

Implementation of a Teaching Paradigm Based on Project Pedagogy

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ABSTRACT- Recent educational policies have the strong ambition to allow students to be the center of interest and to be an actor in their schooling and learning. The results of our survey conducted among 132 teachers (belonging to two teaching cycles) underline the importance of designing teaching situations in line with the personal information practices and the level of social culture of the students. In this article, we will examine the paradigm impact of active pedagogies on two aforementioned levers, namely the improvement of the quality of teaching and the transformation of the role of the school and the teacher in the Moroccan education system. . And this in the horizon to present a reflection on the pedagogical and didactic practices valuing the student in a real social situation.

Keywords: Teaching, Active pedagogy, active methods, School success.

INTRODUCTION

Over the past few decades, the world of education has experienced various ideological, pedagogical and structural transformations. The educational system in its turn has taken advantage of this development in order to redefine the evaluation procedures and the pedagogical models.

Throughout history, the official texts put in place in Morocco have all defended the improvement of the quality of education, the transformation of the role of the school and the teacher, governance and the management of change and the promotion of the individual and of society.

The strategic vision or the text of the 2015-2030 reform, has made it possible to diagnose the reality of the Moroccan education system in order to rectify the structural and organizational dysfunctions towards active schools around the motto of "equal opportunities for all". '.

In this regard, what didactic -pedagogical adaptations would be conducive to the development of the teacher-learner relationship? What pedagogical paradigm should be used in order to achieve the objectives set out in the 2015-2030 strategic vision?

The objective of this article is to verify the contribution of the paradigm based on active pedagogies, in order to retrace the evolutions which have affected the development of pupils not only inside the establishment but also in social life. These advances allow us to reposition the teaching methods used by practitioners to enhance and implement them in today's education system.

Theoretical frame

The active methods are brought together by the fact that they consist in putting the learner into activity. To do so, they take into account a very important dimension: action. The student is in action, he is in an active posture. He becomes an actor of his learning

In this sense, active methods stand in opposition to so-called classical or traditional pedagogy, in which the learning situation is masterful and where the teacher is considered the sole holder of knowledge.

The so-called project pedagogy was founded mainly by two great pedagogues: Friedrich Fröbel and Johann Heinrich Pestalozzi, then it defines as being " *a set of teaching methods which all have in common the desire to make the student actor of his learning. This type of pedagogy is based on the principle that it is by doing that one learns, unlike traditional pedagogy which starts from theory to move towards practice. It favors authentic situations of research, investigation during which the student must understand and master the different resources that the teacher makes available to him* "

The project pedagogy is then inspired by real contexts which are significant for the student, which can increase his level of motivation for the tasks which are proposed to him. It promotes lasting learning rather than soliciting short-term memory.

We thus present some examples of teaching strategies that place the student in the role of an active learner:

- Problem solving in all disciplines
- Teaching by project and case studies
- Synchronous cooperation and collaboration
- Discussions and debates
- Role-playing and simulation games
- Gamification
- Concept map
- Peer-to-peer teaching
- Flipped classroom
- Creativity techniques (or idea generation techniques, brainstorming)
- Portfolios, blogs and podcasts

Several authors confirm that active pedagogy is part of the methods that fall under what is called experiential learning, that is to say "learning by doing", it involves involving the learner in situations (fictitious or real) so that he can use his faculties and develop his learning and skills of creativity, collaboration and resolution of concrete problems. consistency with the requirements of the reference systems of the educational system on the one hand and of real social life on the other.

Methodological framework

Our methodology is based on a three-dimensional survey in which we first tested the degree of use of active pedagogy by teachers, then we evaluated the impact of these teaching methods on student training, and finally we collected feedback from all of the tutors and parents of students questions from a second survey.

Our research context is represented by three schools, 2 of secondary education and 1 of college education (from the delegation of Taza), with a varied population of 431 students of all levels and sectors, as well as a number of 132 teachers

of different specialties!, not to mention the important role played by the three heads of these establishments and the head of the orientation and supervision division at the provincial delegation of Taza.

The questionnaire is created from the models offered by the Google Forms tool , and distributed online by email and WhatsApp for teachers (by directors) between October 15 and November 11, 2020, and for students (by their teachers) between November 15 and 30, 2020 and for parents of students in WhatsApp groups created by parents' associations in December 2020.

