


The *La*

# Ped. *Boutique* Pédagogique

**Pedagogical Links: Searching for the Why and How...**

To find ...click on  or browse the **Categories**  
Links in English or French

ESL Cybersite

<http://station05.qc.ca/css/cybersite/>

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**En lien avec la pédagogie...**

Pour trouver... choisir  ou parcourir les **Catégories**  
Liens en français ou anglais



COMMISSION SCOLAIRE DES SOMMETS

<http://csdessommets.qc.ca>

## Catégories:

**API +**  
**App. Coopératif**  
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**Cognitif API**  
**Cognitive**  
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**Comportement**  
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**Cooperative Learning**  
**Cross Curricular**  
**Differentiated learning**  
**Enseignement Stratégique**  
**Évaluation**  
**Gestion Mentale**

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**MI**  
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**NLP**  
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**Par problèmes**  
**Parents**  
**Pédagogie**  
**Perrenoud**

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**Portail**  
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**Projets**  
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**Reading**  
**Réforme**  
**Regulation / différenciation**  
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**Strategies**  
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**Technology Problem-Solving**  
**Theories**  
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**Theories Technology**  
**TIC**  
**Video**

<b>Titre/ Titre</b>	<b>Link to click / Lien à visiter</b>		<b>Catégories</b>
Actualisation du potentiel intellectuel	<a href="http://www.ulaval.ca/cpires/repert/Proj/api1.html">http://www.ulaval.ca/cpires/repert/Proj/api1.html</a> <a href="http://www.ulaval.ca/cpires/repert/Proj/index_mot7.html">http://www.ulaval.ca/cpires/repert/Proj/index_mot7.html</a>	étude	<b>API</b>
L'actualisation du potentiel intellectuel	<a href="http://pages.infinit.net/jmguav/psyclin05.htm">http://pages.infinit.net/jmguav/psyclin05.htm</a>	l'efficacité cognitive et le rendement scolaire chez des élèves de niveau collégial à risque d'abandon scolaire. Thèse de maîtrise, Université de Moncton, N-B, Canada	<b>API</b>
Résolution de problèmes et A.P.I.	<a href="http://www.ressac.rpa.ca/csap/pedago_act/site/probleme.htm">http://www.ressac.rpa.ca/csap/pedago_act/site/probleme.htm</a>	Les 83 stratégies de résolution de problèmes privilégiées par le programme A.P.I., selon Audy +++	<b>API</b>
A.P.I.	<a href="http://www.csdecou.qc.ca/dlasalle/ortho/api.htm">http://www.csdecou.qc.ca/dlasalle/ortho/api.htm</a>	exemples	<b>API</b>
Une histoire d'amour	<a href="http://www.cegep-chicoutimi.qc.ca/reflets/refletsv10n1/reflet04.htm">http://www.cegep-chicoutimi.qc.ca/reflets/refletsv10n1/reflet04.htm</a>	une histoire d'amour entre moi, l' Actualisation du Potentiel Interindividuel et les personnes que	<b>API</b>

	<a href="http://www.cegep-chicoutimi.qc.ca/reflets/refletsv9n1/reflet33.htm">http://www.cegep-chicoutimi.qc.ca/reflets/refletsv9n1/reflet33.htm</a>	du Potentiel Interindividuel et les personnes que je côtoie	
Apprendre à apprendre	<a href="http://www.chez.com/btsac/API/constant/HTML/MAPSITE_1.htm">http://www.chez.com/btsac/API/constant/HTML/MAPSITE_1.htm</a>	Apprendre à apprendre ensemble tel est l'objectif de ce site :pour permettre aux étudiants en BTS Action Commerciale -de trouver les ressources nécessaires à leurs apprentissages pour exploiter les outils indispensables pour APPRENDRE	<b>API</b>
Un Projet Pré-Pip Pour D.G.A.	<a href="http://www.aqps.qc.ca/bulletin/07-07-01-02.htm">http://www.aqps.qc.ca/bulletin/07-07-01-02.htm</a>	«... malgré nos efforts sérieux pour améliorer nos écoles depuis 30 ans, elles demeurent exactement les mêmes...».	<b>API +</b>
Des rôles de l'apprentissage coopératif	<a href="http://www.tact.fse.ulaval.ca/fr/html/nathalie/stage/materiel/schum/roles.htm">http://www.tact.fse.ulaval.ca/fr/html/nathalie/stage/materiel/schum/roles.htm</a>		<b>App. Coopératif</b>
L'apprentissage coopératif	<a href="http://www.edunet.ch/classes/c9/dubois/didact/cooperation.htm">http://www.edunet.ch/classes/c9/dubois/didact/cooperation.htm</a>	(Laurent Dubois et Pierre-Charles Dagau)	<b>App. Coopératif</b>
L'apprentissage coopératif- des suggestions	<a href="http://www.tvo.org/pdonline/FSLseries1/fslcoop.html">http://www.tvo.org/pdonline/FSLseries1/fslcoop.html</a>		<b>App. Coopératif</b>
La coopération	<a href="http://adapt-scol-franco.educ.infnit.net/themes/coop/coop.htm">http://adapt-scol-franco.educ.infnit.net/themes/coop/coop.htm</a>	On trouve neuf sections: la présentation de la coopération, l'état d'avancement de la connaissance, des ouvrages annotés, les questions de l'heure, les ressources (humaines et matérielles) disponibles, les projets (tant les recherches scientifiques que les expériences menées dans le milieu scolaire), les événements importants (colloques et congrès, conférences, lancements et inaugurations) à venir, la formation (les programmes ainsi que les cours offerts à différents niveaux) ainsi que les autres sites d'intérêt liés au domaine	<b>App. Coopératif</b>
Travailler en équipe	<a href="http://www.ac-grenoble.fr/stismier/nullpart/divers/perrenou6.htm">http://www.ac-grenoble.fr/stismier/nullpart/divers/perrenou6.htm</a>	par Philippe Perrenoud (Faculté de psychologie et de sciences de l'éducation, Université de Genève, 1997)	<b>App. Coopératif</b>
La pédagogie de la coopération ce n'est pas le travail d'équipe.	<a href="http://www.cooperation-mosaïque.com/pedagogie/pedagogie.html">http://www.cooperation-mosaïque.com/pedagogie/pedagogie.html</a>	James Howden	<b>App. Coopératif</b>
L'apprentissage coopératif- des suggestions	<a href="http://tvo.org/pdonline/FSLseries1/suggestions/sugg2.html">http://tvo.org/pdonline/FSLseries1/suggestions/sugg2.html</a>		<b>App. Coopératif</b>

L'apprentissage coopératif	<a href="http://francophone.net/beausejour/pedagogie.html">http://francophone.net/beausejour/pedagogie.html</a>		<b>App. Coopératif</b>
Coopération Mosaïque	<a href="http://www.cooperation-mosaïque.com/pedagogie/pedagogie.html">http://www.cooperation-mosaïque.com/pedagogie/pedagogie.html</a>	LE TRAVAIL EN ÉQUIPE Aspects théoriques et pratiques James Howden	<b>App. Coopératif</b>
L'apprentissage coopératif	<a href="http://www.sasked.gov.sk.ca/docs/francais/frlang/inter/dirapp.html">http://www.sasked.gov.sk.ca/docs/francais/frlang/inter/dirapp.html</a>	La nécessité d'une interaction entre les élèves représente l'un des principes de base adoptés par ce programme pour l'apprentissage d'une langue seconde et cela particulièrement au niveau intermédiaire.	<b>App. Coopératif</b>
Suggestions de lectures		<p>Apprenons ensemble, L'apprentissage <b>coopératif</b> en groupes restreints, Judy Clarke, Ron Windeman, Susan Ealie, Éditions de la Chenelière, 1992</p> <p>L'apprentissage <b>coopératif</b>, Théories, méthodes, activités, Philip C. Abrami et coll. Édition de la Chenelière, 1996</p> <p>Apprendre de démocratie, Guide de sensibilisation et de formation selon l'apprentissage <b>coopératif</b> Claudette Évangéliste-Perron, Martine Sabourin et Cynthia Sinagra Éditions de la Chenelière, 1996</p> <p>La <b>coopération</b> au fil des jours, Des outils pour apprendre à coopérer Jim Howden et Huguette Martin Éditions de la Chenelière, 1997</p> <p>Découvrir la <b>coopération</b>, Activités d'apprentissage coopératif pour les enfants de 3 à 8 ans Bette Chambers, Margaret H. Patten, Jenny Schaeff, Donna Wilson Mau Consultation et adaptation : Monique Doyon Édition de la Chenelière, 1997</p>	<b>App. Coopératif</b>

		<p>Le travail de groupe, Stratégies d'enseignement pour la classe hétérogène Elizabeth G. Cohen Édition de la Chenelière, 1994</p> <p>Structurer le succès Jim Howden et Marguerite Kopiec Édition HRW, 1998</p> <p>Construire une classe axée sur l'enfant Suzanne Schwartz et Mindy Pollischke Édition de la Chenelière, 1995</p> <p>La <b>coopération</b> en classe Denise Gaudet et coll. Édition de la Chenelière, 1997</p> <p>Par quatre chemins Martine Leclerc Édition de la Chenelière</p> <p>Vidéo-cassette : L'apprentissage coopératif (voir page 21 catalogue Édition de la Chenelière), 1996 scénarisation Georgette Goupil et Guy Lusignan (durée 29 minutes)</p>	
Rythmes d'apprentissage et outils informatiques au primaire	<a href="http://rtsq.qc.ca/saqca/Rythmes%20d'apprentissages/RYTHMES5.htm">http://rtsq.qc.ca/saqca/Rythmes%20d'apprentissages/RYTHMES5.htm</a>	Rythmes d'apprentissage et outils informatiques au primaire	<b>Apprentissage</b>
Gérer la progression des apprentissages	<a href="http://www.ac-grenoble.fr/stismier/nullpart/divers/perrenou3.htm">http://www.ac-grenoble.fr/stismier/nullpart/divers/perrenou3.htm</a>	par Philippe Perrenoud (Faculté de psychologie et de sciences de l'éducation, Université de Genève, 1997)	<b>Apprentissage</b>
Thèmes: de les difficultés au Douance	<a href="http://adapt-scol-franco.educ.infinet.net/themes/liste.htm">http://adapt-scol-franco.educ.infinet.net/themes/liste.htm</a>		<b>Apprentissage</b>
Centrés sur l'apprenant ou l'apprenante (Learner-Centered Psychological	<a href="http://www.fse.ulaval.ca/fac/tact/fr/html/principe.html">http://www.fse.ulaval.ca/fac/tact/fr/html/principe.html</a>	Des orientations pour une redéfinition et une réforme de l'école	<b>Apprentissage</b>

