The adoption of innovative teaching methods and the flipped classroom in the Algerian university context: towards empowerment and skills development

تبني أساليب التدريس المبتكرة والفصول الدراسية المقلوبة في السياق الجامعي الجزائري: نحو التمكين وتنمية المهارات

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Abstract

Unlike the traditional method, active learning encourages student involvement, prompting teachers to rethink their methods and roles. Based on a dynamic approach, this innovative pedagogy favours group work and individual approaches, emphasising interaction and active support from the teacher. The aim of this study is to ascertain how innovative teaching methods are being deployed in the Algerian university system and the training systems proposed to encourage student involvement. In this context, our contribution examines the impact of innovative teaching methods such as the flipped classroom, teamwork and problem-based learning.

Keywords: learning; innovative pedagogy; flipped classroom; teacher; student.

الملخص

بخـلاف الطريقـة التقليديـة، يشــجع الــتعلّم النشـط علـى مشـاركة الطـلاب، ممـا يـدفع المعلمـين إلــى إعــادة التفكيــر فـي أســاليبهم وأدوارهــم. واســتنادًا إلــى نهـج دينــاميكي، تفضــل هـذه الطريقــة التعليميــة المبتكــرة العمــل الجمــاعي والمقاربــات الفرديـة، مــع التركيــز علــى التفاعـل والـدعم النشـط مـن المعلـم. تهـدف هـذه الدراسـة إلـى التأكـد مـن كيفيـة نشـر أسـاليب التــدريس المبتكــرة فـي النظــام الجــامعي الجزائــري وأنظمــة التــدريب المقترحــة لتشــجيع

مشــاركة الطــلاب. وفــي هـذا الســياق، تــدرس مســاهمتنا تــأثير أســاليب التــدريس المبتكـرة مثـل الفصل الدراسي المقلوب والعمل الجماعي والتعلم القائم على حل المشكلات

الكلمـــات المفتاحيـــة: الــتعلُّم؛ البيــداغوجيا المبتكـرة؛ الفصــل الدراســي المقلــوب؛ المعلــم؛ الطالب

1- Introduction

New technologies could provide an additional tool for adapting teaching to student profiles, designing personalised courses and gathering relevant data quickly and easily. The adoption of these new technologies in the LMD system at Algerian universities has led to a totally different relationship between teacher and student. 'In the digital age, this allows for online learning that offers more opportunities by exploiting the different communication tools of the platform used, in addition to the awareness of collaborative online learning and exchange'. (Diguet and Morlaix, 2018)

During the confinement of 2019 /2020 the university institution in Algeria has proposed a new strategy by replacing the lecture by another more effective distance from the platform Moodle!More effective educational innovation. The aim is to provide teachers with tools for reflection and practice in the new context of the Algerian LMD system. With this study, we are going to discuss and reflect on university social integration, empowerment and digital technology via inverted pedagogy to motivate and professionalise training.

Since the 2020s, the university landscape in Algeria has undergone a major transformation, with platforms replacing lecture theatres and a host of specialised distance learning services becoming active, forming a historical framework for digital professions. The authorities have integrated strategies for developing higher education establishments in order to meet the challenges of competition and the international stakes set by a number of international researchers. Digital tools have given rise to hope by making training possible and freeing students from restrictive institutions and travel.

Distance learning has offered students 'education in the place of their choice, at the time of their choice, according to the rhythm of their choice, with techniques and prospects for development that are quite considerable', according to (Laskowski, 2009), i.e. the optimistic 'vision' of equipped self-training at a distance, based on flexibility and approaching the problems posed in a different way:

"The first is a new, unprecedented approach that would change the nature of learning, and the second is a focus on individual freedom, which alone would produce such beneficial effects that all the dimensions of the conditions necessary for learning would be turned upside down, based on a concept according to which the learner is capable of choosing his or her learning methods and strategies and, what's more, guaranteeing consistency of effort" (Chaptal, 2009, p.11).

