LEARNING SITUATION: THE TEACHER MANAGEMENT AND DECISIONS ACCORDING TO THE CONTEXT AND THE SITUATION

Maha Khaldi, Mohammed Erradi & Mohamed Khaldi

Research Scholar, Science of Computer Science and Engineering, Pedagogical University, Moscow, Russia

ABSTRACT

Through this article, we poröse an approach to the act of learning that allows us to work according to the context and situation in a learning situation with a didactic model instead of an educational model. The adopted strategy is carried out based on three essential elements in the realization of a learning situation. Namely, the school situation especially on the side of the educational management of the class. The teaching infrastructure, especially in terms of teaching models and strategies, defining the different stages of a teaching / learning situation and the different roles that a teacher can play in these different stages. Finally, learning strategies by defining the different learning strategies and the different actions that the learner must perform according to the different pedagogical models.

KEYWORDS: *Teaching Model, Pedagogical Model, Class Management, Teaching Strategies, Learning Strategies*

INTRODUCTION

The pedagogical orientations of training, of a trainer, of a training center without being always explicit are initially choices of the structure of the content and the learning activities presented to the learners. The identification of these options is the preliminary step to identify the elements and the links that exist between them, to interpret the results of these interactions, to determine the pedagogical model that underlies them. A model is said to be "descriptive" when it describes an existing situation and "prescriptive" when it represents "an ideal solution". Pedagogical models are simplified representations of theories that inspire them applied in the areas of teaching and learning. The different constitutive elements are the context of the pedagogical action, the form of the pedagogical intervention, the learning process and the results of these actions. The mediatization of training, the industrialization of teaching and the individualization of learning influence pedagogical orientations. Some pedagogical models reveal unusable in situations and others particularly well adapted.

The term "model" wants to emphasize strenuous efforts in the articulation of the principles, and at the same time, the character a hypothetical effort of their choice. A scientific model does not tend to be an image-reflection of reality, but rather a possible interpretation, having an internal consistency and seeking compatibility with real phenomena. In the same way, the pedagogical model is presented as a working hypothesis, based on an epistemological, psychological, sociological reflection, also based on implicit or explicit ethical and political choices, and aiming to elaborate a possible didactic. The pedagogical model translates as well as theoretical choices of work that are not contradictory to each other and aim at guiding practical projects.

Thereby, any pedagogical act can be read as the resultant of the play of such factors, within a learning process. The word model is used in the sense that it has in the exact and human sciences (atomic model, economic model). In all cases, this is a theoretical construction effort to better reflect the overall significance of elements or observable practices (ASTOLFI et als, 1985).

A "pedagogical model" should not be understood as a «pedagogy model«, or as a "model to be imitated", but rather as a set of theoretical principles whose coherence and articulation aim to define the conditions of possibility of "good" pedagogy. The pedagogical model aims to avoid the self-reflexion of a purely theoretical approach, as well as the isolation of modes of didactic and pedagogical activities, whose validity remains purely local and suffers from not being articulated on a larger project (Drouin, 1993).

In fact, to speak of an educational model (learning) does not mean to introduce the idea of a norm (lesson-model), but rather to seeks to model these practices, to engage a coherence which may not appear at first. Indeed, these practices are complex in relation to a large number of elements (Bazan, 1993 ; Vérin, 1993):

- The teacher's representations of how learning is done mentally: psychological component;

- The personal relationship it has with knowledge, seen more as abstract concepts to build and reinvest, or rather as objective data to acquire: epistemological component;

- The way the class is viewed and managed as a group, in its interactions and projects: psychosociological component

A pedagogical model must, therefore, survey things on a more abstract level, going beyond the material observable characteristics in a session, which can shield the understanding of what is actually played out there. It,therefore, proposes to analyze the practices from a certain number of theoretical questions and proposes for each a certain number of criteria, from which it seems possible to distinguish models (Nizet et als, 1993).