Principles)			
Apprentissage	<a href="http://www.cvm.qc.ca/jlalonde/cantier/2Format/2pedago/2appre0.htm#debut">http://www.cvm.qc.ca/jlalonde/cantier/2Format/2pedago/2appre0.htm#debut</a>		<b>Apprentissage</b>
L'impact du style cognitif sur les apprentissages	<a href="http://www.acef.ca/revue/XXV2/articles/r252-03.html">http://www.acef.ca/revue/XXV2/articles/r252-03.html</a>		<b>Apprentissage Cognitif</b>
Glossaire des termes d'apprentissage	<a href="http://www.canlearn.ca/francais/aide/glossaire.html">http://www.canlearn.ca/francais/aide/glossaire.html</a>		<b>Apprentissage</b>
Le profil fonctionnel: les apports de la neuropsychologie à l'adaptation scolaire	<a href="http://www.acef.ca/revue/XXV2/articles/r252-01.html">http://www.acef.ca/revue/XXV2/articles/r252-01.html</a>	Cet article présente une description de règles régissant la construction d'outils de mesure des styles, à partir d'une révision des écrits portant sur les styles d'apprentissage.	<b>Apprentissage</b>
Le décloisonnement impliqué par la nouvelle séquence de français	<a href="http://infopuq.quebec.ca/~qc13253/acte/1995/act95_10.html">http://infopuq.quebec.ca/~qc13253/acte/1995/act95_10.html</a>	Le triangle didactique relie les trois pôles de la relation d'enseignement-apprentissage. Chacun de ces pôles est le lieu d'une problématique.	<b>Apprentissage</b>
The ESL Standards for Pre-K-12 Students	<a href="http://www.tesol.edu/assoc/k12standards/index.html">http://www.tesol.edu/assoc/k12standards/index.html</a>		<b>Assessment</b>
Portfolios	<a href="http://www.ncbe.gwu.edu/miscpubs/jeilms/vol13/portfo13.htm">http://www.ncbe.gwu.edu/miscpubs/jeilms/vol13/portfo13.htm</a>		<b>Assessment</b>
How Will We Know If Learning Occurs? Authentic Assessment	<a href="http://www.funderstanding.com/learning_theory_assess1.html">http://www.funderstanding.com/learning_theory_assess1.html</a>		<b>Assessment</b>
Portfolios in ESL	<a href="http://www.stanford.edu/~jberry/jennie2.htm">http://www.stanford.edu/~jberry/jennie2.htm</a>	The Philosophy Behind Portfolios Portfolio Uses ESL Applications Essential Elements of the Portfolio Implementing Portfolio Assessment Electronic Portfolios Time Concerns References	<b>Assessment</b>
Writing Outcomes	<a href="http://www.ncgia.ucsb.edu/education/curricula/giscc/units/format/outcomes.html">http://www.ncgia.ucsb.edu/education/curricula/giscc/units/format/outcomes.html</a>	Writing learning outcomes for the Core Curriculum	<b>Assessment</b>
Portfolios	<a href="http://www.pampetty.com/assessment.htm">http://www.pampetty.com/assessment.htm</a>		<b>Assessment</b>
Portfolio Evaluation	<a href="http://www.ss.uno.edu/ss/TeachDevel/Asses/PortfolioAssess.html">http://www.ss.uno.edu/ss/TeachDevel/Asses/PortfolioAssess.html</a>	Well-designed assessment procedures are essential to meeting the needs of language minority students acquiring English as their	<b>Assessment</b>

		second language.	
Guidelines in Portfolio Assessment in Teaching English	<a href="http://www.w-angle.galil.k12.il/call/portfolio/default.html">http://www.w-angle.galil.k12.il/call/portfolio/default.html</a>	by Judy Kemp & Debby Toperoff	<b>Assessment</b>
A Portfolio Assessment Model For ESL	<a href="http://128.164.90.197/miscpubs/jeilms/vol13/portfolio13.htm">http://128.164.90.197/miscpubs/jeilms/vol13/portfolio13.htm</a>		<b>Assessment</b>
Toolkit 98: Assessment Training And Activities For Educators:	<a href="http://www.nwrel.org/eval/toolkit98/">http://www.nwrel.org/eval/toolkit98/</a>	Northwest Regional Educational Library has put together a toolkit to aid teachers in assessing student learning.	<b>Assessment</b>
Quizzes, Tests And Exams:	<a href="http://uga.berkeley.edu/sled/bgd/quizzes.html">http://uga.berkeley.edu/sled/bgd/quizzes.html</a>	this site offers down-to-earth strategies to help you achieve worthwhile measurement by testing.	<b>Assessment</b>
Grading Practices:	<a href="http://uga.berkeley.edu/sled/bgd/grading.html">http://uga.berkeley.edu/sled/bgd/grading.html</a>	Do your students know what to expect from your grading policies? How do you stand on late work, make-up opportunities, alternative assignments?	<b>Assessment</b>
Assessment Rubrics:	<a href="http://129.7.160.115/COURSE/INST_5931A/Rubric.html#Lesson">http://129.7.160.115/COURSE/INST_5931A/Rubric.html#Lesson</a>	There are sample assessment rubrics you can apply here for course assessment, class participation, research papers, group presentation, instructional units and lesson plans.	<b>Assessment</b>
Behavioral Problems	<a href="http://www.nea.org/helpfrom/growing/works4me/manage/">http://www.nea.org/helpfrom/growing/works4me/manage/</a>	This site delivers the goods on the myriad of we all encounter in the classroom-- with some excellent tips and advice for how to handle and remedy them!	<b>Behaviour</b>
Classroom Connections	<a href="http://www.classroom-connections.com/home.htm">http://www.classroom-connections.com/home.htm</a>	is a not-for-profit organization of educators and parents dedicated to providing high-quality learning resources to schools through programs sponsored by Canadian organizations.	<b>Classroom Resources</b>
Les théories de la connaissance	<a href="http://www.cvm.qc.ca/cantic/beta/2nouve/14theories.htm">http://www.cvm.qc.ca/cantic/beta/2nouve/14theories.htm</a> <a href="http://www.cvm.qc.ca/cantic/beta/2nouve/15processus.htm">http://www.cvm.qc.ca/cantic/beta/2nouve/15processus.htm</a>	modèle basé sur les théories actuelles qui ont cours dans le domaine de l'éducation.	<b>Cognitif</b>
Vidéocassettes	<a href="http://www.biblio.usherb.ca/biblio/sciences/videosci.htm">http://www.biblio.usherb.ca/biblio/sciences/videosci.htm</a>	Vidéocassettes à la Bibliothèque des sciences - U de S L'apprentissage cognitif [enregistrement vidéo] : mémoire et apprentissage. FV4 V ... Le cerveau : partie 6 : les deux cerveaux	<b>Cognitif</b>
L'impact du style	<a href="http://www.acef.ca/revue/XXV2/articles/r252-03.html">http://www.acef.ca/revue/XXV2/articles/r252-03.html</a>	Les difficultés d'apprentissage	<b>Cognitif</b>

cognitif sur les apprentissages		Volume XXV No 2, automne-hiver 1997.	
Neurosciences	<a href="http://www.univ-tours.fr/desco/LicPsy/Neurosci-Intro.html">http://www.univ-tours.fr/desco/LicPsy/Neurosci-Intro.html</a> <a href="http://www.bsv.fr/serveur/books.htm">http://www.bsv.fr/serveur/books.htm</a>	Livres: ● Une tête bien faite ● Dessine-moi l'intelligence ● Deux cerveaux pour apprendre ● J'apprends, donc je suis	<b>Cognitif</b>
Un modèle d'intervention holistique : le mip	<a href="http://www.aqps.qc.ca/bulletin/10/10-02-11.htm">http://www.aqps.qc.ca/bulletin/10/10-02-11.htm</a> <a href="http://perso.club-internet.fr/berthou/lectures/lectapprentissage.htm">http://perso.club-internet.fr/berthou/lectures/lectapprentissage.htm</a>	LE MIP (Modèle d'intervention psychopédagogique)	<b>Cognitif</b>
Apprendre à prendre des notes : le schéma Heuristique ou Mind Mapping	<a href="http://perso.wanadoo.fr/kinesiologie/mindmap.htm">http://perso.wanadoo.fr/kinesiologie/mindmap.htm</a>		<b>Cognitif</b>
Peut-on développer l'efficacité cognitive des élèves ?	<a href="http://www.aqps.qc.ca/bulletin/10/10-03-03.htm">http://www.aqps.qc.ca/bulletin/10/10-03-03.htm</a>	Ce texte traite du phénomène grandissant des programmes de développement cognitif	<b>Cognitif API</b>
How Emotions Affect Learning	<a href="http://www.ascd.org/readingroom/edlead/9410/sylwester.html">http://www.ascd.org/readingroom/edlead/9410/sylwester.html</a>		<b>Cognitive</b>
Brain-based learning	<a href="http://www2.educ.ksu.edu/Faculty/McGrathD/Fall99/Brewer.htm">http://www2.educ.ksu.edu/Faculty/McGrathD/Fall99/Brewer.htm</a>	This paper examines brain-based learning theory,	<b>Cognitive</b>
Taxonomie des objectifs des programmes d'études	<a href="http://discas.educ.infnit.net/Cadreref/Documents/Taxonomie.html">http://discas.educ.infnit.net/Cadreref/Documents/Taxonomie.html</a>	des processus cognitifs ou psychomoteurs (des habiletés) ou des processus affectifs (des attitudes)	<b>Cognitive</b>
Critical Thinking	<a href="http://www.utc.edu/Teaching-Resource-Center/critical.html">http://www.utc.edu/Teaching-Resource-Center/critical.html</a>	What is Critical Thinking? Characteristics of Critical Thinking Why Teach Critical Thinking? Teaching Strategies to Help Promote Critical Thinking Skills References Other Reading On the Internet	<b>Cognitive</b>
Practical Classroom Applications For Current Brain Research:	<a href="http://www.brains.org/">http://www.brains.org/</a>	This site is a practical link between current psychological and neurological research and education	<b>Cognitive</b>