"In this context, 'the student is expected to move towards his or her ideal, by matching a dream, intentions and a project with motivational levers that guide the young adult towards the right learning tools as far as possible". (Mejdad, Gil, and Lacroix, 2017)

In higher education today, it is possible to talk about innovation both in terms of the product (upgrading students' academic training and the institution's reputation) and in terms of the process (student commitment and perseverance). These two approaches are undoubtedly complementary, but they implicitly carry with them the notion of progress. In this sense, 'to innovate would be to do better, always better, in a different way, to offer something new, something never seen before, something that would nevertheless be within our reach, something that would appease our deepest desires' (Cros, 1993, p. 17).

To return to Bédard and Bêchard (2009), who argue that to change or innovate is to embark on the implementation of an innovative programme by taking risks, in particular that of changing the common code of the people who work there because practices or structures that they considered untouchable are called into question, which creates in them a real resistance to change: 'Teacher-coach' where the teacher becomes a provider of knowledge accompanying learners by observing their difficulties and trying to remedy them in order to satisfy their needs and gain in time and space'. (Lebrun, 2015)

1- Active learning: commitment and changing roles

Education as we know it generally involves interaction between the teacher, who transmits knowledge, and the learners, who assimilate it. However, the shift from a teacher-centred to a learner-centred approach is leading to a redefinition of the roles of these two players. Teachers must now design activities to actively encourage students to participate in their own learning process. According to Rogers (1976),
"Experiential learning requires the total involvement of the learner, both cognitively and emotionally. The learner must be convinced that it is up to him to take the initiative to learn, and he must give meaning to this process by linking it to his own personal experiences. What's more, they are the first to assess whether or not they have achieved their learning objectives".

Teachers often question their usual teaching methods when they seek to become more involved in teaching, wondering how active learning differs from traditional teaching in the context of higher education in Algeria.

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Active learning is based on a pedagogical approach that actively engages students in their own learning process. To achieve this objective, the teacher creates dynamic learning situations, either by encouraging group work in class or by encouraging individual approaches. Active teaching methods are distinguished in particular by the importance given to teacher guidance and interaction between students. The aim of this teaching approach is to liberate learners by encouraging them to analyse, learn, collaborate, share, construct and give meaning to their pre-existing knowledge. 'It is crucial to reflect on the need to promote learners' responsibility and role in constructing their knowledge, in order to guide them towards autonomous learning', points out Narcy-Combes, (2005, p. 8). This paper will attempt to answer the following question: How can innovative teaching methods, and the flipped classroom in particular, contribute to empowering students and enabling them to develop their skills?

2-1- Empowering the learner

The majority of students, whatever their course of study, perceive lectures as not being very effective in developing their skills. This perception is significant because it suggests that students feel a need for more interactive and engaged teaching approaches to promote their learning. The general appreciation of collaboration with their peers is also a salient point. The strong preference for working together, both in and out of class, indicates that students value social interaction in their learning process. This suggests that the social dimension plays a crucial role in their academic and personal development, fostering autonomy and commitment. Finally, the active involvement of students in investigative and problem-solving activities seems to be a particularly effective method. Students feel valued and autonomous when they are responsible for their own work, which can help to boost their self-confidence and motivation to learn.

In the academic field, the lecture persists despite the emergence of technological tools. Bertrand questions 'the predominance of the lecture, arguing in favour of approaches such as flipped pedagogy to meet specific educational needs' (2014, p. 16). Faced with the frequently raised limitations of frontal pedagogy and the need to meet more targeted pedagogical needs, the flipped classroom is attracting growing interest in higher education. According to Lebrun, 'flipped classrooms reorganize the traditional time-spaces of teaching and learning' (2005, p. 75).

2-2- Autonomy and skills development

E-learning is collaborative because it encourages reflection, the sharing of resources, autonomy, critical thinking and synthesis. And as a challenge in terms of innovation, flipped pedagogy takes the pressure off activities by freeing up time to put learners into practical activities and by developing learner autonomy. From a training perspective, training means empowering the learner: 'The vision has evolved and corresponds more to that of a coach who shares his knowledge through intellectual companionship by creating mutual enrichment and putting students in situations'. (Parmentier and Vinces, 2019). It is a partnership, a cooperation between students and teachers to structure the knowledge and concepts. The teacher-teacher relationship is enriched in human terms 'as the notion of power evolves towards that of sharing, which is more

constructive, with each person recognising the other as an interlocutor worthy of the same respect'. (Rauchent and Vander Borghot, 2006). This innovative pedagogy favours 'the pleasure of learning and encourages curiosity by allowing doubt, which would be a pedagogical approach favouring the development of autonomous adults, while enriching their years of study'. (Basco and Cote, 2008; Tossant and Chebbi, 2014).

