
- write a question to ask a resource person

The teacher makes sure that all adult learners understand the task at hand and are motivated to do the challenge.

Engaging in Learning

Group work: Services available at the adult education centre 30 minutes

The teacher presents the *I Want to Be . . .* sheet that adult learners will use throughout the learning situation and gives examples of the types of information to record.

Next, the teacher asks the class questions about the **services available at the adult education centre** (educational, administrative, financial, cultural and athletic services), and has adult learners match the services with the appropriate resource people at the centre.

The teacher asks adult learners about their professional goals, encouraging them to ask questions, take notes and record information on their sheets.

Interactive presentation and pair work: Resources at the adult education centre 40 minutes

The teacher gives an interactive presentation describing the centre's resources in greater detail, especially those associated with the preparation of a learning plan:

- resource people (administrators; support, teaching, professional and technical personnel)
- material and computer resources (software, day planners, websites, Repères database [in French])

The teacher encourages adult learners to ask questions, take notes on their sheets and write down questions or points they would like to explore later.

- Which resources have you noted?
- Where can you find them?
- When are they available?

Next, the teacher presents the *Who Does What?* quiz and provides instructions, explaining that the goal is to expand adult learners' knowledge of centre resources so they can fully benefit from them.

Adult learners form pairs to complete the quiz. They can use their notes and sheets, classroom materials (pamphlets, the centre's organizational chart, etc.) and their day planners from the centre.

Throughout the exercise, the teacher supervises the activity and clarifies instructions as necessary.

Finally, the teacher leads a group discussion while correcting the quiz, encouraging adult learners to share their answers. The teacher completes and explains answers as needed.

Interactive presentation: Preparing for a consultation and making an appointment 15 minutes

The teacher gives a short interactive presentation on **preparing for a consultation** with a resource person (schedule, questions) and on **making an appointment** (availability, procedure).

The teacher gives examples to show adult learners the importance of determining the right resource person and of clarifying their expectations for the consultation. The teacher encourages adult learners to ask questions and take notes.

Thematic workshop: Making an appointment 60 minutes

The teacher asks adult learners to form groups and gives them a form to complete. The teacher presents the goals of the workshop and gives instructions. Each adult learner must do the following:

- write down at least one question to ask a resource person at the adult education centre with regard to the preparation of their learning plan
- establish a connection between the question and their professional goals
- present the question to the group to elicit suggestions for improvement, if necessary
- explain to the other group members how they will go about making an appointment with the resource person

The teacher provides guidance and assistance to adult learners throughout the exercise.

The teacher leads a class discussion. Adult learners present their questions, and the teacher makes corrections and provides additional information and explanations.

Integrating and Transferring Learning Feedback

15 minutes

The teacher asks adult learners to answer the following questions:

- What information did you record on your I Want to Be . . . sheet?
- What type of resource do you think would be most useful to you at this point in your studies?
- Do you think the I Want to Be . . . sheet will be useful throughout your studies? How?
- Did you discover anything new in this activity? If so, what?
- What would you like to add to your sheet now?

The teacher concludes the learning situation by asking adult learners to make an appointment with a resource person who will be able to help them in the preparation of their learning plan, and to record any information they obtain and bring it to the next class.

Elements of the Course Addressed by the Learning Situation

Class of Situations			
Preparing a learning plan			
Learning Situation			
Exploring Resources at the Adult Education Centre			
Category of Actions Operational Competency			
Making use of relevant resources	Acts methodically Proceeds in a careful, organized fashion		
Essential	Knowledge		
 Resources at the adult education centre Services available at the adult education centre Material and computer resources Resource people 	Research methods Preparing for a consultation with a resource person Making an appointment		
Attitude	Complementary Resources		
Self-confidence	 Adult education centre personnel Any person involved in the adult learner's studies Information sheet Quiz 		

CST-5003-1 Paths to Better Learning

Committing to Success



Introduction

The goal of the course *Paths to Better Learning* is to prepare adult learners to deal competently with real-life situations in which they assume responsibility for their own learning.

By the end of the course, adult learners will be able to identify personal circumstances that affect learning and to implement more effective learning tools.

Dealing with Real-Life Situations

Dealing effectively with real-life situations is based on actions. These actions are grouped into categories and draw on a set of resources that include operational competencies and essential knowledge. During the learning process, adults are expected to construct knowledge related to these resources in order to be able to deal appropriately with their real-life situations.

The class of situations, categories of actions, operational competencies and essential knowledge constitute the compulsory elements of the course. Details on these elements may be found under the appropriate headings.

Class of Situations

This course addresses the class of situations *Taking responsibility for one's learning*.

This class involves real-life situations in which adult learners have difficulty drawing a connection between their own responsibilities as learners and their degree of success in their studies. Repeated negative experiences and low self-esteem in terms of their ability to learn are likely to act as obstacles to active participation in learning. Courses may seem demanding and complex because they are associated with failure. In such contexts, adult learners usually have a limited repertoire of learning methods and strategies to draw upon and do not always seek out the resources that could provide the support they need.

To address these real-life situations, adult learners develop an awareness of the ways they typically react in learning situations and of the variables that affect their reactions. They learn to recognize their abilities, determine their needs as learners and apply appropriate solutions. They begin to perceive their learning as a framework for personal development, viewing past successes and failures as valuable experiences and seeing themselves in a new light. They rediscover what learning means by voluntarily becoming more actively involved in their studies. After establishing their learning profile, they explore different learning tools in order to be able to make the best possible use of them in their work plan for their studies.