		education.	
Research Into Cognitive Load Theory And Instructional Design	<a href="http://www.arts.unsw.edu.au/education/CLT.HTML">http://www.arts.unsw.edu.au/education/CLT.HTML</a>		<b>Cognitive</b>
Helping Students Assess Their Thinking:	<a href="http://www.ilt.columbia.edu/k12/livetext/topics/index.html">http://www.ilt.columbia.edu/k12/livetext/topics/index.html</a>	This eight part process is written by Richard Paul and Linda Elder. They identify two essential parts to thinking: identifying the separate parts of their thinking process, and then assessing their efficacy. The steps provide a practical and analytical means of methodically improving thinking skills.	<b>Cognitive</b>
How the Brain Learns	<a href="http://www.ascd.org/xchange/threads/nodes/brain/extjensen.html">http://www.ascd.org/xchange/threads/nodes/brain/extjensen.html</a>	How Julie's Brain Learns Follow a typical student through her day at school--from the perspective of her brain.	<b>Cognitive</b>
THE COGNITIVE PARADIGM	<a href="http://www.educ.drake.edu/romig/cogito/cognitive_paradigm.html">http://www.educ.drake.edu/romig/cogito/cognitive_paradigm.html</a>		<b>Cognitive</b>
MINDTOOLS	<a href="http://led.gcal.ac.uk/clti/papers/TMPaper5.html">http://led.gcal.ac.uk/clti/papers/TMPaper5.html</a>	The concept of a mindtool, as used in the workshop that has produced the current volume, is easy to describe. It is simply a device, or technique, for focusing the learner's analytical processes.	<b>Cognitive</b>
THE BRAIN: OVERVIEW	<a href="http://esl.about.com/library/lessons/blbrainoverview.htm">http://esl.about.com/library/lessons/blbrainoverview.htm</a>	A visual explanation of the different parts of the brain, how they work and an example ESL EFL exercise employing the specific area.	<b>Cognitive</b>
COGNITIVE TEACHING MODELS	<a href="http://carbon.cudenver.edu/~bwilson/cogapp.html">http://carbon.cudenver.edu/~bwilson/cogapp.html</a>		<b>Cognitive</b>
Cognitive Load and Discovery Learning	<a href="http://www.swin.edu.au/aare/99pap/tuo99265.htm">http://www.swin.edu.au/aare/99pap/tuo99265.htm</a>	Innovative forms of instructional provision such as discovery learning are discussed in the context of cognitive load theory.	<b>Cognitive</b>
Brain Based Teaching & Learning	<a href="http://atozteacherstuff.com/stuff/brain.shtml">http://atozteacherstuff.com/stuff/brain.shtml</a>		<b>Cognitive</b>
The Building Blocks of Research:	<a href="http://nuevaschool.org/~debbie/library/research/il/infolit1.html">http://nuevaschool.org/~debbie/library/research/il/infolit1.html</a>	An Overview of Design, Process and Outcomes	<b>Cognitive strategies</b>
The Center for Critical Thinking	<a href="http://www.criticalthinking.org/k12/k12class/trc.html">http://www.criticalthinking.org/k12/k12class/trc.html</a>	The Center for Critical Thinking has created a wealth of information including instructional	<b>Cognitive strategies</b>

		guides and lesson plans	
Compétences	<a href="http://www.microtec.net/trudcl/competences.html">http://www.microtec.net/trudcl/competences.html</a>		<b>Compétences</b>
La compétence de l'enseignant HORS-CLASSE	<a href="http://discas.educ.infnit.net/Documents/gdcDD.html">http://discas.educ.infnit.net/Documents/gdcDD.html</a>		<b>Compétences</b>
Profil de compétence	<a href="http://discas.educ.infnit.net/Cadreref/Documents/Profilcompetence.html">http://discas.educ.infnit.net/Cadreref/Documents/Profilcompetence.html</a>		<b>Compétences</b>
<u>Guide Pour Parents D'enfants Hyperactifs</u>	<a href="http://planete.qc.ca/sante/elaine/">http://planete.qc.ca/sante/elaine/</a>		<b>Comportement</b>
Constructivism as a Paradigm for Teaching and Learning	<a href="http://www.thirteen.org/wnetschool/concept2class/month2/">http://www.thirteen.org/wnetschool/concept2class/month2/</a>	Understanding of the CONCEPT of constructivism. Then go on to Demonstration, where we move from concept to classroom	<b>Constructivism</b>
Constructivism	<a href="http://edweb.gsn.org/constructivism.html">http://edweb.gsn.org/constructivism.html</a>		<b>Constructivism</b>
The Practice Implications Of Constructivism	<a href="http://www.sedl.org/pubs/sedletter/v09n03/practice.html">http://www.sedl.org/pubs/sedletter/v09n03/practice.html</a>		<b>Constructivism</b>
Www Constructivist Project Design Guide	<a href="http://www.ilt.columbia.edu/k12/livetext-nf/webcurr.html">http://www.ilt.columbia.edu/k12/livetext-nf/webcurr.html</a>	Storytelling and Powerpoint an idea for combining the two in class	<b>Constructivism</b>
Constructionism	<a href="http://www.edtech.vt.edu/edtech/id/models/powerpoint/constructionism.pdf">http://www.edtech.vt.edu/edtech/id/models/powerpoint/constructionism.pdf</a>	unlike constructivism, however, constructionism ALWAYS involves students in the creation of their own artifacts and representations Kafai, Y., & Resnick, M. (1996). Constructionism: Designing, thinking, and learning in a digital world. Krudwall. Constructionism: Tools to build and think with. Murphy, E. (1996). A constructionist learning environment. Ostwald, J. (1996). Constructionism. Shaw, A. Social constructionism and the inner city.	<b>Constructivism</b>
Organiser et animer des situations d'apprentissage	<a href="http://www.ac-grenoble.fr/stismier/nullpart/divers/perrenou2.htm">http://www.ac-grenoble.fr/stismier/nullpart/divers/perrenou2.htm</a>	par Philippe Perrenoud (Faculté de psychologie et de sciences de l'éducation, Université de Genève, 1997)	<b>Constructivisme</b>

Impliquer les élèves dans leur apprentissage et leur travail	<a href="http://www.ac-grenoble.fr/stismier/nullpart/divers/perrenou5.htm">http://www.ac-grenoble.fr/stismier/nullpart/divers/perrenou5.htm</a>	par Philippe Perrenoud (Faculté de psychologie et de sciences de l'éducation, Université de Genève, 1997)	<b>Constructivisme</b>
Cooperative Learning	<a href="http://scholar.coe.uwf.edu/pacee/steps/tutorial/cooplear.htm">http://scholar.coe.uwf.edu/pacee/steps/tutorial/cooplear.htm</a>		<b>Cooperative Learning</b>
Resources For Cooperative Learning	<a href="http://miavx1.acs.muohio.edu/~iasceewis/resource.htmlx">http://miavx1.acs.muohio.edu/~iasceewis/resource.htmlx</a>		<b>Cooperative Learning</b>
Cooperative Learning	<a href="http://atozteacherstuff.com/articles/cooperative.shtml">http://atozteacherstuff.com/articles/cooperative.shtml</a>	some basics & online resources	<b>Cooperative Learning</b>
Interaction Structures	<a href="http://www.excel.net/~ssmith/coopstr.html#anchor1921229">http://www.excel.net/~ssmith/coopstr.html#anchor1921229</a>		<b>Cooperative Learning</b>
Cooperative Learning: Models, Theories, And Research	<a href="http://www2.emc.maricopa.edu/innovation/CCL/CCLmodel.html">http://www2.emc.maricopa.edu/innovation/CCL/CCLmodel.html</a>	The Structural Approach (Spencer Kagan) The Learning Together Approach (David Johnson and Roger Johnson) For further information about the Johnson's model, visit their Cooperative Learning and Conflict Resolution Center Web Site.  Group Investigation (Shlomo Sharan and Yael Sharan) Collaborative Models (e.g., the work of Kenneth Bruffee) Team Learning (Larry K. Michaelsen)	<b>Cooperative Learning</b>
Why?	<a href="http://commtechlab.msu.edu/sites/letsnet/frames/bigideas/b2/b2theor.html">http://commtechlab.msu.edu/sites/letsnet/frames/bigideas/b2/b2theor.html</a>		<b>Cooperative Learning</b>
Cooperative Learning	<a href="http://www.excel.net/~ssmith/coopqa.html">http://www.excel.net/~ssmith/coopqa.html</a>	Bulletin board: Working with students in cooperative groups raises all kinds of issues and concerns	<b>Cooperative Learning</b>
Principles of Cooperative Learning	<a href="http://www.excel.net/~ssmith/coprinc.html#anchor1913706">http://www.excel.net/~ssmith/coprinc.html#anchor1913706</a>	Putting students in groups is not the same as using cooperative learning groups. Putting students in groups without applying the essential principles of cooperative learning is a bit like trying to bring democracy to a nation accustomed to dictatorship.	<b>Cooperative Learning</b>
To Learn More About The Relationship Between Cooperative	<a href="http://www2.emc.maricopa.edu/innovation/CCL/building.html">http://www2.emc.maricopa.edu/innovation/CCL/building.html</a>	Building Bridges Between Cooperative and Collaborative Learning by Roberta S. Matthews, James L. Cooper, Neil Davidson & Peter	<b>Cooperative Learning</b>

