

THE STUDENT'S PERSONAL WORK (SPW), KEYSTONE OF THE PROFESSIONALIZATION OF TRAINING AT THE UNIVERSITY OF ANTANANARIVO (MADAGASCAR)

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ABSTRACT

With the LMD reform adopted in 2012 in Madagascar, universities have developed a training offer in which the teacher is invited to abandon the lecture model and to organize learning from the student's personal work (SPW). The SPW is then at the heart of important educational issues, more particularly in vocational training courses.

Keywords: *masterful model, learning, personal work of the student, educational issues, professional aim*

I-INTRODUCTION

The LMD system is a reform in education that refers to the introduction of a change in educational structures, content and practices (Pastiaux, G. and J., 2006). LMD is an acronym for Bachelor Master Doctorate. The LMD refers to all the changes or innovations introduced within higher education. It consists of a reorganization of the training system into three levels: Bachelor, Master and Doctorate.

Teachers are forced to reduce their face-to-face work by 1/3 and to give more space to the application of SPW to students because now they are at the heart of learning related to learning it differently.

The question that arises is to what extent SPW be effective for the professionalization of training at the University of Antananarivo?

The objectives of this article are to:

- assess the relevance of SPW at the level of AU institutions
- measure the effectiveness of SPW at the level of AU teachers

II- BACKGROUND

With the LMD reform adopted in 2012 in Madagascar, the institutions of the University of Antananarivo such as ENS, IESAV, and IESSI are forced to switch to this new LMD reform to better change pedagogical practices. But the problem according to our findings is articulated at the level of the application itself not actually given the

material, human, financial resources implemented so far not adjusted to the objectives of the implementation of the LMD system which are based on five principles namely :d change the teaching "teach differently", promote the learning of students "learn differently", to better evaluate "evaluate differently" and finally to manage "manage differently" and finally "the level of professionalization of training".

The LMD reform forces teachers to accept the new pedagogical injunctions, to work differently, now it is the students who are at the center of learning, we will favor interaction, participation, the socioconstructivist approach. It will co-construct their knowledge

They will make the students work, by the reflection of a theme, the resolution of a problem,

III- METHODOLOGY

For a more scientific methodological approach, the qualitative study was adopted to better assess the knowledge, attitudes and especially the practices of teachers after the implementation of the LMD reform. Thus, the following approach is necessary:

- qualitative work (interviews)
- the interview was conducted with six institutions (EGS, Faculty of Sciences, ENS, IESAV, IESSI, ESPA) with 40 respondents who bring together the faculty this panel represents the main characteristics of the faculty at the UA because all degrees are present (AESR, MC, Professor, Full Professor),

IV- RESULTS

Explanatory variables were designed to analyze respondents' interviews with SPW

Variables:

- Additional workloads
- No financial recognition
- SPW practices and no SPW practices
- No evaluation of SPW
- Receptivity of Students on SPW
- Accompanying measures for SPW
- Principles of evaluation of SPW

1: Additional workloads

A teacher from the University of Science and a teacher from the ESPA say that the additional workloads are the management of SPW, the evaluation of TPe and the non-visibility of SPW in the process of assessing prior learning

2: Practices of SPW

Some teachers do the TPe (3) Faculty of Sciences, (1) ESPA, (1) ENS, an IESAV teacher says he sometimes practices SPW and an IESSI teacher says that we do not spend too much time to do the SPW

3: No practices of the SPW

Some teachers do not do the TPe EGS (01) IESAV(04) IESSI (03) ENS (02), some have some difficulties to do the TPe IESAV(02), SCIENCES (01), ENS (01), ESPA(01), the seven teachers within each school think that we cannot do the SPW without accompanying measures. IESAV (01), SCIENCES (01), ENS (01), ESPA (01), EGS (01), IESSI (01)

4: No evaluation of the SPW

Teachers at the level of the Faculty of Sciences all have a problem on the evaluation of the SPW for example: follow-up problem (01), faulty connection (01) Copy and paste, Non-attendance of libraries (01), No source or reference (01), On documentation or under documentation (01) a teacher of the ENS does not evaluate the SPW because of the Interaction Problem 01, and that of the IESSI affirms the Non-visibility of the SPW (01)

5: Receptivity of Students on SPW

Teachers say that students tend to plagiarism ENS (01), Difficulty of SPW students, IESAV (03) Copy and paste ESPA (01) Delay of student's personal work, IESAV (01) No source on student homework (ENS), SPW guided remote collaboration with IESSI students (01),

6- Lack of accompanying measures for SPW

Many teachers say that they do not do SPW because of the absence of accompanying measures : No connection rooms (01), SCIENCES (01), ENS (01) No EGS library (01) IESAV (01) IESSI (01) SCIENCES (01) ENS (01) ESPA (01) Untrained teacher EGS (01), ENT non-functional ENS (01) No electricity, EGS, SCIENCES (01) The digital library is not yet operational IESAV (01), The TPe is not reportable in HC EGS (01), No software for the management of IESAV grades (01), Insufficient hardware to do the SPW (connection, classroom, computer hardware) EGS, IESAV (01)