Thus, adult learners raise issues, identify the many dimensions of those issues, come up with solutions and, where appropriate, apply the solutions best suited to their needs.

Class of Situations	Examples of Situations
Taking responsibility for one's learning	 Needing to acquire learning strategies Needing to understand the reasons behind one's failures Needing to stay motivated Dealing with obstacles to learning Adapting to a learning environment Having difficulty persevering in one's studies Experiencing stress related to learning

Categories of Actions

The categories of actions are groups of actions that are appropriate for dealing with the real-life situations in the course. The examples of actions listed in the table below illustrate the scope of each category.

Categories of Actions	Examples of Actions
Identifying personal circumstances that affect learning	 Makes a list of human resources to consult at the adult education centre Learns about community organizations in the neighbourhood Identifies the advantages and disadvantages of individualized learning Describes their learning style using concrete examples Explains the role of short-term memory in learning Explains how a sense of competency affects success Describes their responsibilities as a learner Takes stock of their strengths with regard to learning
Implementing more effective learning tools	 Experiments with a self-reinforcement strategy Chooses a selective-reading strategy Plans out homework Creates a schedule of activities to balance work, family and school obligations Establishes objectives and priorities regarding the acquisition of learning strategies Arranges for resources to improve their ability to learn better Incorporates deadlines into work plan Anticipates progress-monitoring measures based on the progression of learning

Compulsory Elements and End-of-Course Outcomes

The teacher must take the compulsory elements into account when designing learning situations.

Class of Situations

Taking responsibility for one's learning

Categories of Actions

- Identifying personal circumstances that affect learning
- Implementing more effective learning tools

Operational Competencies

Thinks logically

Reflects on own learning profile

Acts methodically

• Adapts learning strategies to personal learning profile

Essential Knowledge

- Learning context
- Personal learning dispositions
- Learning strategies
- Organizing a work plan

The end-of-course outcomes describe how adult learners should use the compulsory elements to deal with the real-life situations addressed in the course.

End-of-Course Outcomes

By the end of the course, adult learners will demonstrate progress in dealing with real-life situations in the class *Taking responsibility for one's learning*, taking into account their personal learning profile. To deal with these real-life situations, adult learners will identify personal real-life circumstances that affect learning and implement more effective learning tools. They will also be able to request help if necessary and to suggest improvements they might make in their individual learning process.

When adult learners identify personal circumstances that affect learning, they reflect on their learning profile. They identify key elements of the centre's organization, external resources and teaching approaches relevant to the target learning. They explain their learning styles and the roles of memorization and motivation in learning. They assess how organized they are in their school work and determine their learning profile.

When adult learners implement more effective learning tools, they adopt the socio-affective, cognitive, metacognitive and time-management learning strategies best suited to their needs, adapting the strategies to their particular learning profile. Then, they organize a work plan based on their learning objectives and priorities, available resources and deadlines, and they plan for realistic progress-monitoring measures.

Evaluation Criteria

- · Accurate identification of personal circumstances that affect learning
- Appropriate implementation of more effective learning tools

Operational Competencies

The contribution of each operational competency is described in terms of the actions that are appropriate for dealing with the real-life situations addressed in the course. These operational competencies are also addressed in other courses, with all courses contributing jointly to their development.

In this course, only the following operational competencies are addressed: Thinks logically and Acts methodically.

Contribution of the Operational Competency Thinks logically

This competency involves the capacity to organize one's thoughts and to develop a coherent approach to dealing appropriately with the real-life situations addressed in this course.

When adult learners identify personal circumstances that affect learning, they take into consideration their learning profile; for example, they make a list of their responsibilities in order to strengthen their ability to keep track of their needs.

Contribution of the Operational Competency Acts methodically

This competency involves the capacity to systematically develop, choose and use appropriate ways of dealing with the real-life situations addressed in this course.

When adult learners implement more effective learning tools, they adapt learning strategies to their particular learning profile; for example, they may experiment with a self-reinforcement strategy to adapt it to their individual learning style.

Essential Knowledge

Essential knowledge is organized into categories. Elements in parentheses are optional; they serve only to describe the scope of the target knowledge.

Learning context

- Adult education centre organization (human, financial, material resources)
- External resources (community organizations, partners)
- Teaching approaches (subject-based, interdisciplinary, cross-disciplinary; individualized, differentiated; project-based, cooperative, problem-based)

Personal learning dispositions

- Learning styles (auditory, visual; simultaneous, sequential; verbal, non-verbal; combination of various styles)
- Role of memorization (long-term, short-term memory)
- Role of motivation (commitment, perseverance, effort; sense of competency, of belonging)
- Understanding of how to organize one's school work (tasks, responsibilities; collaboration, demands, flexibility; fears, difficulties; autonomy, progression, pace)
- Learner self-assessment (difficulties, strengths, needs)

Learning strategies

- Socio-affective strategies (interaction; self-reinforcement; emotional control and stress management)
- Cognitive strategies (note-taking; mnemonics; speed, selective and active reading; summarizing)
- Metacognitive strategies (planning, identification, self-management, self-regulation, transfer of learning)
- Time-management strategies (day planner, schedule, deadlines; balancing activities; delegating tasks)

Organizing a work plan

- · Learning objectives
- Priorities (short-term, medium-term)
- Resources (human, material, financial)
- Deadlines
- Progress-monitoring measures (tests, checklist, meetings, reports)

Attitudes

The following attitudes are provided as suggestions only. Developing these attitudes may help adults become more competent in dealing with the real-life situations addressed in this course.