There are generally three main pedagogical models: the imprinting model, the behaviorist model and the constructivist model. These models reflect the evolutions of society and each has advantages and weaknesses to take into consideration depending on the context, the situation, the content to be transmitted, the teacher, the learner, etc.

By analyzing the different pedagogical models, if everyone agrees that Piaget and Vygotski and their collaborators represent an essential reference of constructivism and socio-constructivism in an educational environment, thesestandards are today far from being univocal and can be addressed in different epistemological perspectives and from multiple points of view. Although they share a certain number of postulates, notably the positioning of the learner at the center of the teaching-learning process and the constructed and not passively character received of knowledge, these paradigms nevertheless present considerable differences educational plan (Legendre, 2005).

Our main purpose in this work is to propose an approach to the act of learning based on, the school situation especially on the side of the educational management of the class. The teaching infrastructure especially on the models and teaching strategies side by defining the different stages of a teaching / learning situation and the different roles that a teacher can play in these different stages. Finally, learning strategies by defining the different learning strategies and the different actions that the learner must perform according to the different pedagogical models.

SCHOOLING SITUATION

The scholar form of learning is organized around the constraint and contains the idea of legitimate symbolic violence. In particular, it follows that the teacher has a legitimate power to evaluate learners. They are also supposed to cooperate spontaneously, otherwise, they risk being subjected to a constraint which again is given as legitimate. Demailly notices that "the management of the class is woven with a whole series of haggling, more or less skillful, more or less effective, to ensure the order consented" (Demailly, 1991).

Doyle recalls that the classroom is the only educational institution where many factors come together, this implies a process that begins as soon as learners and teachers enter the classroom (Doyle, 1986). This process has several characteristics such as multidimensionality, simultaneity, immediacy, unpredictability, visibility, and historicity.

School situations are therefore the result of construction between the different actors involved, that is to say, the teacher and the learners. Somehow, everyone develops strategies for the situation to go in a direction that seems more desirable and acceptable to them.

Thus teachers develop classroom management strategies and learners develop strategies for class participation. It is also clear that while the symbolic violence exercised loses its legitimacy for various reasons, the management of the class, as a result ofthe components analyzed by Doyle, becomes the site of a vast area of difficulty and uncertainty.

This is further heightened by the fact that there is no agreement on the aims, objectives, and missions of the school, which means that constitutively teachers face dilemmas. This has the consequence that developing one line of work is to the detriment of another and that there is no satisfactory solution. In this context, Perrenoud's analyses of the dilemmas of communication in the classroom are particularly enlightening (Perrenoud, 1994).

Taking into account all the elements mentioned above, the "beginning of the year" is the moment when every teacher deploys a series of behaviors, tactics, and strategies to try to get from his class the working system that He wishes. The same work, less visible, is done by the learners, individually or collectively. This is how the compromise is built that will be the basis of the work of the year. In order to obtain the contribution that he wishes, the teacher can act through a series of axes that all have to do with the management of the class[1] :

- Act on one's personal image ;

- Focus on learners as people ;

- Act on the class-group ;

- Take into consideration the material aspects of the situation ;

- Clarify expectations of learners' expected school behaviors (this is sometimes referred to as "living environment", "work environment ", "pedagogical contract") ;

- Clarify issues related to the teaching discipline itself (this is sometimes referred to as "the didactic contract").

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1 http://memoires.pro.free.fr/sommdoc.htm. Jean-François Inisan, Elizabeth Vlieghe, Réécriture pour la formation et Passages d'un extrait de D.E.A de Jean-François Inisan.

Figure N° 1: Learn how to manage a class

Figure 1

To conclude, the educational management of the class concerns all the strategies, behaviors and tactics used by teachers to obtain learner cooperation that allows teaching and learning. It is done both pedagogically and didactically. The cooperation of learners would result in the establishment of attitudes, behaviors, and actions of the teacher located in three poles that interact: the creation and work environment, the management of work's situations and event management occurring in real time. The diagram in Figure N°1 presents us with a way to manage a class.

