



ORIGINAL ARTICLE

Evaluation of a Distance Training System for professional support in higher education: the case of STPSA

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ABSTRACT

The education and training system in higher education in Morocco is more than ever challenged to face the challenges and contributions of new information and communication technologies (ICT). Following this finding, numerous initiatives have been taken by the Ministry of National Education, professional Training, Higher Education and Scientific Research to achieve this aim. The objective of this study is to evaluate in which circumstances the online distance learning can be an effective professional accompaniment tool for future teachers in Science and Techniques of Physical and Sports Activities (STPSA) ? To this end, we have designed, as a first step, a training "FormaProTice" in a platform in order to develop the methodological skills related to the training content. In a second step, we evaluated the level of satisfaction and difficulties, with a panel of trainee professors of Regional center for professions of education and training (RCPET) of Taza. The results showed overall pre-availability and satisfaction of the learners with regard to our system, and also the necessity of setting up an online distance training professionalizing in the accompaniment.

Keywords: Higher Education, Online distance training, professional accompaniment

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INTRODUCTION

Now a days, the Moroccan education system is confronted with a number of challenges, notably the diversity of scientific knowledge, adaptation and interaction with the environment and economic, technical and technological globalization. In view of this, it is undergoing major transformations, mainly in order to improve the quality of education and increase the success rate of Moroccan pupils through action research, the class project, the establishment project and also the pedagogical integration of the Information and Communication Technologies for Education (ICTE) in the educational act... these latter are more justified by the remarks of the national education and training charter (Espace III-pillar 10) [1], which is constantly claiming to be of vital importance to the use of new information and communication technologies (NICT) in the act of education and training. In this regard, the importance of information and communication technologies (ICTs) has become clear. In addition to major changes in most professional activities [2], ICTs have led to profound transformations at the social level [3]. The discourse on the new economy is a testament to these changes in society: we are talking more and more

of a knowledge society, a network society, a learning society and a learning community. With the profound changes brought by the arrival of ICTs, most school systems have introduced the development of skills related to technologies, particularly in curricula concerning primary and secondary education. This change or evolution of curricula asks the question of initial and continuing training for the teaching staff. Our research is in the posture of this vision, on the understanding that it raises the issue of teacher training as a major stake in the development of the education system in Morocco. Indeed, on-line distance training is a powerful tool for the professional accompaniment of future professors with a view to professional training [4]. However, if this action is only possible through experimentation with these teachers, We will try in our research to verify the following hypotheses: -First, online distance training is a way of accompanying future teachers in preparation for the end-of-year examination. -Secondly the online distance training proves to be a coveted training alternative to reduce the "theory-practice" gap in the training cycle of future teachers at Taza RCPET. In this context, the question that forms the basis of this article is elucidated by the following fundamental question: Can the online distance training be an effective professional support and a professional training of future teachers: Case of the RCPET Taza? The plan of this proposal will be as follows: We will present in a first section, our training system "Forma ProTice" as well as the underlying content. In a second section, we propose our methodological approach while focusing on our target population as well as the various data collection and analysis tools. Finally, the third section will be devoted to the analysis and discussion of the results.

CONTENT PRESENTATION (FORMAPROTICE)

The choice of our online distance training system "FormaProTice", as a techno pedagogical environment [5], comes, on one side, to respond to an increased need in initial training which is the act of mobilizing the various skills acquired During the basic modules: planning, management and assessment of learning and, on the other side, to accompany future teachers in their preparation for the end-of-year training certificate, which is organized around a preparation of a learning lesson. Thereby, this training session has set itself the major objective of acquiring the methodological skills that can assist future teachers in the development of their training content. The "FormaProTice" training was implemented in the Chamilo 1.9.10.2 support platform that best meets the expectations of our training session. Indeed, it allows to manage several types of educational activities, it does not require excessive communication rates and does not require the installation of particular software on the positions of the learners [6].