And Collaborative Models		Hawkes.	
To Learn How C/CI Differs From Traditional Group Work, Read:		Sabotaging Cooperative Learning: or, Snatching Defeat from the Jaws of Victory by Jim Cooper Cooperative Learning and Small Group Instruction: Critical Differences by Joe Cuseo No More Groupwork - Please! by George Watson	<b>Cooperative Learning</b>
To Learn About Using (Or Not Using) Group Grades In C/CI Classes, Read:	<a href="http://www2.emc.maricopa.edu/innovation/CCL/grades.html">http://www2.emc.maricopa.edu/innovation/CCL/grades.html</a>	Group Grades in Cooperative Learning classes by Susan Ledlow	<b>Cooperative Learning</b>
What We Know About Cooperative Learning at the College Level	<a href="http://www2.emc.maricopa.edu/innovation/CCL/whatweknow.html">http://www2.emc.maricopa.edu/innovation/CCL/whatweknow.html</a>	To learn more about the tremendous wealth of research on the positive outcomes associated with C/CL, by David Johnson and Roger Johnson	<b>Cooperative Learning</b>
Cooperative Learning In Technical Courses:	<a href="http://www2.ncsu.edu/unity/lockers/users/f/felder/public/Papers/Coopreport.html">http://www2.ncsu.edu/unity/lockers/users/f/felder/public/Papers/Coopreport.html</a>		<b>Cooperative Learning</b>
Deaner's Cross Curricular Pages	<a href="http://www.vaxxine.com/deane/deaners/crossed.html">http://www.vaxxine.com/deane/deaners/crossed.html</a>		<b>Cross Curricular</b>
Direct Instruction Resources	<a href="http://www.uncwil.edu/people/kozloffm/DI.html">http://www.uncwil.edu/people/kozloffm/DI.html</a> <a href="http://www.uncwil.edu/people/kozloffm/whatdiis.html">http://www.uncwil.edu/people/kozloffm/whatdiis.html</a>	Resources Explained	<b>Direct Instruction</b>
Teach Me, Teach My Brain	<a href="http://www.ascd.org/pdi/brain/read2_1.html">http://www.ascd.org/pdi/brain/read2_1.html</a>	Carol Ann Tomlinson and M. Layne Kalbfleisch Teach Me, Teach My Brain A Call for Differentiated Classrooms	<b>Differentiated</b>
Differentiated Instruction	<a href="http://www.ascd.org/pdi/demo/difinstr/tomlinson2.html">http://www.ascd.org/pdi/demo/difinstr/tomlinson2.html</a>	Mapping a Route Toward Differentiated Instruction <i>Carol Ann Tomlinson</i>	<b>Differentiated</b>
The Differentiating Instruction Lessons	<a href="http://www.ascd.org/pdi/demo/difinstr/differentiated1.html">http://www.ascd.org/pdi/demo/difinstr/differentiated1.html</a>	What Is Differentiated Instruction?	<b>Differentiated</b>
Reading List for Differentiated Learning	<a href="http://www.sparta.org/reading.htm">http://www.sparta.org/reading.htm</a>	Armstrong, Thomas (1987). In Their Own Way, Jeremy P. Tarcher, Inc.	<b>Differentiated</b>

		<p>Butler, Kathleen (1984). Learning and Teaching Style: IN Theory and Practice, Maine: Gabriel Systems</p> <p>Gardner, H. (1993). Multiple Intelligences: The Theory in Practice, NY: Basic Books</p> <p>Guild, Pat. (1986). Marching To Different Drummers. Alexandria, VA: ASCD</p> <p>Sarason, S. (1990). The Predictable Failure of Educational Reform: Can We Change Course Before It's Too Late?. San Francisco: Jossey-Bass</p> <p>Tomlinson, C. (1999). The Differentiated Classroom: Responding to the Needs of All Learners, Alexandria, VA: ASCD</p> <p>Tomlinson, C. (1997) Differentiating Instruction, Alexandria, VA: ASCD.</p> <p>Tomlinson, Carol Ann. "Mapping A Route Toward Differentiated Instruction," Educational Leadership. Sept /99</p>	
Vers Un Enseignement Stratégique	<a href="http://www3.sympatico.ca/alexandre.dumont/index.htm">http://www3.sympatico.ca/alexandre.dumont/index.htm</a>		<b>Enseignement Stratégique</b>
Grille d'évaluation du portfolio	<a href="http://www.protic.net/profs/jp/texte/divers/grille-portfolio.htm">http://www.protic.net/profs/jp/texte/divers/grille-portfolio.htm</a>		<b>Évaluation</b>
Évaluation et portfolio	<a href="http://www.microtec.net/trudcl/evaluation.html">http://www.microtec.net/trudcl/evaluation.html</a>	Liens en anglais et français	<b>Évaluation</b>
Portfolio électronique	<a href="http://station05.qc.ca/CSS/cemis/portfol/portfolio.htm">http://station05.qc.ca/CSS/cemis/portfol/portfolio.htm</a>		<b>Évaluation</b>
Gestion Mentale (La)	<a href="http://www.gestionmentale.com/">http://www.gestionmentale.com/</a>		<b>Gestion Mentale</b>
Institut International De Gestion Mentale	<a href="http://www.gestionmentale.com/iigm/index.htm">http://www.gestionmentale.com/iigm/index.htm</a> <a href="http://www.formatout.com/reseau/nabouphil.htm">http://www.formatout.com/reseau/nabouphil.htm</a>		<b>Gestion Mentale</b>
Canevas pour l'élaboration d'un scénario d'enseignement et d'apprentissage	<a href="http://www.tact.fse.ulaval.ca/coopere/modele/canevas.htm">http://www.tact.fse.ulaval.ca/coopere/modele/canevas.htm</a>		<b>Gestion Mentale et Stratégies</b>

Gestion Participative (La)	<a href="http://www.esbf.qc.ca/ndbf/gcp/">http://www.esbf.qc.ca/ndbf/gcp/</a>	Gestion de classe participative: la gestion de classe participative a été conçue pour poursuivre dans le primaire le pédagogie du travail en ateliers des classes du pré-scolaire. Ce site présente la philosophie de la gestion de classe participative et donne des outils permettant d'entrer dans cette manière de gérer son enseignement. Pour les enseignants des petits degrés, un détour par-là s'impose	<b>Gestion Participative</b>
Gestion de classe	<a href="http://francophone.net/ae/nb/biblio7.htm">http://francophone.net/ae/nb/biblio7.htm</a>	Les titres soulignés offrent un résumé de l'ouvrage. Aussi: Discipline / Pédagogie / Enseignement / Comportement / Aide aux parents	<b>Gestion Participative</b>
Entre illusion et réalisme	<a href="http://jupiter.fltr.ucl.ac.be/FLTR/ROM/CEDILL/service/revues/Site%20Cahiers%20du%20CEDILL99/ronveaux_decroix.htm">http://jupiter.fltr.ucl.ac.be/FLTR/ROM/CEDILL/service/revues/Site%20Cahiers%20du%20CEDILL99/ronveaux_decroix.htm</a>	les questions en question. Analyse d'une compétence communicationnelle de l'enseignant	<b>Gestion Participative</b>
Gestion de classe	<a href="http://www.citeweb.net/fluppy/nicole_noella/autiens.html">http://www.citeweb.net/fluppy/nicole_noella/autiens.html</a>	Catalogue de matériel imprimé	<b>Gestion Participative</b>
Gestion de classe	<a href="http://www.taet.fse.ulaval.ca/fr/html/cours/coursgr/textes/capsule8.htm">http://www.taet.fse.ulaval.ca/fr/html/cours/coursgr/textes/capsule8.htm</a>	La gestion de l'organisation Gestion de l'apprentissage Gestion du climat Éléments de réflexion et de partage	<b>Gestion Participative</b>
Les travaux d'Antoine de la Garanderie	<a href="http://www.univ-reims.fr/Labos/LERI/membre/bitarr/Motivation/html-rapport/motivation/node11.html">http://www.univ-reims.fr/Labos/LERI/membre/bitarr/Motivation/html-rapport/motivation/node11.html</a>		<b>GM</b>
<u>Concordancing</u>	<a href="http://www.ruf.rice.edu/~barlow/stevens.html">http://www.ruf.rice.edu/~barlow/stevens.html</a>	Concordancing with Language Learners: Why? When? What?	<b>Grammar</b>
Teaching Grammar	<a href="http://www.geocities.com/SiliconValley/2527/teachinggrammar.html">http://www.geocities.com/SiliconValley/2527/teachinggrammar.html</a>		<b>Grammar</b>
Intelligences multiples	Inconnu (1997). <i>Les six intelligences</i> , [En ligne], (10 novembre 1998). Disponible: <a href="http://www.lmb.cnrs.fr/ntic/cog/Intel.html">http://www.lmb.cnrs.fr/ntic/cog/Intel.html</a>  Jolicœur, C. (1997). <i>Les intelligences multiples</i> , [En ligne], (10 novembre 1998). Disponible: <a href="http://www.aei.ca/~claudej/Intelligences%20Multiples.html">http://www.aei.ca/~claudej/Intelligences%20Multiples.html</a>  Leblanc, R. (1997). <i>Une difficulté d'apprentissage: sous la lentille du modèle des intelligences multiples</i> . <i>Éducation et francophonie</i> , 25 (2), [En ligne], (10 novembre 1998). Disponible <a href="http://www.acelf.ca/revue/XXV2/articles/r252-02.html">http://www.acelf.ca/revue/XXV2/articles/r252-02.html</a>  Marianne en ligne (1997). <i>Les sept formes d'intelligence</i> , [En ligne], (4 novembre 1998). Disponible: <a href="http://www.marianne-en-ligne.fr/97-07-07/dessus-e.htm">http://www.marianne-en-ligne.fr/97-07-07/dessus-e.htm</a>	selon Howard Gardner	<b>IM</b>
Projet d'intégration de matières	<a href="http://www.seminaire-sherbrooke.qc.ca/pavs/Hist_mon/Page5.html">http://www.seminaire-sherbrooke.qc.ca/pavs/Hist_mon/Page5.html</a>	Exemple: Avec la venue des TIC et l'apparition de nouveaux courants pédagogiques nous semblons nous diriger vers une pédagogie toute	<b>intégration</b>