EDUCATIONAL INFRASTRUCTURE

The preparation of a learning situation involves a number of pedagogical decisions. The teacher must specify the following parameters:

- The content and approach to study

- The particular strengths

- The needs and interests of learners

- Common essential learnings that can be introduced

- The most effective teaching approaches

These decisions are of crucial importance and must be informed. As Glickman observes (Glickman,1991)

Effective teaching is not a set of generic practices, but a series of teaching decisions made in a given context. An effective teacher does not use the same set of practices for each course... On the other hand, he constantly reflects on his work, observes his learners know if they are learning or not, and adjusts his teaching practice accordingly. ».

The Teaching Infrastructure specifies and illustrates the connections between pedagogical approaches that, if used properly, are compatible with good teaching. These approaches refer to the goals of education and apply to the goals of the various curricula. It also illustrates the different levels of pedagogical approaches that range from teaching models, a holistic approach, to teaching techniques, which represent a specific behavior or technique. At all levels, the potential exists to develop both the art of teaching and the science of teaching. The purpose of educational infrastructure is to

encourage teachers to reflect on their own practice of teaching. In this work, we will focus only on teaching models and strategies.

A teaching model is a functional and simplified representation, a specific arrangement of activities and interventions, based on a particular conception of the learner, the learning and the purpose of education. It constitutes a guide for the elaboration of course contents, for the choice of teaching methods, for the choice of pedagogical activities and materials and for the animation of interactions between learners and the teacher. Joyce and Weil clustered the different teaching models into four major sets, each of which is dominated by a conception of the education and the learner, and a set of teaching methods consistent with this notion (Joyce et Weil, 1972). Indeed, we find models that focus on the human being, social interactions, cognitive processes, and the technology of instruction.

No teaching model is perfect in itself. None can fully satisfy the great diversity of training needs and educational situations. So do not be limited to one model. The different models have interesting complementarities, they make it possible to reach different goals for different learners, hence the need for a professional teacher to know an extensive repertoire of models and to use them flexibly according to the different situations encountered.

Concerning teaching strategies, choosing a teaching strategy, therefore, consists of planning a set of operations and pedagogical resources, arranging a set of teaching methods and tools according to defined principles and in accordance with a model of teaching. However, there is no perfect strategy for each of the potential situations, only decisions that are more or less adapted to the contexts to the learners and the goals set. Some basic principles for developing a teaching strategy

- A teaching strategy must be planned after a careful study of the pedagogical situation and before it ;

- The same teaching strategy cannot be suitable for all disciplines, subjects, objectives and learning contents ;

- Each strategy should find ways to respect individual learning differences (needs and characteristics) ;

- Repetition of the same teaching strategy too often can lead to saturation and rejection.

According to Charlier, a professional of teaching "is a specialist able to choose, among a series of possibilities, the most adapted to a determined educational situation" (Charlier, 1989). The teacher must,therefore, be able to analyze the situation in which his action takes place, which implies the competence to:

- To perceive the components of the educational situation;

- Recognize your own representations of the situation and those of other people involved (learners, parents, colleagues, management, etc.);

- To distinguish what can be changed from what can not be changed in the situation;

- Anticipate the potential consequences of its decisions;

- To interpret his relations with students without taking sides.;

- Be able to explain what is happening in the classroom through theories of teaching and learning;

- Consider alternatives for the same situation.

In most models, a teaching / learning situation occurs in a multi-step process that varies from three to five stages (Noverraz. 2016 ; Bissonnette et Richard, 2005; Rohmann, 2004). An effective teaching strategy must anticipate each of these stages, but not necessarily during the same period. In our case, we will suggest a four-step process: the scenario, the learning activity, the objectification and reinvestment (White, 2005; Lewin, 1951).