Determination

Adults who are determined make a concerted effort to find solutions to the problems they encounter. This enables them to manage their doubts and to concentrate on fulfilling their desire to learn.

• Flexibility

Adults who are flexible are able to change their ways of learning or adopt new ones. As a result, they recognize the value and variety of different learning strategies and are ready to use them to improve their chances of success.

Complementary Resources

The following resources are provided as suggestions only. They constitute a set of references that may be consulted in learning situations.

Social Resources	Material Resources
 Adult education centre personnel Community: partners, counsellors Any person involved in the adult learner's studies Reception, referral, counselling and support services (SARCA) 	 Government publications or documentation from recognized organizations Recognized websites Recognized audiovisual material Libraries Print or digital portfolio Logbook Forms or information sheets

Example of a Learning Situation

More Effective Learning Tools

Situation addressed: Testing cognitive strategies to integrate them into the learning process

Instructional Methods	Assignments to Be Completed		
Interactive presentation	Note-taking template		
Individual work	Summary		
Group work	Self-evaluation on cognitive strategies		
Pair work			
Feedback			

Approximate length: 3 hours

The length of the learning situation and of each of its stages depends on the number of adult learners per group, as well as their circumstances and learning pace.

Preparing for Learning

Interactive presentation: Introduction of the learning situation 15 minutes

The teacher presents a situation in which the adult learners will implement more effective learning tools.

- What learning strategies do you use?
- What is their purpose? How are they useful in your studies?
- Are they equally useful to all learners?

The teacher clarifies what **cognitive strategies** are and explains that the learning situation is about note-taking; speed, selective and active reading; and summary writing. The teacher draws a connection between the strategies and a specific (predetermined) learning style.

Your challenge is to

• choose the cognitive strategies that are best suited to your learning style

The teacher describes the various steps that adult learners will need to complete to do the challenge:

- experiment with note-taking
- acquire reading strategies
- write a summary
- fill out a self-evaluation on cognitive strategies

The teacher makes sure that all adult learners understand the task at hand and are motivated to do the challenge.

Engaging in Learning

Interactive presentation: Note-taking

20 minutes

The teacher gives an interactive presentation on **note-taking**, explaining the features and purpose of each part of the process, giving examples and asking adult learners to answer questions such as the following:

- Why take notes?
- When should you take notes?
- How is note-taking useful?
- How do you take notes?

The teacher completes and clarifies the concepts covered, encouraging adult learners to share their prior knowledge and any questions they may have, using their own examples.

Individual work: Experimenting with note-taking 30 minutes

The teacher explains the goal of the exercise: to experiment with note-taking. The teacher presents the steps in the exercise and gives instructions:

- watch a video about a trade, paying close attention to the content
- take notes in the template provided

The teacher presents the template and makes sure adult learners understand both the tool and the exercise instructions.

Adult learners do the exercise individually.

The teacher then leads a group discussion.

- What did you find the most difficult? Why?
- What did you find the most useful? Why?

The teacher encourages adult learners to talk about their difficulties, explains the concepts once again and asks adult learners to share their comments or other thoughts on note-taking.

Interactive presentation: Speed, selective and active reading 30 minutes

The teacher gives an interactive presentation on **speed**, **selective and active reading**, explaining the characteristics of the three processes and the differences between them, using concrete examples. The teacher encourages adult learners to ask questions and take notes.

Group work: Acquisition of reading strategies 30 minutes

The teacher explains the goal of the exercise: to experiment with reading strategies. The teacher explains that the text to be read contains additional information about the trade presented in the previous exercise. The adult learners form three teams, each of which is assigned a different strategy.

The teacher hands out the text to be read and gives instructions:

- read the text on your own, using the assigned strategy
- in your team, find advantages to using the strategy
- · discuss with your teammates any difficulties you experienced

Throughout the exercise, the teacher supervises the activity and clarifies instructions as necessary, encouraging adult learners to share their comments.

Next, the teacher leads a group discussion, asking adult learners to identify the advantages of using reading strategies and to talk about any difficulties they experienced.

The teacher concludes the exercise by handing out a summary chart on the advantages of the different reading strategies and by giving examples.

Pair work: The art of summarizing 20 minutes

The teacher explains the goal of the exercise: to write a **summary**. The teacher explains that the summary will be based on the text adult learners read in the previous activity. The teacher asks them to form pairs, and then gives instructions:

- summarize the text individually
- show the summary to their partner

The teacher encourages adult learners to ask questions and actively participate in the pair work.

The teacher provides adult learners with guidance throughout the exercise.

Interactive presentation: Summaries

20 minutes

The teacher gives an interactive presentation on how to write a summary, explaining the structure and parts of a summary and encouraging the adult learners to ask questions and take notes.

The teacher hands out a summary of the text prepared by the teacher and asks adult learners to look for errors and to indicate any corrections that are needed. The teacher encourages adult learners to participate in the discussion by contributing their opinions and comments.

The teacher concludes the presentation by reading a corrected version of the summary and then distributing copies to the class.

Integrating and Transferring Learning

Feedback

15 minutes

The teacher asks the adult learners to complete a self-evaluation on the cognitive strategies covered.

The teacher concludes the learning situation by leading a group discussion using questions such as the following:

- Which strategy do you think is the most important for you to adopt?
- In which subject area do you think it will be useful?
- Are there other strategies you should develop? Which ones?

The teacher encourages adult learners to identify suitable contexts in which they might apply the cognitive strategies discussed.