2-3- Pedagogical differentiation

The flipped classroom is part of the socioconstructivist trend whereby all learning is constructed by each learner 'which also highlights, the socio-cognitive interactions experienced by peers and with the teacher'. Lebrun and Lecoq (2016) described the flipped classroom as: 'A means of amplifying interactions and contacts'. The flipped classroom is seen as a tool for pedagogical differentiation because it allows learners to consult documents at their own pace outside the classroom, and it also allows the teacher to objectively assess and help each learner. The flipped classroom makes self-learning a reality by enabling learners to develop their autonomy by searching for and consulting resources. The flipped classroom encourages peer-to-peer learning, which helps to reinforce the spirit of mutual aid and collaboration. (Reymond V), apprentissage et enseignement : théories et pratiques, Gaëtan Morin éditeur, 2eme édition.2005; p.6) The aim of the flipped classroom is to make the learner the actor, to place them at the heart of the learning process, by devoting class time to interaction between the teacher and the learners or between the learners themselves. In addition, the part done at home enables learners to develop their autonomy and their skills, so it provokes in them a search for knowledge and a structuring of their thinking, making them concerned about their active learning.

2-4- Hybrid training

The flipped classroom is therefore considered to be a set of strategies and methods which, in one context, combine and articulate two

modes of learning: face-to-face and distance learning, with the aim of developing learning paths through the use of media (videos, documents, etc.), carrying out in-class activities and debates, taking into account what we would call the 'externalisation of knowledge'. Lebrun and Lecoq combine the two previous types to say that this learning goes beyond the deterministic linearity of 'before the class/during the class' to become a spiral made up of conceptualisations (the meaning of knowledge, practices, contexts), decontextualisations (invariants, principles, models, theories) and contextualisations, theories) and contextualisation by (applications, situations, transfer) alternating face-to-face and distance activities, which would enable learners to acquire knowledge from their everyday experiences (the concrete experience phase), for subsequent verification (concrete observation)' (Lebrun and Lecoq).

3- ICT, university and inverted pedagogy

Throughout the world, the upheaval caused by digital technology, despite the rigidity of the university system, has led to an inescapable redefinition of the role of the teacher, who has been strongly impacted by this 'digital tsunami', according to (Diguet, Mollirez, 2018; Li Dolf and Pasco, 2018). Given that the current generation of students is evolving in this context, it has a natural appetite for new information and communication technologies. ICT has freed us from the constraints of space and time, opening up access to an open source of knowledge. Going beyond the traditional conception of the classroom and the lecture theatre, ICT gives us access to widely distributed knowledge, with the potential for pedagogical support provided by an extended community. This pedagogical tool is proposed for its functionality thanks to digital platforms whose secondary objective is motivational support of the device as a training aid. However, certain limitations have been raised, such as the fear of sharing one's work, the teacher's view of students'profiles, the loss of the boundary between private and public life, and students' distractibility.

However, it is important to note that not all learners necessarily have the required technological tools, and the success of this new method is not achieved instantly. Indeed, even if the traditional course is given at a distance before the face-to-face session, using technological aids such

as texts or videos, it always precedes the session of exercises, applications and practical work. From this point of view, the teacher must play a crucial role in empowering learners through successful pedagogical planning: 'the teacher must provide learners with working methods, strategies and learning approaches that enable them to learn how to learn' (2017, p. 146).

Digital learning allows teachers to be facilitators and guides, and to play an important role in the development of metacognitive skills. Students are encouraged to play an active role, as they become the main constructors of their own knowledge through flipped learning. Use the platforms to integrate the course, blogs, Internet research to be part of the university environment (information search, collaboration, self-assessment autonomy to set realistic goals, practice the language outside). In this context, we realize that the integration of ICT has transformed the relationship that teachers had with their learners in terms of communication through tasks, to return to Henri (2010, empowering the learner) when she says: 'With ICT, teachers are no longer in front of learners, but at their side'. For example, learner empowerment in the French department has influenced its conception in FLE, which has encouraged self-training with teaching/learning support for levels of autonomy.

