

Program of Study

Introduction to an On-Going Training Process

Revised Version of the Orientation Services
Program (2002)

June 2005

Québec 



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**Revised Version of the Orientation Services
Program (2002)**

June 2005

Formation professionnelle et technique
et formation continue

Direction de la formation générale
des adultes

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Presentation

This is a revised edition of the Orientation Services program, in existence since 1998 as part of the training services offered by the French and English school boards of Québec. This new official document includes a revised version of the most recent publication of the Orientation Services program, dated November 2001.

The 2005 version of this program, Introduction to an On-Going Training Process, contains the same guiding principles and andragogical aims as the original version. The structure of the new version is identical to that of the original. It comprises objectives, contents and indicators. The course codes assigned by the Ministère before 2005 remain unchanged. The same is true of the six institution codes. Following are the primary modifications made to the content of this program:

- The **six courses** of the program of study in existence since 1998, entitled Orientation Services, have been revised.
- **Four courses** on implementation of learning strategies and development of methodological and communication skills have been added.
- **All ten courses** have integrated a training process that aims to take into account the learning process and preparation for learning transfers to other training activities or other areas of everyday life.

The Ministère has assigned additional alphanumeric codes to the four new courses dealing with implementation of learning strategies and development of methodological and communication skills. Students taking these four new courses as electives (Secondary Cycle Two) can obtain credit towards a Secondary School Diploma (SSD).

This new edition is justified by the need to cooperate with local organizations to encourage adults to go back to school and stick with training, to counter the dropout problem and to foster educational success.

This new edition encourages teachers to use a variety of andragogical and pedagogical approaches designed to help adults succeed in carrying out their personal learning plan. The organization guide for Introduction to an On-Going Training Process provides useful information on this subject.

With the exception of local courses, the Ministère provides definitions of the domain for each of the ten courses included in this revised version of the Introduction to an On-Going Training Process program.

1. Introduction

1.1 Background

In 1994, the *Basic school regulation respecting educational services for adults in general education* gave rise to Orientation Services (ORS). The purpose of these services is to provide adult learners with support, from admission through completion of their training. In compliance with the provisions of

article 461 of the Education Act (R.S.Q. c. I-13.3), Pauline Marois, Minister of Education at that time, approved the Orientation Services program and its compulsory implementation in all adult education centres beginning on January 1, 1999.

In 2000–2001, a provincial committee analyzed the program according to the training needs of adults. The committee recommended the addition of training content in regard to intellectual, methodological, personal, social and professional considerations based on the following aspects:

- intellectual: processing information, solving problems, critical thinking, aesthetic sense and creativity
- methodological: applying work methods and developing metacognitive and reflective skills
- personal, social and professional: affirming his/her identity, developing communication skills and anticipating places where learning transfers are likely to occur

In 2001–2002, teachers explored training needs from the standpoint of the main training services. The following programs of study were analyzed:

- Français, langue d’enseignement (presecondary, Secondary Cycles One and Two)
- English, language of instruction (Secondary Cycles One and Two)
- History, social studies and citizenship (Secondary Cycle Two)
- Mathematics (presecondary, Secondary Cycles One and Two)
- Sciences (Secondary Cycle Two)
- Computers
- Francization
- Anglais, langue seconde
- Personal and social development
- Literacy
- Social integration
- Sociovocational integration

In 2002–2003, school boards working internally drafted pedagogical plans appropriate for both large and small adult education centres, taking into account whether they were in an urban, semi-urban or rural environment.

In 2003–2004, pedagogical plans were field-tested, analyzed and evaluated by resource people in the school boards (administrators, education and training consultants, and teachers). This exercise led to the addition of the following four courses to the existing six courses in the Orientation Services program:

- Processing Information
- Problem-Solving
- Applying a Work Method
- Communicating and Exchanging Points of View

1.2 Target Population

The Introduction to an On-Going Training Process program is designed for anyone enrolled in adult education, in particular adult learners who have difficulty fitting into a training centre, starting a learning process or staying motivated to learn; adult learners seeking a direction to give to their training process, and adults who wish to give a personalized sense of grounding to their learning plan.

1.3 Alphanumeric Codes for the Program of Study

Since 2000, with alphanumeric codes assigned by the Ministère, a credit can now be assigned to courses in the presecondary cycle and Secondary Cycles One and Two. Students taking Secondary Cycle Two courses as electives can earn credit towards an SSD.

Alphanumeric codes are also available for local courses. The content of these courses is written by the school boards, in light of the present program of study.

1.4 Organization Guide for the Program of Study

La Direction de la formation générale des adultes (DFGA) also produces an organization guide for the Introduction to an On-Going Training Process program. This guide contains useful information on setting up the program.

1.5 Definitions of the Domain

As for summative evaluation, the Ministère produces definitions of the domain for each course, with the exception of local courses.

2. Guiding Principles

The guiding principles were determined on the basis of the following considerations:

- Considerations pertaining to integration at the training location:
 - To be familiar with the dynamic of adult education and the role of other participants in the learning community.
 - To make maximum use of the possibilities offered in the educational environment.
- Considerations pertaining to development of a personal learning plan:
 - To draw on internal and external resources.
 - To develop a personal learning plan in accordance with the adult learner's interests.
 - To see the return to school or continuation of studies in a positive light.
 - To persevere in carrying out the personal learning plan.
- Considerations pertaining to social and sociovocational integration:
 - To establish connections between the adult learners' motivation and skills and the society in which they live.
 - To make personal choices concerning their social and work life.
- Considerations pertaining to the training process:
 - To update and acquire learning strategies.
 - To experiment with learning processes.
 - To engage in the training process.
 - To assess their progress.
- Considerations pertaining to the transfer of learning:
 - To facilitate new learning.
 - To apply learning in a variety of life situations.

3. Andragogical Aims

The following statements constitute the andragogical aims of the program of study:

Adults

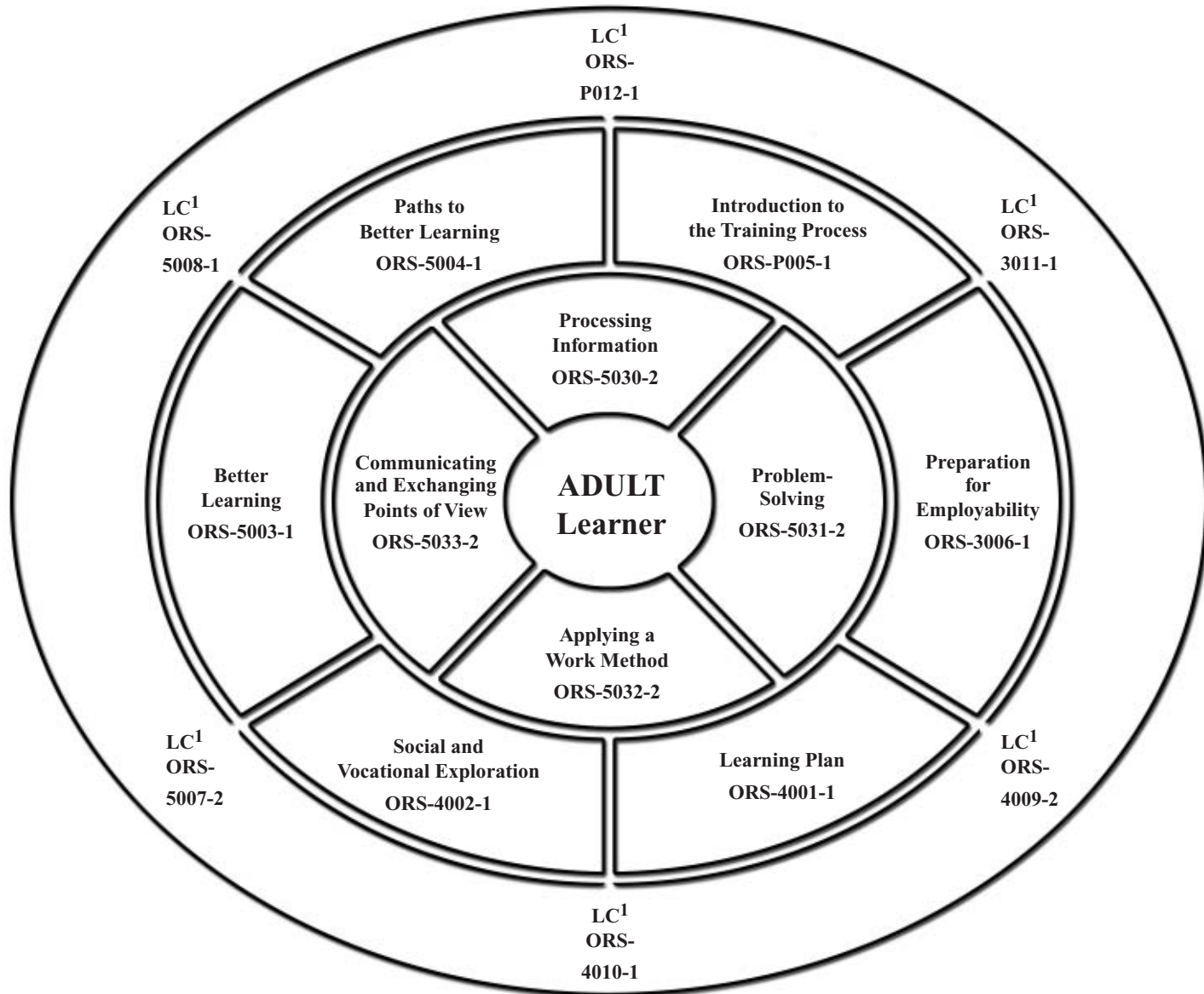
- are to be considered as whole persons bringing with them significant learning, experience and knowledge
- will be put in a position in which they will have choices to make based on their goals, needs, interests, limitations or constraints
- shall approach their learning positively and meaningfully
- shall learn to deal with mistakes, obstacles or challenges that arise and to make the most of a given situation
- shall develop the ability to reflect on their learning in order to better integrate knowledge
- shall be able to anticipate where learning transfers can take place in the course of their continuing education and training process

4. Overview of the Revised Program of Study

4.1 Table of Skill Areas in the Program of Study

Skill Area	Scope of Indicators
<ul style="list-style-type: none">• Knowledge	Identifying attitudes, personal knowledge and experiential learning Defining connections between prior learning and proposed training content Pinpointing a learning process
<ul style="list-style-type: none">• Comprehension	Interpreting data in order to explain them Making associations in order to establish key connections
<ul style="list-style-type: none">• Application	Using resources and data Structured organization of action Choosing data based on criteria (decision-making) Using creative potential
<ul style="list-style-type: none">• Analysis	Comparing data Seeking connections Arranging elements Formulating critiques (critical thinking and ethical sense)
<ul style="list-style-type: none">• Review	Carrying out a production Affirming own ideas and opinions
<ul style="list-style-type: none">• Evaluation	Validating application of a process and learning strategies Considering strengths and points needing improvement Anticipating learning transfers

4.2 Course Diagram



This diagram illustrates that the courses in the Introduction to an On-Going Training Process program are not organized according to any particular teaching sequence.

The adult learner is at the heart of his/her training process.

Adult learners may choose the courses that they need from the ten listed in the Introduction to an On-Going Training Process. They may also be registered in one or more local courses in this program.

1. LC = Local course

4.3 Objectives and Expected Outcome in the Context of the Training Process

Course	General Objectives	Expected Outcome
<ul style="list-style-type: none"> Introduction to the Training Process ORS-P005-1 	<ul style="list-style-type: none"> To begin a training process 	<ul style="list-style-type: none"> Outline of a personal learning plan (tentative draft)
<ul style="list-style-type: none"> Preparation for Employability ORS-3006-1 	<ul style="list-style-type: none"> To define themselves as future workers 	<ul style="list-style-type: none"> A plan of action pertaining to a process leading to employability
<ul style="list-style-type: none"> Learning Plan ORS-4001-1 	<ul style="list-style-type: none"> To understand their intentions concerning their personal learning plan 	<ul style="list-style-type: none"> A personal learning plan
<ul style="list-style-type: none"> Social and Vocational Exploration ORS-4002-1 	<ul style="list-style-type: none"> To establish their social and vocational integration plan 	<ul style="list-style-type: none"> A plan of action for their social and vocational integration
<ul style="list-style-type: none"> Better Learning ORS-5003-1 	<ul style="list-style-type: none"> To establish a connection between their responsibilities as learners and the success of their learning 	<ul style="list-style-type: none"> A plan of action to implement conditions that are conducive to learning
<ul style="list-style-type: none"> Paths to Better Learning ORS-5004-1 	<ul style="list-style-type: none"> To choose means of learning that are appropriate to their training process 	<ul style="list-style-type: none"> Integration of a variety of means of learning into a plan of action
<ul style="list-style-type: none"> Processing Information ORS-5030-2 	<ul style="list-style-type: none"> To use an information handling process as part of their training 	<ul style="list-style-type: none"> Achievement related to experimentation with a process for handling information
<ul style="list-style-type: none"> Problem-Solving ORS-5031-2 	<ul style="list-style-type: none"> To use a problem-solving process as part of their training 	<ul style="list-style-type: none"> Production and implementation of a plan of action related to problem-solving
<ul style="list-style-type: none"> Applying a Work Method ORS-5032-2 	<ul style="list-style-type: none"> To use one or more work methods to carry out a task, job or project as part of their training 	<ul style="list-style-type: none"> Production of a work plan and application of one or more work methods
<ul style="list-style-type: none"> Communicating and Exchanging Points of View ORS-5033-2 	<ul style="list-style-type: none"> To use a communication process as part of their training 	<ul style="list-style-type: none"> Communication and sharing of points of view