We note that on the average collection of responses is recorded between **61%** for teachers (**81 of 132 targeted teachers**) and **72%** for students (**310 of 431 selected students**) and the same is the case for parents whose percentages approached **58%** (**249 of 431 student tutors**).

And similarly the percentage of response recorded in the private sector was **82%** against the public sector of **39 %** .

Experimental framework

A- Project pedagogy and teachers

The questionnaire for teachers is made up of six sub- parts, five of which aimed to analyze teachers' practices in terms of active pedagogy. The results of this survey are as follows:

- The disciplines represented

The questionnaire appealed to teachers who teach three distinct streams table 1

Table 1: Disciplines represented in the questionnaire

Scientific fields	Literary streams	Professional sectors
37%	41%	22%
160 students	176 students	95 students

Our sample is made up of 160 students from the scientific branches of a percentage of 37% of 176 students representing 41% of our population and with a representativeness of 22% for the professional branch.

Our second question of the questionnaire focused on the use of active pedagogies by teachers whose answers were table 2:

Table 2: Use of active pedagogy

Use of active pedagogy	
Yes	No
61%	39%
81	51

The questionnaire shows that 61% of them claim to practice active teaching methods, i.e. 81 teachers out of 132. Unlike 39% who still favor traditional teaching

Thus, to provide more detail on the activities that represent active pedagogy, teachers were asked to describe the practices carried out in this sense, Table 3:

Table 3. Active pedagogy methods used

Active pedagogy methods used				
Project pedagogy	Collaborative pedagogy	Inquiry Pedagogy	Playful pedagogy	experiential learning
91%	53%	52%	71%	36%

Let's now look at the types of methods used. The answer to this question was multiple choice and offered 5 active methods:

In the 61% of teachers who use active pedagogy, our questionnaire detected that:

- 91% of teachers rely on project pedagogy
- 53% use collaborative pedagogy and peer learning
- 52% of teachers use inquiry pedagogy or problem-solving pedagogy)
- 71% of teachers use game pedagogy and the playful aspect of learning.
- and finally only 36% use an experiential learning mode

In parallel with our study of the methods used in active pedagogy, we also studied the frequency of the use of this pedagogical model during the different phases of the sessions and projects **table 4:**

Table 4: Active pedagogy methods used

Frequency of implementation of an active pedagogy					
	For all the course	Regularly	From time to time	Rarely	Never
Scientific branches	16%	11%	32%	23%	18%
Libertarian branches	0%	12%	31%	21%	36%
Professional branches	56%	44%	0%	0%	0%

The extraction of the data from the questionnaire in a table 4 makes it possible to highlight that:

For literary branches

No teacher uses the active methods all the courses, for also 12% of the teachers use the active methods regularly against 36% of this category which does not offer any importance e these pedagogical strategies

For scientific branches

We also notice that scientific branches adopt these methods frequently:

- 16% of teachers claim to practice this pedagogy in all classes;
- 11% teachers apply it regularly;
- and 32% of teachers implement it from time to time.

For professional branches:

However for the **professional branches** we notice that the recourse to these pedagogical models seems unavoidable and this is explained by the nature of the contents of these branches on the one hand and the choice made by the teachers of these branches on the other hand.

Thus, to measure the effect of the use of active pedagogy on the development of the learner, our survey aimed to monitor the practices of the latter on the strategic, methodological, social and motivational level. **table 5:**

Table 5: impact of active pedagogy on the training of learners

		Active pedagogy, a factor of success					
		Student involvement, active students	Student actor and autonomous	Responsible creative student	Marked progress	favorable climate and atmosphere in the classroom	No contribution
Teachers who use active pedagogy (81)		81%	63%	68%	100%	100%	0%
Classical education (51)		21%	36%	19%	54%	55%	30%

The analysis of the results mentioned in table 5 shows that the contribution of recourse to active pedagogies is very striking, whether on the strategic level, on the motivational and social level and the atmosphere of the class of the class.

