



Contributors' Guide

Document version: 1.0
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¹The word "tool" refers to the experiential tool, virtual visits and key people.

The goal of the Contributors' Guide

Part one comprises a brief description of the personal orientation project (POP) program and the specifications to help develop an experiential tool.

Part two outlines the criteria for adding a experiential tool, virtual visits, key persons or methodological tools on the POP Index site².

Part three gives instructions for completing each of the text fields of the descriptive file when adding a tool to the POP catalogue site³.

Part one

What is the personal orientation project (POP) program?

The personal orientation project is an important step in the process started in primary school with the implementation of the Guidance Oriented Approach to Learning. It provides secondary cycle two students with the unique opportunity to discover various trades and occupations that may well match their aptitudes, tastes and aspirations. This program places students right where the action is by allowing them to explore many fields of interest and to test their choices via numerous experiential sessions. It is not a place where the student must make a career choice, but rather a valuable occasion wherein the student is in a propitious context to develop and test the competencies related to a chosen career: to carry out a process of

² <http://repertoireppo.qc.ca>

³ <http://repertoireppo.qc.ca>

career exploration and contemplate his or her learning and work possibilities.

The first competency is an action competency, requiring that the student plan, live through and evaluate a process of career exploration. This process is characterized by - among other things - simulations and practical exercises that allow the student to become familiar with work functions of that particular career or profession. The second competency is the competency of reflection. Students share their perceptions and then debate them with their classmates, learning to develop career-path hypotheses and understanding various temporal commitments associated with a career choice.

The POP will be introduced into all Québec school boards for the autumn semester of 2007 as part of the educational reform. It is currently being developed in four school boards. Six pilot schools will take on the new program as of September 2006.

Pedagogical context

The POP gives students the chance to carry out three to eight career exploration processes during the year. This privileged educational approach puts students in the pilot's seat and immerses them in the action - in the classroom or outside it, at school or in their extracurricular world. In the pilot's seat the students may well be, but that doesn't mean they aren't guided by the teacher and supported by the professionals or other specific scholastic resources. Furthermore, students are empowered to profit from the support of their classmates,

with whom they are asked to share their reflections, experiences and discoveries. They are also encouraged to interact with other members of the community: their parents and people working in various fields. The POP index site proffers an immense electronic catalogue - a veritable virtual library of resources. There, students will find experiential tools, virtual visits of businesses or other establishments, testimonials of workers and links to resource people.

The student may, for example, find an experiential tool related to the fine arts field. Thanks to computer automated design software and the principles of interior design and decoration, the student could decorate his or her bedroom virtually. Subsequently, any students who found themselves seriously interested after a few hours of activity and experimentation in the field could make a virtual visit to a teaching institution offering a related program. There they could listen to a testimonial of someone who has started their own business in the domain, etc. If, after a few more hours, the student loses interest in the field, he or she must explain why. Furthermore, they must reflect on and elucidate what they have learned about themselves through the experience.

Specifications

Mandate:

Create an experiential tool in a field of interest or training program that would allow the student to:

- learn the minimum basic concepts that underlie

work in this field of interest or this training program,

- carry out tasks that would allow a student to have an idea of what working in this field of interest or training program would be like, and
- practice actual work functions related to this field.

Constraints:

The experiential tool must:

- last at least five hours, in order to provide an adequate understanding of the field explored;
 - be broken up into blocks of about one hour each;
 - be able to be done in a regular class or outside class;
 - be able to be used independently;
 - be adapted to and able to be understood by secondary III and IV students (14 to 16 year olds);
 - require permanent materials costing less than \$200, and non-permanent materials costing less than \$5 per student;
 - contain, in tool kits, material that is relatively simple to find and replace, yet up to handling by students.
- contain:
- a preparation activity using notions relevant to the field, principally practical activities and theoretical activities that foster the best possible understanding of the field;
- if possible, include an integration activity of internships related to the field;
- if required, provide activity correction sheets;
- as needed, contain a teacher's guide in order to give the teacher useful information for the smooth functioning of the tool, given that students will be using it independently .

Part two

General criteria for adding your tool⁴:

- The tool must be adapted to and able to be understood by secondary cycle II students (14 to 17 year olds).
- Restrict the use of jargon and include a glossary.
- The tool must respect the program's intention and skill development.
- The tool should be related to a trade, profession (e.g. electromechanics) or one of the fields of interest (e.g. electrical engineering).
- Materials that need to be purchased must not be too large or expensive (maximum \$200). The tool must be usable in a regular secondary school class with computers.
- Material suppliers must be listed in the tool and easily accessible.
- Students must be able to use the tool independently with teacher supervision.
- The tool should not contain a high percentage of professional and academic information unless absolutely required, in which case such information is not to be stored on the site.
- P.S.: the tool may require the following:
PC or Mac CD-Rom
PC or Mac DVD
VHS cassette
etc.

