

## Attempt to model accompanying postures in training : Spatio-temporal analysis

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### ABSTRACT

This is an exploratory qualitative study. It is based on a selection of scientific articles published in recognized journals. It is also carried out through search engines (Google scholar/Hal.archivesouvertes.fr/Search.openedition.org, etc.), addressing the theme of support in general and particularly in the educational and training environment.

This exploratory activity of textual data, allowed us to gather the articles and to structure them in a corpus of data. The latter generate a coherent body of knowledge on the subject of educational support and training.

This textual material allowed us to identify four analyzers and finally emerge four different postures on all of our decryptions on this subject. This is, at the outset, the time allotted to accompaniment by moving from permanent to periodical. The accompaniment, therefore, is analyzed on a temporal register: from permanent to occasional. Second, it will be the space where the exchanges between the person accompanied and the accompanist will take place: from a close distance or proximity to a remote space where the exchanges take place remotely.

The purpose of this article is to sketch a modelling of qualitative genesis through four accompanying postures in the field of training and education:

Posture (P1): proximity - permanent;

Posture (P2): remote - permanent;

Posture (P3): proximity - periodical;

Posture (P4): remote - periodic.

It is an exploration aimed at exploring a set of characteristics specific to each of the four postures found. The study also aims to clarify the specificities of these postures, the typical tools to their exercises, the expected effects and the conditions of their applications and finally, the limits of their adoptions in the different contexts.

This modelling of the accompanying postures aims at a necessary step back in the involvement in any such devices. The continuum that we have proposed (Figure 2), is intended to be progressive and obedient to an evolutionary dynamic ranging from the most watchful posture on the person accompanied (P1), to the most empowering one for him (P4).

**Key words:** Accompaniment, Distance, Proximity, Postural-modeling, Space, Time

### 1. INTRODUCTION

No one can deny that coaching is a paradigm apart from what is usually practiced in training. To form this is not at all to accompany, a disparity confessed in the writings for well over two decades Ardoïno J. (2000). It can't also be reduced to a uniform mode that is simple to identify. As Paul points out. M (2009), the use of the word "accompaniment" is not distinctive only in the education or training sector, since it is used in several fields of society: the medical field, social work, employment, integration and many other sectors.

At the Moroccan university the discourses on this polysemic notion appear in the institutional documentation (Reform project; strategic vision 2015-2030) with the transformation of the offer of university training according to the master doctorate scheme, known as LMD and that (Since the charter of 2001). In this movement, the interest in the success of the student's career is accentuated from entry into higher education to social and professional integration.

This institutional discours sets out the role of assistants in the search for equal opportunities. A principle which predicts the failure of the student in his career of orientation, training or insertion without

leaving him to himself in the blur and the arduous growths. The construction of the autonomy of the student at the university is also valued and is the guarantee of his social and professional integration in «a society of mobility and communication» (Boutinet, 2010) in which it will constantly have to adapt. Are these findings sufficient to develop a scientific interest in a new concept belonging, as we have just noted, to the various spheres of human life? Little work is devoted to the practices of accompaniment at the university according to (Verzat, 2010) and how the teachers of higher education implement them. The gradual and partial change in their relations with students which can be expressed in multitudes postures is still largely based on the principles of transmission. This can be difficult for them both in terms of identity and in terms of exercising their daily practices (Blais, Gauchet and Ottavi, 2014). As a result, support can only be conceived in the diversity or even complexity of exchanges. But if we cannot decide on the unity or homogeneity of the concepts of accompaniment, it appears that all these forms are well based on a common base based on a model logic and this is what we will try to explore in this regard.

Indeed, to accomplish it we will try to explain four recorded postures (Figure : 2) on all of our decriptions on this subject. This is primarily the time allotted to accompaniment by passing from the periodical from one end to the permanent one from the other. The accompaniment, therefore, is analysed on a time register. Secondly, the space in which exchanges take place between accompanist and accompanist : from a close distance or proximity to a remote space where exchanges take place remotely. The accompaniment is analysed on a spatial register.