The first step is the simulation through engagement and initiation. The motivation stage, a crucial step in capturing learners' attention and giving them a taste for engaging in the proposed learning activity. Teachers must demonstrate the value of learning, making sense of it, demonstrating its relevance with meaningful arguments for learners, linking it to previous learning, and stimulating curiosity and the desire to learn.

The second stage concerns the learning activity through an experiment, an exercise, a problem or a project. The stage where you really acquire the knowledge and the development of the targeted skills. Depending on the case, the learning is done through a presentation, a reading, a game, a discussion, a problem solving, research, etc. The teacher supervises this activity in a more or less directive way according to the level of autonomy of the learners.

The third stage concerns objectification through reflection. The stage of awareness and appreciation of what has been learned with the previous step. This stage of return and reflection on the information provided and on the lived experience is important because it allows the learner to feel that he is learning and progressing and allows him to develop a feeling of competence. The presentation of the work carried out, the sharing of the experiences lived in groups favor reflection and valorization.

The fourth stage concerns reinvestment through the transfer of learning, and the demonstration of competence. The stage where the learner shows that he has understood and learned by applying his knowledge in a relevant way in an appropriate context.

The teacher, through the various stages proposed for a teaching / learning situation, can play several roles (functions) in the classroom and outside the classroom (Grasha, 1994; Bouchard, 1998; Dean, 2000; SAKER, 2014; Dar, 2015; Veira, 2015). In this sense, we propose roles that the teacher can exercise in class and outside the classroom:

The Teacher Planner

Anticipates, makes assumptions about learners' learning. He identifies the object of knowledge and prepares it.

The Organizer Teacher

Analyzes the data at his disposal (school programs, learners' abilities, knowledge object difficulties...). He chooses his objectives according to the analysis of the data and organizes the device by defining on the basis of his educational scenario (task, instructions, material, grouping, disposition, duration...);

The Mediator Teacher

Organizes, facilitates and accompanies school activities in the classroom, on one hand between knowledge and learners and on the other hand between the learners themselves. Through this double mediation, it acts on three levels: the action on the representations (destabilization of the learners), the action on the construction of a problem (procedure of

resolution), and the action on the speeches of the learners.

The Communicator Teacher

To practice mediation, the teacher must be efficient in verbal communication (use and adaptation of the voice, use of the resources of the language) and in non-verbal communication (expressions, gestures, postures, position in class, identification of attention-breaking behaviors, etc.). He should animate class situations in the sense of, create the spatial conditions for a good exchange, state, ask and reformulate at the appropriate time instructions and judicious questions, facilitate, manage and exploit the interventions of learners).

The Evaluator Teacher

Measures according to the objectives set the actual learning, he identifies errors to understand the intellectual processes of the learner and remedies them.

By integrating information and communication technologies, the learning paradigm requires a change in the role of the teacher who becomes the creator of pedagogical environments, interdependent, open and critical, collaborative worker, developmental provoker, mediator between knowledge and learner, collaborator in the success of all learners of an institution (Tardif, 1998).

In conclusion, we find that the teacher can play several roles, these roles can change depending on the context and the learning situation. This means that the teacher's choices in teaching models and strategies depend on several factors such as, the nature of the discipline, the nature of the learning activity, the specificity of the group of learners, and so on... Based on other work, the different actions of a teacher in a learning situation can be summarized as follows (Noverraz, 2016 ; Bissonnette et Richard, 2005 ; Furlong & Maynard's, 1995).
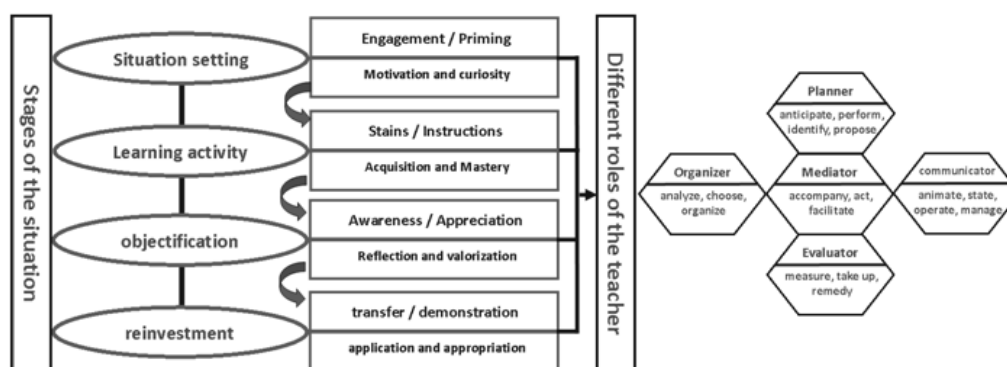