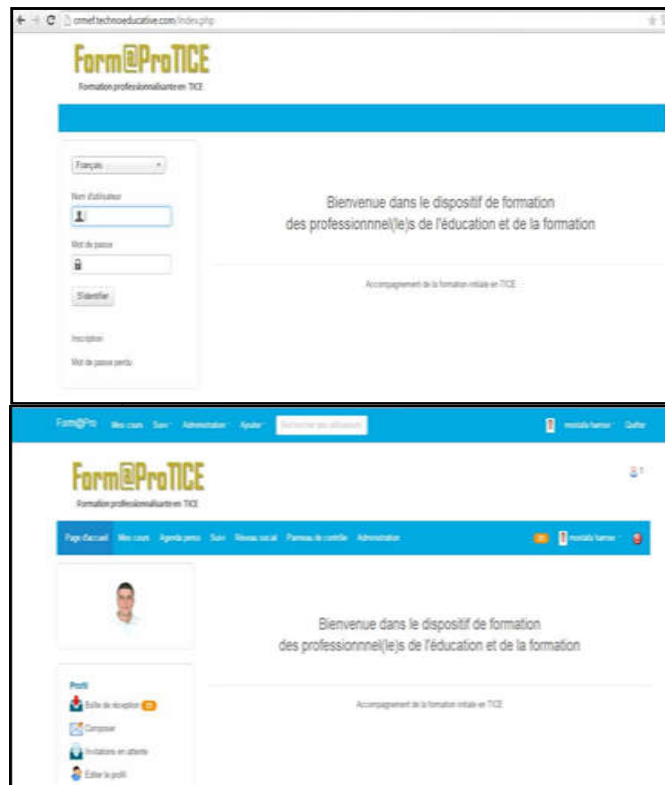


Fig. 1. Presentation and homepage of the platform

The training session is divided into two activities:

The first activity is reserved for the analysis of the prerequisites of the trainee professors related to Physical Education and Sport (PES), the Physical and Sports activity(PSA) and the planning, management and evaluation of learning.



Fig. 2. STPSA Prerequisite Analysis Test

The second activity concerns the resolution of a problem situation based on data on the class size, material and behavior of the pupils. The work requested of future teachers is to respond to the problem situation in a document in Word format and deposit it in the deposit space reserved in the platform within the temporary deadline.

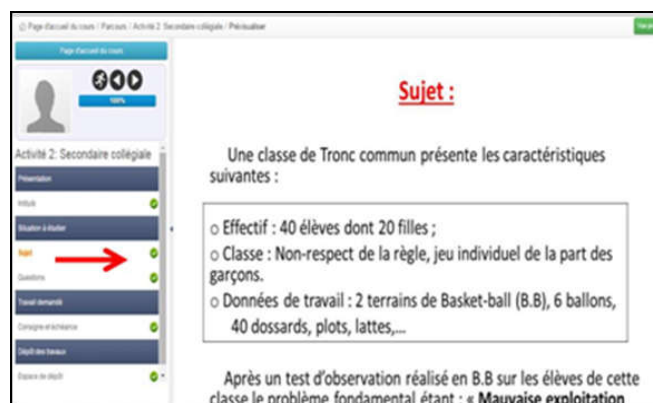


Fig. 3. Problem resolution situation

METHODOLOGICAL APPROACH

In relation with our initial issue, our survey aims to evaluate mainly the extent to which online distance training can be an effective tool for the professional accompaniment of future professors.

Target population

Our sample is made up by future teachers of Physical Education and Sports from the college cycle and qualifying according to their initial training at the RCPET of Taza.

Data Collection Tools

In the present research we used qualitative results from a questionnaire distributed to 20 participants in online distance training in relation to the objectives of our survey mentioned above. This questionnaire consists of 20 questions, closed-ended and multiple-choice, divided into 4 main sections:

- The sociological and technological profile of the participants,
- Participants' motivation to attend an online distance training
- Possible difficulties that the participants encounter and their satisfaction To this distance training,
- The benefits gained from this training. The choice of the questions in the first section is motivated by our interest in identifying participants' experiences in terms of use and familiarization with information and communication technologies (ICT) tools. In the second section, we focused on The degree of motivation of the participants to follow such distance and online training to see on the one hand the different reasons behind this participation and on the other hand, to test with the trained their pre availability to capitalize this experience by a fairly wide use in the Moroccan education system. For the third section, we have focused on the possible difficulties that the participants can or have encountered in this distance training.

Indeed, in this section we wanted to emphasize the different reactions of trainees with the technical and technological tool that they face on one side and on the other side with their various relational and social interactions including their relationship with the tutor and themselves through their activities in pairs. For the fourth and last section, it was reserved for the actual benefits that participants derived from this online distance training both personally and professionally.

ANALYSIS AND DISCUSSION OF RESULTS

On the qualitative level: The satisfaction of the participants on this online distance training system has four major sections, including:

Section 1 : Sociological and Technological Profile of Participants



Fig. 4. Availability of a home computer

The various descriptive results mentioned in this first section for the analysis of the sociological and technological profile of participants in this online training show that our sample has a young population with an average age of 25 years, balanced with the status of Participants with 55% of the students and 40% of the teachers. In addition, given the importance of technology in the context of distance learning, we can analyze the technological profile of the participants closely by noting that 50% of the participants have already participated in online distance training. As well as all participants report having a personal home computer with a percentage of 100% as shown in the diagram above.

