



THE devices of training innovative integrating there supervision pedagogic as shape of tutoring: of principle of provocation At feeling self -efficacy staff

Toufik AZZIMANI, CEDUC LAB, FLSHO, UMP

t.azzimani@ump.ac.ma

This work deals with the question of tutoring, which we wanted to include below THE sign of innovation All in looking for has hustle THE habits comfortably installed in our daily practices. Far from us, goodobviously, the idea of dismiss systematically All This that we do of routine manner in our university establishments, on the contrary our main concern remains that to understand in depth the issues related to Teaching /Learning At superior For to propose possible tracksof improvement.

It is therefore not surprising that the present work will reveal many more questions that of answers, OUR objective stay Before All of dig of new/old avenues for reflection and highlighting the data relating to our context that can provide credible answersAnd reproducible SO :

- 1) how THE actors educational evolving In OUR context Moroccan do they live this transition digital (Also difficult be it, In some case,) ?
- 2) Of what manner, there supervision pedagogic is she envisaged/managed Inour devices current has university? And with what effects on the processes teaching/ learning?
- 3) do our devices meet engineering and organizational standards? linked has this innovation “ provocative »?
- 4) Can we really talk about innovative systems put in place within our establishments academics?
- 5) tutoring practices that make it possible to compensate for the distance?
- 6) by how is this feeling of self-efficacy developed in our learners?

And GOOD others questions We tap in continuous And We grow has cut with the naive and reductive meaning that we can have of devices techno-pedagogical in use In our establishments. He East important SO Before to go more far, of stop briefly on

some Myths For THE deconstruct, We in have selected four :

A) the first belief consists of saying that an online course is easier to set up only a traditional course, a simple provision of a together of documents searchable on A environment techno-pedagogical would be sufficient to achieve the expected objectives, in any case this was the idea conceived by a certain number of our teachers, especially before the health crisis. But what they discovered during the forced transition to implementationonline as part of educational continuity, led them to change their minds,especially for those who have gone beyond the state of shock and frustration linked to the failure to master this new environment. As you know, a course in line It is a lot more that That, He is beautiful And GOOD of a microcosm guaranteeing the complex connection of actors, contents and scenarios (pedagogic, of communication, tutorial etc...)

B) The second belief, which continues to hinder certain experiences stillduring the exercise, lies in believing in the similarity of the courses in face-to-face And those in line in terms of design and engineering, and to want has All price reproduce THE same joints of a course classic And THE same gestures professionals In A course in line, And there exactly we works alongside our colleagues, as part of "E-learning and university pedagogy" to deconstruct these representations in order to be able toin rebuild of news.

We agree that an online course follows a different logic which banished all improvisation And propose of news techniques to enrich teaching/learning processes. About it Marcel Lebrun (1999) in his work "Technologies for teaching and learn" affirms that the choice of the technological tool for the realization of an educational task necessarily affects the latter and also THE results has reach (there famous metaphor of carpet).

• Thus, we see the emergence of new scenarios more adapted to the context, new approaches and new progression logics taking advantage of potential that the various functionalities offered in these devices techno-pedagogical.

HAS to note also that this online release generates new difficulties for which we should be prepared. In this sense Rabardel (1995) develops a particular approach to the appropriation of technical tools which is part In THE frame more general of there activity theory. He thus develops the concept of instrumental conflict which made it possible to account for the different levels of appropriation of the different objects nested in a situation of e-learning [artifact didactic, pedagogic & technical]

We can then say that an online course is anything but a faithful replica of a course traditional

C) THE third myth vehicle this times by THE technophiles, East the one to grant At course in line A gain systematic in terms effort, of timeand in terms of quality of teaching/learning. It must be admitted here that the idea seems seductive And could be used For motivate THE actors refractory people who prefer to stay in their comfort zones, but from another side, it is important to point out that the time and effort put into the coursesonline is much more important than a traditional course, especially when the design and the first ^{start}-up as for the gain, so hoped for in terms of quality, he born can be reached that after there satisfaction of a together of terms required.

D) The last myth on the list I prepared involves believing (as say some decision-makers) that a simple technician behind his screen could successfully complete online training if provided with the content thereof. Orworse still, the establishment's computer equipment would be sufficient for this assignment. Let's be clear on that!

- THE course in line Assumed imperatively the intervention conjugated of different actors before reaching the final consumer i.e. the learner, starting from the project manager, the content expert, the educational engineer, of designate, of the computer scientist, of developer until tutor, each of amongthem brought her expertise For hope succeed THE bet of there quality.