5. Course Descriptions

The structure of all courses is based on hierarchically ordered objectives (general, terminal and intermediate) and on course content, with which indicators are associated. However, it is important to note that, depending on individual needs, adults may not need to pursue all the intermediate objectives in order to reach a terminal objective. Moreover, teachers may change the order in which objectives are presented in order to adapt the training to the needs of the adult learner. The courses are structured as follows:

Outline of a Course

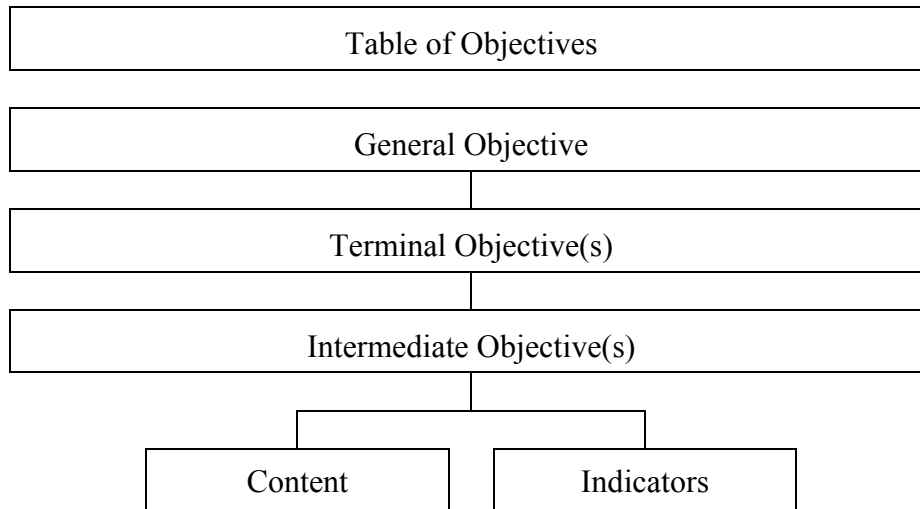


Table of Objectives

General Objective — At the end of the course, adult learners will be able to begin a training process.	
Terminal Objectives	Intermediate Objectives
1. To be familiar with a training centre.	1.1 To recognize places and resources both inside and outside a training centre.
2. To determine their intentions in regard to a personal learning plan.	2.1 To recognize dimensions of a personal learning plan. 2.2 To meet with resource people both inside and outside a training centre. 2.3 To express their motivation to carry out a personal learning plan 2.4 To become aware of their strengths.
3. To outline a personal learning plan.	3.1 To determine their priority training needs. 3.2 To draft a personal learning plan.
4. To consider what they have learned.	4.1 To summarize their training process. 4.2 To determine follow-up actions.

Course: Introduction to the Training Process ORS-P005-1

Terminal Objective 1 To be familiar with a training centre.

Intermediate Objective 1.1 To recognize places and resources both inside and outside a training centre.

<h1>Content</h1>	Indicators		
	(Knowledge)	(Comprehension)	(Application)
	Identifying attitudes, knowledge and experience Defining connections between prior learning and proposed training content	Interpreting data in order to explain them Making associations to establish key connections	Using resources and data
• Internal environment	√	√	√
- Equipment - Safety rules - Classrooms - Other			
• Educational project	√	√	√
- Mission - Values			
• Code of conduct at the training centre	√	√	√
- Attendance rules - Rules of community life - Responsibilities of adults - Avenues of redress			
• Services and resource people in the learning centre	√	√	√
- Reception services - Administrative and secretarial services - Training services - Student support services - Student associations - Other			
• Services and resource people outside the training centre	√	√	√
- Participants in the community - Rules tied to training - Other			

Course: Introduction to the Training Process ORS-P005-1

Intermediate Objective 1.1 (continued)

<h1>Content</h1>	Indicators		
	(Knowledge)	(Comprehension)	(Application)
	Identifying attitudes, knowledge and experience Defining connections between prior learning and proposed training content	Interpreting data in order to explain them Making associations to establish key connections	Using resources and data
<ul style="list-style-type: none"> • Internal environment 	√	√	√
<ul style="list-style-type: none"> - Socioeconomic characteristics - Public, private and community organizations - Sports and cultural facilities - Everyday consumer services - Geographic location - Public transportation and paratransit - Parking - Other 			
<ul style="list-style-type: none"> • Material resources 	√	√	√
<ul style="list-style-type: none"> - Agenda - Training calendar - Schedules - Instructional materials - Computers, educational software - Other 			

Course: Introduction to the Training Process ORS-P005-1

Terminal Objective 2 To determine their intentions in regard to a personal learning plan.

Intermediate Objective 2.1 To recognize dimensions of a personal learning plan.

	Indicators		
	(Knowledge)	(Comprehension)	(Analysis)
	Identifying attitudes, knowledge and experience Defining connections between prior learning and proposed training content	Interpreting data in order to explain them Making associations to establish key connections	Comparing data Seeking connections Arranging elements Formulating critiques (critical thinking and ethical sense)
Content			
<ul style="list-style-type: none"> • Expressing their needs in relation to the dimensions of their life 	√	√	√
<ul style="list-style-type: none"> - School and work life - Community life - Family life - Social and cultural life - Personal life - Other 			
<ul style="list-style-type: none"> • Training possibilities 	√	√	√
<ul style="list-style-type: none"> - General education - Vocational training - Community education - Sociocultural education - Other 			
<ul style="list-style-type: none"> • Repercussions 	√	√	√
<ul style="list-style-type: none"> - School and work life - Community and social life - Family life - Social and cultural life - Personal life - Other 			

Course: Introduction to the Training Process ORS-P005-1

Terminal Objective 2 To determine their intentions in regard to a personal learning plan.

Intermediate Objective 2.2 To meet with resource people both inside and outside a training centre.

	Indicators		
	(Knowledge)	(Comprehension)	(Application)
	Identifying attitudes, knowledge and experience Defining connections between prior learning and proposed training content	Interpreting data in order to explain them Making associations to establish key connections	Using resources and data
<ul style="list-style-type: none"> ● The role of a resource person 	√	√	√
<ul style="list-style-type: none"> - Taking part in outlining the learning plan - Responding to needs - Other 			
<ul style="list-style-type: none"> ● Means of communication 	√	√	√
<ul style="list-style-type: none"> - Consultation procedures - Interview techniques - Basic documentation - Expected outcome - Other 			
<ul style="list-style-type: none"> ● Other elements 	√	√	√

Course: Introduction to the Training Process ORS-P005-1

Terminal Objective 2 To determine their intentions in regard to a personal learning plan.

Intermediate Objective 2.3 To express their motivation to carry out a personal learning plan.

<h1>Content</h1>	Indicators		
	(Knowledge)	(Comprehension)	(Analysis)
	Identifying attitudes, knowledge and experience Defining connections between prior learning and proposed training content	Interpreting data in order to explain them Making associations to establish key connections	Comparing data Seeking connections Formulating critiques (critical thinking and ethical sense)
<ul style="list-style-type: none"> ● Elements of intrinsic motivation 	√	√	√
<ul style="list-style-type: none"> - Confidence, self-esteem and self-actualization - Interest in learning - Desire to develop their potential and assume responsibility for themselves - Independence - Other 			
<ul style="list-style-type: none"> ● Elements of extrinsic motivation 	√	√	√
<ul style="list-style-type: none"> - Living environment - Rehabilitation environment - Work environment - Social environment - School environment - Other 			

Course: Introduction to the Training Process ORS-P005-1

Terminal Objective 2 To determine their intentions in regard to a personal learning plan.

Intermediate Objective 2.4 To become aware of their strengths.

<h1>Content</h1>	Indicators		
	(Knowledge)	(Comprehension)	(Analysis)
	Identifying attitudes, knowledge and experience Defining connections between prior learning and proposed training content	Interpreting data in order to explain them Making associations to establish key connections	Comparing data Seeking connections Formulating critiques (critical thinking and ethical sense)
<ul style="list-style-type: none"> ● Strengths 	√	√	√
<ul style="list-style-type: none"> - Availability (time) - Open-mindedness - Adaptability to change - Enthusiasm - Risk-taking ability - Effort and perseverance - Tolerance for frustration - Other 			
<ul style="list-style-type: none"> ● Commitment and responsibilities of adult learners regarding the training process 	√	√	√

Course: Introduction to the Training Process ORS-P005-1

Terminal Objective 3 To outline a personal learning plan.

Intermediate Objective 3.1 To determine their priority training needs.

<h1>Content</h1>	Indicators		
	(Knowledge)	(Comprehension)	(Analysis)
	Identifying attitudes, knowledge and experience Defining connections between prior learning and proposed training content	Interpreting data in order to explain them Making associations to establish key connections	Comparing data Seeking connections Arranging elements Formulating critiques (critical thinking and ethical sense)
<ul style="list-style-type: none"> ● Training needs 	√	√	√
<ul style="list-style-type: none"> - School and work life - Community life - Family life - Social and cultural life - Personal life (physical and psychological) - Other 			
<ul style="list-style-type: none"> ● Priorities 	√	√	√
<ul style="list-style-type: none"> - Short-term - Medium-term - Long-term 			

Course: Introduction to the Training Process ORS-P005-1

Terminal Objective 3 To outline a personal learning plan.

Intermediate Objective 3.2 To draft a personal learning plan.

	Indicators		
	(Knowledge)	(Application)	(Synthesis)
	Identifying attitudes, knowledge and experience Defining connections between prior learning and proposed training content Pinpointing a learning process	Structured organization of actions Choosing data based on criteria (decision-making) Using their creative potential	Producing a final product Affirming their ideas and opinions
<ul style="list-style-type: none"> ● Production phase 	√	√	√
<ul style="list-style-type: none"> - Objectives according to needs and priorities - Steps and help available - Timetable - Other 			
<ul style="list-style-type: none"> ● Success factors 	√	√	√
<ul style="list-style-type: none"> - Strengths - Motivation - Participation and effort - Responsibilities - Commitment - Other 			

Course: Introduction to the Training Process ORS-P005-1

Terminal Objective 4 To consider what they have learned.

Intermediate Objective 4.1 To summarize their training process.

<h1>Content</h1>	Indicators		
	(Analysis)	(Synthesis)	(Evaluation)
	Formulating critiques (critical thinking and ethical sense)	Affirming their ideas and opinions	Validating application of a learning process and learning strategies
• Assessment of the training process	√	√	√
<ul style="list-style-type: none"> - What they have learned - Significant learning - Outward signs of their creativity - Progress made - Other 			

Course: Introduction to the Training Process ORS-P005-1

Terminal Objective 4 To consider what they have learned.

Intermediate Objective 4.2 To determine follow-up actions.

<h1>Content</h1>	Indicators		
	(Analysis)	(Evaluation)	(Evaluation)
	Formulating critiques (critical thinking and ethical sense)	Considering strengths and points needing improvement	Anticipating learning transfers
<ul style="list-style-type: none"> • Resources that foster success 	√	√	
<ul style="list-style-type: none"> - Appropriate work methods - Time management - Accepting change - Sense of responsibility - Using support resources - Other 			
<ul style="list-style-type: none"> • Preparation for learning transfers 		√	√
<ul style="list-style-type: none"> - Places where transfer occurs - Means of transferral 			

Course: Preparation for Employability ORS-3006-1

Table of Objectives

General Objective — At the end of the course, adult learners will be able to define themselves as future workers.	
Terminal Objectives	Intermediate Objectives
1. To become aware of the effects of unemployment.	1.1 To relate the forms of unemployment to their own situation. 1.2 To interpret prejudices against unemployment and non-employment. 1.3 To recognize their lifestyle in a situation of unemployment or non-employment.
2. To understand the process they have undertaken to achieve employability and how it relates to the realities of the world of work.	2.1 To explain the advantages of undertaking a process leading to employability and entering the work force. 2.2 To describe their past and present job-search efforts.
3. To produce a plan of action pertaining to a process leading to employability.	3.1 To organize their choices concerning the process they have undertaken to achieve employability.
4. To consider what they have learned.	4.1 To summarize their training process. 4.2 To determine follow-up actions.

Course: Preparation for Employability ORS-3006-1

Terminal Objective 1 To become aware of the effects of unemployment.

Intermediate Objective 1.1 To relate the forms of unemployment to their own situation.

<h1>Content</h1>	Indicators		
	(Knowledge)	(Comprehension)	(Analysis)
	Identifying attitudes, knowledge and experience Defining connections between prior learning and proposed training content	Interpreting data in order to explain them Making associations to establish key connections	Formulating critiques (critical thinking and ethical sense)
<ul style="list-style-type: none"> • Forms of unemployment connected to their own situation 	√	√	
<ul style="list-style-type: none"> - Structural - Voluntary - Seasonal - Due to economic conditions 			
<ul style="list-style-type: none"> • Phases of unemployment 	√	√	√
<ul style="list-style-type: none"> - Shock <ul style="list-style-type: none"> <input type="checkbox"/> Denial <input type="checkbox"/> Anger <input type="checkbox"/> Negotiation <input type="checkbox"/> Acceptance - Job search <ul style="list-style-type: none"> <input type="checkbox"/> Enthusiasm <input type="checkbox"/> Stagnation <input type="checkbox"/> Frustration <input type="checkbox"/> Apathy - Depression <ul style="list-style-type: none"> <input type="checkbox"/> Worry <input type="checkbox"/> Loss of professional identity <input type="checkbox"/> Feeling of social dependence <input type="checkbox"/> Lack of creativity <input type="checkbox"/> Pessimism <input type="checkbox"/> Lack of energy to prepare for the future - Disorganization and crisis <ul style="list-style-type: none"> <input type="checkbox"/> Distress <input type="checkbox"/> Despair <input type="checkbox"/> Uncertainty <input type="checkbox"/> Giving up <input type="checkbox"/> Withdrawal - Reorganization of their life <ul style="list-style-type: none"> <input type="checkbox"/> Questioning of values <input type="checkbox"/> Regaining personal empowerment <input type="checkbox"/> New projects - Other 			

Course: Preparation for Employability ORS-3006-1

Terminal Objective 1 To become aware of the effects of unemployment.