Elements of the Course Addressed by the Learning Situation

Class of Situations			
Taking responsibility for one's learning			
Learning Situation			
More Effective Learning Tools			
Category of Actions Operational Competency			
Implementing more effective learning tools	Acts methodically Adapts learning strategies to personal learning profile		
Essential Knowledge			
Learning strategies Cognitive strategies			
Attitude Complementary Resources			
Flexibility	 Note-taking template Summary of a text Self-evaluation on cognitive strategies 		

CST-5004-1 Doing an Assignment

Committing to Success



Introduction

The goal of the course *Doing an Assignment* is to prepare adult learners to deal competently with real-life situations in which they must do a project.

By the end of the course, adult learners will be able to organize a project, process information and present the finished project.

Dealing with Real-Life Situations

Dealing effectively with real-life situations is based on actions. These actions are grouped into categories and draw on a set of resources that include operational competencies and essential knowledge. During the learning process, adults are expected to construct knowledge related to these resources in order to be able to deal appropriately with their real-life situations.

The class of situations, categories of actions, operational competencies and essential knowledge constitute the compulsory elements of the course. Details on these elements may be found under the appropriate headings.

Class of Situations

This course addresses the class of situations Doing a project.

This class involves real-life situations in which adult learners may have difficulty completing an assignment. Misunderstanding or having only a partial understanding of the responsibilities, tasks, instructions or methods involved is often the reason for adult learners' lack of interest or motivation. Difficulties, particularly with regard to organizing, understanding and communicating information, may adversely affect their perseverance in their studies.

To address these real-life situations, adult learners learn about various ways of applying work methods when doing a project. They experiment with different skills for organizing, processing and communicating information. Throughout the process of carrying out their project, they come to see how what they are learning may be transferred to school subjects or their everyday lives.

Thus, adult learners raise issues, identify the many dimensions of those issues, come up with solutions and, where appropriate, apply the solutions best suited to their needs.

Class of Situations	Examples of Situations
Doing a project	 Having doubts about one's work methods Using resources and tools at one's disposal for a school or extracurricular project Acquiring new work techniques Improving one's participation in teamwork Adapting one's participation in teamwork as a result of unexpected circumstances Reviewing one's portfolio Preparing a project for a parent committee

Categories of Actions

The categories of actions are groups of actions that are appropriate for dealing with the real-life situations in the course. The examples of actions listed in the table below illustrate the scope of each category.

Categories of Actions	Examples of Actions
Organizing a project	 Makes a chart of the stages of the project Shares knowledge related to the project Describes their personal interests related to the project Explains the importance of collaborating as a team Establishes a production timeline Identifies available human resources Identifies useful computer resources for the project Establishes a production budget
Processing information	 Does research on the Internet, consulting credible sources Identifies relevant information in a text Records information in a logbook Distinguishes similarities and differences in various points of view Writes a conclusion for the project
Presenting a project	 Determines the length of the presentation Makes a poster to publicize the activity Prepares questions to elicit reactions from the audience Uses body language to capture the audience's attention

Compulsory Elements and End-of-Course Outcomes

The teacher must take the compulsory elements into account when designing learning situations.

Class of Situations

Doing a project

Categories of Actions

- Organizing a project
- Processing information
- Presenting a project

Operational Competencies

Acts methodically

- Plans out the various steps
- Uses appropriate research tools

Communicates

Organizes the main elements of the presentation

Essential Knowledge

- General conditions
- Conditions for success
- Resources
- Gathering and analyzing information
- Communicating findings

The end-of-course outcomes describe how adult learners should use the compulsory elements to deal with the real-life situations addressed in the course.

End-of-Course Outcomes

At the end of the course, adult learners will demonstrate progress in dealing with real-life situations in the class *Doing a project* and addressing the difficulties they may have in organizing their work. To deal with these real-life situations, they will organize their project adequately and gather and analyze the information they need to present their project. They will also be able to request help if necessary and suggest improvements they might make in their individual learning process.

When adult learners organize a project, they plan out the various steps. To do this, they establish the stages of the project; they also identify their personal assets and characteristics. They take success factors and organizational principles into consideration, and avail themselves of the human, material and financial resources at their disposal.

When adult learners process information, they identify credible sources, define selection criteria and choose tools for recording the information. They then examine their findings and organize the final product. They use appropriate research tools at all times.

When adult learners present their projects, they organize the principal elements of their presentation, preparing the presentation and the required materials, observing guidelines for verbal communication and incorporating non-verbal communication as well.

Evaluation Criteria

- Methodical organization of a project
- Appropriate processing of information
- Appropriate presentation of the final product

Operational Competencies

The contribution of each operational competency is described in terms of the actions that are appropriate for dealing with the real-life situations addressed in the course. These operational competencies are also addressed in other courses, with all courses contributing jointly to their development.

In this course, only the following operational competencies are addressed: Acts methodically and Communicates.

Contribution of the Operational Competency Acts methodically

This competency involves the capacity to systematically develop, choose and use appropriate ways of dealing with the real-life situations addressed in this course.

When adult learners organize a project, they plan out the various steps; for example, they make a chart of the different stages and identify available human resources.

When adult learners process information, they use appropriate research tools; for example, they identify relevant information and distinguish similarities and differences in various points of view.

Contribution of the Operational Competency Communicates

This competency involves the capacity to understand others and to make oneself understood when dealing appropriately with the situations addressed in this course.

When adult learners present their projects, they organize the principal elements of their presentation; for example, they prepare questions to elicit reactions from their audience and use appropriate body language to capture the audience's attention.