Motives And Goals of there research

If we chose to raise the question of educational supervision as form of tutoring it is because we believe, following our modest experience In THE domain, that this dimension is not not enough invested in our context, we are not saying that the subject is new, on the contrary, the works of Rodet Jacques And Gerin-Lajoie , of Topping And GOOD others in testify. We only say that our devices as designed Currently do not grant not has this one (there supervision pedagogic)

the importance it deserves and for different reasons, we can cite as example :

- the administrative status of the guardian which is not identified in the texts official in so much that such;
- THE difficulties met during of there design of the course in line relegates generally At second plan there question of tutoring;
- there almost non-existence of training dedicated exclusively At tutoring;
- the absence of studies of impact serious In THE context Moroccan, except for a few timid local experiences not filling hardly THE terms of validation external.

...

In what follows, we will shed some light on the disruptive factor of there distance, in so much that ingredient of innovation In THE devices of online training and the role of the tutor to stimulate motivation among our students has through THE reinforcement of feeling self-efficacy at the house of them.

To this end, we will present the data collected from a MOOC designedhas the UMP by THE researchers of OUR laboratory, spear in March 2023, And This Foruncover the existing correlations between the tutoring action carried out and the gain potential in term of quality learning has through THE reinforcement ofthere motivation In her dimension relative At feeling car efficiency.

Self-efficacy is a key concept in educational psychology which describes an individual's confidence in their ability to accomplish a task. According toBandura (1997), self-efficacy East A predictor important of there motivation And of there success school.

- State of art

1: Devices innovative : provocation aroused by there distance

So if we take the concept of the training system described as innovative and compared to traditional systems, the strength of training systems innovative integrating THE digital resides In their ability has to offer of the more engaging, personalized and adaptive learning experiences For THE learners, by their flexibility And their availability. Across the online training devices, the concept of distance takes on new meanings; D.Peraya speaks of a distance which manifests itself in different manners : physical, temporal And cultural.

Of cut This kind of device East put in place in some sort For compensate for the absence of face to face (No co-presence physical) This Who raised

the question of “absence” and correlatively this need for a substitute for “ presence » And from there bring of the solutions (Genevère Jacquinot Delauney)

In This sense, D. Peraya propose three types of presence :

oSocial presence which refers to the ability of learners to establish of the relationships social significant with THE others learners And THE teachers. That can include of the discussions informal, of the social interactions and feedback exchanges. Social presence allow to learners of se feel connected And committed In there community learning.

oCognitive presence which refers to the ability of learners to focus on learning content and integrate it into their their own experience and knowledge. This may include activities learning active, of the discussions of band And of the individual thoughts. Educational presence, for its part, refers to the ability of tutors/teachers to guide learners throughout of process learning.

There presence pedagogic their allow of provide A support And a direction appropriate to learners All At long of their course learning.

2) There provocation as principle of innovation

This is a dynamic principle of evolution and movement which opens the way to new conceptions of the teaching/learning process (result of the effects And launch of the challenges). It is important to note here that the development of technologies makes more blurs the line between presence and absence. Thus the distance taken into account load within the system put in place, makes the face-to-face much more essential (non-co-presence)

In this regard Geneviève Jacquinot opposes the classic conception of action educational where the teacher embodies knowledge and can by his mere presence to help THE learners has enter THE know, we speak here of model teaching collective simultaneous (opposite) At model learning individual collaborative instrumented made possible through the devices of training innovative involving THE digital.

Innovation resides SO In THE do of put there distance At heart of teaching/learning process and also to provide a sort of intermediate instance between the content designer/expert and the learner who is none other than the guardian who can intervene according to J. Rodet on the plans cognitive, metacognitive, socio-affective East motivational For maintain A minimum interaction And exchange At breast of these devices.

3) there supervision pedagogic as shape of tutoring

This instance intermediate, that We we estimate, little valued In our online training devices, can be embodied in several forms: mentoring, peer tutoring, group tutoring or educational supervision, And in report with this last, Gerin Joy And al.(2005) propose there definition following "pedagogical supervision is a process of guidance, monitoring And devaluation Who aims has sustain the learner In there realization of his goals learning And In the attack of a level of skill expected

» (p.64)

As for the forms of educational supervision that can be identified in the devices of training adopting this modality of guidance, we find :

1_ direct supervision which involves close/close monitoring of the learner by THE tutor Who THE guide All At long of her course learning (Above all In THE groups reduced)

2_ there indirect supervision which involves observation of the learner distance, with feedback given has A intervals regular

3_ the supervision of band It is there shape that we has privileged In experience, object of this communication, it is a question of monitoring a group of learners by A tutor Who provides A general and collective feedback to band.

4/on the learner's side: **motivation, this key factor for learning of quality**

4.1-motivation And learning

Let's remember here that all of the actions started In THE frame of the devices of online training, suggests among their defendants an improvement of the quality of teaching and learning, this is the strong argument What do the convinced put forward to encourage the actors to make a lot more effort? And manifest more of involvement.