Intermediate Objective 1.2 To interpret prejudices against unemployment and non-employment.

<h1>Content</h1>	Indicators		
	(Knowledge)	(Comprehension)	(Analysis)
	Identifying attitudes, knowledge and experience Defining connections between prior learning and proposed training content	Interpreting data in order to explain them Making associations to establish key connections	Formulating critiques (critical thinking and ethical sense)
• Definition of the word prejudice	√	√	√
• Effect of prejudice on an unemployed person	√	√	√
<ul style="list-style-type: none"> - Feeling of exclusion from a group or society - Negative perception of self and others - Frustration - Despair - Anger - Transformation of values - Loss of motivation - Isolation - Concealment - Other 			
• Prejudices		√	√

Course: Preparation for Employability ORS-3006-1

Terminal Objective 1 To become aware of the effects of unemployment.

Intermediate Objective 1.3 To recognize their lifestyle in a situation of unemployment or non-employment.

<h1>Content</h1>	Indicators		
	(Knowledge)	(Comprehension)	(Analysis)
	Identifying attitudes, knowledge and experience Defining connections between prior learning and proposed training content	Interpreting data in order to explain them Making associations to establish key connections	Formulating critiques (critical thinking and ethical sense)
<ul style="list-style-type: none"> • Lifestyle in a situation of unemployment or non-employment 	√	√	√
<ul style="list-style-type: none"> - Income <ul style="list-style-type: none"> ❑ Under-the-table work ❑ Government income assistance ❑ Other income - Time management <ul style="list-style-type: none"> ❑ Appointments ❑ Organization of daily life - Leisure activities - Volunteer work - Other 			
<ul style="list-style-type: none"> • Advantages and disadvantages of not working 		√	√

Course: Preparation for Employability ORS-3006-1

Terminal Objective 2 **To understand the process they have undertaken to achieve employability and how it relates to the realities of the world of work.**

Intermediate Objective 2.1 **To explain the advantages of undertaking a process leading to employability and entering the work force.**

	Indicators		
	(Knowledge)	(Comprehension)	(Application)
Content	Identifying attitudes, knowledge and experience Defining connections between prior learning and proposed training content Pinpointing a learning process	Interpreting data in order to explain them Making associations to establish key connections	Using resources and data Choosing data based on criteria (decision-making) Using their creative potential
<ul style="list-style-type: none"> • Phases of the process leading to employability 	√	√	√
<ul style="list-style-type: none"> - Objectives <ul style="list-style-type: none"> □ Short-term □ Medium-term □ Long-term - Steps - Deadlines - Other 			
<ul style="list-style-type: none"> • Elements of motivation extrinsic to working 	√	√	√
<ul style="list-style-type: none"> - Social pressures - Economic considerations - Threat of coercive measures - Influence of family and friends - Other 			
<ul style="list-style-type: none"> • Elements of motivation intrinsic to working 	√	√	√
<ul style="list-style-type: none"> - Self-esteem - Confidence - Self-actualization - Social status - Income - Time management - Other 			

Course: Preparation for Employability ORS-3006-1

Intermediate Objective 2.1 (continued)

<h1>Content</h1>	Indicators		
	(Knowledge)	(Comprehension)	(Application)
	Identifying attitudes, knowledge and experience Defining connections between prior learning and proposed training content Pinpointing a learning process	Interpreting data in order to explain them Making associations to establish key connections	Using resources and data Choosing data based on criteria (decision-making) Using their creative potential
<ul style="list-style-type: none"> • Satisfaction of needs 	√	√	√
<ul style="list-style-type: none"> - Basic needs <ul style="list-style-type: none"> <input type="checkbox"/> Food <input type="checkbox"/> Clothing <input type="checkbox"/> Shelter <input type="checkbox"/> Communication - Need for safety - Need to socialize - Need for self-esteem and social recognition - Need for self-actualization and personal development - Other 			
<ul style="list-style-type: none"> • Taking responsibility 	√	√	√
<ul style="list-style-type: none"> - Schedule and time management - Organization of daily tasks - Transportation - Material organization - Other 			
<ul style="list-style-type: none"> • Interpersonal relations 	√	√	√
<ul style="list-style-type: none"> - Group to which they belong <ul style="list-style-type: none"> <input type="checkbox"/> Supervision <input type="checkbox"/> Confidence <input type="checkbox"/> Personal contact <input type="checkbox"/> Other - Network <ul style="list-style-type: none"> <input type="checkbox"/> Affinities with members of the group <input type="checkbox"/> Listening and support <input type="checkbox"/> Mutual assistance <input type="checkbox"/> Respect for and acceptance of differences - Other 			
<ul style="list-style-type: none"> • Other advantages 	√	√	√

Course: Preparation for Employability ORS-3006-1

Terminal Objective 2 **To understand the process they have undertaken to achieve employability and how it relates to the realities of the world of work.**

Intermediate Objective 2.2 **To describe their past and present job-search efforts.**

<h1>Content</h1>	Indicators		
	(Application)	(Analysis)	(Synthesis)
	Using resources and data Choosing data based on criteria (decision-making) Using their creative potential	Comparing data Seeking connections Formulating critiques (critical thinking and ethical sense)	Affirming their ideas and opinions
• Job-search efforts that have been made	√	√	√
- How many? - When? - Where? - How?			
• Attitudes toward the job search	√	√	√
- Enthusiasm - Fear - Hope - Other			
• Difficulties encountered	√	√	√
- Types of jobs sought - Requirements <input type="checkbox"/> Knowledge <input type="checkbox"/> Know-how <input type="checkbox"/> Personal and social skills - Other			
• Effects of rejection on carrying out job-search actions	√	√	√
- Discouragement - Involvement - Withdrawal - Other			

Course: Preparation for Employability ORS-3006-1

Terminal Objective 3 **To produce a plan of action pertaining to a process leading to employability.**

Intermediate Objective 3.1 **To organize their choices concerning the process they have undertaken to achieve employability.**

<h1>Content</h1>	Indicators		
	(Application)	(Analysis)	(Synthesis)
	Using resources and data Structured organization of actions Choosing data based on criteria (decision-making) Using their creative potential	Comparing data Seeking connections Arranging elements Formulating critiques (critical thinking and ethical sense)	Producing a final product Affirming their ideas and opinions
<ul style="list-style-type: none"> ● How they see themselves as future workers 	√	√	√
<ul style="list-style-type: none"> - Knowledge - Strengths - Qualities - Aptitudes - Other 			
<ul style="list-style-type: none"> ● Plan of action 	√	√	√
<ul style="list-style-type: none"> - Objectives and priorities - Steps, activities and tasks - Internal and external resources - Strategies, means, tools - Other 			
<ul style="list-style-type: none"> ● Timetable 	√	√	√
<ul style="list-style-type: none"> ● Criteria for self-evaluating their plan of action 	√	√	√
<ul style="list-style-type: none"> - Objectives reached - Effectiveness of strategies, means and tools - Timetable observed - Other 			

Course: Preparation for Employability ORS-3006-1

Intermediate Objective 3.1 (continued)

<h1>Content</h1>	Indicators		
	(Application)	(Analysis)	(Synthesis)
	Using resources and data Structured organization of actions Choosing data based on criteria (decision-making) Using their creative potential	Comparing data Seeking connections Arranging elements Formulating critiques (critical thinking and ethical sense)	Producing a final product Affirming their ideas and opinions
<ul style="list-style-type: none"> • Commitment to carrying out the process leading to employability 	√	√	√
<ul style="list-style-type: none"> - Open-mindedness - Availability - Self-esteem - Confidence - Ambition - Sources of motivation and reinforcement - Other 			
<ul style="list-style-type: none"> • Postponement of the process leading to employability (if appropriate) 	√	√	√

Course: Preparation for Employability ORS-3006-1

Terminal Objective 4 To consider what they have learned.

Intermediate Objective 4.1 To summarize their training process.

<h1>Content</h1>	Indicators		
	(Analysis)	(Synthesis)	(Evaluation)
	Formulating critiques (critical thinking and ethical sense)	Affirming their ideas and opinions	Validating application of a learning process and learning strategies
• Assessment of the training process	√	√	√
<ul style="list-style-type: none"> - What they have learned - Significant learning - Outward signs of their creativity - Progress made - Other 			

Course: Preparation for Employability ORS-3006-1

Terminal Objective 4 To consider what they have learned.

Intermediate Objective 4.2 To determine follow-up actions.

<h1>Content</h1>	Indicators		
	(Analysis)	(Evaluation)	(Evaluation)
	Formulating critiques (critical thinking and ethical sense)	Considering strengths and points needing improvement	Anticipating learning transfers
• Resources that foster success	√	√	√
<ul style="list-style-type: none"> - Appropriate work methods - Time management - Accepting change - Sense of responsibility - Using support resources - Other 			
• Preparation for learning transfers		√	√
<ul style="list-style-type: none"> - Places where transfer occurs - Means of transferral 			

Table of Objectives

General Objective — At the end of the course, adult learners will be able to understand their intentions concerning their personal learning plan.	
Terminal Objectives	Intermediate Objectives
1. To use resources to prepare a personal learning plan.	1.1 To associate resources with the success of a personal learning plan. 1.2 To meet with resource people.
2. To produce a personal learning plan.	2.1 To determine the attitudes, knowledge, experience and conditions needed to successfully carry out their learning plan. 2.2 To determine the phases involved in carrying out their plan. 2.3 To draft a personal learning plan. 2.4 To organize their integration into training services.
3. To consider what they have learned.	3.1 To summarize their training process. 3.2 To determine follow-up actions.

Course: Learning Plan ORS-4001-1

Terminal Objective 1 To use resources to prepare a personal learning plan.

Intermediate Objective 1.1 To associate resources with the success of a personal learning plan.

<h1>Content</h1>	Indicators		
	(Knowledge)	(Comprehension)	
	Identifying attitudes, knowledge and experience Defining connections between prior learning and proposed training content	Interpreting data in order to explain them	Making associations to establish key connections
<ul style="list-style-type: none"> ● Internal environment 	√	√	√
<ul style="list-style-type: none"> - Type of clientele - Services and resource people - Equipment - Safety rules - Classrooms - Other 			
<ul style="list-style-type: none"> ● Educational project 	√	√	√
<ul style="list-style-type: none"> - Mission - Values 			
<ul style="list-style-type: none"> ● Code of conduct 	√	√	√
<ul style="list-style-type: none"> - Attendance rules - Rules for taking part in activities - Rules of community life - Responsibilities of adults - Avenues of redress - Other 			
<ul style="list-style-type: none"> ● Partners associated with the training 	√	√	√
<ul style="list-style-type: none"> - Services and resource people - Rules related to the training - Other 			
<ul style="list-style-type: none"> ● External environment 	√	√	√
<ul style="list-style-type: none"> - Socio-economic characteristics and world of work - Public, private and community organizations - Sports and cultural facilities - Everyday consumer services - Means of transport and parking - Other 			

Course: Learning Plan ORS-4001-1

Terminal Objective 1 To use resources to prepare a personal learning plan.

Intermediate Objective 1.2 To meet with resource people.

<h1>Content</h1>	Indicators		
	(Knowledge)	(Comprehension)	(Application)
	Defining connections between prior learning and proposed training content	Interpreting data in order to explain them Making associations to establish key connections	Using resources and data
<ul style="list-style-type: none"> • Goals and intentions concerning their personal learning plan 	√	√	
<ul style="list-style-type: none"> - First choice - Second choice - Other 			
<ul style="list-style-type: none"> • Expressing their needs in relation to the dimensions of their life 	√	√	
<ul style="list-style-type: none"> - School and work life - Community life - Family life - Social and cultural life - Personal life (physical and psychological) - Other 			
<ul style="list-style-type: none"> • The role of resource people 	√	√	
<ul style="list-style-type: none"> - Taking part in outlining the learning plan - Responding to needs - Other 			
<ul style="list-style-type: none"> • Means of communication 	√	√	√
<ul style="list-style-type: none"> - Consultation procedures <ul style="list-style-type: none"> <input type="checkbox"/> Interview techniques <input type="checkbox"/> Basic documentation <input type="checkbox"/> Expected outcome - Other 			

Course: Learning Plan ORS-4001-1

Terminal Objective 2 To produce a personal learning plan.

Intermediate Objective 2.1 To determine the attitudes, knowledge, experience and conditions needed to successfully carry out their learning plan.

<h1>Content</h1>	Indicators		
	(Knowledge)	(Comprehension)	(Evaluation)
	Defining connections between prior learning and proposed training content	Interpreting data in order to explain them Making associations to establish key connections	Considering strengths and points needing improvement
<ul style="list-style-type: none"> • Prior knowledge and experience 	√	√	√
<ul style="list-style-type: none"> - Personal - Professional - Other 			
<ul style="list-style-type: none"> • Elements of intrinsic motivation 	√	√	√
<ul style="list-style-type: none"> - Confidence, self-esteem and self-actualization - Interest in learning - Desire to develop their potential and assume responsibility for themselves - Independence - Other 			
<ul style="list-style-type: none"> • Elements of extrinsic motivation 	√	√	√
<ul style="list-style-type: none"> - Living environment - Work environment - Social environment - School environment - Other 			
<ul style="list-style-type: none"> • Facilitating conditions 	√	√	√
<ul style="list-style-type: none"> - Economic stability - Family situation - Personal situation - Other 			
<ul style="list-style-type: none"> • Strengths 	√	√	√
<ul style="list-style-type: none"> - Enthusiasm, Positive attitude - Tolerance for frustration - Discipline - Availability (time) - Open-mindedness - Critical sense - Determination - Initiative - Boldness - Adaptability to change - Risk-taking ability - Effort and perseverance - Other 			

Course: Learning Plan ORS-4001-1

Terminal Objective 2 To produce a personal learning plan.