Essential Knowledge

Essential knowledge is organized into categories. Elements in parentheses are optional; they serve only to describe the scope of the target knowledge.

General conditions

- Stages of a project (preparation, production, evaluation)
- Personal assets (knowledge, skills, attitudes, experience)
- Personal characteristics (areas of interest, motivation, degree of investment, willingness to change)

Conditions for success

- Success factors (acceptance of responsibility; collaboration, communication)
- Organizational principles (objective, time management, schedule, task sharing, work plan, instructions, constraints, meetings)

Resources

- Human (adult education centre personnel, peers, family, friends)
- Material (documentation, computers, laboratories, library)
- Financial (complementary services, support services, budget)

Gathering and analyzing information

- Credible sources (institutions; people; written, audiovisual and online documents)
- Selection criteria (relevance; coherence; ethical considerations; integrity; veracity; reading and scanning techniques)
- Tools for recording information (index cards, diagrams, logbook, portfolio; information and communications technologies)
- Examination of findings (context; facts versus opinions; causes and consequences; similarities and differences; continuity and change)
- Organization of final product (introduction, development, conclusion; vocabulary, syntax, Gallicisms)

Communicating findings

- Presentation of the project (length, place, sharing of tasks; presentation style; guiding questions, argument, examples; quiz, debate, personal account)
- Presentation materials (poster; pamphlet; photocopies; digital media)

- Guidelines for verbal communication (overcoming nerves, public speaking, talking speed; staying on topic, considering the audience, respecting the time limit)
- Non-verbal communication (attitude, body language)

Attitudes

The following attitudes are provided as suggestions only. Developing these attitudes may help adults become more competent in dealing with the real-life situations addressed in this course.

• Self-confidence

Adults who are confident believe in their own abilities and seek out the help they require to make better progress in their work. As a result, they realize that they are capable of finding the appropriate tools to achieve desired results.

Curiosity

Adults who are curious ask questions and seek to learn new things. As a result, they explore new possibilities and apply their learning in other contexts.

Complementary Resources

The following resources are provided as suggestions only. They constitute a set of references that may be consulted in learning situations.

Social Resources	Material Resources
 Adult education centre personnel Community: partners, counsellors Any person involved in the adult learner's studies Learning support services Reception, referral, counselling and support services (SARCA) 	 Government publications or documentation from recognized organizations Recognized websites Recognized audiovisual material Libraries

Example of a Learning Situation

Gathering Information

Situation addressed: Gathering credible information and recording it properly

Instructional Methods	Assignments to Be Completed
 Interactive presentation Work in groups of three Individual work Thematic workshop Feedback 	 Document file including: source credibility checklist relevant information on the subject appropriate tools for recording findings

Approximate length: 3 hours

The length of the learning situation and of each of its stages depends on the number of adult learners per group, as well as their circumstances and learning pace.

Preparing for Learning

Interactive presentation: Introduction of the learning situation 20 minutes

The teacher presents a situation in which adult learners will develop the skills necessary to gather information on a topic chosen for the course.

- How will you select the information necessary for your project?
- Do you know how to establish criteria for identifying credible sources?
- Should you consult a variety of sources?
- How can you keep track of the information you gather?

Your challenge is to

• gather information efficiently by consulting credible sources, using relevant selection criteria and recording information appropriately

The teacher hands out a document file for adult learners to use in their information gathering. The file contains the following documents:

- a source credibility checklist
- documents from a variety of sources on the chosen topic

The teacher describes the various steps that adult learners will need to complete to do the challenge:

- fill out the source credibility checklist
- gather relevant information to present on the subject
- · choose methods of recording their findings

The teacher makes sure that all adult learners understand the task at hand and are motivated to do the challenge.

Engaging in Learning

Interactive presentation: Credible sources and selection criteria 30 minutes

The teacher gives an interactive presentation on **credible sources** (institutions; people; written, audiovisual and online documents), illustrated with concrete examples.

The teacher continues by presenting information **selection criteria** (relevance; coherence; ethical considerations; integrity; veracity; reading and scanning techniques), clearly defining the criteria and providing pertinent examples related to the project.

The teacher encourages the adult learners to ask questions and to relate the content of the presentation to their project.

The teacher emphasizes the importance of being curious and of applying selection criteria when choosing information, and presents the source credibility checklist.

Work in groups of three: Credible sources 30 minutes

The teacher asks adult learners to form groups of three, and explains the goal of the exercise: to assess source credibility. The teacher provides examples, offers clarification, specifies how to use the checklist and explains the instructions:

- choose three texts from the document file
- · divide the texts up among the group members
- use the checklist to assess the credibility of the different sources

The teacher provides guidance and assistance to adult learners throughout the exercise.

The class comes back together to correct the exercise with the teacher, who asks adult learners to share the results of their assessment and provides additional information based on adult learners' answers to the following questions:

- How can you distinguish between a credible source and an unreliable source?
- What problems did you experience?

Individual work: Selection criteria 30 minutes

The teacher explains the goal of the exercise and gives instructions:

- read a text from the document file
- apply reading and scanning techniques based on the question Which information should I record?
- collect relevant information for your project

The teacher provides adult learners with guidance throughout the exercise and answers their questions.

The teacher then leads a group discussion, encouraging adult learners to participate and comment on the exercise:

- What did you find the most difficult?
- Why are these techniques useful?

The teacher encourages adult learners to incorporate any relevant information into their project.

Interactive presentation: Tools for recording information 20 minutes

The teacher gives an interactive presentation on **tools for recording information** (index cards, diagrams, logbook, portfolio; information and communications technologies).