And if we take the learning aspect which is the object of our investigation, several studies scientists have watch that there motivation has A impact significant on

learning, thus Jean Piaget and Lev Vygotsky for a long time now showed that motivated learners are more likely to engage in cognitively stimulating tasks and develop their potential intellectual.

Others researchers of the university of Stanford (in the occurrence Bj Fogg & Linda Philips-Jones, highlighted the impact of motivation on the ability to acquire new skills and change behavior thus motivation becomes one of the key factors determining whether a person is “ready and able to acquire a new skill »

4.2-theory of Bandura And THE feeling self-efficacy

We have selected to adopt THE model theoretical developed by Albert Bandura about motivation which highlights several variables influencing the behavior of the people notably :
1- the value : i.e. the importance an individual places on a goal or activity, according to Bandura, more A individual perceives an activity as being important, more he will be motivated has there realize

2- emotion : which can influence motivation (fear, joy) by stimulating it Or in inhibiting it

3- THE standards social Who can influence THE beliefs And THE behaviours of the people in matter of accomplishment of the goals

4- expectation : i.e. the belief that an individual has in the relationship between his or her actions And THE results expected. If A individual believes that his actions are susceptible having A impact on THE result final, he will be more motivated has undertake the action necessary For reach her objective

5- ultimately self-efficacy which means the belief that an individual has in his or her ability to accomplish a task or achieve an objective it is a key variable in the motivation, because the more an individual is convinced of his ability to succeed, the more he will be motivated has undertake THE actions required For reach his goals.

II.2 Results :

Context And methods of collection

After This Short round horizon of the concepts invested In This work, We we will detail In This Who follows THE context And THE data collected of the experience Who has given birth has this intervention.

This is a completely online training system which has been implemented place has the scale of the university Mohammed First :

It is A Mooc titled “ se form For teach has the university » developed by a few members of laboratory CEDUC.

He aims to give to participants a solid understanding of the principles fundamental of teaching/learning at university with the aim of design of the course effective.

The total number of registered registrants was 380 people, 188 of whom were actually started the training after the week of getting started with the platform, and 141 of them were able to complete it (75%) i.e. 37% rate success It is the equivalent of three times THE rate normal checked in In of the devices the same Who born exceed hardly THE 10%.

For collect THE data, of the tests, of the surveys And quiz of satisfaction have summer used.

THE tests have summer administered Before and after the training to measure the quality of the learning And improvement of feeling self-efficacy

Surveys were administered throughout the training to assess the satisfaction global of the learners vis à vis of there training.

The data was collected anonymously and confidentially in order to ensure the active participation of participants. The results were then analyzes statistically For measure the effect of educational supervision on the quality of learning, improving the feeling of self-efficacy And there motivation of the learners

Results 1

To measure learners' sense of self-efficacy, we used the scale of measure “Self- Efficacy for Teaching Scale ” developed by Tschannen -Moran & Woolfolk Hoy (2001) And adapted For THE context Moroccan. This ladder contains 12 items measuring THE feeling self-efficacy of participants to plan, implement and evaluate activities of teaching.

• We have administered this ladder has 141 participants before and after the training, And We have got THE scores following :

	Avant la formation	Après la formation
Moyenne	3,5	4,2
Écart-type	0,8	0,7



For analyze these data, we performed a *Student's t test* For compare THE averages Before And After there training.

THE results have watch a difference statistically significant ($t(140) = -7.96, p < 0.001$) between the means of the two groups, which indicates a significant improvement in learners' sense of self-efficacy after there training.

We also calculated *Cohen's effect size* ($d = 1.02$), which indicates that improvement observed of feeling self-efficacy East of a magnitude considerable.

By interpreting these results, we can conclude that the training had an effect positive significant on THE feeling self-efficacy of the learners. This improvement can be attributed to the group educational supervision implemented in place, which allowed learners to receive regular feedback and personalized on their teaching practice and to interact with their peers to share their experiences And knowledge. These results emphasize the importance of there supervision pedagogic at the house of THE participants And her effecton their feeling of self-efficacy.

Results 2

To measure the effect of this educational supervision on motivation in general of the learners, We have used the “Motivated” measurement scale Strategies for Learning Quiz” developed by Pintrich And Of Groot

(1990) and adapted for the Moroccan context. This scale contains 28 items measuring intrinsic motivation, extrinsic motivation and perception of control of the learners vis à vis of their learning.

