

THE DESIGN OF THE ISSEP TUNISIAN TEACHERS ABOUT THE LMD REFORM (CASE: ISSEP TEACHERS OF SFAX)

Anouar Bettaieb * Fredj Bousslama ** Mona Ghuecharem *** Mourad Bahloul****

*, **, ***, **** High Institute of Education and long life learning, Tunis, Tunisia

Abstract

This article focuses on the analysis of the conceptions of the teacher trainers in Tunisian ISSEP about the LMD reform (case of the teachers of ISSEP From Sfax). The analysis of the corpus studied through the used methodological tool (semi-structured interviews) showed that (93% of them say they have not received any training or information regarding the LMD) (85% of them also claim that they have never been associated with the reform). (89 % say they teach as they used before the reform). (97 % of teachers report that they always use the summative evaluation). When asked to summarize the LMD reform in four key points (92 % of respondents are unable to summarize the actual reform). Moreover, (81 % of respondents reported being unable to characterize the LMD and its new educational reform inputs).

KEYWORDS: Reform LMD. LMD objectives. Conception of teaching practices.

1. INTRODUCTION

The LMD reform requires a contextual logic and dynamics of evolution depending on the acceptance and understanding of the reform of its meaning, its objectives and its goals by stakeholders. Research "Curriculum Teaching" tends to respond to the multifaceted demand for expertise in teaching, education and training. The expertise does not necessarily reside in the possession of solutions and the production of evidence, but above all in the knowledge of conceptions of teachers to be able to analyze the teaching and progress in training issues. In order to analyze the design of teachers, and to do that we administered a semi-structured interview to 9 teachers working in ISSEP Sfax maintenance. Apriori, we assume that university instructors Tunisian ISSEP do not have a sufficiently clear and detailed design of the LMD reform, its objectives, or design of teaching practices which will be the subject of our conceptual framework.

Conceptual Framework:

1. LMD REFORM

"Any reform tends to return to restructuring in a form already installed. Its main feature is to be a form imposed and non-negotiable, his firmness and closing is related to the establishment of a text defining the changes to be made." (Cross, p 84)

Curriculum reform in general (education, or university) will not be recognized after defining its specific objective, its methods and its evaluation and monitoring criteria. It would be superfluous to systematically bring objections and rejections that may arise reforms, the only refusal of actors, renunciation, their fears of adventure or their conservatism and attachment to inaction. This stigma can stifle the real issues at a reform, especially as it risks turning the consultations on a debates deaf and precipitating the resignation and disengagement of the actors. A reform that cannot base a new representations, new practices and new perspectives would be a waste of time and waste of energy and resources.

2. Objectives of the LMD system

The LMD system in high education has some objectives which can be summarized in the following points:

- The Organization of the training offer in the coherent form sets of teaching units organizing an adapted teaching progressions in order to set up all national diploms.
- The integration, of multidisciplinary, as appropriate approaches and facilitating the improvement of educational quality, information, guidance and coaching of the student.
- The development of professional higher education, certificate training needs and favorit the recognition of priory experience in relation to the economic and social backgrounds.
- Encouraging the mobility, increasing the attractiveness of training at national and international level, and give the possibility of validation of training periods.
- The Integration of learning "soft skills" such as mastering foreign languages and the software tools.
- The Facilitating of the creation of teachings by methods based on information technology and communication and the development of distance education.

3. The design of teaching practices:

By practicing teaching we imply, all the teacher's activities in the classroom. It is an actment designs (discipline, education, disciplinary skills). All what said and done by the teacher in the classroom, taking into account its preparation, its concepts and knowledge and its instant decisions.

Teaching practices include also technical, gestures (gestes). Because there is a link between the thinking of teachers and the way they teach. This link has a characteristic of reciprocity. Teachers' conceptions influence the organization of their courses, their teaching practices influence their designs.

That's why the knowledge of the teacher designs, can analyze the educational problems in order to progress the training.

The mission of the history of science and epistemology is to encourage reflection on their practices, their evolution and their foundations. Kember, (1997) noted that the terms are sometimes used interchangeably and include conceptions, beliefs, approaches or intentions. According to the work done by Langevin et al (2007), we have retained a sense of design as a mental attitude, the result of previous experience.

Any description of teaching practices implies a way of thinking, the way of conceptualizing and better than that the mode of their configuration.

2. MATERIAL AND METHODS

Qualitative research typically focuses "on the statements and actions of a person involved in a specific context. Although it is possible to collect purely individual for example through interviews, observations, or recorded discourse analysis" (Huberman and Miles, 1991, p161).

If the study sample (nine cases) is not representative of the population of trainers (ISSEP in Tunisia), it may nevertheless allow us to characterize the designs of the teachers ISSEP of the LMD reform, currently widespread in all higher education institutions in Tunisia.

To validate this study, we used a semi-structured interview below :

1 / Have you been associated with the LMD reform?

2 / Can you sum up the LMD in four sentences?