- Have you used some of these tools before? Which ones?
- Under what circumstances?

The teacher provides relevant examples, highlights the characteristics and advantages of each approach and encourages adult learners to share what they know and their experiences.

Thematic workshop: Recording information 30 minutes

The teacher divides the class into small groups and explains the goal of the exercise: to select tools for recording information that will be useful for a project. The teacher asks adult learners to do the following:

- select some of the tools presented at the beginning of the lesson
- explain how the tools will be useful for their projects

The teacher answers the teams' questions and provides additional information as necessary.

Then, the class comes back together for a discussion. The teacher provides additional information and answers questions, encouraging adult learners to express their opinions and their preferences regarding the various tools.

Integrating and Transferring Learning

Feedback

20 minutes

The teacher concludes the learning situation by asking the adult learners about any difficulties they experienced:

- What did you find most difficult about gathering information? Why?
- Is it important to use credible sources? Why?
- Are there still some selection criteria you find difficult to use in assessing information? Why?
- Will some of the tools for recording information be useful to you? Why? When?
- Which elements of this learning situation will you be able to use in completing your project? How will you use them?

The teacher encourages adult learners to use what they have learned about collecting information in order to do their project.

Elements of the Course Addressed by the Learning Situation

Class of Situations		
Doing a project		
Learning Situation		
Gathering Information		
Category of Actions Operational Competency		
Processing information	Acts methodically Uses appropriate research tools	
Essential Knowledge		
 Gathering and analyzing information Credible sources Selection criteria Tools for recording information 		
Attitude	Complementary Resource	
Curiosity	Document file	

CST-5005-1 Coping Well With Evaluation

Committing to Success



Introduction

The goal of the course *Coping Well With Evaluation* is to prepare adult learners to deal competently with real-life situations involving the evaluation of learning.

By the end of the course, adult learners will be able to identify evaluation situation variables and experiment with different approaches to evaluation solutions in order to regain confidence in their abilities.

Dealing with Real-Life Situations

Dealing effectively with real-life situations is based on actions. These actions are grouped into categories and draw on a set of resources that include operational competencies and essential knowledge. During the learning process, adults are expected to construct knowledge related to these resources in order to be able to deal appropriately with their real-life situations.

The class of situations, categories of actions, operational competencies and essential knowledge constitute the compulsory elements of the course. Details on these elements may be found under t33he appropriate headings.

Class of Situations

This course addresses the class of situations Exploring the evaluation of learning process.

This class involves real-life situations in which adult learners may experience difficulty dealing with learning evaluation. Their lack of confidence in their abilities and limited understanding of requirements, combined with past difficulties, place them in a stressful position in which they may feel as if they are losing control.

To address these situations, adult learners learn about evaluation parameters, identify relevant personal factors and experiment with different approaches to evaluation situations. They become aware of their strengths and weaknesses and develop compensatory strategies to help them achieve the best possible result.

Thus, adult learners raise issues, identify the various dimensions of those issues, come up with solutions and, where appropriate, apply the solutions best suited to their needs.

Class of Situations	Examples of Situations
Exploring the evaluation of learning process	 Being passive about evaluation Experiencing multiple failures Harbouring doubts about one's ability to succeed Experiencing stress around evaluations Understanding the causes of past failures Wishing to develop new skills Having fears associated with the evaluation process

Categories of Actions

The categories of actions are groups of actions that are appropriate for dealing with the real-life situations in the course. The examples of actions listed in the table below illustrate the scope of each category.

Categories of Actions	Examples of Actions
Identifying evaluation situation variables	 Differentiates between evaluations to support learning and evaluations for certification purposes or for the recognition of prior learning Assesses the criteria selected for an evaluation situation Identifies the materials permitted in an evaluation situation Distinguishes between the requirements of a multiple-choice question and the requirements of a short-answer question Explains in their own words the instructions for a complex evaluation task Identifies personal sources of motivation that are helpful in evaluation situations Lists personal physiological attributes that are helpful in evaluation situations Lists personal psychological attributes that are counterproductive in evaluation situations Determines how an examination is organized in order to ensure they pass Identifies strategies to help compensate for personal learning disabilities in an evaluation context Identifies strengths and weaknesses regarding evaluations
Experimenting with different approaches to evaluation situations	 Describes difficulties experienced prior to an evaluation Anticipates possible evaluation situation questions and prepares answers to them Determines how to plan preparation for evaluations Contacts the teacher to get help preparing for an evaluation Uses relaxation techniques in evaluation situations Uses concentration techniques in evaluation situations

Demonstrates ability to use time-management skills in evaluation situations
 Uses process of elimination when doing a multiple-choice exercise
 Rereads questions and answers before handing in an examination
 Checks off finished items in examination checklist
 Reflects on feedback received after an evaluation
 Determines elements to adjust in personal approach to evaluation situations
 Plans progress-monitoring measures to improve personal approach to evaluation situations

Compulsory Elements and End-of-Course Outcomes

The teacher must take the compulsory elements into account when designing learning situations.

Class of Situations

Exploring the evaluation of learning process

Categories of Actions

- Identifying evaluation situation variables
- Experimenting with different approaches to evaluation situations

Operational Competencies

Thinks logically

- Conducts a personal assessment of the type of preparation required for the evaluation
- Takes into consideration the different stages of the evaluation process

Uses creativity

Approaches problems from a different angle

Essential Knowledge

- Evaluation parameters
- Influential personal factors
- Before an evaluation
- During an evaluation
- After an evaluation

The end-of-course outcomes describe how adult learners should use the compulsory elements to deal with the real-life situations addressed in the course.

