

Masters level program

This program has been specifically designed for college teachers and other pedagogical staff who belong to the Performa network. The program may be followed in two ways: a diploma or a Master's degree.

The Masters of Education (ME)
 is a 45 credit program which targets educational psychology, pedagogy, pedagogical content knowledge and discipline based learning with a view to deepening the professional abilities of a reflective practitioner in college teaching and rests on a critical analysis of professional practice or the development of new teaching methods based on conceptual frameworks.

The Diploma (DE),
 a 30 credit program, has as its objective education in the fields of educational psychology, pedagogy, pedagogical content knowledge and discipline based learning with a view to developing the professional abilities of a reflective practitioner in college teaching and rests on an ever deeper understanding of explicit theoretical basics; under certain conditions, the Diploma leads to a Masters of Education (ME) or a Masters of Arts in Education (MA).



An Integrated Program

The Master Teacher Program was designed to develop the professional competencies needed to be a reflective practitioner in college education.

The program
 The program is not a series of disconnected courses but rather an integrated program. The first four courses are sequenced (*College Teaching: Issues and Challenges, Psychology of Learning for the College Classroom, Instructional Strategies for the College Classroom and Assessment as Learning*) and each is a prerequisite to the one following it.

Once the first four courses have been completed in sequence, the progression of courses is more flexible.

The curriculum is designed to prepare participants to design and implement research projects that will increase their understanding of how their professional decisions impact on their work with students, colleagues, and the institutions they serve. As such, it promotes the use of evidence as a basis for policy and practice and will allow our graduates to play a central role in educational change.



The Courses

There are seventeen courses in the Master Teacher Program:

College Teaching: Issues and Challenges	3 credits
Psychology of Learning for the College Classroom	3 credits
Instructional Strategies for the College Classroom	3 credits
Assessment as Learning	3 credits
Planning and Preparing Your Teaching Portfolio	1 credit
Developmental Psychology: The Emerging Adult	2 credits
Dynamics & Diversity in the College Classroom	2 credits
Integrating Technology into the College Classroom	3 credits
Constructing Knowledge in Your Discipline	3 credits
Philosophy of Education	3 credits
Constructing Knowledge across the Disciplines	3 credits
Presenting Your Teaching Portfolio: An Integrative Activity	1 credit
Understanding the Research Cycle	3 credits
Exploring Research Strategies	3 credits
Designing a Research Project Proposal	2 credits
Critiquing a Research Project Proposal	1 credit
Conducting a Research Project	6 credits

Support to teaching

The program aims at developing the competencies described in a detailed Exit Profile for College Teachers.

An exit profile describing the knowledge, competencies, and personal qualities exhibited by an effective College teacher serves as the focus of the curriculum design with each of seventeen courses contributing to the development of one or many of these characteristics. Ten fundamental characteristics were identified and confirmed as the program was constructed.

- The teacher demonstrates commitment to the profession.
- The teacher is knowledgeable in the subject matter.
- The teacher understands the distinction between knowing their subject and teaching their subject.
- The teacher designs and implements basic course plans.
- The teacher uses a variety of appropriate instructional strategies.
- The teacher assesses student learning adequately, meaningfully and fairly.
- The teacher uses principles of educational psychology in the design and delivery of instruction.
- The teacher understands and applies knowledge of the psychology of emerging adulthood in the design and delivery of instruction.
- The teacher can manage classroom dynamics and diversity.
- The teacher integrates Information Technology into the college classroom
- The teacher can conceptualize and conduct educational research.

These characteristics (competencies) were categorized into five major areas of expertise: professionalism, content knowledge, pedagogical content knowledge, general pedagogical knowledge and the scholarship of teaching.

The ultimate goal of this program is to produce graduates who are reflective practitioners able to reflect as well as study their practice in a scientific manner in order to be effective college teachers according to the competences stated in our Exit Profile

Professional Development for College Teachers

For 30 years, PERFORMA has offered university-level professional development programs in college teaching. PERFORMA's unique approach is to develop customized training programs in response to the needs expressed by the pedagogical staff of the PERFORMA network's member-institutions. This approach generates concrete benefits for the teaching staff and the students as well as the institutions.

Learning through Action

The proposed programs employ an experiential approach to learning and require active participation. Thus, PERFORMA courses adopt a workshop or laboratory format in which the students develop pedagogical approaches and teaching materials that will serve them later. In addition, the courses allow the formation of new relationships among the teachers as well as the development of a cooperative approach to professional practice.

Flexible Programs

From one institution to another, the course content and formats are tailored to the needs and availability of the participants and resource persons. Furthermore, the courses are given in the workplace. A certain number of courses are offered regionally or on-line.

An Available Resource

PERFORMA is rooted in each of its member-institutions and relies on the active involvement of a local representative. PERFORMA courses are created and offered in cooperation with each of the teaching institutions in a spirit of institutional pedagogical development, professional development for the pedagogical staff and continuing education.

- Abitibi-Témiscamingue • Gérard-Grandin
- Ahuntsic • Gr
- Alma • John Ab
- I.T.A. La Poca
- I.T.A. Saint-Hyacinthe • Beauce-Appalaches • Lafleche
- Bois-de-Boul
- Champlain Reg
- Lionel-Groulx •
- Maisonneuve
- Marie-Victorin • Edouard-Montpetit • Matane
- François-Xavier-Garneau • Mérici • Gaspésie et des Îles
- Montmorency • Outaouais
- Shawinigan • région de l'Amiante
- Sherbrooke • Lanaudière
- Sorel-Tracy • Rimouski • Trois-Rivières • Rivière-du-Loup
- Valleyfield • Rosemont • Vanier
- Saint-Félicien • Victoriaville • Saint-Hyacinthe
- Vieux Montréal • Saint-Jean-sur-Richelieu
- Saint-Jérôme • Saint-Laurent
- Sainte-Foy • Sept-Îles

● **Admission and Registration Requirements**

General Requirement for Admission

The general requirement for admission to the master's level is a diploma at the baccalaureate level in an appropriate discipline. A person can also be admitted if the Faculty of Education recognizes that the candidate has previously acquired the necessary knowledge and competencies.

Special Requirements

The applicant must play a pedagogical role in one of the PERFORMA network's member-institutions.

Registration

For any information concerning registration, please contact the local PERFORMA representative (RL) in your institution.

www.USherbrooke.ca/performa



Faculté d'éducation

● PERFORMA (*perfectionnement et formation des maîtres*) is a cooperative venture of the ministère de l'Éducation, du Loisir et du Sport du Québec, the Université de Sherbrooke and the local colleges. This program is unique in that the courses are adapted to suit the cegep milieu and the needs of college teachers and other pedagogical personnel.

Professional Development Opportunity for Teachers: Master Teacher Program

A Masters in Education specifically designed for college personnel

- Abitibi-Témiscamingue • Gérard-Godin • Ahuntsic • Granby Haute-Yamaska
- Alma • John Abbott • André-Laurendeau • I.T.A. La Pocatière • Baie-Comeau
- I.T.A. Saint-Hyacinthe • Beauce-Appalaches • Lafleche • Bois-de-Boulogne • Lévis-Lauzon
- Champlain Regional • Limoilou • Chicoutimi
- Lionel-Groulx • Dawson • Maisonneuve • Drummondville
- Marie-Victorin • Édouard-Montpetit • Matane
- François-Xavier-Garneau • Mérici • Gaspésie et des Îles
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