		différente	
WebQuests	<a href="http://station05.qc.ca/css/cybersite/webquest/workshop/accueil.html">http://station05.qc.ca/css/cybersite/webquest/workshop/accueil.html</a>	"Web Quests" ou "Quêtes sur la Toile". Plus qu'une simple recherche d'information, ce sont des activités raisonnées qui obligent les élèves à mobiliser leurs connaissances tant linguistiques qu'informatiques afin de compléter des tâches.	<b>Integration Activities</b>
Kinésiologie	<a href="http://perso.wanadoo.fr/kinesiologie/intro.htm">http://perso.wanadoo.fr/kinesiologie/intro.htm</a>	Par " kinésiologie " nous entendons " science du mouvement ".	<b>kinésiologie</b>
Learning Style Inventory	<a href="http://www.hcc.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/learnstv2.htm">http://www.hcc.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/learnstv2.htm</a>	Quiz	<b>Learning</b>
What's Your Personal Learning Style?	<a href="http://www.howtolearn.com/personal.html">http://www.howtolearn.com/personal.html</a>	An online assessment appropriate for middle and elementary school students.	<b>Learning</b>
Learning Styles	<a href="http://7-12educators.miningco.com/msub76/learnstyles.htm">http://7-12educators.miningco.com/msub76/learnstyles.htm</a>		<b>Learning</b>
Index of Learning Styles Questionnaire	<a href="http://www2.ncsu.edu/unity/lockers/users/f/felder/public/ILSdir/ilsweb.html">http://www2.ncsu.edu/unity/lockers/users/f/felder/public/ILSdir/ilsweb.html</a>	44 questions	<b>Learning</b>
Explorations In Learning & Instruction: The Theory Into Practice Database	<a href="http://www.gwu.edu/~tip/">http://www.gwu.edu/~tip/</a>	TIP, a database containing 50 brief summaries was created to make latest make learning and instructional theory more accessible busy educators.	<b>Learning</b>
Learning Styles - Nurturing The Genius In Each Child	<a href="http://www.geocities.com/~educationplace/ls.html">http://www.geocities.com/~educationplace/ls.html</a>	Includes the original Dunn & Dunn model, how learning styles change, suggestions four how to accommodate different learning styles and much more.	<b>Learning</b>
Learning Styles	<a href="http://www.visi.com/~nelson/styles.htm">http://www.visi.com/~nelson/styles.htm</a>		<b>Learning</b>
Matters Of Style:	<a href="http://www2.ncsu.edu/unity/lockers/users/f/felder/public/Papers/L.S-Prism.htm">http://www2.ncsu.edu/unity/lockers/users/f/felder/public/Papers/L.S-Prism.htm</a>	We all know by now that our students have different styles of learning. How do you manage to address all learners in a qualitative manner? Richard Felder at NCU offers a well-written article on this subject, which, while addressing a college-level audience, is still applicable and immensely useful to all teachers.	<b>Learning</b>
MetaLearning Handbook	<a href="http://braindance.com/frambdi1.htm">http://braindance.com/frambdi1.htm</a>	learning how to learn, involves optimizing the mental processes performed frequently while learning	<b>Learning</b>

Learning Styles	<a href="http://www.funderstanding.com/learning_theory_how6.html">http://www.funderstanding.com/learning_theory_how6.html</a>	educators should not ask, "Is this student smart?" but rather "How is this student smart?"	<b>Learning Styles</b>
Lessons	<a href="http://www.learnersonline.com/nie/archive.html">http://www.learnersonline.com/nie/archive.html</a>	Lessons	<b>Lessons</b>
Steps in Building a Unit of Study	<a href="http://www.servtech.com/~germaine/Steps.html">http://www.servtech.com/~germaine/Steps.html</a>	Schema for developing an extended performance-based unit of study	<b>Lessons</b>
General Classroom Management Tips:	<a href="http://www.teachnet.com/how-to/manage/index.html">http://www.teachnet.com/how-to/manage/index.html</a>	From student reading assessment, to popcorn rewards; from high school make-up exam policies to animals at school; indoor recess activities, line-ups... there are many useful ideas here to consider using in your own classroom!	<b>Management</b>
Tested Classroom Management:	<a href="http://www.atozteacherstuff.com/tips/cmanagement.html">http://www.atozteacherstuff.com/tips/cmanagement.html</a>	Here are some more tried and tested tips from experienced teachers and the A to Z Teacher's site. I liked the ideas for getting students to complete their homework, as well as the activities for beginning the day.	<b>Management</b>
A New Teacher's Survival Guide:	<a href="http://www.wcsu.ctstateu.edu/~ZABBIA001/homepage.html">http://www.wcsu.ctstateu.edu/~ZABBIA001/homepage.html</a>	Activities and suggestions are packed into this survival guide, all tested by teacher Mrs. Zabbia. They are generally geared to early elementary classrooms and teachers, but many of these tips are worthwhile for and adaptable to older students as well. Her section on strategies for substitute teachers applies across the board.	<b>Management</b>
Innovative Classroom's Class Management:	<a href="http://www.innovativeclassroom.com/">http://www.innovativeclassroom.com/</a>	This site is so neatly organized that you just know the organization tips are going to be good!	<b>Management</b>
Time Management & Calendars:	<a href="http://www.teachnet.com/how-to/organization/orgtime.html">http://www.teachnet.com/how-to/organization/orgtime.html</a>	Calendar suggestions. Not only will you find such tips here, but also some good guidelines for managing your classroom time and schedules!	<b>Management</b>
Organizing Learning:	<a href="http://www.nea.org/helpfrom/growing/works4me/organize/orglearn.html">http://www.nea.org/helpfrom/growing/works4me/organize/orglearn.html</a>	guaranteed to be useful and to help keep your class running smoothly	<b>Management</b>
	<a href="http://www.nea.org/helpfrom/growing/works4me/manage/behavior.html">http://www.nea.org/helpfrom/growing/works4me/manage/behavior.html</a>	Order, respect and trust in the classroom are the	<b>Management</b>

BEHAVIOR MANAGEMENT:		key issues addressed here, and indeed, provide a good place to start.	
11 Techniques For Better Classroom Discipline:	<a href="http://users.aol.com/churchward/hls/techniques.html">http://users.aol.com/churchward/hls/techniques.html</a>		<b>Management</b>
Discipline As A New Teacher:	<a href="http://www.iloveteaching.com/discipline/index.htm">http://www.iloveteaching.com/discipline/index.htm</a>		<b>Management</b>
First Year Teaching Professional Suggestions:	<a href="http://people.clarityconnect.com/webpages/terri/othersuggestions.html">http://people.clarityconnect.com/webpages/terri/othersuggestions.html</a>	a list of about 10 tips	<b>Management</b>
L'enseignement par médiation	<a href="http://www.groupeproxima.qc.ca/">http://www.groupeproxima.qc.ca/</a> <a href="http://www.groupeproxima.qc.ca/Article1.htm">http://www.groupeproxima.qc.ca/Article1.htm</a>	L'ENSEIGNEMENT PAR MÉDIATION À LA POLYVALENTE LA POCATIÈRE Extrait de Vie pédagogique, n0 100, septembre-octobre 1996, pp 26-29	<b>Médiation</b>
MEQ Programs	Primaire <a href="http://www.meq.gouv.qc.ca/dfgi/program/angprim.htm">http://www.meq.gouv.qc.ca/dfgi/program/angprim.htm</a> Secondaire <a href="#">Reaffirming the Mission of Our Schools</a> <a href="#">Reaffirming the Mission of Our Schools - Chapter 4</a> <a href="#">Reaffirming the Mission of Our Schools - Chapter 3</a>	En anglais	<b>MEQ</b>
MEQ	<a href="http://www.meq.gouv.qc.ca/">http://www.meq.gouv.qc.ca/</a> <b>TOUT UN PROGRAMME</b>  LE MATÉRIEL DIDACTIQUE APPROUVÉ <a href="#">ANGLAIS, Primaire</a> <a href="#">ANGLAIS, Secondaire</a>  Les épreuves au primaire et au secondaire <a href="http://www.meq.gouv.qc.ca/dfgi/eval/eval.htm">http://www.meq.gouv.qc.ca/dfgi/eval/eval.htm</a> Download: <a href="http://www.meq.gouv.qc.ca/dfgi/eval/pdf/99/infoals5.pdf">http://www.meq.gouv.qc.ca/dfgi/eval/pdf/99/infoals5.pdf</a>  Definition of the domain : English, second language <a href="http://www.meq.gouv.qc.ca/DFGA/evaluat/als.htm">http://www.meq.gouv.qc.ca/DFGA/evaluat/als.htm</a> (Fr) <a href="http://www.meq.gouv.qc.ca/DFGA/evaluat/alsa.htm">http://www.meq.gouv.qc.ca/DFGA/evaluat/alsa.htm</a> (Eng)  ESL Elementary Cycle 2 Program June 2000 <a href="http://station05.qc.ca/css/cybersite/prog/esl2000.htm">http://station05.qc.ca/css/cybersite/prog/esl2000.htm</a>		<b>MEQ</b>
Métacognition à l'école primaire ?	<a href="http://www.edunet.ch/classes/c9/dubois/didact/metacogn.htm">http://www.edunet.ch/classes/c9/dubois/didact/metacogn.htm</a>		<b>Méta cognition</b>
Metacognition:	<a href="http://www.psvc.memphis.edu/trg/meta.htm">http://www.psvc.memphis.edu/trg/meta.htm</a>	Definitions and Empirical Foundations	<b>Metacognition</b>
Metacognition	<a href="http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1metn.htm">http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1metn.htm</a>		<b>Metacognition</b>