Intermediate Objective 2.2 To determine the phases involved in carrying out their plan.

	Indicators		
	(Knowledge)	(Comprehension)	
Content	Identifying attitudes, knowledge and experience Defining connections between prior learning and proposed training content Pinpointing a learning process	Interpreting data in order to explain them Making associations to establish key connections	
• Characteristics of a plan	√	√	
<ul style="list-style-type: none"> - Flexible - Realistic - Adaptable - In line with their aspirations - Other 			
• Defining the personal learning plan	√	√	
• Phases involved in carrying out the plan	√	√	
<ul style="list-style-type: none"> - Objectives <ul style="list-style-type: none"> <input type="checkbox"/> Short-term <input type="checkbox"/> Medium-term <input type="checkbox"/> Long-term - Steps - Timetable - Other 			

Course: Learning Plan ORS-4001-1

Terminal Objective 2 To produce a personal learning plan.

Intermediate Objective 2.3 To draft a personal learning plan.

<h1>Content</h1>	Indicators		
	(Application)	(Analysis)	(Synthesis)
	Structured organization of actions Choosing data based on criteria (decision-making) Using their creative potential	Comparing data Seeking connections Arranging elements Formulating critiques (critical thinking and ethical sense)	Procucing a final product Affirming their ideas and opinions
<ul style="list-style-type: none"> • Objectives and priorities 	√	√	√
<ul style="list-style-type: none"> - Short-term - Medium-term - Long-term 			
<ul style="list-style-type: none"> • Steps, activities and tasks 	√	√	√
<ul style="list-style-type: none"> - Learning <ul style="list-style-type: none"> □ Cognitive □ Affective □ Psychomotor - Internal and external resources - Strategies, means, tools - Schedule - Other 			
<ul style="list-style-type: none"> • Criteria for self-evaluating their plan 	√	√	√
<ul style="list-style-type: none"> - Objectives reached - Effectiveness of strategies, means and tools - Timetable observed - Other 			
<ul style="list-style-type: none"> • Commitment to carrying out their personal learning plan 	√	√	√
<ul style="list-style-type: none"> - Sources of motivation and reinforcement - Responsibilities of adults - Responsibilities of resource people - Postponement of their personal learning plan (if appropriate) 			

Course: Learning Plan ORS-4001-1

Terminal Objective 2 To produce a personal learning plan.

Intermediate Objective 2.4 To organize their integration into training services.

<h1>Content</h1>	Indicators		
	(Application)	(Synthesis)	(Evaluation)
	Using resources and data	Affirming their ideas and opinions	Considering strengths and points needing improvement
<ul style="list-style-type: none"> • School activities 	√	√	√
<ul style="list-style-type: none"> - Conditions of admission <ul style="list-style-type: none"> <input type="checkbox"/> Full time <input type="checkbox"/> Part time - Training models <ul style="list-style-type: none"> <input type="checkbox"/> Individualized <input type="checkbox"/> Made-to-measure <input type="checkbox"/> Other - Training content <ul style="list-style-type: none"> <input type="checkbox"/> Compulsory courses <input type="checkbox"/> Elective courses <input type="checkbox"/> Practicums <input type="checkbox"/> Local programs - Organizational procedures <ul style="list-style-type: none"> <input type="checkbox"/> Agenda <input type="checkbox"/> Training calendar <input type="checkbox"/> Schedules <input type="checkbox"/> Instructional materials <input type="checkbox"/> Computers <input type="checkbox"/> Taking tests and examinations <input type="checkbox"/> Statement of marks <input type="checkbox"/> Right to redo an examination <input type="checkbox"/> Other procedures - Resources to be used <ul style="list-style-type: none"> <input type="checkbox"/> Human <input type="checkbox"/> Financial <input type="checkbox"/> Material - Other 			
<ul style="list-style-type: none"> • Other activities 	√	√	√
<ul style="list-style-type: none"> - Conditions linked to environment <ul style="list-style-type: none"> <input type="checkbox"/> Family <input type="checkbox"/> Community <input type="checkbox"/> World of work <input type="checkbox"/> Other - Resources to be used <ul style="list-style-type: none"> <input type="checkbox"/> Human <input type="checkbox"/> Financial <input type="checkbox"/> Material - Other 			

Course: Learning Plan ORS-4001-1

Terminal Objective 3 To consider what they have learned.

Intermediate Objective 3.1 To summarize their training process.

Content	Indicators		
	(Analysis)	(Synthesis)	(Evaluation)
	Formulating critiques (critical thinking and ethical sense)	Affirming their ideas and opinions	Validating application of a learning process and learning strategies
<ul style="list-style-type: none"> • Assessment of the training process 	√	√	√
<ul style="list-style-type: none"> - What they have learned - Significant learning - Outward signs of their creativity - Progress made - Other 			

Course: Learning Plan ORS-4001-1

Terminal Objective 3 To consider what they have learned.

Intermediate Objective 3.2 To determine follow-up actions.

Content	Indicators		
	(Analysis)	(Evaluation)	(Evaluation)
	Formulating critiques (critical thinking and ethical sense)	Considering strengths and points needing improvement	Anticipating learning transfers
<ul style="list-style-type: none"> • Resources that foster success 	√	√	
<ul style="list-style-type: none"> - Appropriate work methods - Time management - Accepting change - Sense of responsibility - Using support resources - Other 			
<ul style="list-style-type: none"> • Preparation for learning transfers 		√	√
<ul style="list-style-type: none"> - Places where transfer occurs - Means of transferral 			

Table of Objectives

General Objective — At the end of the course, adult learners will be able to establish their social and vocational integration plan	
Terminal Objectives	Intermediate Objectives
1. To bring together conditions conducive to their social and vocational integration.	1.1 To determine their personal characteristics. 1.2 To determine their social and vocational aptitudes. 1.3 To determine the phases involved in achieving social and vocational integration.
2. To explore their environment.	2.1 To recognize employment possibilities. 2.2 To pinpoint the resources in their environment.
3. To produce a plan of action pertaining to their social and vocational integration.	3.1 To organize choices pertaining to their social and vocational integration.
4. To consider what they have learned.	4.1 To summarize their training process. 4.2 To determine follow-up actions.

Course: Social and Vocational Exploration ORS-4002-1

Terminal Objective 1 **To bring together conditions conducive to their social and vocational integration.**

Intermediate Objective 1.1 **To determine their personal characteristics.**

Content	Indicators		
	(Knowledge)	(Comprehension)	
	Defining connections between prior learning and proposed training content	Interpreting data in order to explain them	Making associations to establish key connections
<ul style="list-style-type: none"> • Attitudes, knowledge and experience 	√	√	√
<ul style="list-style-type: none"> - Training - Work - Volunteer work - Personal activities - Other 			
<ul style="list-style-type: none"> • Responsibilities 	√	√	√
<ul style="list-style-type: none"> - Individual - Collective 			
<ul style="list-style-type: none"> • Personality traits 	√	√	√
<ul style="list-style-type: none"> - Needs - Values - Interests - Aptitudes - Inabilities - Other 			
<ul style="list-style-type: none"> • Motivation for wanting to integrate into life in society 	√	√	√
<ul style="list-style-type: none"> - Way of life - Enhanced self-esteem - Interpersonal relations - Access to local resources - Other 			
<ul style="list-style-type: none"> • Motivation for wanting to integrate into the world of work 	√	√	√
<ul style="list-style-type: none"> - Enhanced self-esteem - Social acknowledgment - Remuneration - Acquisition of competencies - Other 			

Course: Social and Vocational Exploration ORS-4002-1

Terminal Objective 1 **To bring together conditions conducive to their social and vocational integration.**

Intermediate Objective 1.2 **To determine their social and vocational aptitudes.**

<h1>Content</h1>	Indicators		
	(Knowledge)	(Comprehension)	(Evaluation)
	Defining connections between prior learning and proposed training content	Interpreting data in order to explain them Making associations to establish key connections	Considering strengths and points needing improvement
<ul style="list-style-type: none"> • Aptitudes and autonomy to take on roles in society 	√	√	√
<ul style="list-style-type: none"> - Involvement in society <ul style="list-style-type: none"> □ Civic responsibilities - Commitment to others <ul style="list-style-type: none"> □ Responsibilities towards a group to which they belong (family, friends, etc.) 			
<ul style="list-style-type: none"> • Aptitudes and autonomy specific to holding a job 	√	√	√
<ul style="list-style-type: none"> - Professional context - Laws and regulations - Rights and responsibilities - Other 			
<ul style="list-style-type: none"> • Aptitudes and autonomy specific to employability and to integration into life in society 	√	√	√
<ul style="list-style-type: none"> - Reading - Writing - Counting - Communicating - Information and Communications Technologies (ICT) - Other 			

Course: Social and Vocational Exploration ORS-4002-1

Terminal Objective 1 **To bring together conditions conducive to their social and vocational integration.**

Intermediate Objective 1.3 **To determine the phases involved in achieving social and vocational integration.**

<h1>Content</h1>	Indicators		
	(Knowledge)	(Comprehension)	
	Identifying attitudes, knowledge and experience Defining connections between prior learning and proposed training content Pinpointing a learning process	Interpreting data in order to explain them Making associations to establish key connections	
<ul style="list-style-type: none"> • Phases of the process 	√	√	
<ul style="list-style-type: none"> - Objectives <ul style="list-style-type: none"> <input type="checkbox"/> Short-term <input type="checkbox"/> Medium-term <input type="checkbox"/> Long-term - Steps - Deadlines - Other 			
<ul style="list-style-type: none"> • Obstacles and aids 	√	√	
<ul style="list-style-type: none"> - To fill roles in society - To hold a job - To integrate into life in society 			

Course: Social and Vocational Exploration ORS-4002-1

Terminal Objective 2 To explore their environment.

Intermediate Objective 2.1 To recognize employment possibilities.

Content	Indicators		
	(Knowledge)	(Comprehension)	
	Defining connections between prior learning and proposed training content	Interpreting data in order to explain them	Making associations to establish key connections
<ul style="list-style-type: none"> • Jobs and sectors of activity 	√	√	√
<ul style="list-style-type: none"> - Primary - Secondary - Tertiary 			
<ul style="list-style-type: none"> • Types of companies 	√	√	√
<ul style="list-style-type: none"> - Private - Cooperative - Public - Mixed 			
<ul style="list-style-type: none"> • Types of labour 	√	√	√
<ul style="list-style-type: none"> - Unionized personnel - Non-unionized personnel - Under-the-table work 			
<ul style="list-style-type: none"> • Current and future employment situation on a local, regional or provincial level 	√	√	√
<ul style="list-style-type: none"> - New markets - Labour force training - Unstable jobs - Unemployment - Mobility of the labour force - Other 			

Course: Social and Vocational Exploration ORS-4002-1

Terminal Objective 2 To explore their environment.

Intermediate Objective 2.2 To pinpoint the resources in their environment.

<h1>Content</h1>	Indicators		
	(Knowledge)	(Comprehension)	
	Defining connections between prior learning and proposed training content	Interpreting data in order to explain them	Making associations to establish key connections
• Civic life	√	√	√
- Activities and resources in the environment	√	√	√
• Community and social life	√	√	√
- Activities and resources in the environment	√	√	√
• School and work life	√	√	√
- Activities and resources in the environment	√	√	√
• Personal and family life	√	√	√
- Activities and resources in the environment	√	√	√
• Other areas of activity	√	√	√

Course: Social and Vocational Exploration ORS-4002-1

Terminal Objective 3 To produce a plan of action pertaining to their social and vocational integration.

Intermediate Objective 3.1 To organize choices pertaining to their social and vocational integration.

<h1>Content</h1>	Indicators		
	(Application)	(Analysis)	(Synthesis)
	Using resources and data Structured organization of actions Choosing data based on criteria (decision-making) Using their creative potential	Comparing data Seeking connections Arranging elements Formulating critiques (critical thinking and ethical sense)	Producing a final product Affirming their ideas and opinions
<ul style="list-style-type: none"> • Plan of action 	√	√	√
<ul style="list-style-type: none"> - Objectives and priorities - Steps, activities and tasks - Internal and external resources - Strategies, means, tools - Other 			
<ul style="list-style-type: none"> • Timetable 	√	√	√
<ul style="list-style-type: none"> • Criteria for self-evaluating their plan of action 	√	√	√
<ul style="list-style-type: none"> - Objectives reached - Effectiveness of strategies, means and tools - Timetable observed - Other 			
<ul style="list-style-type: none"> • Commitment to achieving social and vocational integration 	√	√	√
<ul style="list-style-type: none"> - Sources of motivation and reinforcement - Postponement of a social integration plan - Postponement of a vocational integration plan 			

Course: Social and Vocational Exploration ORS-4002-1

Terminal Objective 4 To consider what they have learned.

Intermediate Objective 4.1 To summarize their training process.

<h1>Content</h1>	Indicators		
	(Analysis)	(Synthesis)	(Evaluation)
	Formulating critiques (critical thinking and ethical sense)	Affirming their ideas and opinions	Validating application of a learning process and learning strategies
• Assessment of the training process	√	√	√
<ul style="list-style-type: none"> - What they have learned - Significant learning - Outward signs of their creativity - Progress made - Other 			

Course: Social and Vocational Exploration ORS-4002-1

Terminal Objective 4 To consider what they have learned.

