

OUR ENGLISH COLLEGE COMMUNITY



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L'Association québécoise de pédagogie collégiale (AQPC) proudly presents this special English edition of *Pédagogie collégiale*, published for the entire AQPC membership in Quebec and dedicated to honouring the dynamism and vitality of the community of English-language establishments in the network of Quebec colleges.

Since 1987, *Pédagogie collégiale* a French-language publication, has been published four times a year featuring articles dealing with college pedagogy in Quebec. Over 650 articles have been published in French on all subjects relevant to college teaching: e.g., teaching strategies, the competency-based approach, assessment, lesson planning, student integration and learning, and research studies. Since 2004, with grants from the *ministère de l'Éducation, du Loisir et du Sport* under the Canada-Quebec agreement on minority languages, *Pédagogie collégiale* translates certain articles into English and makes them available to the English-speaking community via the Internet. To date, as a service to our Anglophone college colleagues, approximately sixty articles originally written in French can be read in English on the AQPC website.

Moreover, in its regular French edition, *Pédagogie collégiale* has published articles from all categories of contributors from the Anglophone community: e.g., teachers, education advisors, administrators and others. This is an eloquent way of showing their dedication to the Quebec college community and their involvement in the quality of teaching.


With this Special Issue in English, the Association wishes to offer to the Anglophone community an issue that is theirs; an issue that provides general insight into what is done and reflected upon in our Anglophone CEGEPs. Also, it is an issue that gives to the entire college network of Quebec a sample of the vitality and quality of Anglophone pedagogical life today. This Special Issue is dedicated to the Anglophone community and it is also an opportunity for this community to share its expertise with the entire Quebec college community.

The collection of articles contained in this issue testifies to the diversity of approaches to the ongoing endeavour to help our students succeed. Indeed, all of the articles in this issue deal in some way with the question of student learning and success. Some are accounts of research projects that study such questions as the following: fostering curriculum coherence and alignment between course objectives, instructional process and assessments; integrating at-risk students; assuring teacher-student personal relationships and feedback; creating a sense of community of practice in disciplines; and adjusting college services for students with disabilities. Others share resources and ideas that can inspire good practices for teacher support and training services or for students with disabilities who are in computer environments.

Abstracts of these articles will be found on the AQPC web site, under the tab: *Pédagogie collégiale*.

Even if this special issue is dedicated to our Anglophone colleagues, they are most welcome to continue to contribute to our regular publication in French. To this end, the AQPC gladly offers translation services if needed. Also, at some future time, the AQPC wishes to renew this experience of an English edition of *Pédagogie collégiale*. ♦


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