

REFERENCE FRAMEWORK FOR THE EVALUATION OF INSTRUCTIONAL MATERIALS

Pedagogical Framework



Coordination and content

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PEDAGOGICAL FRAMEWORK

Drawing on the Québec Education Program (QEP), the Bureau d'approbation du matériel didactique has developed a reference framework for evaluating the five main pedagogical aspects of instructional materials. The criteria associated with these aspects make it possible to verify whether the materials and the related learning and evaluation situations (LES)¹ are consistent with the QEP and whether they give teachers what they need to guide student learning.

1. COMPETENCY-BASED APPROACH

A. Effectiveness of the means used to support the development of subject-specific competencies²

To satisfy the requirements of the competency-based approach of the QEP, the materials must offer meaningful and diversified LES that are consistent with the program of study and help the students progress.

It is essential that:

1. the LES cover the main components of the QEP (broad areas of learning, cross-curricular competencies and subject-specific competencies)
2. the materials take into account the performance context (elementary school) or the pedagogical context (secondary school) specific to a program of study
3. all the LES facilitate the gradual development of the subject-specific competencies
4. all the LES make use of each subject-specific competency
5. the LES include one or more complex tasks that:
 - mobilize the students' resources (knowledge, strategies, etc.)
 - in each case draw on the entire set of key features of one or more competencies
 - facilitate the acquisition of new competencies
6. the LES include **learning activities** that:
 - support the acquisition and structuring of the knowledge that will be required to carry out complex tasks
 - contribute to the student's resource base
 - in each case draw on one or more of the targeted features of a competency
7. the LES take into account the pedagogical approach (preparation, performance, integration and reapplication of learning)
8. the LES provide ways to facilitate feedback from students and the regulation of instruction and learning (questions, instructions, strategies, etc.)

¹ Even if the various documents that deal with the question refer sometimes to learning situations and sometimes to learning and evaluation situations, this framework uses the expression "learning and evaluation situations."

² In this reference framework, the expression "subject-specific competency" applies to all the programs of study.

B. Quality of the integration of the broad areas of learning

To be considered meaningful, the LES must be based on the educational aims set out in the QEP.

It is essential to:

1. link the educational aims of the LES to those of the broad areas of learning or to their focuses of development
2. integrate the educational aim of the broad areas of learning in a way that sparks student reflection throughout the LES
3. use a variety of broad areas of learning

C. Quality of the integration of the cross-curricular competencies

The cross-curricular competencies play a key role in the development of the intellectual, methodological, personal, social and communicative facets of thinking.

It is essential that:

1. each LES contribute to the development of a cross-curricular competency (or to several, if the circumstances permit)
2. the materials make use of a variety of cross-curricular competencies

D. Quality of the integration of knowledge designed to foster the development of the cross-curricular competencies.

To make connections between their learning and the various contexts in which it is applied, the students must build a diversified resource base comprising knowledge, strategies, etc. that can be reused in a range of contexts.

It is essential that:

1. the materials selected for study help the students to acquire the learning prescribed by the QEP (essential knowledges in elementary school, learning content in secondary school, progression of learning, knowledge to be acquired)
2. the LES integrate the prescribed knowledge into meaningful contexts
3. the LES enable the students to apply what they have learned in new contexts
4. varied learning activities integrated into the context of the LES provide the students with opportunities to use and consolidate their knowledge
5. the materials include, where appropriate, learning activities that allow for the application or consolidation of essential knowledges or learning content
6. when knowledge not prescribed by the program of study is included for enrichment purposes, this be clearly indicated

E. Quality of the integration of ICT

Information and communications technologies (ICT) support the development of cross-curricular and subject-specific competencies. They are also conducive to the creation of a practical resource base.

The teaching guide must offer potential avenues for exploration that take into account the specifics of the subject being targeted, so that the teacher can help the student to consult various digital resources and use search, creation and communication tools.

F. Quality of the means used to support pedagogical flexibility

Pedagogical flexibility makes it possible to offer planned choices to all students, i.e. to work with an expanded range of interventions in order to provide students with the conditions most conducive to learning.

The materials to be used must offer a variety of avenues to be explored, or ensure that most LES come with various options that teachers can offer students in order to vary the focus of their tasks and activities (e.g. suggest different topics of study), ways of doing things (e.g. offer a variety of work tools) types of work arrangements (e.g. have them work alone, in a team or group, in a workshop) and the types of work expected (e.g. write texts by hand or on the computer, make a sound recording) based on assessments of the students' performance and learning styles.