Intermediate Objective 4.2 To determine follow-up actions.

<h1>Content</h1>	Indicators		
	(Analysis)	(Evaluation)	
	Formulating critiques (critical thinking and ethical sense)	Considering strengths and points needing improvement	Anticipating learning transfers
• Resources that foster success	√	√	
<ul style="list-style-type: none"> - Appropriate work methods - Time management - Accepting change - Sense of responsibility - Using support resources - Other 			
• Preparation for learning transfers		√	√
<ul style="list-style-type: none"> - Places where transfer occurs - Means of transferral 			

Table of Objectives

General Objective — At the end of the course, adult learners will be able to establish a connection between their responsibilities as learners and the success of their learning.	
Terminal Objectives	Intermediate Objectives
1. To determine their role as learner and the role of the instructor.	1.1 To use teaching/learning approaches and formulas. 1.2 To choose success factors related to what they have learned.
2. To produce a plan of action pertaining to the implementation of conditions conducive to learning.	2.1 To organize their choices and responsibilities with respect to their learning.
3. To consider what they have learned.	3.1 To summarize their training process. 3.2 To determine follow-up actions.

Course: Better Learning ORS-5003-1

Terminal Objective 1 To determine their role as learner and the role of the instructor.

Intermediate Objective 1.1 To use teaching/learning approaches and formulas.

<h1>Content</h1>	Indicators		
	(Knowledge)	(Comprehension)	(Application)
	Identifying attitudes, knowledge and experience Defining connections between prior learning and proposed training content Pinpointing a learning process	Interpreting data in order to explain them Making associations to establish key connections	Using resources and data Choosing data based on criteria (decision-making) Using their creative potential
<ul style="list-style-type: none"> • Andragogical principles 	√	√	
<ul style="list-style-type: none"> - Taking into account the student’s learning pace - Taking into account the adult learner’s training process - Significant learning - Seeking independence - Acquiring responsible behaviours - Other 			
<ul style="list-style-type: none"> • Teaching and learning concepts 	√	√	
<ul style="list-style-type: none"> - Teacher-adult relationship - Using the adult learner’s resources - Taking into account the interests and needs of adult learners - Other 			
<ul style="list-style-type: none"> • Approaches to adult education 	√	√	√
<ul style="list-style-type: none"> - Individualized learning - Made-to-measure training - Project-based learning - Interdisciplinary training - Cooperative learning - Guidance-oriented school - Strategic teaching - Other 			

Course: Better Learning ORS-5003-1

Intermediate Objective 1.1 (continued)

	Indicators		
	(Knowledge)	(Comprehension)	(Application)
Content	Identifying attitudes, knowledge and experience Defining connections between prior learning and proposed training content Pinpointing a learning process	Interpreting data in order to explain them Making associations to establish key connections	Using resources and data Choosing data based on criteria (decision-making) Using their creative potential
<ul style="list-style-type: none"> • Adult education teaching/learning formulas 	√	√	√
<ul style="list-style-type: none"> - Lecture-style presentation - Group facilitation - Project - Subject area or interdisciplinary workshops - Laboratory - Practicum - Learning in pairs - Tutoring - Independent study - Other 			
<ul style="list-style-type: none"> • Roles and responsibilities of adults in regard to training models, approaches and teaching/learning formulas 	√	√	√

Course: Better Learning ORS-5003-1

Terminal Objective 1 To determine their role as learner and the role of the instructor.

Intermediate Objective 1.2 To choose success factors related to what they have learned.

<h1>Content</h1>	Indicators		
	(Knowledge)	(Comprehension)	(Application)
	Identifying attitudes, knowledge and experience Defining connections between prior learning and proposed training content Pinpointing a learning process	Interpreting data in order to explain them Making associations to establish key connections	Using resources and data Choosing data based on criteria (decision-making) Using their creative potential
<ul style="list-style-type: none"> • Cognitive factors 	√	√	√
<ul style="list-style-type: none"> - Attention - Concentration - Sense of observation - Short- and long-term memory - Reflective analysis - Generalization - Reflecting on what they have learned - Other 			
<ul style="list-style-type: none"> • Affective factors 	√	√	√
<ul style="list-style-type: none"> - Control of emotions - Self-affirmation - Other 			
<ul style="list-style-type: none"> • Metacognitive factors 	√	√	√
<ul style="list-style-type: none"> - Planning - Organization - Supervision - Verification - Evaluation - Other 			
<ul style="list-style-type: none"> • Intrinsic conditions 	√	√	√
<ul style="list-style-type: none"> - Curiosity - Desire to learn - Adaptability - Effort - Needs - Motivation - Discipline - Other 			

Course: Better Learning ORS-5003-1

Intermediate Objective 1.2 (continued)

	Indicators		
	(Knowledge)	(Comprehension)	(Application)
Content	Identifying attitudes, knowledge and experience Defining connections between prior learning and proposed training content Pinpointing a learning process	Interpreting data in order to explain them Making associations to establish key connections	Using resources and data Choosing data based on criteria (decision-making) Using their creative potential
• Extrinsic conditions	√	√	√
<ul style="list-style-type: none"> - Community workplaces - Personal workplaces - Other 			
• Factors that influence learning transfers	√	√	√
<ul style="list-style-type: none"> - Determining objectives and expected outcomes - Realistic and opportune situations - Taking learning in and out of context - Favourable environments - Reinforcement - Accepting change - Other 			
• Places where learning transfers occur	√	√	√
<ul style="list-style-type: none"> - Directed activities - Free projects - Other 			
• Roles and responsibilities of adults regarding factors that influence learning	√	√	√

Course: Better Learning ORS-5003-1

Terminal Objective 2 **To produce a plan of action pertaining to the implementation of conditions conducive to learning.**

Intermediate Objective 2.1 **To organize their choices and responsibilities with respect to their learning.**

<h1>Content</h1>	Indicators		
	(Application)	(Analysis)	(Synthesis)
	Using resources and data Structured organization of actions Choosing data based on criteria (decision-making) Using their creative potential	Comparing data Seeking connections Arranging elements Formulating critiques (critical thinking and ethical sense)	Producing a final product Affirming their ideas and opinions
<ul style="list-style-type: none"> • Plan of action 	√	√	√
<ul style="list-style-type: none"> - Objectives and priorities - Activities and tasks - Internal and external resources - Strategies, means, tools - Other 			
<ul style="list-style-type: none"> • Timetable 	√	√	√
<ul style="list-style-type: none"> • Criteria for self-evaluating their plan of action 	√	√	√
<ul style="list-style-type: none"> - Objectives reached - Effectiveness of strategies, means and tools - Timetable observed - Other criteria 			
<ul style="list-style-type: none"> • Commitment to completing their learning successfully 	√	√	√
<ul style="list-style-type: none"> - Responsibilities - Sources of motivation and reinforcement 			

Course: Better Learning ORS-5003-1

Terminal Objective 3 To consider what they have learned.

Intermediate Objective 3.1 To summarize their training process.

<h1>Content</h1>	Indicators		
	(Analysis)	(Synthesis)	(Evaluation)
	Formulating critiques (critical thinking and ethical sense)	Affirming their ideas and opinions	Validating application of a learning process and learning strategies
• Assessment of the training process	√	√	√
<ul style="list-style-type: none"> - What they have learned - Significant learning - Outward signs of their creativity - Progress made - Other 			

Course: Better Learning ORS-5003-1

Terminal Objective 3 To consider what they have learned.

Intermediate Objective 3.2 To determine follow-up actions.

<h1>Content</h1>	Indicators		
	(Analysis)	(Evaluation)	
	Formulating critiques (critical thinking and ethical sense)	Considering strengths and points needing improvement	Anticipating learning transfers
• Resources that foster success	√	√	
<ul style="list-style-type: none"> - Appropriate work methods - Time management - Accepting change - Sense of responsibility - Using support resources - Other 			
• Preparation for learning transfers		√	√
<ul style="list-style-type: none"> - Places where transfer occurs - Means of transferral 			

Table of Objectives

General Objective — At the end of the course, adult learners will be able to choose means of learning that are appropriate to their training process.	
Terminal Objectives	Intermediate Objectives
1. To use means of learning.	1.1 To experiment with various means of learning. 1.2 To experiment with different types of evaluation.
2. To integrate means of learning in a plan of action or work plan.	2.1 To bring together a variety of means of learning in a plan of action or work plan.
3. To consider what they have learned.	3.1 To summarize their training process. 3.2 To determine follow-up actions.

Course: Paths to Better Learning ORS-5004-1

Terminal Objective 1 To use means of learning.

Intermediate Objective 1.1 To experiment with various means of learning.

	Indicators		
	(Application)	(Analysis)	(Synthesis)
	Using resources and data Structured organization of actions Choosing data based on criteria (decision-making) Using their creative potential	Formulating critiques (critical thinking and ethical sense)	Producing a final product Affirming their ideas and opinions
Content			
<ul style="list-style-type: none"> • Time management 	√	√	√
<ul style="list-style-type: none"> - Schedule of activities - Agenda - Timetable - Priorities - Delegation of tasks - Other 			
<ul style="list-style-type: none"> • Information research 	√	√	√
<ul style="list-style-type: none"> - Types of sources <ul style="list-style-type: none"> <input type="checkbox"/> Oral <input type="checkbox"/> Written <input type="checkbox"/> Audiovisual <input type="checkbox"/> Technological <input type="checkbox"/> Other - Information locations <ul style="list-style-type: none"> <input type="checkbox"/> Internal <input type="checkbox"/> External - Request for information <ul style="list-style-type: none"> <input type="checkbox"/> Rules to follow 			
<ul style="list-style-type: none"> • Selective reading 	√	√	√
<ul style="list-style-type: none"> - Skimming - Locating - Other 			
<ul style="list-style-type: none"> • Active reading 	√	√	√
<ul style="list-style-type: none"> - Questions asked - Answers given - Other 			

Course: Paths to Better Learning ORS-5004-1

Intermediate Objective 1.1 (continued)

<h1>Content</h1>	Indicators		
	(Application)	(Analysis)	(Synthesis)
	Using resources and data Structured organization of actions Choosing data based on criteria (decision-making) Using their creative potential	Formulating critiques (critical thinking and ethical sense)	Producing a final product Affirming their ideas and opinions
• Summary	√	√	√
<ul style="list-style-type: none"> - Intentions - Main ideas - Conclusion - Other 			
• Taking notes	√	√	√
<ul style="list-style-type: none"> - Numerical system - Symbols and abbreviations - Organization of notes - Other 			
• Computer-assisted learning	√	√	√
<ul style="list-style-type: none"> - Software and programs - Documentation - Internet - Other 			
• Types of files	√	√	√
<ul style="list-style-type: none"> - By author - By title - By theme - Comments - Other 			
• Plan of action or work plan (Who, what, where, when, why)	√	√	√
<ul style="list-style-type: none"> - Objectives and priorities - Activities, tasks and responsibilities - Internal and external resources - Strategies, means, tools - Deadlines - Other 			
• Other means of learning	√	√	√

Course: Paths to Better Learning ORS-5004-1

Terminal Objective 1 To use means of learning.

Intermediate Objective 1.2 To experiment with different types of evaluation.

	Indicators		
	(Application)	(Analysis)	(Synthesis)
	Using resources and data Structured organization of actions Choosing data based on criteria (decision-making) Using their creative potential	Formulating critiques (critical thinking and ethical sense)	Producing a final product Affirming their ideas and opinions
Content			
<ul style="list-style-type: none"> • Nature of evaluation 	√	√	√
<ul style="list-style-type: none"> - Carried out by the adult learner - Carried out by instructors - Carried out by the adult education centre - Carried out by peers - Other 			
<ul style="list-style-type: none"> • Types of evaluation 	√	√	√
<ul style="list-style-type: none"> - Roles and responsibilities <ul style="list-style-type: none"> <input type="checkbox"/> Self-evaluation <input type="checkbox"/> Co-evaluation <input type="checkbox"/> On-going evaluation <input type="checkbox"/> Summative evaluation <input type="checkbox"/> Other 			
<ul style="list-style-type: none"> • Categories of evaluation 	√	√	√
<ul style="list-style-type: none"> - Written <ul style="list-style-type: none"> <input type="checkbox"/> Essay questions <input type="checkbox"/> Matching <input type="checkbox"/> Short answers <input type="checkbox"/> Multiple-choice questions <input type="checkbox"/> Other - Oral - In the laboratory or workshop - Other 			

Course: Paths to Better Learning ORS-5004-1

Intermediate Objective 1.2 (continued)

	Indicators		
	(Application)	(Analysis)	(Synthesis)
Content	Using resources and data Structured organization of actions Choosing data based on criteria (decision-making) Using their creative potential	Formulating critiques (critical thinking and ethical sense)	Producing a final product Affirming their ideas and opinions
<ul style="list-style-type: none"> • Managing studies and evaluation 	√	√	√
<ul style="list-style-type: none"> - Long-term preparation <ul style="list-style-type: none"> □ Means and tools - Short-term preparation <ul style="list-style-type: none"> □ Review □ Sample exam questions □ Other - Test-taking <ul style="list-style-type: none"> □ Stress connected to examinations □ Stimulation factor □ Relaxation exercises - Other 			
<ul style="list-style-type: none"> • Criteria for self-evaluating their learning 	√	√	√
<ul style="list-style-type: none"> - Objectives reached - Relevance of learning - Effectiveness of means of learning - Influence of internal and external factors on learning - Observance of timetable and plan of action - Other 			
<ul style="list-style-type: none"> • Evaluation follow-up 	√	√	√
<ul style="list-style-type: none"> - Reviewing the evaluation - Reactions to success - Reactions to failure - Other 			

Course: Paths to Better Learning ORS-5004-1

Terminal Objective 2 To integrate means of learning in a plan of action or work plan.