Section 2: Motivation of participants to follow an online training distance

In this section of the questionnaire, respondents report the following answers regarding a few variables related to their motivation to pursue an online distance training :

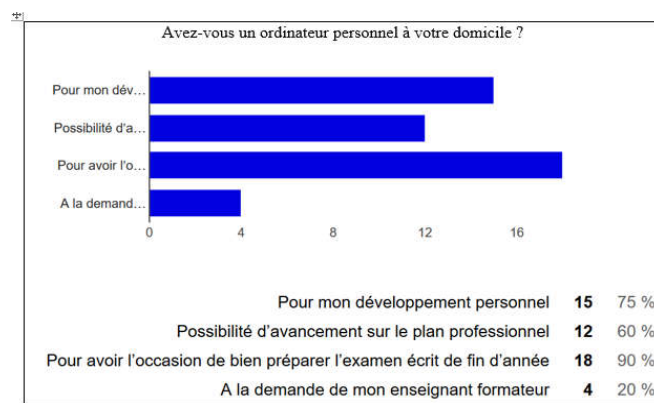


Fig. 5. Reasons for choosing online distance training.

Participants' motivation for the online distance training did not stop here. Indeed, 90% of the respondents are in favor of institutionalizing this type of training in Regional Center for Professions of Education and Training in Morocco and 85% of the respondents have declared their opinions favorable for a wide use of this online distance training in Morocco. These findings are justified by a need to Future

professors to develop on a personal and professional level on the one hand and on the other hand for reasons of preparation for the "written" examination of the end-year.

Section 3: Difficulties encountered and degree of satisfaction with the online distance training

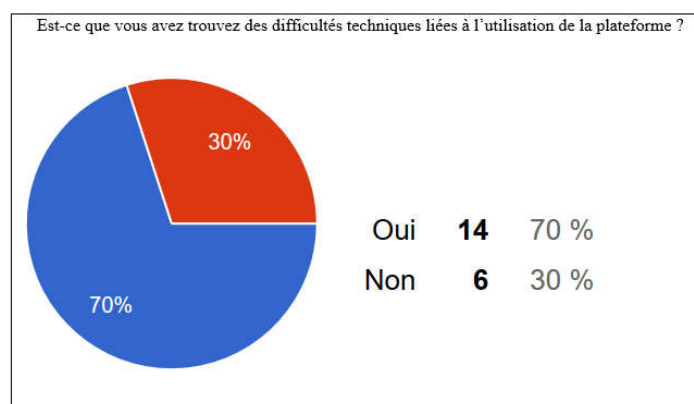


Fig. 6. Presence of technical difficulties related to the use of the platform.

The analysis of the results obtained in the side diagram (FIG. 11) shows that 70% of the participants found technical difficulties with regard to the use of the platform, whereas 30% did not find difficulties. 64.7% of these results were linked to the unavailability of the Internet connection and 47.1% to the nature of the platform; While 17.6% of respondents found that the lack of a person resource for technological support caused these technical difficulties, while 5.9% of participants felt that these technical problems were due to equipment and computer equipment.

Section 4 : Benefits from this training session

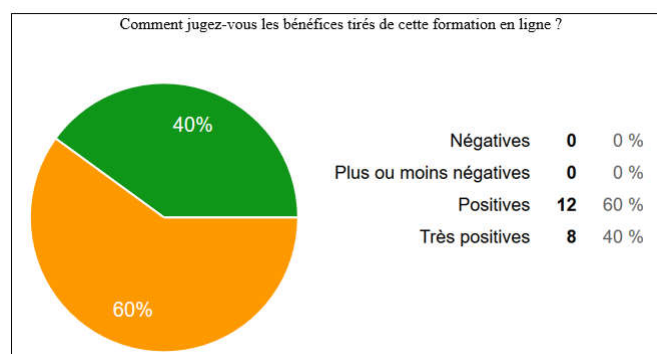


Fig. 7. Benefits from these Online Training

The results shown in this diagram (Figure 7) show that 100% of respondents find that the benefits from this online distance training are positive or even very positive. Jointly to these benefits, we note that 95% of respondents stated that it would be beneficial to participate in on-line distance training as a means of preparing for the end-of-year training requirements and we also note that all Participants (100%) have gone beyond personal benefits to another framework that is organizational in relation to the gap created by the nature of the training they are pursuing: alternate training (Module-MSP-Module) because we have 100% of these respondents are in favor of the fact that online distance training could be an effective steering tool that reduces the gap between theory and practice in their initial training at the RCPET.

CONCLUSION

In conclusion, we can say that it is a very positive assessment expressed by all the participants on the implementation of this online distance training system, which will allow us to answer our starting problem by saying that the online training distance is a training alternative and an effective tool for effective professional accompaniment of future teachers for the development of personal, professional and organizational skills; and subsequently constitutes a "link" between the words Theoretical and practical training of future professors of the RCPET Taza, leading to a possibility of capitalization by the

other RCPET of Morocco. From these various points of view, some recommendations and directions for the future seem legitimate to us to be declared, namely the need to reform the teacher training curriculum according to the evolution of training technologies and mostly in relation to the different possibilities offered by the online distance training. In parallel to this, continuous and continuing training of the teachers-trainers body is essential to achieve this aim. And finally we insist on the need to draw a clear and explicit vision of the bodies of Decision for the institutionalization and integration of ICT in the education and training system in Morocco.

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