End-of-Course Outcomes

By the end of the course, adult learners will demonstrate progress in dealing with real-life situations in the class *Exploring the evaluation of learning process*, taking into account their difficulties and fears. To deal with these real-life situations, they identify the different variables involved and experiment with different approaches to evaluation situations. They are also able to request help if necessary and to suggest improvements they might make in their individual learning process.

When adult learners identify evaluation situation variables, they conduct a personal assessment of the type of preparation they require. To do this, they identify relevant modes of evaluation, familiarizing themselves with their content and particularities and determining the various types of task associated with them. They then list influential personal factors (affective, psychological, physiological or organizational), relevant aspects of any learning disabilities they may have, and experiences that may help or hinder them in dealing with evaluation situations.

When adult learners experiment with different approaches to evaluation, they take into consideration the different stages of the evaluation process and approach their problems from a different angle. Before the evaluation, they are in anticipation mode, finding ways to prepare properly for the evaluation and making the most of the resources at their disposal. During the evaluation, they take into account their personal state and organizational strategies. They review their examinations before handing them in. After the evaluation, they accept feedback, adjust their approaches and establish progress-monitoring measures to overcome their difficulties.

Evaluation Criteria

- Accurate identification of evaluation situation variables
- Thoughtful experimentation with different approaches to evaluation situations

Operational Competencies

The contribution of each operational competency is described in terms of the actions that are appropriate for dealing with the real-life situations addressed in the course. These operational competencies are addressed in other courses, with all the courses contributing jointly to their development.

In this course, only the following operational competencies are addressed: *Thinks logically* and *Uses creativity*.

Contribution of the Operational Competency Thinks logically

This competency involves the capacity to organize one's thoughts and to develop a coherent approach to dealing appropriately with the real-life situations addressed in this course.

When adult learners identify evaluation situation variables, they conduct a personal assessment of the type of preparation they require; for example, after determining the content of the evaluation they consider how best to take their learning disabilities into account. This helps them overcome any apprehensions they may have about taking examinations.

When adult learners experiment with different approaches to evaluation situations, they take into consideration the different stages of the evaluation process; for example, they think about what they usually do before, during and after an evaluation in order to find ways of overcoming the difficulties they experience.

Contribution of the Operational Competency Uses creativity

This competency involves the capacity to deviate from habits or routines when dealing appropriately with the situations addressed in this course.

When adult learners experiment with different approaches to evaluation, they approach their problems from a new angle; for example, they describe the difficulties they are having before an evaluation so that they can find better ways to prepare.

Essential Knowledge

Essential knowledge is organized into categories. Elements in parentheses are optional; they serve only to describe the scope of the target knowledge.

Evaluation parameters

- Evaluation mode (learning support, certification and recognition; evaluation instruments, adaptive measure)
- Evaluation content (criteria, weighting, permitted materials, pass mark, retake)
- Types of task (multiple-choice questions, short-answer questions, essay questions; contextualized, role-play or simulation exercises; instructions; type of documents to be handed in)

Influential personal factors

- Psychological factors (motivation, self-confidence, impulsiveness, denial, stress, flexibility, sense of competency)
- Physiological factors (sleep, diet, lifestyle, energy)
- Organizational factors (work-study schedule, available time, educational goals, priorities)
- Learning disability factors (dyslexia, dysphasia, pervasive developmental disorder, attention deficit; compensatory strategies)
- Previous evaluation situation experiences (strengths, weaknesses)

Before an evaluation

- Anticipation (place, time; difficulties, aptitudes, skills; potential questions; success, failure)
- Ways of preparing (planning; memorization, remedial help, review; course notes, summary, diagram, information sheet, plan)
- Resources (adult education centre personnel, peers, family members, friends; learning materials; research tools)

During an evaluation

- Personal state (breathing, relaxation and concentration techniques; posture)
- Organizational strategies (time-management, elimination and categorization techniques; answering easier questions first; reading instructions; summarizing)
- Reviewing the examination (rereading questions and answers, presentation quality, checklist)

After an evaluation

- Feedback (grade; before, during and after an evaluation)
- Adjustment (learning disabilities; understanding variables; quality of preparation)
- Progress-monitoring measures (for preparation, during evaluation)

Attitudes

The following attitudes are provided as suggestions only. Developing these attitudes may help adult learners become more competent in dealing with the real-life situations addressed in this course.

• Sense of responsibility

Adults who have a sense of responsibility accept their failures as well as their successes. As a result, they are able to reflect on their experiences and benefit from them.

Perseverance

Adults who persevere apply effective solutions to deal with any feelings of anxiety or loss of control they may experience. By making such an effort, they develop their self-esteem and contribute to their own success.

Complementary Resources

The following resources are provided as suggestions only. They constitute a set of references that may be consulted in learning situations.

Social Resources	Material Resources
Adult education centre personnel	Government publications or documentation from recognized
Community: partners, counsellors	organizations
Any person involved in the adult learner's studies	Recognized websites
Learning support services	Recognized audiovisual material
Reception, referral, counselling and support services	Information and communications technologies
(SARCA)	Assessment and evaluation instruments

Example of a Learning Situation

What to Do Before an Evaluation

Situation addressed: Preparing for an evaluation

Instructional Methods	Assignments to Be Completed
Interactive presentation	Sheets on
Pair work	anticipationways of preparing
Thematic workshop	o resources to use before an evaluation
Oral presentation	
Feedback	

Approximate length: 3 hours

The length of the learning situation and of each of its stages depends on the number of adult learners per group, as well as their circumstances and learning pace.