Intermediate Objective 2.1 To bring together a variety of means of learning in a plan of action or work plan.

	Indicators		
	(Knowledge)	(Comprehension)	(Analysis)
Content	Identifying attitudes, knowledge and experience Defining connections between prior learning and proposed training content Pinpointing a learning process	Interpreting data in order to explain them Making associations to establish key connections	Comparing data Seeking connections Arranging elements
<ul style="list-style-type: none"> • Plan of action or work plan according to means of learning 	√	√	√
<ul style="list-style-type: none"> - Objectives and priorities - Activities, tasks and responsibilities - Internal and external resources - Expected final products - Deadlines - Task-sharing (if appropriate) - Other 			
<ul style="list-style-type: none"> • Constraints pertaining to means of learning 	√	√	√
<ul style="list-style-type: none"> - Interests - Motivation - Applications - Other 			

Course: Paths to Better Learning ORS-5004-1

Terminal Objective 3 To consider what they have learned.

Intermediate Objective 3.1 To summarize their training process.

<h1>Content</h1>	Indicators		
	(Analysis)	(Synthesis)	(Evaluation)
	Formulating critiques (critical thinking and ethical sense)	Affirming their ideas and opinions	Validating application of a learning process and learning strategies
<ul style="list-style-type: none"> • Assessment of the training process 	√	√	√
<ul style="list-style-type: none"> - What they have learned - Significant learning - Outward signs of their creativity - Progress made - Other 			

Course: Paths to Better Learning ORS-5004-1

Terminal Objective 3 To consider what they have learned.

Intermediate Objective 3.2 To determine follow-up actions.

<h1>Content</h1>	Indicators		
	(Analysis)	(Evaluation)	
	Formulating critiques (critical thinking and ethical sense)	Considering strengths and points needing improvement	Anticipating learning transfers
• Resources that foster success	√	√	
<ul style="list-style-type: none"> - Appropriate work methods - Time management - Accepting change - Sense of responsibility - Using support resources - Other 			
• Preparation for learning transfers		√	√
<ul style="list-style-type: none"> - Places where transfer occurs - Means of transferral 			

Table of Objectives

General Objective — At the end of the course, adult learners will be able to use an information handling process as part of their training.	
Terminal Objectives	Intermediate Objectives
1. To set up conditions for experimenting with an information handling process.	1.1 To organize the information handling process.
2. To gather information.	2.1 To choose information.
3. To classify the information.	3.1 To look for connections between elements.
4. To produce a final product.	4.1 To present the final product as a coherent whole.
5. To consider what they have learned.	5.1 To summarize their training process. 5.2 To determine follow-up actions.

Course: Processing Information ORS-5030-2

Terminal Objective 1 To set up conditions for experimenting with an information handling process.

Intermediate Objective 1.1 To organize the information handling process.

<h1>Content</h1>	Indicators		
	(Knowledge)	(Comprehension)	(Application)
	Identifying attitudes, knowledge and experience Defining connections between prior learning and proposed training content Pinpointing a learning process	Interpreting data in order to explain them Making associations to establish key connections	Structured organization of actions Choosing data based on criteria (decision-making)
<ul style="list-style-type: none"> • Choosing a subject 	√	√	
<ul style="list-style-type: none"> - Defining a subject - Context - Experience with the subject - Open-mindedness - Other 			
<ul style="list-style-type: none"> • Information processing (who, what, where, when, why) 	√	√	√
<ul style="list-style-type: none"> - Objectives and priorities - Steps, tasks - Internal and external resources - Using strategies and means - Criteria for evaluating the final product - Deadlines - Other 			
<ul style="list-style-type: none"> • Choice of the final product to be produced 	√	√	
<ul style="list-style-type: none"> - Feasible - Practicable - Acceptable 			
<ul style="list-style-type: none"> • Commitment 	√	√	√
<ul style="list-style-type: none"> - Interests - Motivation - Constraints - Responsibilities - Other 			

Course: Processing Information ORS-5030-2

Terminal Objective 2 To gather information.

Intermediate Objective 2.1 To choose information.

<h1>Content</h1>	Indicators		
	(Knowledge)	(Comprehension)	(Application)
	Defining connections between prior learning and proposed training content	Interpreting data in order to explain them Making associations to establish key connections	Using resources and data Choosing data based on criteria (decision-making) Using their creative potential
<ul style="list-style-type: none"> • Preparing to gather information 	√	√	
<ul style="list-style-type: none"> - Information gathering location - Inventory of sources - Selection criteria <ul style="list-style-type: none"> □ Relevance □ Consistency □ Other criteria - Ethical rules - Recording tools <ul style="list-style-type: none"> □ Sheets of paper or index cards □ Diagrams □ Information and Communication Technologies (ICT) □ Other recording tools - Other elements, according to the information handling process chosen 			
<ul style="list-style-type: none"> • Gathering information 	√	√	√
<ul style="list-style-type: none"> - Reading (quickly, for general understanding, in-depth) - Pinpointing keywords, diagrams, illustrations, etc. - Annotation (underlining, notes in margins, etc.) - Note-taking (symbols, references, etc.) - Active listening (Effective interaction between the speaker and the listener) - Other 			

Course: Processing Information ORS-5030-2

Terminal Objective 3 To classify the information.

Intermediate Objective 3.1 To look for connections between elements.

Content	Indicators		
	(Analysis)		
	Comparing data	Seeking connections Arranging elements	Formulating critiques (critical thinking and ethical sense)
• Facts and opinions	√	√	√
• Causes and effects	√	√	√
• Similarities and differences	√	√	√
• Implicit and explicit connections	√	√	√
• Continuity and change	√	√	√
• Other	√	√	√

Course: Processing Information ORS-5030-2

Terminal Objective 4 To produce a final product.

Intermediate Objective 4.1 To present the final product as a coherent whole.

<h1>Content</h1>	Indicators		
	(Analysis)	(Synthesis)	(Evaluation)
	Formulating critiques (critical thinking and ethical sense)	Producing a final product Affirming their ideas and opinions	Considering strengths and points needing improvement
<ul style="list-style-type: none"> • Organizing ideas 	√	√	
<ul style="list-style-type: none"> - Recognizing facts and data - Recognizing personal values and social values - Consequences for self and others - Nuances of interpretation - Diversity of opinions - Other 			
<ul style="list-style-type: none"> • Giving ideas a form that is appropriate to the expected final product 	√	√	
<ul style="list-style-type: none"> - Instructions pertaining to the organization of the final product <ul style="list-style-type: none"> <input type="checkbox"/> Introduction <input type="checkbox"/> Body <input type="checkbox"/> Conclusion 			
<ul style="list-style-type: none"> • Presenting the final product (orally or in writing) 	√	√	
<ul style="list-style-type: none"> - Expression and style - Materials - Other 			
<ul style="list-style-type: none"> • Evaluating the final product 			√
<ul style="list-style-type: none"> - Criteria defined in the description of the information handling process 			

Course: Processing Information ORS-5030-2

Terminal Objective 5 To consider what they have learned.

Intermediate Objective 5.1 To summarize their training process.

<h1>Content</h1>	Indicators		
	(Analysis)	(Synthesis)	(Evaluation)
	Formulating critiques (critical thinking and ethical sense)	Affirming their ideas and opinions	Validating application of a learning process and learning strategies
• Assessment of the training process	√	√	√
<ul style="list-style-type: none"> - What they have learned - Significant learning - Outward signs of their creativity - Progress made - Other 			

Course: Processing Information ORS-5030-2

Terminal Objective 5 To consider what they have learned.

Intermediate Objective 5.2 To determine follow-up actions.

<h1>Content</h1>	Indicators		
	(Analysis)	(Evaluation)	
	Formulating critiques (critical thinking and ethical sense)	Considering strengths and points needing improvement	Anticipating learning transfers
• Resources that foster success	√	√	
<ul style="list-style-type: none"> - Appropriate work methods - Time management - Accepting change - Sense of responsibility - Using support resources - Other 			
• Preparation for learning transfers		√	√
<ul style="list-style-type: none"> - Places where transfer occurs - Means of transferral 			

Table of Objectives

General Objective — At the end of the course, adult learners will be able to use a problem-solving process as part of their training.	
Terminal Objectives	Intermediate Objectives
1. To set up conditions for experimenting with a problem-solving process.	1.1 To organize the problem-solving process.
2. To seek solutions.	2.1 To determine the discrepancy between the actual situation and the desired situation.
3. To implement the chosen solution.	3.1 To choose the best possible solution. 3.2 To execute the chosen solution in accordance with a plan of action.
4. To validate the new situation.	4.1 To consider the results obtained.
5. To consider what they have learned.	5.1 To summarize their training process. 5.2 To determine follow-up actions.

Course: Problem Solving ORS-5031-2

Terminal Objective 1 To set up conditions for experimenting with a problem-solving process.

Intermediate Objective 1.1 To organize the problem-solving process.

<h1>Content</h1>	Indicators		
	(Knowledge)	(Comprehension)	
	Identifying attitudes, knowledge and experience Defining connections between prior learning and proposed training content Pinpointing a learning process	Interpreting data in order to explain them Making associations to establish key connections	
<ul style="list-style-type: none"> • Recognizing a problem 	√	√	
<ul style="list-style-type: none"> - Perceptions - Opinions - Other 			
<ul style="list-style-type: none"> • Defining the problem 	√	√	
<ul style="list-style-type: none"> - Characteristics of the situation (objective and subjective) 			
<ul style="list-style-type: none"> • Problem-solving process 	√	√	
<ul style="list-style-type: none"> - Defining the steps - Strategies used - Personal experience - Other 			
<ul style="list-style-type: none"> • Commitment to solving the problem 	√	√	
<ul style="list-style-type: none"> - Interests - Motivation - Constraints - Responsibilities - Other 			

Course: Problem Solving ORS-5031-2

Terminal Objective 2 To seek solutions.

Intermediate Objective 2.1 To determine the discrepancy between the actual situation and the desired situation.

<h1>Content</h1>	Indicators		
	(Comprehension)	(Analysis)	
	Interpreting data in order to explain them	Comparing data	Arranging elements
	Making associations to establish key connections	Seeking connections	Formulating critiques (critical thinking and ethical sense)
<ul style="list-style-type: none"> • Establishing connections between the items of information given in the problem 	√	√	√
<ul style="list-style-type: none"> - Actual situation - Desired situation - Causes and effects 			
<ul style="list-style-type: none"> • Defining the discrepancy 	√	√	√
<ul style="list-style-type: none"> • Similar situations resolved in the past 	√	√	
<ul style="list-style-type: none"> - Similarities - Differences 			
<ul style="list-style-type: none"> • Possible solutions 	√	√	√
<ul style="list-style-type: none"> - Inventory of possible solutions - Connections with the problem 			

Course: Problem Solving ORS-5031-2

Terminal Objective 3 To implement the chosen solution.

Intermediate Objective 3.1 To choose the best possible solution.

<h1>Content</h1>	Indicators		
	(Analysis)		(Application)
	Comparing data Seeking connections	Arranging elements Formulating critiques (critical thinking and ethical sense)	Choosing data based on criteria (decision- making)
• Selecting hypotheses	√	√	
<ul style="list-style-type: none"> - Relevant - Practicable - Acceptable for self and others 			
• Choosing the best solution			√
<ul style="list-style-type: none"> - Advantages - Disadvantages 			

Course: Problem Solving ORS-5031-2

Terminal Objective 3 To implement the chosen solution.

Intermediate Objective 3.2 To execute the chosen solution in accordance with a plan of action.

<h1>Content</h1>	Indicators		
	(Application)	(Synthesis)	
	Using resources and data Structured organization of actions Using their creative potential	Producing a final product	Affirming their ideas and opinions
<ul style="list-style-type: none"> • Drafting a plan of action according to the chosen process 	√	√	√
<ul style="list-style-type: none"> - Objectives and priorities - Activities and tasks according to the steps in the process - Internal and external resources - Means and tools according to the strategies chosen - Deadlines - Criteria for evaluating activities - Other 			
<ul style="list-style-type: none"> • Carrying out activities 	√	√	√
<ul style="list-style-type: none"> - Activities and logistics - Evaluation activities according to the chosen criteria - Making adjustments in the process of carrying out the activity (if appropriate) - Other 			

Course: Problem Solving ORS-5031-2

Terminal Objective 4 To validate the new situation.

Intermediate Objective 4.1 To consider the results obtained.

Content	Indicators		
	(Analysis)	(Synthesis)	(Evaluation)
	Formulating critiques (critical thinking and ethical sense)	Affirming their ideas and opinions	Considering strengths and points needing improvement
• Results obtained	√	√	√
<ul style="list-style-type: none"> - Critiques and arguments - Difficulties encountered - Confirmation that the problematic situation has disappeared - Elements to be corrected - Other 			

Course: Problem Solving ORS-5031-2

Terminal Objective 5 To consider what they have learned.

Intermediate Objective 5.1 To summarize their training process.

<h1>Content</h1>	Indicators		
	(Analysis)	(Synthesis)	(Evaluation)
	Formulating critiques (critical thinking and ethical sense)	Affirming their ideas and opinions	Validating application of a learning process and learning strategies
• Assessment of the training process	√	√	√
<ul style="list-style-type: none"> - What they have learned - Significant learning - Outward signs of their creativity - Progress made - Other 			

Course: Problem Solving ORS-5031-2

Terminal Objective 5 To consider what they have learned.

Intermediate Objective 5.2 To determine follow-up actions.