 "At the end of the education process, the university - which is entrusted by society with training people to question, criticize and innovate - is also characterized by the fact that it conducts teaching and research in parallel, in the best of cases complementarily. It is not just a question of advancing knowledge, but of continually reorganizing it in line with the dynamics of research itself, but also in relation to the outside world, which implies social integration as a vector of dynamism and collaboration". (Alberto, B. and Charignon, P. 2008)

The challenges of university education are many and complex. They can arise from the training of trainers, training programmes and student motivation, which is a crucial issue for both face-to-face and distance learning. In addition, transmissive and non-collaborative teaching methods can limit student engagement and learning. This is why it is becoming urgent to find new ways of teaching and learning. These pedagogical challenges are pushing teachers to radically transform their teaching strategies and to innovate their teaching practices by taking into

account the explosion of digital culture in order to adapt their pedagogical strategies. To overcome these obstacles, this article looks at active teaching as an innovative pedagogy.

The flipped clssroom represents a promising alternative for meeting the challenges of university education in the digital age. By adapting to the needs of today's students and harnessing the potential of digital technology, the flipped classroom can contribute to a positive transformation in teaching and learning. The flipped classroom has become one of the answers to today's major challenges. It is an active teaching strategy, enhanced by the new possibilities offered by digital technology and video. The flipped classroom is an approach in which the learner carries out learning activities traditionally done in the classroom outside the classroom and vice versa (Bergmann and Sams, 2012; Lage, Hall and Treglia, 2000): 'the classroom at home, exercises in the classroom' is the expression that sums up the concept of the flipped classroom (Eid, Oddou and Liria, 2018).

4- Innovative teaching methods in the Algerian university context

The successful introduction of flipped pedagogy in higher education in Algeria requires teachers to be trained in this learning method. They must learn to think about how to implement the flipped classroom in their teaching according to the content taught, the learning objectives and the needs of the students.

Of learners. It is no longer a question of integrating digital tools 'but of designing a new pedagogy with digital technology, seizing the opportunity offered by the arrival of digital technology at school/university to radically reshape teaching methods and structure everything so that everyone benefits' (Rabacov, 2014). This is the aim of this article. It aims to shed light on the ways in which flipped teaching has been integrated into the Algerian context. The aim is to take stock of research and the approaches used in order to identify new didactic perspectives in the light of the country's current political, social and educational challenges.

The aim of this study is to contribute to the search for solutions that will lead to a promising situation in terms of the profitability of teaching-

learning systems. Our main objective is to explore sufficient theoretical and practical contributions to the flipped classroom, as well as the challenges involved in understanding its principles and didactic/pedagogical foundations, in order to promote innovative teaching practices and improve the quality of teaching in the digital age and the rise of artificial intelligence.

Thus, in the Algerian university context, foreign language teachers alternate lectures, most often dealing with theoretical concepts which are then dealt with in the classroom in the form of tutorials. In this respect, 89.3% of the teachers in this survey believe that alternating distance learning with face-to-face tutorials will have a positive effect on the teaching of FLE. The first advantage of this innovative practice is that it makes learning more autonomous, insofar as learners take responsibility for their own learning. As a result, face-to-face work time is reduced because students do part of their learning remotely (76.9%). The second advantage lies in the individualisation of learning, where each learner can proceed at his or her own pace.

The emergence of the flipped classroom in the Algerian university context continues to gain ground. This approach, based on the repositioning of lectures in training systems, encourages self-directed learning followed by sessions of co-construction of knowledge guided by teams of peers. Students, placed in groups of controlled heterogeneity, are encouraged to carry out prior reading and tasks. Students are placed in groups of controlled heterogeneity and encouraged to carry out prior reading and tasks. Peer Instruction, which is based on principles such as the sharing of knowledge, the regulation of learning by peers, the questioning of the teacher's monopoly on the transmission of knowledge and the introduction of interactivity into the learning space, presents the premises of a structured system that we later find in the flipped classroom. The latter, which represents a pedagogical revival in higher education, is based on the idea of dual facets (in class and out of class) (Bishop, 2013; Lage, Platt & Treglia, 2000), implying a redistribution of roles within these learning spaces. Eid et al stress the need to be familiar with the tools available in the classroom and in the school in order to implement the flipped classroom using digital technology and video capsules (2019, p. 80). Flipped learning is one of a number of innovative

teaching methods that combine face-to-face and distance learning. According to Lebrun M., one of the pioneers of this pedagogical approach, flipped classes 'evacuate the out-of-class transmissive part to give back to the classroom its learning potential and its co-learning' (Eid et al, 2019).