Assessing the Metacognitive Growth of ESL Student Writers	<a href="http://www.kyoto-su.ac.jp/information/tesl-ej/ej09/a1.html">http://www.kyoto-su.ac.jp/information/tesl-ej/ej09/a1.html</a>		<b>Metacognition</b>
Metacognition	<a href="http://www.valdosta.peachnet.edu/~whuitt/psy702/cogsys/metacogn.html">http://www.valdosta.peachnet.edu/~whuitt/psy702/cogsys/metacogn.html</a>		<b>Metacognition</b>
Questioning techniques	<a href="http://www.nexus.edu.au/teachstud/gat/painter.htm">http://www.nexus.edu.au/teachstud/gat/painter.htm</a> <a href="http://www.standrews.austin.tx.us/library/Questioning.htm">http://www.standrews.austin.tx.us/library/Questioning.htm</a> <a href="http://www.ael.org/rel/quilt/questng.htm">http://www.ael.org/rel/quilt/questng.htm</a>		<b>Metacognition</b>
Métacognition à l'école primaire ?	<a href="http://agora.unige.ch/swiss-edu/biblio/ref/metacogn.htm">http://agora.unige.ch/swiss-edu/biblio/ref/metacogn.htm</a> <a href="http://www.edunet.ch/classes/c9/didact/metacogn.htm">http://www.edunet.ch/classes/c9/didact/metacogn.htm</a>	Laurent Dubois	<b>Métacognition</b>
Developing Metacognition	<a href="http://www.ed.gov/databases/ERIC_Digests/ed327218.html">http://www.ed.gov/databases/ERIC_Digests/ed327218.html</a>	Metacognition is thinking about thinking, knowing "what we know" and "what we don't know." The basic metacognitive strategies are: 1. Connecting new information to former knowledge. 2. Selecting thinking strategies deliberately. 3. Planning, monitoring, and evaluating thinking processes. (Dirkes, 1985)	<b>Metacognition</b>
Multiple Intelligences	<a href="http://edweb.gsn.org/edref.mi.intro.html">http://edweb.gsn.org/edref.mi.intro.html</a>		<b>MI</b>
Multiple Intelligences:	<a href="http://www.funderstanding.com/learning_theory_how7.html">http://www.funderstanding.com/learning_theory_how7.html</a>	These pages on multiple intelligence theory and Howard Gardner offer concise explanations on the seven faculties used, autonomously or together, when we approach learning.	<b>MI</b>
<u>Multiple Intelligences Theory</u>	<a href="http://edweb.cnidr.org/edref.mi.th.html">http://edweb.cnidr.org/edref.mi.th.html</a>	a pluralized way of understanding the intellect.	<b>MI</b>
<u>Dr. Howard Gardner</u>	<a href="http://edweb.cnidr.org/edref.mi.gardner.html">http://edweb.cnidr.org/edref.mi.gardner.html</a>	information on his theory of multiple intelligences.	<b>MI</b>
Multiple Intelligences	<a href="http://www.multi-intell.com/">http://www.multi-intell.com/</a>		<b>MI</b>
Multiple Intelligence Learning Styles	<a href="http://dalton.lsu.edu/unsem/mistyles.htm">http://dalton.lsu.edu/unsem/mistyles.htm</a>		<b>MI</b>
Planning For Multiple Intelligences	<a href="http://k-6educatorsca.about.com/education/k-6educatorsca/library/weeklv/aa110299.htm">http://k-6educatorsca.about.com/education/k-6educatorsca/library/weeklv/aa110299.htm</a>		<b>MI</b>
Teaching to the Seven Multiple Intelligences	<a href="http://www.iols.com/user/users/berolart/GRPWEBPG.HTM">http://www.iols.com/user/users/berolart/GRPWEBPG.HTM</a>		<b>MI</b>
Multiple Intelligence Theory	<a href="http://www.scbe.on.ca/mit/mi.htm#TOP">http://www.scbe.on.ca/mit/mi.htm#TOP</a>		<b>MI</b>
Multiple Intelligences	<a href="http://edweb.cnidr.org/edref.mi.th.html">http://edweb.cnidr.org/edref.mi.th.html</a>		<b>MI</b>
Que savons-nous des	<a href="http://www.univ-reims.fr/Labos/LERI/membre/bittar/Motivation/html-rapport/motivation/node7.html">http://www.univ-reims.fr/Labos/LERI/membre/bittar/Motivation/html-rapport/motivation/node7.html</a>		<b>Motivation</b>

motivations ?			
Motivation	<a href="http://www.microtec.net/trudcl/motivation.html">http://www.microtec.net/trudcl/motivation.html</a>		<b>Motivation</b>
Neuro-Linguistic Programming	<a href="http://www.nlpc.com/archive.htm">http://www.nlpc.com/archive.htm</a>	Articles	<b>NLP</b>
Neuro-Linguistic Programming	<a href="http://members.aol.com/pbeaver279/what_is_nlp.htm">http://members.aol.com/pbeaver279/what_is_nlp.htm</a>		<b>NLP /PNL</b>
Résolution de problèmes et A.P.I.	<a href="http://www.ressac.rpa.ca/csap/pedago_act/site/probleme.htm">http://www.ressac.rpa.ca/csap/pedago_act/site/probleme.htm</a>	Les 83 stratégies de résolution de problèmes privilégiées par le programme A.P.I., selon Audy +++	<b>Par problèmes</b>
Effective Communication With Parents:	<a href="http://batch1.csd.uwm.edu/Dept/MIC/effcomm.html">http://batch1.csd.uwm.edu/Dept/MIC/effcomm.html</a>	Many educators share the opinion that establishing a good rapport with parents is essential to good student learning. From such a standpoint, this brief article addresses teachers as communicators, giving basic and solid tips for good communication skills.	<b>Parents</b>
Guidelines For Parent/Teacher Conferences:	<a href="http://henson.austin.apple.com/staffdev/inservice/conferences.shtml">http://henson.austin.apple.com/staffdev/inservice/conferences.shtml</a>	Do you enjoy parent-teacher conferences, or groan at the thought? A bit of both? Apple Learning Interchange provides some successful strategies and tips to make conferences valuable for all concerned.	<b>Parents</b>
Communicating Effectively With Parents:	<a href="http://henson.austin.apple.com/staffdev/inservice/communicating.shtml">http://henson.austin.apple.com/staffdev/inservice/communicating.shtml</a>	addresses how to effectively deal with problems at school, while also tackling issues which confront all teacher/parent relations, problem or no—such as keeping parents informed, and how to best do that.	<b>Parents</b>
Réflexions Et Textes Pédagogiques Divers	<a href="http://www.ac-grenoble.fr/stismier/nullpart/divers.htm">http://www.ac-grenoble.fr/stismier/nullpart/divers.htm</a>		<b>Pédagogie</b>
<b>Pédagogie de Maîtrise...</b>	<a href="http://www.offratel.nc/magui/">http://www.offratel.nc/magui/</a>	Le postulat fondamental de la pédagogie de maîtrise consiste à affirmer que la plupart des élèves devraient être capables d'acquérir les notions enseignées à l'école, pour autant que les conditions d'enseignement soient optimales pour chacun d'eux.	<b>Pédagogie</b>
Neuro-Linguistic Programming -	<a href="http://www.mnet.fr/nlp/nlp.htm">http://www.mnet.fr/nlp/nlp.htm</a> <a href="http://www.mnet.fr/nlp/nlp1.htm">http://www.mnet.fr/nlp/nlp1.htm</a>	Ressources Tri-langue Trilingual resources	<b>PNL NLP</b>

Pédagogie	<a href="http://www.tableau-noir.com/ressources/pedagogie.php3">http://www.tableau-noir.com/ressources/pedagogie.php3</a>	Portail	<b>Portail</b>
Portfolio-Références	<a href="http://station05.qc.ca/CSS/ceemis/portfol/portfolio.htm">http://station05.qc.ca/CSS/ceemis/portfol/portfolio.htm</a>	Présentation de ce suivi des apprentissages, version papier et électronique, des expériences commentées et des techniques.	<b>Portfolio</b>
Problem-based learning	<a href="http://www.pbli.org/1core.htm">http://www.pbli.org/1core.htm</a>	PBL is a learner-centered educational method based on real world problems	<b>Problem</b>
Problem-Based Learning	<a href="http://www.imsa.edu/team/cpbl/cpbl.html">http://www.imsa.edu/team/cpbl/cpbl.html</a>		<b>Problem Based Learning</b>
Module Maker	<a href="http://www.fno.org/module.html">http://www.fno.org/module.html</a>		<b>Problem Based Learning</b>
Project Approach	<a href="http://www.project-approach.com/">http://www.project-approach.com/</a>		<b>Project Based Learning</b>
Project Based Learning	<a href="http://www.gsn.org/web/pbl/whatis.htm">http://www.gsn.org/web/pbl/whatis.htm</a>		<b>Project Based Learning</b>
Introduction To Project-Based Learning	<a href="http://www.gsn.org/web/pbl/pblintro.htm">http://www.gsn.org/web/pbl/pblintro.htm</a>		<b>Project Based Learning</b>
Collaborative Project-Based Learning:	<a href="http://www.gsn.org/web/pbl">http://www.gsn.org/web/pbl</a>		<b>Project Based Learning</b>
PBL & Mi	<a href="http://www.4teachers.org/projectbased/intell.shtml">http://www.4teachers.org/projectbased/intell.shtml</a>		<b>Project Based Learning Mi</b>
Project-based learning	<a href="http://www.irl.org/challenge2000/PBLGuide/WhyPBL.html">http://www.irl.org/challenge2000/PBLGuide/WhyPBL.html</a> <a href="http://www.irl.org/challenge2000/PBLGuide/pblresch.htm">http://www.irl.org/challenge2000/PBLGuide/pblresch.htm</a> <a href="http://arundel.sancarlos.k12.ca.us/a_staff/garber/advice.html">http://arundel.sancarlos.k12.ca.us/a_staff/garber/advice.html</a> <a href="http://www.ssc.k12.mn.us/~pbl/index.html">http://www.ssc.k12.mn.us/~pbl/index.html</a> <a href="http://bie.org/publications/PBL/table.html">http://bie.org/publications/PBL/table.html</a> <a href="http://www.cesa12.k12.wi.us/educ/project.html">http://www.cesa12.k12.wi.us/educ/project.html</a> <a href="http://www.uwf.edu/~coehelp/studentaccounts/jbroughton/pbhomepage.html">http://www.uwf.edu/~coehelp/studentaccounts/jbroughton/pbhomepage.html</a> <a href="http://scholar.coe.uwf.edu/pacee/steps/tutorial/projectl.htm">http://scholar.coe.uwf.edu/pacee/steps/tutorial/projectl.htm</a> <a href="http://www.ualberta.ca/~scharl/projects.htm">http://www.ualberta.ca/~scharl/projects.htm</a> <a href="http://www.ed.gov/databases/ERIC_Digests/ed368509.html">http://www.ed.gov/databases/ERIC_Digests/ed368509.html</a> <a href="http://www.alumrock.k12.ca.us/multimedia/projects.htm">http://www.alumrock.k12.ca.us/multimedia/projects.htm</a> <a href="http://members.aol.com/ihseminar/pbl.htm">http://members.aol.com/ihseminar/pbl.htm</a>	Resources	<b>Project-based</b>