3 / pedagogically , what the LMD brings back? Do you personally have changed your teaching following the LMD reform?

4 / The LMD text tells us that we have to teach otherwise, Student have to Learn differentlyand Assessing otherwise ... what do you conclude?

5- Do you changed your evaluation way ?

Our semi - directive interview is part of the information gathering part, insofar as our case study are expected to provide answers to questions prepared in advance and planned in a specific order. A semi-structured interview is identified by the presence of two characteristics:

- The production of the part of the interviewee a discourse that is not linear, which means that the interviewer have more freedom to explain his point of view.

- The semi-directive interview is directional part (at themes, objects on which you want to collect information) and non-directive part (within the themes). It has two main advantages:

- The information that you want to collect better reflect the representations in a structured interview, as the interviewee has more freedom in how to express themselves.

- The informations to collect in a shorter time can be more efficient than in a free maintenance.

We also recall that this interview technique or by oral interview questions or interview answers orally and simultaneously we transcribe the answers for evaluation later seems effective and consistent with the framework of qualitative research moment that our sample is based on a random selection process without specific well defined but people meet the objective of the research.

Each interview was conducted in a room where there was the teacher trainer and researcher. The interviews were semi-structured. This technique has the advantage of allowing the production of linear address to moderate inference where interactions with teachers are guided and structured by a few landmarks to collect good quality information-oriented objectives pursued.

Content analysis

In very simple terms, the content analysis is a technique that is commonly used to identify the message in a text or an image. It aims to exceed the Impressionist reading, intuitive and subjective content; that being so, then requires the implementation of a set of rules governing the scan operation. These rules, when applied by other people in the same way, must lead to the same conclusions.

The literature on this technique informs us that there are three methods of content analysis:

- Logical-aesthetic methods: they are interested in text structures in dealing with the effects of meaning (Mucchielli 1988). It's "discourse analysis to find out the style, vocabulary, figures of speech, the usual methods, and the structural analysis of a text or a series of interactions, looking for ... transformations of information in order to "make sensational", etc. ... "(Mucchielli, 1988 p.27)
- Logical-semantic methods: they focus on the clarification of semantic values of content and logic ranking. For example, Mucchielli (1988) cites "the identification and keywords of a text or a book (index) ... the summary or condensation of an article or book ... inventory, categorization and classification of responses to an open question ... trend analysis of an article or newspaper and comparison of trends ... "(Ibid., p.37) .
- Semantic methods: they are fundamentally concerned with "the search for meanings and connotations of a word or series of words ... research themes of a story ... the description, definition of" universe "particular individual or cultural after texts ..." (Ibid., p.37).

We present below the picture of the size of our sample study.

Table 1: Size of the study sample

| Code of the teacher | grade | Specialty |
|---------------------|------------------|---|
| <u>A. Case. 1</u> | <u>Assistant</u> | <u>Didactic</u> |
| <u>A. Case. 2</u> | Assistant | Psychology Assistant |
| <u>A. Case. 3</u> | Assistant | Assistant Theory of Physical Education and Sport (TEPS) |
| <u>A. Case. 4</u> | Assistant | Physiology Assistant |
| <u>M.A. Case .1</u> | Master Assistant | psychophysiological |
| <u>M.A. Case .2</u> | Master Assistant | Master Didactic of physical and sporting activities |
| <u>M.A. Case .3</u> | Master Assistant | Psychology |
| <u>M.A. Case .4</u> | Master Assistant | Physical Activity adapted (MPA) |
| <u>M.A. Case .5</u> | Master Assistant | Physiology assistant |

A = Assistant

M.A= Master-Assistant

3. RESULTS AND DISCUSSION

Our aim in this study is to characterize the designs of teachers ISSEP about the LMD reform, now widespread in all institutions of high education. The responses are given in the following table.

Table 2: Breakdown of responses from the study sample.

| Questions | Answers |
|---|--|
| Have you been involved in the LMD reform? | 85% of respondents answered (I Do Not) |
| <u>Information / Training</u> | <u>93% no answer</u> |
| Summarize the reform in 4 points | 92% of (SI) are unable to summarize in a few sentences the LMD reform, proof that they have not assimilated |
| What does the reform pedagogically? | 81% of (SI) remain unable to characterize pedagogical reform LMD and it's contributions |
| Otherwise teach / learn | 89% of (SI) say they continue to teach as before (knowledge transfer). Their students follow and learn by heart the lessons. |
| Did you change in valuation method? | 97% of IT say they are still in the summative evaluation (knowledge tests, restitution exams ...) |
| Will it resistant to the LMD reform for teachers? | 79% of SI claim resist this reform is not made for our university system, according to some of them. |

SI= Subjects Interviewed

Most of the teachers surveyed said they had not been informed, let alone trained in LMD reform. (93% of them say they have not received any training or information about the LMD), 85% of them also say they never have to be associated with the reform.