7: Principles of evaluation of SPW

Here are the principles of evaluation of the SPW by institution: Noted presentation, ENS (07), IESAV (01) Noted oral presentation, SCIENCES (01), ENS (02) ENS report (02) IESAV group duty (01) ESPA (01) Group presentation for the Master SCIENCES (02), ENS group restitution (01), Simulation) / practical teaching work rated ENS (01), Personal research ENS (01), SPW evaluated but not rated EGS (01), IESAV (02), Link/indication IESAV (01) Written report IESAV (02), IESSI (01), SPW noted (difficult point, even on the internet), IESAV (02) Unassessed group work, ENS (02) Work in the form of an IESAV project (01), Formative evaluation according to the skills of IESSI students (01)

Organization of teachers' courses

- Many organize their courses according to the pedagogical organization TT/DT/PT/SPW (20)
- An average number organize their courses without the TP (TT/DT/SPW) (10)
- A small number organize it without the SPW TT/DT/PT (3)
- A small number organize it without the PT and SPW (1), without the TT (1), without the DT, the SPW (1)
- And finally these few respondents say that their DT and PT are made by someone else (3)

IV- DISCUSSIONS

1- Strengths and weaknesses of the SPW

In the new system, we have reduced the number of face-to-face courses, and teachers are asked to make their students work (the SPW), it is teaching differently using active pedagogy centered on the student, the latter is at the center of learning. Several teachers interviewed have a lot of trouble changing their syllabus, because they complain about the lack of time to summarize their course, teach those who are essential for a few hours, they were not used to working differently, to retrain, to update the content of their course, because teaching is also doing research, accessing punctual information, innovating means taking risks (Baillet, 2018)

The personal work of the student, new concept of the LMD reform that makes students work, to help them to be autonomous in their way of researching, to build their knowledge, their knowledge, to be self-taught... students were accustomed to middle school, high school and even in the old system receiving knowledge in a passive way, and that it was the teachers who held the monopoly of knowledge, it is traditional pedagogy (Houssaye, 2014.)

Now students must get involved, participate, to be active in the learning process to complement the knowledge taught, the scientific literatures that their teachers share.

But the problem, first of all, is that students are not ready, no connection, no library to do personal or group research and they have to spend money on cyber to connect, there are financial constraints for students from modest backgrounds.

Secondly, it is an additional workload for teachers who are not motivated to do so because they are not paid financially while they are obliged to manage, evaluate and score the results of the TPe in order for it to be operational. Students must not be left alone, they must be supervised by instructions, they must be given physical media, (bibliographic references,) or digital support (link, website ...). Many AU teachers are not trained in the moodle platform, techno pedagogy or online courses, (Ntibasikarandi, 2018) i.e. digital tools (computer and connection) to make distance courses. Course materials and exercises will be done online. Teacher-student communications will be online or via email.

According to a respondent, what is difficult in the LMD: "it is to manage and evaluate the TPe, we reduce the face-to-face work but the staff do not increase us only have to give the essentials of the courses so it gives an additional workload" (Anja, ESPA)

Problem of the SPW is the quality of the documents, many students take Wikipedia as a source, so we must make subscriptions to specialized digital journals to facilitate research (Bema, Sciences)

2- Opportunities and threats of SPW

According to the surveys, several teachers use the SPW as a complement to courses, as a course support and also to evaluate in the form of presentation, report, and are graded. As for the way to conduct the SPW, some give instructions, indications, others bibliographical references, links, some do not do at all for lack of motivation because there is no financial recognition to do the TPe, only face-to-face work is paid in Additional Hours. (See SPW in IESAV and IESSI study)

The TPe is a way to help students become autonomous in their learning, to be self-taught and know how to work and do personal research in order to be more competent in their future.

The professionalization of university training, which must be in line with the needs of societies and the professional world, is the adequacy of training and employment. We have always devalued the diplomas of the University of Antananarivo on the labor market, because the training was very academic, theoretical, which does not prepare students to work, which is why respondents who come from the large schools (ENS, ESPA, IESAV) do not agree to orient engineering training in relation to the LMD system, because we will destroy these engineering schools, it is intended to create specialists, polytechnicians...; the LMD system is beneficial especially for the faculties

The threats are the accompanying measures to do the SPW because many teachers complain about the lack of materials such as connection, access to the library, the unavailability of physical and digital books ... who demotivate teachers not to value TPe in their pedagogical activities.

Finally the effort is not evaluated financially, it is a workload for the teacher and for the student too

V- CONCLUSION

By way of conclusion, we have at the level of the results of our study that it contains strong points such as the incentive to work, to do research, to be self-taught but there are also weak points such as the absence of accompanying measures that push students not to practice TPe properly. There is also the workload that causes the difficulty of teachers in the management of student's personal work.

As we are already in the LMD system, we should practice SPW but with support on the material, pedagogical and financial level of the institutions.

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