	<a href="http://www.autodesk.com/foundation/pblnews/">http://www.autodesk.com/foundation/pblnews/</a> <a href="http://www.autodesk.com/foundation/pbl/workbook/workbk1.htm">http://www.autodesk.com/foundation/pbl/workbook/workbk1.htm</a> <a href="http://www.amazon.com/exec/obidos/av-search/q%3Dproject-based%2Blearning/002-2460065-7823427">http://www.amazon.com/exec/obidos/av-search/q%3Dproject-based%2Blearning/002-2460065-7823427</a>		
La pédagogie de projet	<a href="http://www.edunet.ch/classes/c9/dubois/didact/projet.htm">http://www.edunet.ch/classes/c9/dubois/didact/projet.htm</a>		<b>Projets</b>
L'apprentissage par le travail en projet	<a href="http://www.ressac.rpa.ca/csap/pedago_act/site/projet.htm">http://www.ressac.rpa.ca/csap/pedago_act/site/projet.htm</a>	Il ne s'agit pas de "faire travailler les élèves en projet", mais plutôt d'une <b>approche par projets</b>	<b>Projets</b>
Le travail en projet	<a href="http://www.cs.pi.qc.ca/pont-com/projet/dprojet.htm">http://www.cs.pi.qc.ca/pont-com/projet/dprojet.htm</a>	Les éléments du <b>cadre méthodologique du travail en projet</b> sont décrits dans des pages suivantes	<b>Projets</b>
Helping Children Learn To Read:	<a href="http://www.shearwater-boats.com/improvingeducation.org/learnoread.html">http://www.shearwater-boats.com/improvingeducation.org/learnoread.html</a>	Educator and author Susan Levene provides current information on the stages of reading, diagnosing slow learners, intervention techniques and suggestions for reading difficulties. You can download the document in MS Word.	<b>Reading</b>
How Can I Improve My Child's Reading?	<a href="http://www.kidsource.com/kidsource/content/improve.reading.html">http://www.kidsource.com/kidsource/content/improve.reading.html</a>	Teachers can use the articles herein as resources to print off and give to parents for support in successful teaching strategies.	<b>Reading</b>
Comprehensive Reading Leadership Program:	<a href="http://www.csbe.ca.gov/pdf.html">http://www.csbe.ca.gov/pdf.html</a>	The comprehensive two day workshop is presented in PDF format in four modules. It is brought to you by the California Reading Initiative of 1996.	<b>Reading</b>
Reading Resources:	<a href="http://www.carolhurst.com/profsubjects/reading/reading.html">http://www.carolhurst.com/profsubjects/reading/reading.html</a>	You will find articles here by Carol Otis Hurst on helping you to teach reading skills.	<b>Reading</b>
The Big R / Remedial Tutoring Tips:	<a href="http://www.ldonline.org/ld_indepth/reading/tutor_tips.html">http://www.ldonline.org/ld_indepth/reading/tutor_tips.html</a>	General advice and specific tutoring tips, especially helpful for teaching children with reading difficulties.	<b>Reading</b>
Vers un changement de la pratique enseignante...	<a href="http://www2.grics.qc.ca/aqpd/reforme/2_4.html">http://www2.grics.qc.ca/aqpd/reforme/2_4.html</a>	Le programme de formation, c'est quoi ?	<b>Réforme</b>

Self-Regulation	<a href="http://www.lhbe.edu.on.ca/teach2000/onramp/srl/self_reg_learn.html">http://www.lhbe.edu.on.ca/teach2000/onramp/srl/self_reg_learn.html</a>	Cognitive Engagement Style, Self-Regulated Learning and Cooperative Learning	<b>Regulation</b>
L'évaluation des élèves	<a href="http://www.unige.ch/fapse/SSE/teachers/perrenoud/php_main/php_livres/php_evaluation.html">http://www.unige.ch/fapse/SSE/teachers/perrenoud/php_main/php_livres/php_evaluation.html</a>	Perrenoud, Philippe L'évaluation des élèves De la fabrication de l'excellence à la régulation des apprentissages. Entre deux logiques	<b>Regulation / différenciation</b>
Educational Leadership Abstracts, etc.	<a href="http://www.ascd.org/frameedlead.html">http://www.ascd.org/frameedlead.html</a> ASCD <a href="http://www.ascd.org/readingroom.html">http://www.ascd.org/readingroom.html</a> <b>Philippe Perrenoud</b> in English <a href="http://www.unige.ch/fapse/SSE/teachers/perrenoud/php_main/autres.html#Heading4">http://www.unige.ch/fapse/SSE/teachers/perrenoud/php_main/autres.html#Heading4</a>		<b>Resources</b>
Publications de Philippe Perrenoud	<a href="http://www.unige.ch/fapse/SSE/teachers/perrenoud/php_main/textes.html">http://www.unige.ch/fapse/SSE/teachers/perrenoud/php_main/textes.html</a> in English <a href="http://www.unige.ch/fapse/SSE/teachers/perrenoud/php_main/autres.html#Heading4">http://www.unige.ch/fapse/SSE/teachers/perrenoud/php_main/autres.html#Heading4</a>		<b>Ressources</b>
WebQuests: Scaffolding the development of skills	<a href="http://scaffolding.edte.utwente.nl/">http://scaffolding.edte.utwente.nl/</a>	Scaffolding is defined as a communication process where presentation and demonstration by the instructor are contextualized for the learner; performance of the student is coached; and articulation is elicited on the part of the learner. Fading is the process of gradual reduction of support until the scaffolding is no longer needed. The right level of scaffolding is critical. The learner should not be stifled by too much support nor fail due to too little scaffolding.	<b>Strategic teaching</b>
Teaching Strategies for Linguistic Intelligence	<a href="http://www.ascd.org/pdi/read3-1.html">http://www.ascd.org/pdi/read3-1.html</a>	The five strategies described below are accessible to a broader range of learners	<b>Strategies</b>
The Problem with Listening is...	<a href="http://esl.about.com/homework/esl/library/weekly/aa101297.htm">http://esl.about.com/homework/esl/library/weekly/aa101297.htm</a>		<b>Strategies</b>
Learning Strategies	<a href="http://www.reach.ucf.edu/~fctl/strategies.html">http://www.reach.ucf.edu/~fctl/strategies.html</a>		<b>Strategies</b>
INTRODUCING STRATEGIES : C.A.L. APPROACH	<a href="http://www.muskingum.edu/~cal/database/introlsCAL.html">http://www.muskingum.edu/~cal/database/introlsCAL.html</a>	C.A.L. APPROACH	<b>Strategies</b>
Concept Mapping	<a href="http://www.coun.uvic.ca/learn/program/hndouts/map_ho.html">http://www.coun.uvic.ca/learn/program/hndouts/map_ho.html</a>		<b>Strategies</b>

Teaching strategies	<a href="http://members.iweb.net.au/~timb/Strategies.html">http://members.iweb.net.au/~timb/Strategies.html</a>		<b>Strategies</b>
Reading to comprehend and learn	<a href="http://www.coun.uvic.ca/learn/program/hndouts/psq5r.html">http://www.coun.uvic.ca/learn/program/hndouts/psq5r.html</a>		<b>Strategies</b>
Reading	<a href="http://www.w-angle.galil.k12.il/studio/english/sadna/Ruth%20silbermann/READING11.htm">http://www.w-angle.galil.k12.il/studio/english/sadna/Ruth%20silbermann/READING11.htm</a> <a href="http://www.w-angle.galil.k12.il/studio/english/sadna/reading/READING22.htm">http://www.w-angle.galil.k12.il/studio/english/sadna/reading/READING22.htm</a> <a href="http://www.w-angle.galil.k12.il/studio/english/sadna/Ruth%20silbermann/READING333_POST_LEGEND.html">http://www.w-angle.galil.k12.il/studio/english/sadna/Ruth%20silbermann/READING333_POST_LEGEND.html</a> <a href="http://www.east-muskingum.k12.oh.us/learning.htm">http://www.east-muskingum.k12.oh.us/learning.htm</a>	Resources	<b>Strategies</b>
Learning Strategies		READING COMPREHENSION ENCODING AND RETRIEVING ATTENTION AND LISTENING WRITING AND PROOFING TEST PREPARATION	<b>Strategies</b>
Memory tips	<a href="http://www.psychwww.com/mts/mem/mem.htm">http://www.psychwww.com/mts/mem/mem.htm</a>		<b>Strategies</b>
Memory	<a href="http://www.mindtools.com/memory.html">http://www.mindtools.com/memory.html</a>		<b>Strategies</b>
Features of Good Learning Strategies	<a href="http://ldonline.org/ld_indepth/teaching_techniques/ellis_strategyfeatures.html">http://ldonline.org/ld_indepth/teaching_techniques/ellis_strategyfeatures.html</a>	Some strategies are effective and efficient, and others are not...	<b>Strategies</b>
Making Real-World Connections When Teaching Major Concepts in Inclusive Classrooms	<a href="http://ldonline.org/ld_indepth/teaching_techniques/strategies.html">http://ldonline.org/ld_indepth/teaching_techniques/strategies.html</a>		<b>Strategies</b>
Classroom Strategies To Engender Student Questioning:	<a href="http://www.fno.org/toolbox.html">http://www.fno.org/toolbox.html</a>	This "toolbox" of strategies aids teachers in increasing lesson understanding, with a specific eye to a problem-solving approach. Excellent guide lines support teachers looking to improve creative learning in their own classrooms.	<b>Strategies</b>
Strategies	<a href="http://www.ag.iastate.edu/grants/strategies.html">http://www.ag.iastate.edu/grants/strategies.html</a>		<b>Strategies</b>
Learning Strategies (For University)	<a href="http://www.coun.uvic.ca/learn/index.html">http://www.coun.uvic.ca/learn/index.html</a>		<b>Strategies</b>
Learning Strategies Database	<a href="http://muskingum.edu/~cal/database/english.html">http://muskingum.edu/~cal/database/english.html</a>		<b>Strategies</b>
Mnemonics In The Esl/Efl Classroom	<a href="http://langue.hyper.chubu.ac.jp/jalt/pub/tlt/97/apr/mnemon.html">http://langue.hyper.chubu.ac.jp/jalt/pub/tlt/97/apr/mnemon.html</a>		<b>Strategies</b>