Preparing for Learning

Interactive presentation: Introduction of the learning situation 20 minutes

The teacher presents a learning situation in which adult learners will reflect on effective ways of preparing for evaluations in order to find strategies for overcoming difficulties they experience.

- How do you prepare for an evaluation?
- Have you found strategies and resources that could make it easier to prepare?

Your challenge is to

• use appropriate strategies to be better prepared for an evaluation

The teacher explains that by reflecting on their difficulties regarding evaluations, adult learners will be able to explore ways of anticipating evaluations, prepare for them and find resources for additional support.

The teacher describes the various steps that adult learners will need to complete to do the challenge:

- fill out sheets on
 - anticipation
 - ways of preparing
 - o resources to use before an evaluation

The teacher makes sure that all adult learners understand the task at hand and are motivated to do the challenge.

Engaging in Learning

Interactive presentation: Anticipation

20 minutes

The teacher gives a short interactive presentation on **anticipation** and its advantages, encouraging discussion through questions such as:

- How does knowing the time and place make it easier to prepare for an evaluation?
- When you are studying, do you ever guess questions that will be on the evaluation?
- Can you explain some of your difficulties and identify your strengths and skills?

The teacher encourages the adult learners to participate, ask questions and give examples based on their personal experiences. The teacher provides additional information as necessary.

Pair work: Anticipation

30 minutes

The teacher puts adult learners in pairs and explains the goal of the exercise on anticipation as well as the instructions. The teacher explains how to record information on the sheet, which will permit adult learners to take stock of their difficulties and of strategies for preparing for evaluations. Adult learners must:

- select two anticipation strategies to adopt
- present the advantages of these strategies in terms of difficulties they have experienced
- record the information on the anticipation sheet

The teacher provides adult learners with guidance throughout the exercise.

The teacher then leads a class discussion, asking adult learners to share the information they have recorded and highlighting the strategies, difficulties and advantages identified. The teacher verifies adult learners' understanding, offering additional explanations if necessary and welcoming their comments.

Adult learners are encouraged to add additional information to their sheets.

Interactive presentation: Ways of preparing for evaluations 20 minutes

The teacher asks adult learners to think about how they prepare for evaluations.

- What type of planning do you do?
- Do you schedule time for remedial help or review?
- How do you approach note-taking?
- Do you use tools such as summaries, diagrams or index cards to organize the information you need to learn?

The teacher gives an interactive presentation on different **ways of preparing** identified by adult learners, using examples to provide clarification, responding to comments and questions, and encouraging adult learners to share their experiences.

Thematic workshop and oral presentation: Preparation strategies 50 minutes

The teacher explains the goal of the exercise on preparation strategies as well as the instructions, and then asks adult learners to form groups. As in the anticipation exercise, adult learners must do the following:

- select two strategies to adopt
- present advantages of these strategies in terms of difficulties they have experienced
- record the information on the preparation sheet

The teacher provides adult learners with guidance throughout the exercise, encouraging them to express their points of view and to participate in the group discussion.

The teacher asks one person from each group to present the group's chosen preparation strategies to the class. The teacher encourages discussion on the advantages mentioned, prompting adult learners to participate, and providing additional information where necessary.

Adult learners are encouraged to add information to their sheets during the presentations. The teacher provides adult learners with guidance throughout the exercise.

Interactive presentation: Resources 20 minutes

The teacher gives an interactive presentation on **resources** at the adult education centre. These resources (adult education centre personnel, learning materials, research tools) can help adult learners prepare for evaluations. The teacher also lists resources outside the centre (peers, family members, friends), encourages discussion by asking guiding questions and provides further explanation if necessary.

- Do you use any resources before evaluations? Which ones?
- How can they help you?

The teacher prompts adult learners to participate in the discussion, goes over the advantages of consulting these resources and encourages adult learners to use them.

Adult learners are encouraged to take notes on their resource sheets throughout the discussion.

Integrating and Transferring Learning

Feedback

20 minutes

The teacher leads a class discussion to conclude the learning situation. The teacher emphasizes the importance of preparing well in order to cope better with evaluations. The teacher asks adult learners to discuss the information they recorded on their sheets and provides further explanation where necessary.

- What have you found out about the difficulties you have preparing for evaluations?
- What strategies are the most important for you to adopt?
- Which resources are the most appropriate for your needs?
- In what subject will you be able to apply the preparation strategies? How?

Finally, the teacher encourages adult learners to continue thinking about ways to be better prepared for evaluations.

Elements of the Course Addressed by the Learning Situation

Class of Situations			
Exploring the evaluation of learning process			
Learning Situation			
What to Do Before an Evaluation			
Category of Actions Operational Competency			
Experimenting with different approaches to evaluation situations	Thinks logically Takes into consideration the different stages of the evaluation process		
Essential	Knowledge		
 Before an evaluation Anticipation (place, time; difficulties, aptitudes, skills; potential questions; success, failure) Ways of preparing (planning; memorization, remedial help, review; course notes, summary, diagram, information sheet, plan) Resources (adult education centre personnel, peers, family members, friends; learning materials; research tools) 			
Attitude	Complementary Resources		
Perseverance	 Sheets on anticipation ways of preparing resources to use before an evaluation 		

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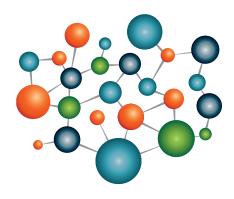
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