Figure N°2: Steps in the teaching / learning situation and teacher roles

Figure 2

Learning Strategies

Significant learning depends both on the teaching process and the way in which it is treated by learners. School psychologists have become very interested in its aspects and have developed theories to optimize them. In our case, we will talk about learning strategies.

research reports that specifically address learning strategies focus on three major concerns:

- Teaching and teaching conditions of learning strategies to promote their use and transfer (Pressley et als, 1995; Ouellet, 1997; Peters et Viola, 2003) ;

- The effects of this teaching of strategies on performance and learning (Hadwin et Winne, 1996; Hattie et als, 1996)

- Comparative or descriptive analysis of learning strategies and their characteristics of use among learners of different educational levels (O'Malley et als, 1988; Romainville, 1993; Boulet et als, 1996; Wolfs, 1998).

In the context of school learning, the term learning strategy is currently used as a generic term to refer to all the behaviors adopted by the learner who is learning, and all that can influence the way in which he or she is going make it. This conception is largely inspired by the definition proposed by Weinstein and Mayer. For these researchers, learning strategies are tools that the learner uses to acquire, integrate, and remember the knowledge they are taught (Weinstein et Mayer, 1986). The same authors proposed a classification in which strategies are organized around processes of storage and information processing and around levels of learning according to the tasks referred to (simple or complex tasks). McKeachie and his collaborators also propose a classification that separates the strategies according to the tasks or the situations involved, but it is not precise and contains strategies that are characterized by very variable levels of complexity. In fact, some of these strategies are more like global tasks, as is the case with note taking (McKeachie et als, 1987). For their part, Boulet and his collaborators present a relatively elaborate categorization of strategies. They classify them separately according to the different cognitive, metacognitive, affective and resource management, and they subdivided each category according to the role of the strategies or objectives targeted by their use (Boulet et als, 1996). Indeed, for these authors, learning strategies are activities performed by the learner to facilitate the acquisition, storage, recall and application of knowledge at the time of learning. Thus, the use of certain learning strategies allows for in-depth treatment. This way of integrating knowledge takes into account a set of actions performed by the learner. These actions promote the use of learning strategies by the learner, allowing him to develop and organize the information received in order to be able to understand and integrate it into his practice over a time continuum. However, surface learning refers to the temporary storage of content in order to complete a job or an examination without understanding it. This type of learning can be beneficial in the short term. Yet, it may be more difficult for the learner to refer to it again at a convenient time (Larue & Hrimech, 2009).

In this work, we propose four categories of learning strategies according to Boulet and his collaborators: cognitive strategies, affective strategies, management strategies and metacognitive strategies (Boulet et als, 1996).

Cognitive Strategies

Refer to how to learn, acquire, memorize, remember the information at the right time (Larue, 2005). Subcategories of cognitive learning strategies include development strategies, organizing strategies, and repetition strategies. Here's some actions to consider:

- Select: search and identify, by various means, relevant or useful information that has certain predetermined or spontaneous criteria.

- Repeat: Repeat or duplicate the information frequently by the same action or procedure or by a combination of different actions or procedures.

- Decompose: break everything into parts, separate elements at all that have their own characteristics or that are complete units in themselves.