Finally we questioned the teachers on the difficulties encountered in the implementation of an active pedagogy whose answers were as follows **table 6** :

Table 6: Difficulties encountered in the implementation of an active pedagogy

Difficulties encountered in the implementation of an active pedagogy					
Excessive pre-preparation time	Limited time in class	Group management too difficult	Lack of experience in relation to active pedagogy	Low student engagement	No difficulties
62%	52%	41%	38%	12%	10%

The difficulties mostly raised by teachers are difficulties that we will qualify as organizational:

- “Excessive preliminary preparation time” comes first with a mention in 62% of cases;
- the second is “Lack of time with students” at 52%;
- the difficulty related to class management comes in third position with its mention in 41% of the answers;
- only 10% of people answered not to experience any .

B- Active pedagogy and students

Our second part of the questionnaire is reserved for student feedback, which was identified through our student questionnaires, the results of which are mentioned in Table 7:

Table 7: Role of active learning for students

Role of active pedagogy					
More motivated	Have a sense of learning	Responsible creative student	Marked progress	favorable climate and atmosphere in the classroom	No contribution
100%	81%	78%	100%	100%	0%

The values declared by the students clearly reflect that active pedagogy has positively influenced students who have found meaning in their learning (100%) and who have become able to measure their progress (100%) and actively participate in improving the general climate of teaching (100%).

C- Active pedagogy and parents of students

Table 8: feedback from tutors and parents of students – intra-school:

Active pedagogy is a factor of academic success	
Yes	No
83%	17%

The results in Table 8 indicate that: 83% of parents (guardians) surveyed believe that active methods are a factor of academic success for students within the establishment;

And 17% of them indicate the opposite.

Table 9: feedback from tutors and parents of students – extra-school:

Academic success outside of school	
Yes	No
92%	8%

Similarly for the results of table 9: 92% of parents (guardians) surveyed believe that active methods are a factor in academic success for students outside of school compared to only 8% who state that these methods have no effect on their students.

Table 10: Aspects of academic success for guardians and parents of students

Aspects of social success					
Resourceful spirit, student strategist	Initiate	Autonomy and decision maker	Easily join a group	Have an open and dynamic vision	No contribution
76%	65%	81%	73%	71%	0%

Finally, the results of our last question clarified that active pedagogy has made it possible to transform several behavioral aspects of their students, namely:

- 76% have acquired the qualities of unscramblers
- 81% have become decision makers and autonomous
- 71% have become visionaries and strategists

As well as 73% claimed that their children Join easily in new groups and new social organizations

DISCUSSION

Currently, there is great interest in active pedagogies , these pedagogies are associated with socio-constructivist currents of thought. This interest, which manifests itself at all school levels, is generally fueled by a desire to make know-how more operational and to make the acts of learning more motivating and more authentic possible “real”.

In our analysis part we have shown how active pedagogy has influenced teaching practices, despite all the difficulties declared by those who have resorted to this strategic model, the latter requires a significant investment in time and effort; the results illustrated reflected the undeniable satisfaction of the teaching staff with the progress of the assigned students.

This reality is well founded by the possibilities of self-socioconstruction of learning offered to students and change of the learning paradigm towards a vision centered on a student actor in the didactic -pedagogical process.

In another voltes The use of active pedagogy has allowed students to develop their autonomy and their sense of responsibility, also an increase in their motivation and an essential social integration.

Finally, we positively judge the implementation of this pedagogical model in the new teaching paradigms to ensure an improvement in the quality of teaching and the transformation of the role of the school and the teacher in the Moroccan educational system. ' on the one hand, and to transform the pedagogical and didactic practices valuing the student in a real social situation.

CONCLUSION

Active pedagogy undoubtedly offers students the opportunity to make choices and break the routine while promoting their motivation to learn, in other words the use of diversified pedagogical strategies can respond to the diversification of learning styles and by the same perspective offers motivating content for students and has a positive effect on their academic success and perseverance.

We have shown through our research that the use of active pedagogy has made it possible to break with traditional practices and provide content likely to develop cultural skills in parallel with other socio-professional and communication skills.

We therefore believe that the implementation of this pedagogical model in teaching practices will have several advantages on the academic performance of students. However, it is important to remember a set of precautions made to set up this pedagogical model such as, respect for the principle of harmony, the balance between the different strategic models of this pedagogy and especially the choice of moments of using these methods in relation to school progression and the spatiotemporal organization of learning projects.

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