We have administered this ladder has 141 learners Before And After there training, And We have got THE scores following :

		Moyenne	Écart-type
Avant la formation	Motivation intrinsèque	3,6	0,9
	Motivation extrinsèque	3,2	1,1
	Perception de contrôle	3,8	0,8
Après la formation	Motivation intrinsèque	4,1	0,8
	Motivation extrinsèque	3,8	1,0
	Perception de contrôle	4,2	0,7

We have carried out a *analysis of variance has measures repeated (ANOVA)* For compare THE averages of the three types of motivation Before And After there training. The results showed a statistically significant difference ($F(2,280) = 32.07, p < 0.001$) between THE averages of the two groups. We have also accomplished of the tests *post-hoc of Bonferroni* For compare THE averages of different types of motivation before and after training. THE Results showed a significant improvement in intrinsic motivation ($p < 0.001$) and perception of control ($p < 0.001$) after training, but not of there motivation extrinsic ($p > 0.05$).

These results suggest that group instructional supervision had an effectsignificant positive on intrinsic motivation and perceived control of learners, but not on extrinsic motivation. This improvement can be assigned has there nature interactive pedagogical supervision, which has allowed learners to feel more engaged in their learning and to se perceive as of the agents assets In their own development. However, it is important to note that the effect of educational supervision on extrinsic motivation was not significant, which may indicate that other teaching and supervision strategies may be necessary For to strengthen this dimension of there motivation of the learners.

III- Discussion & Conclusion

The results obtained show a significant improvement in motivation intrinsic and learners' perception of control after supervision group teaching. This indicates that learners felt a boost interest and engagement in their learning, as well as greater trust in their ability has succeeded. These results are consistent with the conclusions of many studies previous studies which have shown the importance of educational supervision for improve their motivation and their success of the learners.

However, the absence of band witness in this study makes difficult the comparison direct of the results and limit their generalization of these results has others contexts teaching and learning. Of more, the data has been collected has ugly of quizzes self-reported, this who can to have biased results due to participant preferences and response biases. Despite these limitations, these results suggest that their supervision pedagogic of band can be a strategy effective for improve their motivation and their feeling self-efficacy of the learners in the devices of training has distance. Teachers and trainers

should therefore consider to incorporate this practical in their programs teaching for improve their quality of learning of the learners.

The results have watch also a difference significant in their average motivation scores before and after educational supervision. However, as mentioned previously, they has of the limitations has taken account during of the interpretation of these results. He is important of realize that this study is based on declarative data and that it does not reflect their complexity of their situation real. By therefore, the results obtained must be considered with caution and born can not be generalized without a analysis more in-depth.

In conclusion, this research examined the effect of instructional supervision on their feeling self-efficacy and motivation of learners in a distance training device. The results showed that supervision pedagogic of band was associated has a improvement significant of sense of self-efficacy and motivation of learners. These results emphasize the importance to integrate their supervision pedagogic in the programs teaching in line for improve their quality of learning of the learners.

However, it is important to note that this study is based on a number limit of data and includes of the boundaries. By therefore, he is important of

conduct further studies in online learning contexts For confirm these results.

As there underlines Bandura (1997), "self-efficacy East A built Who shapes the way people interpret events, how they engage In THE activities, how they feel emotionally and how they se fix And reach of the goals" (pp. 3). In helping THE learners has develop their feeling self-efficacy, there supervision pedagogic can contribute has their success academic And professional.

References

- Bandura, A. (1997). *Self-efficacy: The exercise of control*. WH Freeman/Times Books/ Henry Holt & Co.
- DEPOVER, C., DE LIÈVRE, B., PINGAULT, A. (1998). Analysis of some factors likely to influence retention in a distance learning course. In: *Scientia paedagogica experimentalis* . 1998, v.35, no.2, pp. 315-336, ISSN 0582-2351
- Gérin-Lajoie , D. , C. Lenouvel and M. Knight. (2005). "Identity construction and work teacher with of there customer base of the schools language minorities française", in A. Fauchon (ed .) *The West: directions, dimensions and destinations*. Winnipeg : THE Presses academics of Saint Boniface, p. 361-380.
- Jacquinet-Delaunay, G., File E. (below dir .)(2008) : *The university And THE TIC*. Chronicle of an announced innovation, De Boeck, Perspectives in education & training, 320 pages.
- The brown. Mr. (1999). *Of the technologies For teach And learn*.Paris/ Brussels: Of Boeck University (Collection "Prospects in education").
- Peraya , D. (2010). From educational media to digital environments of work : media coverage And mediation. In v. Liquète (Ed). *Mediations*
- Rabardel , P. (1995). *Men and technologies. Cognitive approach to instruments contemporaries*. Paris: Armand Colin
- RODET, Jacques (2000). Feedback, a learning support? In the review *DistanceS* , volume 4, number 2, autumn 2000. QED.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