- Compare: search for items or features that establish relationships or relationships between information.

- Develop: develop or transform information to take back or express in different forms its main characteristics or components.

- Organize: build a set of information or knowledge according to characteristics or a disposition that makes it possible to identify or increase its semantic or significant value.

- Evaluate: take a critical look at knowledge in order to make a choice, to determine its accuracy or value.

- Check: ensure the quantity or consistency of information or knowledge produced according to external criteria or requirements.

- Produce: externalize or concretely express the knowledge deemed relevant.

- Translate (popularize): to transform knowledge into another form, in order to make it more explicit or better adapted to the situation or to clarify the meaning according to the context (decontextualize, recontextualize).

Affective Learning Strategies refer to the psychological environment conducive to the learner's acquisition of knowledge. In addition, they take into account the feelings and emotions of the learner that could affect his concentration or motivation in his learning. These strategies mainly refer to motivation, concentration, and control of anxiety. They are also linked to cooperation with others and conflict resolution (Lasnier, 2000). Actions to consider:

- **Focus:** Do not give up or study only easy parts, adopt a positive attitude to the required task, and focus more on the chances of success than the chances of failure.

- **Make an effort:** Provide an effort for one's work by setting personal goals and using a reward system.

- **Collaborate:** Work as a team and participate in teamwork planning.

- **Manage your Emotions**: be tolerant of others, accept the role assigned to the team and listen to others' point of view.

Management Learning Strategies are related to the activities performed by the learner in order to properly organize tasks, manage time effectively and use available resources. Temporal, material, environmental and human resource management strategies are some of the subcategories included in this type of learning strategy (Wolfs, 1998). Actions to consider:

- **Plan**: schedule your activities and make sure you manage your time well;

- **Adapt**: adjust the material and resources available for the proposed activities;

- **Opt**: choose, depending on the context and the situation, the physical characteristics of the spaces or places where the task is carried out (lighting, noise, climate, physical installations, layout or ease of access to equipment, etc.).

- **Solicit**: to have help and support available human resources (colleagues, teachers, pairs,..).

Metacognitive Learning Strategies aim to manage all other categories of learning strategies (Lasnier, 2000). They allow the learner to reflect on how they work, think, evaluate their effectiveness and adjust as needed. The learner should be able to understand the "what", "how", "when" and "why" of learning, which means that it is not limited to a cognitive aspect and / or procedural. These strategies can be divided into three sub-categories: planning strategies, control strategies, and regulatory strategies. Two actions to consider:

- **Anticipate**: attempt and anticipate or consider knowledge, procedures, actions or situations that may arise or that would be useful for situations and tasks. also, consider the resources needed for situations or potential conditions.

- **Self-Regulating**: making an observation of one's own mechanisms and functioning to readjust the behaviors and knowledge related to the tasks and their ways of doing things. Likewise, allows adaptation by the most efficient and cost-effective use of personal and environmental resources. This involves improving or adapting to situations and events and a continuous process of adjustment based on available knowledge and resources.

- The main goal of learning strategies is to make learners become more effective apprentices. Talking about the learner is placing him at the center of the learning process. It is to oppose two conceptions of training: one centered on the teacher, the other on the subject of learning. The different pedagogical models allow us to define the role of the learner in each case. Indeed, five approaches to take into consideration where each approach provides an answer in its angle of vision. This is what explains the necessity of each of them as well as its limits. They are thus complementary for a global approach to the learning process. From the Hill point of view, theories of learning are useful for two main reasons: they provide a conceptual framework for the interpretation of what we observe and offer guidance for finding solutions to problems encountered (Hill, 1977). Some researchers point to a real evolution in theories of learning in the last fifty years of the last century (Jonnaert, 2009). The most remarkable development has been the shift from the behaviorist approach to learning to the cognitive approach that has been extended by the constructivist, socio-constructivist and connectivist approach. This evolution concerns both the aims of learning, the role of the learner, the role of the teacher and the role of the brain's internal cognitive process (Villiot-Leclercq, 2007). The different pedagogical models allow us to define the role of the learner in each case. Indeed, five approaches to take into consideration where each approach provides an answer in its angle of vision. This is what explains the need for each of them as well as its limits. They are thus complementary for a global approach to the learning process.