2. EVALUATION OF LEARNING

A. Appropriate evaluation tools

A variety of evaluation tools are used to gather information on the students' learning, thereby leading to improvements for students and support for the teacher's judgments.

Ensure that LES evaluation tools (grids, questions, interviews, checklists, etc.):

1. are based on the evaluation criteria set out in the [Framework for the Evaluation of Learning](#)³ for each program of study
2. are based on criteria that are relevant to the proposed tasks
3. are made up of observable elements that describe one type of behaviour at a time
4. include details regarding the aims of evaluation and when evaluation is possible
5. make it possible to gather data on the student's learning
6. foster the regulation of learning by the teacher and the students in LES most suited to this purpose
7. contain diversified evaluation tools, including those that make it possible to assess the acquisition of the cross-curricular competencies

³ *Framework for the Evaluation of Learning*, Ministère de l'Éducation et de l'Enseignement supérieur [online], [[Framework for the Evaluation of Learning](#)] (accessed on November 7, 2016).

3. CULTURE AND LANGUAGE

A. Appropriate cultural references

It is essential to use cultural references to help the students understand the world and to see each subject as meaningful in terms of [its] history and the specific questions it raises.

It is essential that:

1. the LES contain a variety of meaningful cultural references drawn from Québec and elsewhere, and from the present and the past
2. the references provided reflect sociocultural diversity⁴ and are well suited to the LES

B. Language quality

There is general agreement today that language proficiency is the key to all basic learning.

It is essential that:

1. the language used in instructional materials be of a high quality and that the vocabulary be subtle and precise enough to fully convey the content of the subject being studied
2. the materials incorporate a range of tools and avenues for exploration (reference frameworks, self-evaluations, instructions, notes, definitions of words, marginal headings, etc.) that prompt the students to use quality oral and written language

4. TREATMENT OF PROGRAM CONTENT

A. Neutral program content

The program content must present information objectively so that students can make free and informed choices.

It is essential that:

1. facts and explanations of phenomena be documented and presented with any appropriate caveats
2. different viewpoints be presented without favouring any given position

B. Accurate and up-to-date program content

The students must have quality learning resources. They must also be helped to discover the scope and richness of the accessible documentation.

It is essential that:

1. the learning content be accurate, coherent and relevant
2. the data provided be current and from credible sources
3. the information be documented (legends, bibliographic references, etc.).

⁴ Examples of this diversity can be found in the reference framework on sociocultural aspects.

5. PEDAGOGICAL FACILITATORS

FOR THE STUDENT

A. Quality approach

It is important to spark the students' interest and to motivate them.

It is essential that:

1. the content be of interest to all students, from all backgrounds
2. the students' ages be taken into consideration
 - in the level of complexity of the tasks (choice of vocabulary, clarity of language, number of words per sentence, etc.)
 - in the selection of resources offered
 - in the treatment of the subjects covered
3. the concepts be illustrated by appropriate examples
4. the instructions in the LES be given in clear, accessible language
5. the LES explore a range of subjects in a variety of contexts
6. the LES be organized in ways that foster interaction (teamwork, group discussion, sharing of ideas, peer evaluation, etc.)
7. the resources (texts, graphics, maps, charts, photographs, etc.) that accompany the LES be sufficiently varied
8. the materials suggest additional relevant and accessible resources (references, digital resources, websites, books, etc.)

FOR THE TEACHER

B. Quality support for planning learning

It is necessary to have a set of guidelines for planning learning.

It is essential that:

1. Each LES plan for elements set out in the QEP (broad areas of learning, cross-curricular competencies, subject-specific competencies and their key features, prescribed knowledge)
2. information be organized in a way that facilitates the general learning plan
3. the materials contains easily identifiable guidelines on:
 - the approximate duration of the LES and of the constituent activities
 - the resources (material or otherwise) needed to carry out the LES
 - the proposed methods (work to be carried out alone or in pairs, groups of experts, etc.)
4. the time allotted for the LES be:
 - realistic in relation to the task
 - adapted to the students' ages
 - within the time frame allocated for instruction in the QEP

C. Quality pedagogical support

A set of means and potential approaches are necessary to guide students in their learning.

It is essential that:

1. the approaches suggested enable students to fully understand how the LES are organized as well as their contexts, tasks and activities
2. the students be provided with a variety of appropriate means of support: explanatory sidebars, partially completed examples of tasks, reproducible materials, etc.



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