Please check to see whether your tool is already included. In the "SEARCH a tool" section, type in a keyword from the name of your tool and click on "submit".

⁴The word "tool" refers to the experiential tool, virtual visits and key people.

Experiential tool

Specific criteria for adding your tool:

- The tool should allow students to experiential, using:
role-playing,
problem resolution;
games,
practical exercises,
simulations
etc.
- The tool should allow the student to become familiar with - among other things - work functions.
- The tool should give the student a realistic understanding of the trade, occupation or field of interest.

Virtual visit and key people

Specific criteria for adding your tool:

- The tool should allow the student to observe in a work environment or teaching institution, and ought not to be lectures on the profession or field of interest.
- The tool should permit students to access testimonials or mentors, and ought not to be lectures on the profession, field of interest or teaching institution.
- The tool should allow the student to observe his/her work environment or teaching institution and access testimonials or mentors, and ought not to be lectures on the profession, field of interest or teaching institution.

Methodological tools

General conditions for adding your tool:

- The tool should prove useful for helping students carry out projects at various stages of

his/her career exploration process: preparation, accomplishment and feedback.

- The tool should be able to be applied to various types of projects or experiential situations, in other words: versatile.

Need more information?

Please e-mail the resource person:
bertin.desjardins@scol.qc.ca

Part three

Instructions for completing each text field of the descriptive file when adding a tool.

STEP 1 - Tool description

Title or name: Type in the tool's name or title. Please use the most representative title or name for the tool.

URL: Type in the URL that would give direct access to the tool or download site.

Description: Describe the tool, explaining its activities. The contributor who adds a tool to the index can check off the format the tool is available in, such as PDF, WORD, ZIP, FLASH, MPG, AVI.

Tool level: Check to indicate whether it's an experiential tool, virtual visit, key person or methodological tool.

Validation: Always check the "awaiting validation" box.

Revised: Please don't check anything here.

Related programs (DEP), Related programs (DEC) and Related programs (BAC): Please don't check anything here.

Fields of interest: Check the field(s) of interest related to your tool. Note that the default links each program (DEP, DEC or BAC) to a field of interest. Therefore, when the "Related programs (DEP)", "Related programs

(DEC)" and "Related programs (BAC)" have been completed by the person responsible, the fields of interest will appear in the "fields of interest" section.

Type of support: From the list, check the type(s) of support required to complete the tool: video, text, game, questionnaire, course software (demo), software (complete), course notes (laboratory), PowerPoint presentation, simulations, other.

Image: preferably, add an image that's related to your tool. This image will be just below the "statistics" frame, and will automatically be resized to 277 pixels long by 277 pixels high.

Keywords: Indicate all the keywords that could be associated with your tool. It's important to mention all of them because these keywords will be directly linked to the keywords someone would use during a tool search.

Types of recommended documents: So students can easily access your documents, we recommend the following formats: Adobe Acrobat, OpenOffice and Microsoft Word. From the list of available formats, check the format(s) available: PDF, OPENOFFICE, WORD, WINZIP, FLASH, MPG2, MPG3, MPG4, MOV, etc. We propose you use the copyright-free icons for your site.

STEP 2 - Author

Name of the author: Type in the name(s) of the

tool's author(s).

Author's e-mail: Optional. Type in the e-mail(s) of the author(s). If you get spam or undesirable e-mails, please advise the webmaster:

bertin.desjardins@scol.qc.ca

Organisation: Type in the organization(s) with which the author(s) is/are associated.

Editor's name: Type in the name of the tool editor, if any.

STEP 3 - Technical information

Types of support (if in doubt, leave it out): from the following list, check the support type(s) required to use the tool: Internet site, PC or Mac CD-Rom, PC or Mac DVD, VHS cassette, Photos, printed matter or other.

Required materials: Choose from among the following: Material (this icon means the tool can only be completed with a toolkit), computer (the tool requires a computer), CD-Rom (this icon means a CD-ROM, video sequence, VHS cassettes and/or DVD must be watched to finish the experiential tool).

Technical characteristics required: List all the characteristics required for the proper functioning of the tool, software, game etc.

Language: indicate whether French, English or Spanish is used by/required for the tool.

STEP 4 - Legal information and appreciation

Cost of use: Say whether the tool entails paying

in order to function well.

Copyright: State whether the tool is free of copyright (and if not, under which license).

Restrictions: Type in the demands, specifications, constraints etc. required for smooth tool functioning.

General appreciation: Comment on your general appreciation of the tool.