- **The Transmissive Approach** claims that in order to learn, the learner must be attentive, listening, following, imitating, repeating and applying. To teach is to convey knowledge in the exhibitors as clearly and as precisely as possible.

- **The Behaviorist Approach** based on the principle that an individual adopts a behavior. In this approach, to learn is to give a new answer to stimuli that did not provoke it before, it is to acquire automatisms.

- **The Constructivist or Cognitivist Approach**, an approach that advocates learner-centeredness. She considers that knowledge is built. It is the mental structures of the subject that enable him to apprehend the world. The confrontation with a situation causes the construction of a mental schema. The mental schemas are defined according to the activity of the subject on the objects, thus, it is necessary to encourage the engagement of the learner by proposing him learning activities which have a meaning for him. These patterns may be ineffective in new situations. The learner through a process of regulation / adaptation will gradually acquire the mental schemas adapted to the new situation.

- **The Socio-Constructivist or socio-Cognitivist Approach** highlights the role of social interactions in cognitive development. The acquisition of knowledge goes through a process that goes from the social to the individual. He is at the origin of the concept of socio-cognitive conflict: the confrontation of ideas on a subject leads the learners in interaction to reorganize their previous conceptions and to integrate new elements brought by the situation.

- **The Connectivity Approach** based on the new uses of the Internet and the Web. According to George Siemens, "the Achilles' heel of existing theories lies in the pace of growth of knowledge. All existing theories place the treatment (or interpretation) of knowledge about the individual. He explains that most learning needs are becoming too complex today to be addressed "inside our head".

- We need to start designing social networking learning, enhanced by new technologies. The network itself becomes learning (Siemens, 2005).
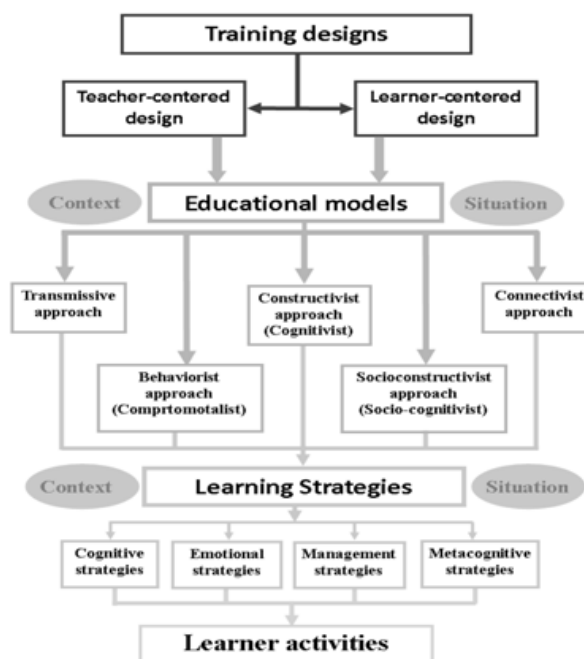

Figure 3

As a conclusion to this section, taking into consideration the different learning strategies and the different approaches resulting from the learning models, we can mention actions whose use would favor the success of the learner. Firstly, it is necessary to treat more deeply, to elaborate, to organize the information to be learned, moreover the group work favors an in-depth approach (Tang, 1998). Secondly, you have to implement strategies for managing your personal work. Thus, commitment and perseverance would be influenced by the learner's perception of the value of the activity, its competence to carry it out and the controllability of the activity (Viau, 1997). Thirdly, one needs a variety of strategies that he can use according to the requirements of the context and finally to realize this adaptation, he must be able to exert a metacognitive reflection on his ways of learning (Romainville, 2000). This means that the teacher's choice of models and learning strategies must be contextual and situational, that means the teacher must work with a didactic model and not with a pedagogical model.