"In this environment, students will occupy a central place and must be considered in the totality of their development: they will go through a sum of experiences and emotions, asking themselves a multitude of questions and make countless encounters during this training period'. (Boudoukha, 2018) All of which goes to show that the student's day-to-day life in this context is organised mainly around managing their timetable: 'the student takes responsibility for their training while adapting to their life as a student". (Basco and Cote, 2008; Tossant and Chebbi, 2014).

All the respondents thought that the flipped classroom helped them to manage heterogeneity in the classroom more effectively, and that the university's experience of hybrid teaching unfortunately did not meet their expectations. The respondents explained this negative finding by the lack of professional training, the absence of Internet coverage, poor pedagogical governance in terms of hybridisation and the lack of technological resources. Also, the low level of digital skills among students makes it difficult to the mediatisation of online knowledge. Some teachers explain their dissatisfaction by the lack of support and commitment among students, who largely prefer face-to-face teaching to the detriment of hybrid learning. This is why the hybrid experiment at university deserves to be worked on and adapted to the pedagogical and technical difficulties encountered.

The implementation of the flipped classroom and hybrid systems in the Algerian university context is now a necessity. In general, we have seen a variety of teaching practices. However, these practices come up against a series of obstacles, both in terms of the use of digital technology in the language classroom and in terms of pedagogical knowledge about this teaching method. These obstacles have repercussions not only on the process of developing pedagogical scenarios for courses, but also on the production of digital resources and the adoption of appropriate online

assessment methods. This leads the teachers to propose a number of recommendations that could lead to more effective implementation of hybrid systems, particularly those using the reversed format, in the Algerian university context.

5- For successful flipped teaching

Innovative practices at university do not meet the requirements of this type of teaching, given the lack of updating, pedagogical and digital knowledge that has made it difficult to implement such systems. For better hybrid integration in higher education, it is necessary to update a good digital transposition of the course traditionally given in the classroom with a good mastery of the technical means, teaching resources, modes of communication and assessment adopted.

We refer to a survey carried out by Ahlem Amer Medjani and Dr. Nawel Kherra, in which teachers were asked to choose between the learning methods they had put in place, i.e. the traditional method and the flipped format, a case of hybrid provision. The result was that a large proportion of those surveyed (76%) did not wish to limit themselves to classroom learning, and alternated face-to-face and distance learning. In addition, this choice is explained by the opportunities offered by the hybrid mode insofar as it makes it possible to individualise learning, since learners receive teaching tailored to their individual needs; teaching is therefore 'directed to become asynchronous and differentiation for each student is then possible. The pace of the course corresponds to each student and this leads to the personalisation of the course for each one". (Bergmann and Sams, 2014).

The other advantage of this innovative practice is that it saves a considerable amount of time, both in terms of varying the learning activities in the classroom and reviewing the course at a distance. If we take the case of the flipped classroom, the video capsule is the basic tool, making it possible, among other things, to put the teacher in 'pause mode' and have him or her repeat the lesson, as Jonathan Bergmann and Aaron Sams (2014) state: 'pause mode is a very powerful feature for a number of reasons (...) giving them the option of pausing means they can manage their time better'. In other words, the flipped classroom provides more

opportunities to review and repeat the lesson, with instant feedback. While 24% of their respondents prefer to limit themselves to face-to-face teaching because they believe that language learning requires real contact with learners. The culture of distance learning has not yet stabilised in our country, and students have not yet been introduced to this type of learning method.