<h1>Content</h1>	Indicators		
	(Analysis)	(Evaluation)	
	Formulating critiques (critical thinking and ethical sense)	Considering strengths and points needing improvement	Anticipating learning transfers
• Resources that foster success	√	√	
<ul style="list-style-type: none"> - Appropriate work methods - Time management - Accepting change - Sense of responsibility - Using support resources - Other 			
• Preparation for learning transfers		√	√
<ul style="list-style-type: none"> - Places where transfer occurs - Means of transferral 			

Table of Objectives

<p>General Objective — At the end of the course, adult learners will be able to use one or more work methods to carry out a task, job or project as part of their training.</p>	
Terminal Objectives	Intermediate Objectives
1. To set up conditions for experimenting with one or more work methods.	1.1 To explain the components of the tasks to be carried out and the favourable conditions for executing these tasks.
2. To plan the work to be done.	2.1 To produce a work plan.
3. To carry out tasks.	3.1 To carry the tasks through to completion, individually or as part of a team.
4. To consider what they have learned.	4.1 To summarize their training process. 4.2 To determine follow-up actions.

Course: Applying a Work Method ORS-5032-2

Terminal Objective 1 To set up conditions for experimenting with one or more work methods.

Intermediate Objective 1.1 To explain the components of the tasks to be carried out and the favourable conditions for executing these tasks.

<h1>Content</h1>	Indicators		
	(Knowledge)	(Comprehension)	
	Identifying attitudes, knowledge and experience Defining connections between prior learning and proposed training content Pinpointing a learning process	Interpreting data in order to explain them Making associations to establish key connections	
• Objective of work	√		
<ul style="list-style-type: none"> - Defining the objective - Context for carrying out the work - Experience - Open-mindedness - Other 			
• Methodological process	√	√	
<ul style="list-style-type: none"> - Defining the steps - Strategies used - Describing tasks - Expected final product - Favourable conditions for executing tasks - Other 			
• Commitment	√		
<ul style="list-style-type: none"> - Interests - Motivation - Constraints - Responsibilities - Other 			

Course: Applying a Work Method ORS-5032-2

Terminal Objective 2 To plan the work to be done.

Intermediate Objective 2.1 To produce a work plan.

<h1>Content</h1>	Indicators		
	(Application)	(Analysis)	(Synthesis)
	<ul style="list-style-type: none"> Structured organization of actions Choosing data based on criteria (decision-making) Using their creative potential 	<ul style="list-style-type: none"> Comparing data Seeking connections Arranging elements Formulating critiques (critical thinking and ethical sense) 	<ul style="list-style-type: none"> Producing a final product Affirming their ideas and opinions
<ul style="list-style-type: none"> • Work plan according to process chosen 	√	√	√
<ul style="list-style-type: none"> - Objectives and priorities - Sharing responsibilities according to the steps in the process - Instructions - Personal resources <ul style="list-style-type: none"> □ Knowledge □ Know-how □ Attitudes - External resources <ul style="list-style-type: none"> □ Financial □ Material and technical □ Human □ Other - Means and tools according to the strategies chosen - Deadlines - Other 			
<ul style="list-style-type: none"> • Evaluation criteria 	√		
<ul style="list-style-type: none"> - Objectives reached - Effectiveness of strategies, means and tools - Instructions followed - Observance of timetable - Other 			

Course: Applying a Work Method ORS-5032-2

Terminal Objective 3 To carry out tasks.

Intermediate Objective 3.1 To carry the tasks through to completion, individually or as part of a team.

<h1>Content</h1>	Indicators		
	(Application)	(Synthesis)	(Evaluation)
	Using resources and data Using their creative potential	Affirming their ideas and opinions	Considering strengths and points needing improvement
• Applying the work plan	√	√	
• Evaluating steps	√	√	√
<ul style="list-style-type: none"> - Predefined evaluation criteria - Tools - Procedures - Individual and group progress - Other 			
• Modifications to the work plan	√	√	
<ul style="list-style-type: none"> - Adjustments - Justifications 			

Course: Applying a Work Method ORS-5032-2

Terminal Objective 4 To consider what they have learned.

Intermediate Objective 4.1 To summarize their training process.

<h1>Content</h1>	Indicators		
	(Analysis)	(Synthesis)	(Evaluation)
	Formulating critiques (critical thinking and ethical sense)	Affirming their ideas and opinions	Validating application of a learning process and learning strategies
• Assessment of the training process	√	√	√
<ul style="list-style-type: none"> - What they have learned - Significant learning - Outward signs of their creativity - Progress made - Other 			

Course: Applying a Work Method ORS-5032-2

Terminal Objective 4 To consider what they have learned.

Intermediate Objective 4.2 To determine follow-up actions.

<h1>Content</h1>	Indicators		
	(Analysis)	(Evaluation)	
	Formulating critiques (critical thinking and ethical sense)	Considering strengths and points needing improvement	Anticipating learning transfers
<ul style="list-style-type: none"> • Resources that foster success 	√	√	
<ul style="list-style-type: none"> - Appropriate work methods - Time management - Accepting change - Sense of responsibility - Using support resources - Other 			
<ul style="list-style-type: none"> • Preparation for learning transfers 		√	√
<ul style="list-style-type: none"> - Places where transfer occurs - Means of transferral 			

Table of Objectives

General Objective — At the end of the course, adult learners will be able to use a communication process as part of their training.	
Terminal Objectives	Intermediate Objectives
1. To set up conditions for experimenting with a communication project and an exchange of points of view.	1.1 To organize the communication process.
2. To carry out a communication project.	2.1 To organize the information. 2.2 To classify the elements.
3. To put interactive communication techniques into practice.	3.1 To communicate their product.
4. To consider what they have learned.	4.1 To summarize their training process. 4.2 To determine follow-up actions.

Course: Communicating and Exchanging Points of View ORS-5033-2

Terminal Objective 1 **To set up conditions for experimenting with a communication project and an exchange of points of view.**

Intermediate Objective 1.1 **To organize the communication process.**

<h1>Content</h1>	Indicators		
	(Knowledge)	(Comprehension)	
	Identifying attitudes, knowledge and experience Defining connections between prior learning and proposed training content Pinpointing a learning process	Interpreting data in order to explain them Making associations to establish key connections	
• Choosing a communication project	√	√	
<ul style="list-style-type: none"> - Defining the project - Context (transmitter/receiver) - Goals - Stakes 			
• Conditions conducive to interaction	√	√	
<ul style="list-style-type: none"> - Experience - Open-mindedness - Critical sense - Attentiveness - Respect - Other 			
• Communication process	√	√	
<ul style="list-style-type: none"> - Defining the steps - Strategies used - Choosing a medium - Other 			
• Commitment to the project	√	√	
<ul style="list-style-type: none"> - Interests - Motivation - Constraints - Responsibilities - Other 			

Course: Communicating and Exchanging Points of View ORS-5033-2

Terminal Objective 2 To carry out a communication project.

Intermediate Objective 2.1 To organize the information.

	Indicators		
	(Comprehension)	(Application)	(Analysis)
Content	Interpreting data in order to explain them Making associations to establish key connections	Using resources and data Structured organization of actions Choosing data based on criteria (decision-making) Using their creative potential	Formulating critiques (critical thinking and ethical sense)
<ul style="list-style-type: none"> • Preparing the communication project according to the process chosen 	√	√	√
<ul style="list-style-type: none"> - Targets, objectives and priorities - Task-sharing according to the steps in the process - Intentions, obstacles, stakes - Needs (transmitter/receiver) - Internal and external resources - Means and tools according to the strategies chosen - Expected results - Deadlines - Other 			
<ul style="list-style-type: none"> • Data gathering 	√	√	√
<ul style="list-style-type: none"> • Data processing 	√	√	√
<ul style="list-style-type: none"> - Facts and opinions - Prejudices and perceptions - Social codes - Other 			

Course: Communicating and Exchanging Points of View ORS-5033-2

Terminal Objective 2 To carry out a communication project.

Intermediate Objective 2.2 To classify the elements.

	Indicators		
	(Analysis)	(Synthesis)	(Evaluation)
Content	Comparing data Seeking connections Arranging elements Formulating critiques (critical thinking and ethical sense)	Producing a final product Affirming their ideas and opinions	Considering strengths and points needing improvement
<ul style="list-style-type: none"> • Developing the product according to the medium chosen 	√	√	√
<ul style="list-style-type: none"> - Message content - Appropriate vocabulary - Conventions and language level - Information and Communications Technologies (ICT) - Artistic elements - Other 			
<ul style="list-style-type: none"> • Critical assessment of the product 	√	√	√
<ul style="list-style-type: none"> - Values conveyed - Nuances of interpretation - Other 			
<ul style="list-style-type: none"> • Adjusting the product 	√	√	

Course: Communicating and Exchanging Points of View ORS-5033-2

Terminal Objective 3 To put interactive communication techniques into practice.

Intermediate Objective 3.1 To communicate their product.

<h1>Content</h1>	Indicators		
	(Application)	(Analysis)	(Synthesis)
	Using resources and data Using their creative potential	Formulating critiques (critical thinking and ethical sense)	Affirming their ideas and opinions
<ul style="list-style-type: none"> • Transmitting the product 	√		
<ul style="list-style-type: none"> - Appropriate verbal expression - Appropriate gestural elements and attitudes - Observing time constraints - Respecting listeners - Materials required - Other 			
<ul style="list-style-type: none"> • Exchanging points of view 		√	√
<ul style="list-style-type: none"> - Observing rules and procedures - Clarifying arguments - Other 			

Course: Communicating and Exchanging Points of View ORS-5033-2

Terminal Objective 4 To consider what they have learned.

Intermediate Objective 4.1 To summarize their training process.

<h1>Content</h1>	Indicators		
	(Analysis)	(Synthesis)	(Evaluation)
	Formulating critiques (critical thinking and ethical sense)	Affirming their ideas and opinions	Validating application of a learning process and learning strategies
• Assessment of the training process	√	√	√
<ul style="list-style-type: none"> - What they have learned - Significant learning - Outward signs of their creativity - Progress made - Other 			

Course: Communicating and Exchanging Points of View ORS-5033-2

Terminal Objective 4 **To consider what they have learned.**

Intermediate Objective 4.2 **To determine follow-up actions.**

<h1>Content</h1>	Indicators		
	(Analysis)	(Evaluation)	
	Formulating critiques (critical thinking and ethical sense)	Considering strengths and points needing improvement	Anticipating learning transfers
• Resources that foster success	√	√	
<ul style="list-style-type: none"> - Appropriate work methods - Time management - Accepting change - Sense of responsibility - Using support resources - Other 			
• Preparation for learning transfers		√	√
<ul style="list-style-type: none"> - Places where transfer occurs - Means of transferral 			

6 Glossary

The definitions that follow are free translations of definitions of French terms, gleaned from the following sources:

Commission de terminologie de l'éducation. *Vocabulaire de l'éducation*, 2nd ed., rev. Québec: Publications du Québec, 1990.

Direction de la formation générale des adultes. *Pour... suivre son régime*. Québec: Ministère de l'Éducation, 1994 and 2001.

Legendre, Renald (ed.). *Dictionnaire actuel de l'éducation*, 2nd ed. Montréal: Guérin, 1993.

Term	Definition	Source
Adaptation (appropriation)	- "Modification for the purpose of ensuring harmony among interacting elements."	<i>Dictionnaire actuel de l'éducation</i> , p. 19 [translation]
Andragogical intention (intention andragogique)	- Communication objective: "Goal, intention, reason, etc. that indicates why a particular [andragogical] situation exists."	<i>Dictionnaire actuel de l'éducation</i> , p. 910 [translation]
Andragogical principle (principe andragogique)	- A set of statements focused on the fundamental characteristics of adult learners.	<i>Pour...suivre son régime</i> , 1994
Andragogy (andragogie)	- The range of educational activities for adult learners, in both school and related environments (e.g. community, workplace). The learning processes and the content of the training are a function of the adult learners' development and the characteristics of their social, family, economic, occupational and personal situation.	<i>Pour...suivre son régime</i> , 1994
Approach (approche)	- "A theoretical foundation made up of a range of principles that provide the basis for the development of a program of study and for the choice of teaching or evaluation strategies and feedback methods."	<i>Dictionnaire actuel de l'éducation</i> , p. 76

Term	Definition	Source
Aptitude (aptitude)	- “Innate or acquired predisposition to learn in specific areas or to produce significant output in a particular field.”	<i>Dictionnaire actuel de l'éducation</i> , p. 101 [translation]
Attitude (attitude)	- “State of mind (sensation, perception, idea, conviction, feeling, etc.) or acquired inner disposition of individuals toward themselves or any element of their environment (people, things, situations, events, ideologies, modes of expression, etc.), which brings about a positive or negative way of being or acting.”	<i>Dictionnaire actuel de l'éducation</i> , p. 112 [translation]
Code of behaviour (code de vie)	- “A set of principles, rules and prescriptions governing acceptable behaviours in the exercise of a particular activity.”	<i>Dictionnaire actuel de l'éducation</i> , p. 197 [translation]
Content (contenu)	- “The set of concepts that constitute the subject matter to be acquired in a focus of learning.”	<i>Dictionnaire actuel de l'éducation</i> , p. 255 [translation]
Course (cours)	- “An organized set of learning activities defined by a program of study taking up a number of hours over the school year or a portion of the school year . . .”	<i>Dictionnaire actuel de l'éducation</i> , p. 267 [translation]
Creativity (créativité)	- “An individual’s ability to do something, to create, to produce new, practicable ideas, and to combine and reorganize elements.”	<i>Dictionnaire actuel de l'éducation</i> , p. 277 [translation]

Term	Definition	Source
Educational planning (planification pédagogique)	<ul style="list-style-type: none"> - “A cyclical process that includes the following three phases: 1. defining and breaking down objectives; 2. developing and organizing various elements of the pedagogical situation; 3. devising and planning the means to evaluate: a) the students, either in the course of learning or after a major learning sequence or a program of study has been completed, and b) how harmonious the various elements of the pedagogical situation are.” 	<i>Dictionnaire actuel de l'éducation</i> , p. 997 [translation.]
Experiential (experientiel)	<ul style="list-style-type: none"> - “Related to experience or based on experience, without necessarily implying direct reference to experience.” 	<i>Dictionnaire actuel de l'éducation</i> , p. 595 [translation.]
Formula [pedagogical] (formule [pédagogique])	<ul style="list-style-type: none"> - “Process adopted to smooth over a particular difficulty in order to arrive at an immediate result.” 	<i>Dictionnaire actuel de l'éducation</i> , p. 653 [translation.]
General objective (objectif general)	<ul style="list-style-type: none"> - “The overall educational objective that acts as a guide to formulating a range of objectives, content and skills related to a subject or set of school subjects intended for a particular group of people.” 	<i>Dictionnaire actuel de l'éducation</i> , p. 916 [translation.]
Guiding principle (principe directeur)	<ul style="list-style-type: none"> - A set of statements that constitute the fundamental principles of a program of study. 	<i>Pour...suivre son régime</i> , 1994
Indicator (indicateur)	<ul style="list-style-type: none"> - “Behaviour or element of a performance or process, which provides information on learning progress or achievement.” 	<i>Dictionnaire actuel de l'éducation</i> , p. 707 [translation.]
Integration [of knowledge] (intégration [des savoirs])	<ul style="list-style-type: none"> - “Causing a variety of elements to interact for the purpose of constituting a harmonious whole representing a higher level of learning achievement.” 	<i>Dictionnaire actuel de l'éducation</i> , p. 732 [translation.]