Towards A Didactic Model

Taking into consideration the three components discussed above, which concerns the different behaviors of teachers at the level of the educational management of the class both in terms of pedagogy and didactic plan for obtaining the concrete collaboration of learners that allows to teach and learn. Therefore, teacher choices in teaching models and strategies depend on several factors such as the nature of the discipline, the nature of the learning activity, the specificity of the group of learners. This means that depending on the context and the situation, the teacher makes his choices in teaching models and strategies. It is therefore mostly on the didactic side than on the teaching side. In the same way, the teacher's choice of models and learning strategies (pedagogical) are according to the context and the situation, that means the teacher is obliged to work with a didactic model. This means that he can use several pedagogical models in the same learning situation.

In fact, if we want to present to learners the particular ways to better cope with learning situations and offer them methods of work, ways of studying, we can talk about methods, tools, procedures or techniques that will not be learning strategies in their own right, but in which the use of certain strategies will be relevant.

Thus, the adoption of a more circumscribed use of the concept of strategy and a simplification of the taxonomy that results should facilitate the selection of what is most relevant to teach, because we will then use Basic cognitive or metacognitive actions to carry out the learning, which remains independent of the contents, the situations or the orders of teaching. Such an approach should make more transparent the cognitive resources that learners can have and then they themselves can choose, apply, transfer or connect to develop their skills.

This allowed us to say simply that learning cannot be reduced to one model. According to AUBLIN, teaching allows the emergence of contexts and favorable conditions for learning (AUBLIN et als, 2003) allowing to:

- Manage the balances between the "learn" models according to the structure of the groups of learners and by offering opportunities for individualization ;

- Give meaning to what we learn: the learner is questioned by the proposed problem-situation or it awakes his interest and curiosity ;

- Confront the learner with a concrete reality (or a virtual intermediary) ;

- Confront the learner with the ideas of others (co-activity, project,...) ;

- Confront the learner with the knowledge of others (networks and exchanges of knowledge,...).

All the work of the teacher will be to manage this complexity of the act of learning and to make the latter a more systemic approach that relates to a system as a whole or affects it. Based on the context and the situation during the realization of a learning situation, the teacher is led to work with a didactic model and not a pedagogical model. The diagram in Figure N°4 gives us a systemic approach to the act of learning.
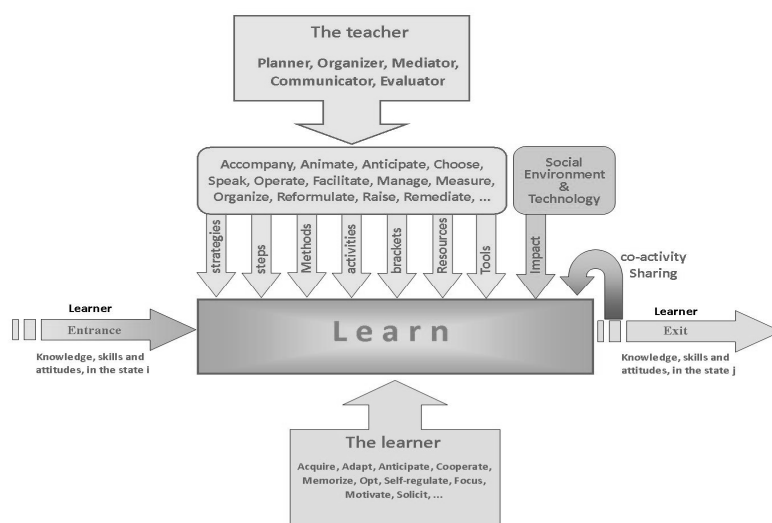

Figure N ° 4: Systemic approach to the act of learning

Figure 4

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