

For immediate release

FIND OUT EVERYTHING THERE IS TO KNOW ABOUT THE ACPQ'S
PROGRAMME DE RECHERCHE ET D'EXPÉRIMENTATION PÉDAGOGIQUES!

Montréal, November 8, 2017 – Eager to contribute to the development of college research, the Ministère de l'Éducation et de l'Enseignement supérieur provides financial support to a number of research assistance programs, including the [Programme de recherche et d'expérimentation pédagogiques](#) (PREP, or pedagogical research and experimentation program) managed by the [Association des collèges privés du Québec](#) (ACPQ). To provide assistance to those who want to submit a grant application, the [Association pour la recherche au collégial](#) (ARC) will be holding an online information session on Wednesday, November 15, 2017, between 9:30 and 11:30 a.m.

PREP is available to all teaching and professional staff (full-time, part-time, or per lesson) of subsidized private colleges in Québec. The program consists of two components: the implementation of a research or experimentation project, and the preparation of a grant application, whether it be in the social sciences and humanities, natural sciences and engineering, or health sectors. What are the PREP's eligibility criteria and what conditions must a project satisfy? What types of projects meet the requirements of this grant program? What are the qualities of a well-prepared grant application? These are some of the topics that will be covered during ARC's webinar intended for teaching and professional staff of subsidized private colleges who want to submit a grant application by the February 26, 2018, deadline.

To ensure the information session is accessible to as many people as possible, it will be offered online and will remain accessible after it is held. In addition, it will be possible to hold discussions with resource persons in either French or English. For those who wish to apply for a grant or whose duties require them to support researchers who have a passion for discovery or experimentation, the [Programme de recherche et d'expérimentation pédagogiques](#) online session is an opportunity not to be missed. For more information or to register for the activity, call 514 843-8491, or write to arc@cvm.qc.ca. A registration fee will apply, based on [ARC's rate schedule](#).

Projects that received PREP funding in 2017-2018

Isabelle Lapointe-Therrien and **Éric Richard** (Campus Notre-Dame-de-Foy), *Étudiants adultes et études collégiales à la formation régulière* (Adult Students in a Regular College Education Program)

For the past several years, the number of adult students registering for regular college programs has been on the rise. Apart from the work of Deguire *et al* (1996) and Bessette (1999), there is little research on the experience of these students. The studies address a number of issues, but do not examine the actual experience of adult students; updated research is required, since the existing studies date back more than 20 years. The purpose of this study is to understand how such students experience their college education in 2017 in order to 1) identify their expectations with regard to their education; 2) identify their specific expectations of their courses in terms of pedagogy – theory and practice; 3) identify the difficulties they encounter; 4) describe the types of relationships they have with students arriving from high school; and 5) get their feedback in order

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to provide them with better support during their college studies. The methodological approach will be exploratory and inductive. Data will be collected by means of semi-directed interviews, since discussion provides a better understanding of the experience of the interviewee. The knowledge acquired will help to meet the needs of these students better and could lead to an improvement in teaching quality and their experience of college education.

Pierre Michaud and **Bertrand Clavet** (Lafèche College), *L'engagement et la perception d'auto-efficacité des enseignants et des étudiants après l'utilisation d'un centre d'apprentissage actif* (Engagement and Perception of Self-Efficacy of Professors and Students after Using an Active Learning Centre)

The vision of Lafèche College is shifting towards active learning pedagogy. Active learning strategies are harder to employ when a classroom's non-flexible configuration creates a limitation that predisposes toward a conventional approach to teaching. As an experiment, the College will reconfigure the classroom layout to make it an active learning centre. Studies of the effects of active learning centres have pointed to better engagement for both students (learning) and professors (teaching). Furthermore, Bandura's theory (1986) indicates that a personal sense of efficacy is influenced by contextual variables such as the environment. However, little research has addressed the relationship between the active learning centre environment and the student or professor's feeling of self-efficacy. The purpose of the experiment is to examine the impact of an active learning centre on engagement and the feeling of self-efficacy of students and professors. *Engagement* and the *feeling of self-efficacy* will be measured by scales designed for that purpose. A quasi-experimental simple research plan with repeated measurements will be used for the comparison of results.

The mission of the Association pour la recherche au collégial, founded in 1988, is to promote college research by representing the interests of individuals and groups engaged with such research, by organizing activities to recognize excellence in college research, and by providing services to the college research community.

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