- **A. Case .1:** "Unfortunately I was not involved there were instructions to apply the procedures of an integral manner"
- **A. Case 2:** it has been requested the establishment "Yes I participated in the implementation of programs, but at my specialty has not changed much. All what we did four year program was condensed to three years. "
- **A. Case.3:** "Unfortunately, I was not associated with BMD system, I have not been invited,"
- **A. Case.4** "In France. I attended three training seminars in LMD"
- **MA. CAS.1** "Yes I participated as department head and teacher at the ISSEP (but only one meeting)

-**MA.Case. 2** "At the introduction of the contents of the first stage (preparatory phase) but there were only 2 teachers out of 112 teachers."

- **MA.Case. 3** "I attended one-day seminar where I was involved relatively" one sitting is almost negligible.

- **MA.Case.4** "I was not associated neither in meetings, nor in the few seminars on this issue."

This reform seems to have been conducted top-down by the Ministry of High Education:

-**MA.case.5** « Unfortunately, the decisions makers have proposed their own projects, regardless of the one proposed by small reflections cells » (89% say they teach as before the reform).

-**MA. Case.2** states that "The Tunisian student cannot learn otherwise. He is content of the course instructors, it is not accustomed or trained to seek advantage and go beyond the current received. I have not changed my assessment system ... I am very pessimistic there is a lot of things to see. It is not yet the page to use the tutoring, there is also a lack of mobility. »

As a result, their evaluation methods have not changed much and summative evaluation continues to be their favorite technique. (97% of teachers say they always use the summative evaluation).

When they been asked to summarize the LMD reform in four points, 92% of those interviewed are unable to sum up the so-called reform. Furthermore, 81% of respondents reported being unable to characterize the LMD reform and new teaching contributions.

- **A.case.1** "The LMD reform was designed to Western European countries. In Tunisia we meet many difficulties and this for two reasons:

- The first is the lack of materials, equipment, and infrastructure.

- The Second one concern the lack of human resources as well we need perseverance to make this program successful. »

Summarizing the LMD system in four sentences the subject:

- **MA.Case.3** states that "The availability of time is a great handicap .J'enseigne as usual. Depending on the pace of the students.

On student learning differently "MA.cas.3 answers" I think only 10% want to learn and get involved to be informed more courses taught by trainers. 90% are not interested. .Regarding Component of the evaluation, a problem of availability of time, we simply control instead of two. The degree of absenteeism is high. The texts are not clear, a mismatch between the circular; and application.»

For its part, MA.cas.4 adds that "The LMD is an Anglo-Saxon system to allow the student d'être self Does the Tunisian student is able to do this? ... The LMD decreased dramatically the content of the training"

-**MA.Case.5** "Pedagogically, my behavior is always the same. ... My learning education system has not changed ... I have not changed my evaluation mode. »

No wonder, either, that 79% of them try to resist this reform imposed on them, because even if it is purely formal (semesters, introduction of credits, course: 3, 5, 8) it disrupts their teaching habits.

The results of the interview on the design are the teachers of the LMD reform show that:

Teachers surveyed do not have a clear conception of the LMD reform, including its educational component.

This can be explained by:

- The lack of association with the reform of teachers.

- Lack of information on reform.

- Lack of training for reform.

The teachers interviewed did not have a clear and thorough understanding of LMD reform.

Encourage bottom-up initiatives on the part of faculty members, place in a conducive learning environment and education provide effective support and stimulate reflection on the role of education in the process of learning, are promising lines of development for the quality of education. (Hénard, 2010) Despite some resistance, there is minimal changes in teaching practices among teachers by introducing active methods (project teaching and learning through problems, use of digital technologies).

Every teacher, whether new or experienced should consider offering courses tailored media based on a systemic approach of the LMD system. These courses must face the expectations of students and meet both the requirements of a vocationally contextualised training to a degree of magnitude that can facilitate their integration into the labor market.

Work on employability show that the priorities, attitudes, and interests of teachers (in general) evolve with their career phases (Huberman, 1989). Support the needs peer through educational meetings, by training activities, through investment in educational materials.

The quality of university education evolves with career phases, from the point of view of the teacher identity as from the point of view of possible changes in the distribution of interest between research and teaching.

In terms of consequences, following the results of our research. It is time to think really to begin a structural process, the trainers to train trainers and physical education and sports as part of the LMD reform in Tunisia.

It is through the conviction of teacher trainers of the exact design guidelines and the spirit of reform that can pass to the realization and implementation of a coherent manner, without the system project LMD.

Teacher trainers in ISSEP are called more than ever to offer students' knowledge appropriation of situations that present authentic and accessible problems. The teacher is not a mere transmitter of knowledge, but to paraphrase recognize Ph. Meirieu as a "manager of appropriation procedures".

This is a new culture that there should be at our universities. That of research and scientific production adapted and consistent with the context of the country and interdisciplinarity in a systemic approach.

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ADDRESS FOR CORRESPONDENCE

Authors: Anouar Bettaieb High Institute of Education and long life learning, Tunis, Tunisia

E-mail address: anouarb_univ@yahoo.fr