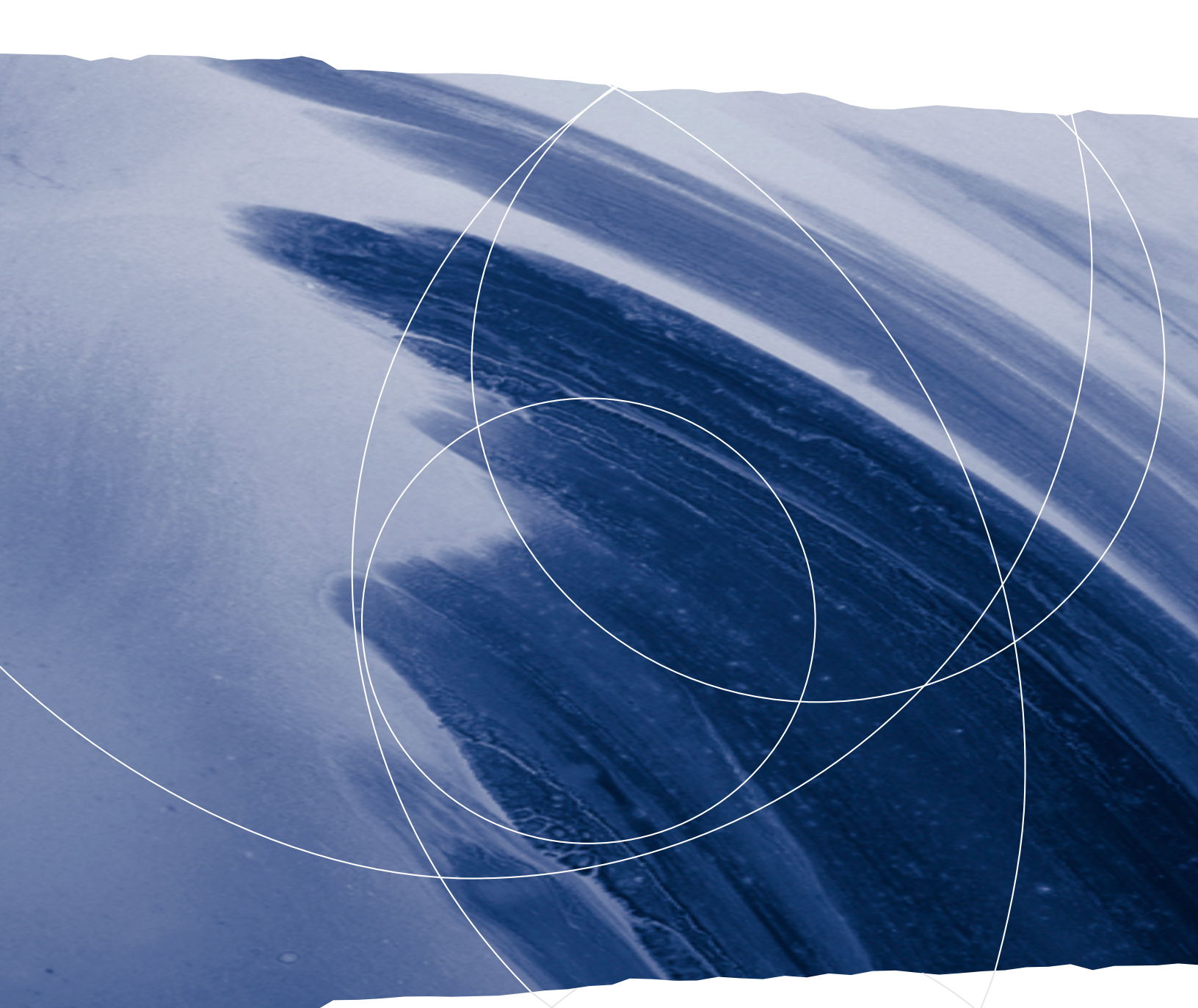
Term	Definition	Source
Interdisciplinary approach (approche interdisciplinaire)	- “A general way of addressing a project or solving a problem, by combining and setting up interactions between data and approaches from a variety of subject areas.”	<i>Dictionnaire actuel de l'éducation</i> , p. 86 [translation.]
Intermediate objective (objectif intermédiaire)	- “A specific objective leading to a final learning result: the terminal objective.”	<i>Dictionnaire actuel de l'éducation</i> , p. 917 [translation.]
Knowledge, personal (connaissance)	- “The facts, information, concepts and principles that one acquires through study, observation or experience.”	<i>Dictionnaire actuel de l'éducation</i> , p. 240 [translation.]
Knowledge, codified (savoir-s)	- “In-depth knowledge that individuals acquire through study and experience.”	<i>Dictionnaire actuel de l'éducation</i> , p. 1134 [translation.]
Learning (apprentissage)	<ul style="list-style-type: none"> - “An act whereby a subject perceives, interacts with, and integrates an object. Acquiring knowledge and developing skills, attitudes and values that add to the cognitive structure of an individual. [Learning is part of a] process that provides for growth of an individual’s synthesized knowledge, skills, attitudes and values.” - “A dynamic process of acquisition or change internal to individuals who then, driven by the desire and will to grow, build new, coherent, sustainable explanatory representations of their reality based on perception of materials, stimulation from their environment, the interaction between data that are internal and external to the subject, and a personal acquisition of awareness.” 	<i>Dictionnaire actuel de l'éducation</i> , p. 67 [translation.]

Term	Definition	Source
Learning process (processus d'apprentissage)	<ul style="list-style-type: none"> - “An act whereby a subject perceives, interacts with and integrates an object. Acquiring knowledge and developing skills, attitudes and values that add to the cognitive structure of an individual. A process that provides for growth of an individual’s synthesized knowledge, skills, attitudes and values.” “A dynamic process of acquisition or change internal to individuals who then, driven by the desire and will to grow, build new, coherent, sustainable explanatory representations of their reality based on perception of materials, stimulation from their environment, the interaction between data that are internal and external to the subject, and a personal acquisition of awareness.” 	<i>Dictionnaire actuel de l'éducation</i> , p.67 [translation.]
Learning procedure/process (démarche d'apprentissage)	<ul style="list-style-type: none"> - “The way students learn, which involves an interaction between their internal resources and their environment.” 	<i>Dictionnaire actuel de l'éducation</i> , p. 320 [translation.]
Learning strategy (stratégie d'apprentissage)	<ul style="list-style-type: none"> - “A planned set of operations and pedagogical resources [the objective of which is] to provide the best conditions for achieving objectives in a pedagogical situation.” 	<i>Dictionnaire actuel de l'éducation</i> , p. 1185 [translation.]
Learning transfers (transfert des apprentissages)	<ul style="list-style-type: none"> - “Activation and application of knowledge in new situations.” 	<i>Dictionnaire actuel de l'éducation</i> , p. 1371 [translation.]
Metacognition (métacognition)	<ul style="list-style-type: none"> - “Knowledge that an individual has of his or her own cognitive processes, the products of these processes and anything related . . .” 	<i>Dictionnaire actuel de l'éducation</i> , p. 834 [translation.]

Term	Definition	Source
Method (méthode)	- “A set of optimum techniques, arranged according to rules and implemented with a specific purpose in mind.”	<i>Dictionnaire actuel de l'éducation</i> , p. 838 [translation.]
Multidisciplinary approach (approche multidisciplinaire)	- “Turning to a significant number of parallel subject areas during a study, an activity or the resolution of a problem.”	<i>Dictionnaire actuel de l'éducation</i> , p. 89-90 [translation.]
Object of learning (objet d'apprentissage)	- “The goal, cause, intent, motive, reason, meaning behind an activity, an operation, etc.”	<i>Dictionnaire actuel de l'éducation</i> , p. 931 [translation.]
Outcome [expected] (résultat [attendu])	- “Expression of a tangible product that is the result of pursuing an objective.”	<i>Dictionnaire actuel de l'éducation</i> , p. 1122 [translation.]
Pedagogical model (modèle pédagogique)	- “A model that presents, in coordinated fashion, certain properties of a particular type of teaching and a particular type of learning, which constitute a representation of the relationship that exists between them.”	<i>Dictionnaire actuel de l'éducation</i> , p. 868 [translation.]
Personal learning plan (projet personnel de formation)	- “The intentions specific to each adult learner that result from his/her personal, family, social, economic, occupational and cultural situation as well as from his/her aptitudes and interests.”	<i>Pour... suivre son régime</i> , p. 8
Prior learning (acquis)	- “The range of attitudes, knowledge, skills and experiences already acquired by an individual.”	<i>Dictionnaire actuel de l'éducation</i> , p. 9 [translation.]
Process (processus)	<ul style="list-style-type: none"> - “A sequence of operations that lead to the accomplishment of a goal.” - “A sequence of phases in a learning phenomenon.” 	<i>Dictionnaire actuel de l'éducation</i> , p. 1023 [translation.]

Term	Definition	Source
Program of study (programme d'études)	- "A structured set of objectives, elements of learning or pedagogical activities that combine to constitute a course of teaching."	<i>Vocabulaire de l'éducation</i> , p. 173, no. 227 [translation.]
Progress [evolution](progrès [évolution])	- "An extended, directed sequence of gradual, minimal changes, often imperceptible, which progressively bring about deep transformation in beings, institutions, knowledge and things."	<i>Dictionnaire actuel de l'éducation</i> , p. 588 [translation.]
Project approach	- "A pedagogical approach whereby the specific objectives of the learning are part of a plan aimed at meeting a challenge or achieving something."	- <i>Dictionnaire actuel de l'éducation</i> , p. 91 [translation.]
Reflection (objectivation)	- "A reflective process whereby subjects become aware of the degree to which they have succeeded in their learning, assess their strengths and weaknesses, set new goals and determine the means with which they will achieve these goals."	<i>Dictionnaire actuel de l'éducation</i> , p. 930 [translation.]
Reflection/ reflexivity (réflexivité)	- "A collected, circumspect style of reaction in which the individual avoids jumping to conclusions upon perceiving a stimulus."	<i>Dictionnaire actuel de l'éducation</i> , p. 1100 [translation.]
Skill (habilité)	- "The term <i>ability</i> is more specific than the term <i>capacity</i> ; it is task-centred and easily observable. <i>Ability</i> refers to application, practice . . ."	- <i>Dictionnaire actuel de l'éducation</i> , p. 681 [translation]
Skill area (champ d'habilités)	- "Range of abilities, the development of which is sought through the program of study."	<i>Dictionnaire actuel de l'éducation</i> , p. 178 [translation.]

Term	Definition	Source
Terminal objective (objectif terminal)	<ul style="list-style-type: none"> - “An objective that expresses the useful and sustainable changes that must arise in the subject, the evidence of which is measurable upon the completion of an extended learning process.” 	<i>Dictionnaire actuel de l'éducation</i> , p. 929 [translation.]
Training process (démarche de formation)	<ul style="list-style-type: none"> - Training: “A range of prior learning, know-how, attitudes and behaviours developed by an individual.” - Process: “A particular way of perceiving, thinking, reasoning, acting, intervening, proceeding, progressing and growing.” 	<i>Dictionnaire actuel de l'éducation</i> , p. 622 [translation.] <i>Dictionnaire actuel de l'éducation</i> , p. 319-320 [translation.]
Transdisciplinary approach (approche transdisciplinaire)	<ul style="list-style-type: none"> - “A teaching approach that sees the characteristics, needs, interests and processes of the student as being more important than the specific concerns of academic subjects or disciplines.” 	<i>Dictionnaire actuel de l'éducation</i> , p. 100 [translation.]
Tutoring (tutorat)	<ul style="list-style-type: none"> - “A way of supervising . . . the pedagogical process of a student in regard to a course . . .” 	<i>Dictionnaire actuel de l'éducation</i> , p. 1379 [translation.]



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