



# Activité de synthèse II

Course Outline

Part 01 - Definition

Part 02 - Research Question

Part 03 - Closing



# Activité de synthèse II

Part 01 - Definition





# Course Outline

- <http://www.uqtr.ca>



# L'activité de synthèse

A multidisciplinary task

- integrates different types of knowledge
- a complex task i.e. meaningful in light of relations it has with other elements
- on part of S:
  - a methodical, intellectual, and reflexive activity
  - to find links and rlns bwn different sources of knowledge
  - to make sense of your learning by identifying relations bwn different sources of learning



# AdS II: Methodological & Reflexive

- Methodological
  - NOT the spontaneous juxtaposition of knowledge
  - Being able to distinguish important learning from the rest
    - See course obj.: Dév. les habiletés d'analyse et de synthèse
- Reflexive => Based on one's learning and knowledge

- To be useful and transferable

Sources of information

=

Your experience (practica + courses)





- Depending on circumstances (personal, professional, environment, ...) and people, a given source of knowledge (e.g.: a course) may vary in importance for different people.

» Yet, at the university, one can often hear...

- "À l'université, j'ai rien appris!"
- Is this really true?
- Let's help Mathieu...
- ... or let's find out with the help of Mathieu?



# The V.A.S. Method

- V =
  - Ce que j'ai Vévu (practica or courses)
- A =
  - Ce que j'ai Appris
- S =
  - Ce qui m'a Servi ou aurait pu me servir
  
- W =
  - Where
  - Grids to be found on site with course outline
  - Characteristics
    - flexibility : nb of rows, length of text
    - fill in and use for synthesis of learning (written text)





# Activité de synthèse II

Part 02 - Identifying your  
Enrichment Question



# Enrichment Question

- Aim: to get (more) knowledge about reality of teaching or learning a L2
- Topics
  - Pedagogy
  - Didactics
  - Profession
- In line with your personal interests
- In light of your learning (academic and practica)... or lack of
- Has to be useful to you i.e. your Q will help you understand or know more the reality of teaching-learning



# Qualities of a Good Question

- Precise, if Q is too general
  - Too long to answer
  - Impossible to collect data or information
- Pertinent
- Could be answered considering
  - time frame; tools; accessibility to participants, to milieu; financial resources; etc.
- Observable or measurable
  - Rely on facts, observable or measurable elements to explain reality
  - Again: your aim is to get knowledge about reality

Avoid value judgements: be objective

- You are not trying to prove that s/th is better than s/th else



# Examples



- How was the integration of hearing-impaired students in regular classes carried out and what were the results of it?
- What is the impact of learning a L2 on S success?
- Is grammar-translation better than CLT?
- In comparison with CLT, G-T accelerates acquisition of vocabulary by two months



# Your turn



- Individually\*
- Reflect on your interests & learning experiences
- Write 2-3 Q that may be of interest to you

\*Ok, fine... You can discuss this with a colleague...





# Activité de synthèse II

Part 03 - Closing



# Looking back on your own experience and making links

- Grids:
  - 4 pages for courses; 1 page for practica
  - For courses: cover the 4 blocs of program
    - didactics -- TESL, Variations, TLE
    - *tronc commun* -- Sc. Educ.
    - language -- grammar, oral communication
    - concentration -- (ESP/ENG)
  - Analysis:  $\frac{1}{2}$  to 1 page => part of final paper
- Article: 10-12 pages
- Detailed expectations: on site, with grids



# Presentation

- Next seminar
  - Length : 5 minutes
  - Support : PPT (max. 2 slides), poster, white board, ...
  - Content:
    - Q and reasons for your choice of Q
      - Personal experiences
      - Readings\*
    - Methodology: i.e. what you will do to answer your RQ
      - Description of participants, tools, steps & sequence of events, ...
      - Empirical: observation, questionnaire, interview

Question: Next seminar

Grids + 1 page synthesis

Summaries + 1 page synthesis

} January

» SPEAQ



# References

- Gauthier, B. (1987). *Recherche sociale. De la problématique à la collecte des données*. Sillery, Qc: PUQ.
- Karsenti, T., & Savoie-Zacj, L. (2004). *La recherche en éducation*, 3<sup>e</sup> éd. Sherbrooke, Qc: Éditions du CRP.
- Robert, M. (1988). *Fondements et étapes de la recherche scientifique en psychologie*, 3<sup>e</sup> éd. St-Hyacinthe, Qc: Edisem.





# Exercise

1. What is the impact of learning a L2 on S success?
2. Is STs' attitude Vs their L2 courses a cause of dropping out of the TESL degree at UQTR?
3. How efficient is the integration of ADHD Ss?
4. Is psychotherapy more efficient than medicine to improve the behaviour of third cycle students in the classroom?
5. Are Ts who implement more ICTs in their teaching judged to be more effective Ts?
6. Are there qualitative differences in Ts' conceptions of approach to instruction?