5-1- For in-service teacher training

Today, the use of flipped teaching in the Algerian university context is newly imposed, and it is essential to take a growing interest in the in-service hybrid training of teachers. If we want to take advantage of the opportunities offered by this type of teaching, it is important to train teachers for the new roles assigned to them:

"Supporting the professional revolution means supporting teachers in their professional development and, above all, valuing their work so that they can develop themselves'. To achieve this, the teachers surveyed mention the need for a change in university policy and the maintenance of good governance in the area of hybridisation, from which it is important to 'assert a policy of professional development for teachers and integrate pedagogical innovation into career management (...) clarify the place of the flipped classroom in the institutional vision" (Colet 2017:67,68)

5-2- Necessary pedagogical elements

The pedagogical elements needed to set up blended learning systems recommend pedagogical configurations such as pedagogical design, the process of mediating and mediating knowledge, and the types of support provided as a teacher-tutor. It is also important to provide the necessary pedagogical support during the inversion of learning and temporal organisation by alternating face-to-face and distance learning courses, because the teacher: 'must take the time to plan all the activities in class, but also to plan and produce material for the preparatory work taking place before the session, which can represent a considerable preparation load'(Guilbault and Viau-Guay: 2017).

It is important that digital resources are limited in terms of duration so as not to demotivate students from carrying out their activities and can benefit from study days on the use of such practices to facilitate the

running of teaching sequences. We can say that the flipped classroom 'leads us to rethink the way we design and conduct our teaching (pedagogical engineering) and the way we organise teaching and learning' (Colet, 2017: 63).

5-3- Technical resources

In order to ensure the continuity of distance learning, not only is a stable Internet connection strongly recommended by all the teachers surveyed in order to ensure the presence of all the partners (teachers and learners) at a distance, but also the lack of technical resources and an adequate workspace for some students can hinder homework (PC, Smartphone, individual room, or a place where they can interact with their teacher comfortably). In order to partially limit these difficulties linked to Internet coverage for downloading teaching materials (videos, digitised files, etc.), Tune et al (2013) suggest 'delivering them to students physically (USB key or DVD, for example)' (quoted by Guilbault and Viau-Guay: 2017). As regards online platforms, some teachers suggest involving students in the choice. Social networks such as Facebook, for example, seem more appropriate for students as a dissemination platform, given their ease of use, which reduces the inaccessibility of teaching resources transmitted online.

6- Conclusion

In conclusion, we conducted this study in order to provide some answers as to whether the university context is predisposed to the implementation of the flipped classroom and innovative practices. It is therefore important to confirm that a large number of professional, pedagogical and technical shortcomings are holding back the development of hybrid systems in higher education. In this respect, we believe that it would be wise to take account of the recommendations put forward by university teachers in order to adapt the university context and equip it for better integration of this type of teaching and to programme study days or doctoral projects to implement the flipped classroom system with students.

According to MEN (Ministry of Education, 1999), the integration of ICT into university teaching is essential if the quality of teaching and

learning is to be improved. However, on the ground, at Algerian universities there is a big gap between expectations and achievements, given that few teachers use ICT in their teaching practices and university computer rooms remain underused. And to remedy the problems of training following confinement, the majority of teachers, using a platform, have shown a willingness to embrace ICT, distance learning and the continuity of university studies. These platforms make it possible to respond to competition between institutions, the continual renewal of teaching tools and materials, and the social and extra-academic environment offered to students.

The learner's research could extend outwards into his or her environment in search of a field of application (in institutions such as education, business, government departments, which brings them into contact with people trained in different sectors), making it possible to store, process and disseminate data between groups of students - their tools would be observation, analysis, observation, etc.'. University teaching and research must respond to the increasingly demanding economic, technical and administrative demands of contemporary society'. (Dauguet, Le-Mener and Morlaix, 2016)

We can clearly emphasise the contribution of innovative teaching methods, including the flipped classroom, to the development of students' skills, but also to the empowerment of learners. In contrast to the passivity seen in frontal teaching methods, students in the flipped classroom are more involved in the teaching process and take responsibility for what they learn. Indeed, the flipped classroom and teaching approaches centred on interaction, collaboration and autonomy are well perceived by students. These approaches seem to encourage more engaged learning, where students are active in building their knowledge and skills, with appropriate support from teachers who act as facilitators and guides in this process. If the lecture still takes precedence over active methods, this may be due to the inadequacy of the teaching resources available to the players: teacher and student. A colossal amount of work needs to be done at the level of the supervisory ministry (digital equipment, multimodal media, and collaborative work spaces) to provide the groundwork for work based on exchange and fruitful interaction.

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