Effective Teaching Strategies:	<a href="http://www.ncrel.org/sdrs/areas/issues/envmnt/drugfree/sa3effec.htm">http://www.ncrel.org/sdrs/areas/issues/envmnt/drugfree/sa3effec.htm</a>	Strategies suggested propose success with role-playing, Socratic instruction, and small-group work. Explanations of each are here.	<b>Strategies</b>
Study Guides and Strategies	<a href="http://www.iss.stthomas.edu/studyguides/">http://www.iss.stthomas.edu/studyguides/</a>	A multitude of information and strategies	<b>Strategies</b>
Constructivism, Technology, And The Future Of Classroom Learning	<a href="http://www.ilt.columbia.edu/k12/livetext/docs/construct.html">http://www.ilt.columbia.edu/k12/livetext/docs/construct.html</a>		<b>Technology Constructivism</b>
Computer Skills For Information Problem-Solving: Learning And Teaching Technology In Context	<a href="http://www.ed.gov/databases/ERIC_Digests/ed392463.html">http://www.ed.gov/databases/ERIC_Digests/ed392463.html</a>		<b>Technology Problem-Solving</b>
BigChalk resources	<a href="http://www.bigchalk.com/cgi-bin/WebObjects/WOPortal.woa/wa/HWCDA/sections?sectionid=20951&amp;tg=SCIENC&amp;flt=TH">http://www.bigchalk.com/cgi-bin/WebObjects/WOPortal.woa/wa/HWCDA/sections?sectionid=20951&amp;tg=SCIENC&amp;flt=TH</a>	Theories, assessment, etc	<b>Theories</b>
Teacher links	<a href="http://home.earthlink.net/~terygriffin/TeachLinks.htm">http://home.earthlink.net/~terygriffin/TeachLinks.htm</a>	Impressive list of links	<b>Theories</b>
Teaching models	<a href="http://www.edtech.vt.edu/edtech/id/models/">http://www.edtech.vt.edu/edtech/id/models/</a>	QUICK GUIDE: GENERAL TEACHING MODELS	<b>Theories</b>
Models of Teaching	<a href="http://www.excel.net/~ssmith/models.html#anchor282182">http://www.excel.net/~ssmith/models.html#anchor282182</a>		<b>Theories</b>
Education > Education Theory	<a href="http://homeworkcentral.com/knowledge/vsl_sections.asp?sectionid=20951&amp;tg=SCIENC&amp;flt=TH">http://homeworkcentral.com/knowledge/vsl_sections.asp?sectionid=20951&amp;tg=SCIENC&amp;flt=TH</a>		<b>Theories</b>
Learning Theories - Coop, Etc	<a href="http://www.funderstanding.com/theories1.html">http://www.funderstanding.com/theories1.html</a>		<b>Theories</b>
Bloom's Taxonomy	<a href="http://www.coun.uvic.ca/learn/program/hndouts/bloom.html">http://www.coun.uvic.ca/learn/program/hndouts/bloom.html</a>	Benjamin Bloom created this taxonomy for categorizing level of abstraction of questions that commonly occur in educational settings	<b>Theories</b>
Nouvelles approches et heureux modèles pédagogiques en éducation	<a href="http://www3.uqar.quebec.ca/aptic/promo9599/nouvelles_approches_.htm">http://www3.uqar.quebec.ca/aptic/promo9599/nouvelles_approches_.htm</a>	Le but de cette partie du site est de vous familiariser avec quelques nouvelles approches et/ou modèles que l'on retrouve présentement en éducation.	<b>Théories</b>
La pédagogie	<a href="http://www.ressac.rpa.ca/csap/pedago_act/site/">http://www.ressac.rpa.ca/csap/pedago_act/site/</a>	Site en N.E. sur la pédagogie - théorie aux	<b>Théories</b>

actualisente *****		moyens - projets, coop, IM, etc.	
Nos connaissances sur l'apprentissage	<a href="http://www.agers.cfwb.be/PEDAG/doc/point/point02/point2d.htm">http://www.agers.cfwb.be/PEDAG/doc/point/point02/point2d.htm</a>	Depuis une vingtaine d'années, nos connaissances sur la façon dont le cerveau fonctionne et, par conséquent, sur la façon dont une personne apprend ont beaucoup évolué.	<b>Théories</b>
Les humanistes	<a href="http://www.cma.cuslm.ca/RGervais/ed2204/plan/document/humanism.htm">http://www.cma.cuslm.ca/RGervais/ed2204/plan/document/humanism.htm</a>		<b>Théories</b>
Nouvelles approches et heureux modèles pédagogiques en éducation	<a href="http://www3.uqar.quebec.ca/aptic/promo9599/nouvelles_approches_.htm">http://www3.uqar.quebec.ca/aptic/promo9599/nouvelles_approches_.htm</a>		<b>Théories</b>
Trends In Education Reform:	<a href="http://edweb.gsn.org/edref.html">http://edweb.gsn.org/edref.html</a>	This site deals with education reform and information technology as we enter the 21st century, and understanding the connections and possibilities.	<b>Theories Technology</b>
NTIC	<a href="http://ntic.org/formation/NTIC/francais/accueil.html">http://ntic.org/formation/NTIC/francais/accueil.html</a>	Intégration des nouvelles technologies de l'information et des communications (NTIC) en enseignement Cours multimédia interactif d'une durée approximative de 4 heures permettant d'amorcer une démarche de réflexion sur l'utilisation des technologies. Aborde les thèmes des présentations interactives, du multimédia, de l'Internet et de la visioconférence.	<b>TIC</b>
praTIC-O-praTIC	<a href="http://ntic.org/formation/">http://ntic.org/formation/</a>	Cours multimédia interactif d'une durée approximative de 45 heures si utilisé dans une approche d'animation locale avec un forum WEBCT. Les enseignants d'établissements non membres de la Vitrine APO peuvent néanmoins utiliser le cours en mode autonome. Thèmes couverts : la construction des connaissances, visite de l'univers interactif, recherche sur Internet et création de scénarios pédagogiques. (automne 2000)	<b>TIC</b>
Des méthodes actives pour une utilisation effective des	<a href="http://www.ipm.ucl.ac.be/multimedias/methodesActives.html">http://www.ipm.ucl.ac.be/multimedias/methodesActives.html</a>		<b>TIC</b>

technologies			
Lectures à la carte	<a href="http://www.cs-renevesque.qc.ca/marelle/lectures.html">http://www.cs-renevesque.qc.ca/marelle/lectures.html</a>		<b>TIC</b>
Apprendre avec Ordino	<a href="http://www.eslaval.qc.ca/apo/ICaron/Menu.html">http://www.eslaval.qc.ca/apo/ICaron/Menu.html</a>	Quand revient septembre... Volume 2 RECUEIL D'OUTILS ORGANISATIONNELS	<b>TIC</b>
Intégration des NTIC en milieu scolaire	<a href="http://www.multimania.com/avilir/ntic.htm">http://www.multimania.com/avilir/ntic.htm</a>		<b>TIC</b>
Vision TIC	<a href="http://station05.qc.ca/CSS/cemis/vision_tic.htm">http://station05.qc.ca/CSS/cemis/vision_tic.htm</a>		<b>TIC</b>
Using Video To Teach The Four Skills	<a href="http://members.tripod.com/~jalt_video/vr_OrOg.htm">http://members.tripod.com/~jalt_video/vr_OrOg.htm</a>		<b>Video</b>

## ◆ **Pédagogie de Projet**

qui sollicite l'enthousiasme et l'imaginaire et permet au jeune de prendre conscience de ses acquis, de les utiliser et de désirer les améliorer.

Cette prise d'initiative de ses apprentissages est la clé de la réussite, elle permet d'évoluer avec joie et plaisir.

## ◆ **Pédagogie GATTEGNO, (pour le français, les langues et les mathématiques).**

Elle fait appel à des procédés d'apprentissages fondamentaux déjà acquis dans la petite enfance. Les outils pédagogiques et l'attitude du pédagogue permettent les expérimentations, les recherches et les prises de conscience indispensables à l'intégration des savoirs.

## ◆ **Actualisation du Potentiel Intellectuel, (API)**

Observer, comparer, classer, vérifier sont des stratégies nécessaires à la résolution de toute situation difficile du vécu quotidien ou scolaire, mais parfois mal utilisées.

Les supports de travail, non scolaires, permettent aux stratégies les moins bien utilisées, de s'exercer, pour devenir automatiques et naturelles, afin de réagir avec tous ses moyens devant les obstacles ou situations nouvelles.

## ◆ **Gestion Mentale**

L'exercice et la maîtrise des gestes mentaux pour mémoriser, comprendre, raisonner, accroissent l'autonomie et les performances.

Ils redonnent la joie de réussir et d'apprendre.

### ● **Le Dessin Spontané**

C'est un langage propre qui stimule les deux cerveaux et aide à la concentration. L'expression orale tenue à son propos aide à une véritable restauration des ressources intérieures, corporelles et psychiques.

### ● **L'Expression Corporelle, Artistique ou Vocale**

Met en œuvre toutes les ressources profondes de l'imaginaire, de la formulation mentale, de l'expression physique.

### ● **L'Éducation Auditive**

Notre comportement étant en grande partie conditionné par notre façon d'entendre, la méthode du Dr. Bérard permet d'agir sur les problèmes d'attention, de caractère, de dyslexie et de troubles liés aux situations d'apprentissage.

### ● **La Relaxation**

Pour s'entraîner au contrôle de soi, être à l'aise avec soi-même et dans les rapports avec les autres. Elle permet de mieux vivre les événements générateurs de stress ou d'angoisse, et aide à la concentration donc à l'efficacité.

### ● **La Programmation Neuro Linguistique (P.N.L.)**

Outil de communication qui s'inscrit dans le courant des thérapies brèves, centré sur la résolution de problèmes (deuils, chocs, traumatismes, peurs, difficultés scolaires ou professionnelles, conflits familiaux, phobies, dépendances, stress). Face à un mal de vivre, l'objectif est de se préoccuper de comment arriver au mieux être.

### ● **La Kinésiologie**

Pour mieux utiliser nos sens et nos capacités, des mouvements permettent de faire travailler plus harmonieusement les deux cotés du corps et donc du cerveau.

### ● **L'Ostéopathie**

Ensemble de techniques manuelles, fondées sur la connaissance et le respect des lois qui régissent la vie. Son but est de restaurer et de maintenir l'équilibre du corps, afin de lui permettre de retrouver et de conserver son aptitude à s'auto-réguler et à assurer ses fonctions de "relation", et cela sur tous les plans fonctionnels.

[http://www.inrp.fr/Acces/Innova/Savoirs\\_nouveaux/Etudes\\_de\\_cas/Egalite\\_chances/France\\_1\\_05.htm](http://www.inrp.fr/Acces/Innova/Savoirs_nouveaux/Etudes_de_cas/Egalite_chances/France_1_05.htm)