The aim of this work is to initiate the proposal of a qualitative modelling through four accompanying postures in the training and education environment : Posture 1 (P1) proximity - permanent ; Posture (P2) remotely - permanent ; Posture P3 proximité - periodical ; Posture P4 à distance - periodical. It is a survey with the aim of collecting a set of characteristics specific to the four postures identified from an analysis and then bibliographical synthesis of a suitable volume of productions dedicated to accompaniment. They were classified and structured in a body of theoretical data where we identified the variables in our matrix (Figure 1).

The purpose is also to explain the characteristics of the postures, the specific tools for their exercises, the expected effects and the conditions of their applications in the different contexts.

## 2. CONCEPTUEL FRAMEWORK

We consider it appropriate to delineate the use of some concepts before these postures are supported. This, in order to clear up some semantic ambiguities of the obviously polysemic and nebulous concepts according to Paul's expression. M (2004).

At the outset, we argue that the term “model” is not just about determining knowledge about a phenomenon. It has an instrumental and heuristic function; it becomes the very object of analysis as it has been realized in a convenient form, capable of being manipulated: “The model is an intermediary to which we delegate the function of knowledge, more specifically of reducing the still enigmatic, in the presence of a field of study whose access, for various reasons, is difficult for us” (S. Bachelard, 1979).

In the social sciences, one can never be sure that one has described all the relevant characteristics of a context and, a fortiori, that one has integrated them all into the model. As a result, the temptation could be great to track down stray relationships and integrate as many variables as possible into the model. There are two pitfalls :

The first is the parsimony requirement of any model : including too many variables means over-specifying the model, which then loses all robustness in that it will lose any ability to adjust to other data. The model is a simplification of reality, in no way a tautology.

The second difficulty is that, in seeking too much pure experimental reasoning, the researcher gives himself to analyze relations improbable, or even non-existent. We then construct abstractions too detached from reality to teach us anything about reality : “As reasoning improves as experimental reasoning, it weakens as relevant historical reasoning” (Passer, 1991). The model then expresses itself in a figuration as rigorous as possible, which excludes any form of metaphor. He is clearly opposed to the fable on this point. It is often the place of a formalisation, to such an extent that some authors define any model as a formal representation.

Thus, the use of formalized models is a fundamental moment of analysis because they allow us to amplify our experience considerably by carrying out manipulations impossible in the empirical world. Statistical models are fundamental (cognitive) instruments, they allow us to perceive reality beyond what our senses allow us. However, they give us a virtual facet of it, which has been stripped of its meaning, and which needs to be historicised in order to derive its contextualised meaning. Thus, the question of the generalisation of results to other contexts is itself a question of fundamental research in the social sciences Elisabeth. L (2016).

The modelling test we propose in this work is based on a careful recognition of the difficulty of generalising these results, but which nevertheless remains, a non-exhaustive model that tries to simplify an explainable reality through the relevance of its qualitative variables.

In addition, with Beauvais, (2004), we see “accompaniment” as an approach aimed at helping a person to walk, to build themselves, to achieve their goals. Apprehend him as a singular person, building himself by acting in a given environment, an environment in which, on which and by which, his

choices and actions take meaning. To consider it thus as an autonomous subject presupposes to consider it also as an autonomous and responsible human being. Indeed, being self-sufficient does not mean being self-sufficient and completely isolated from one another. An absolutely autonomous system, absolutely closed to its environment, cannot survive, just as a system that is absolutely open to the environment is a system that does not exist, that cannot be recognized in space or in time. E. Morin speaks today of “dependent autonomy” because “the self-organization of the living system is a self-organization”; E. Morin, (2004). The complexity of the concept of “accompaniment” is expressed in multiple characteristics that Maela Paul (2004) sought to clarify. This author considers it as an asymmetrical, contextualized, circumstantial, temporary, Co-mobilizing, involving, dissymmetric, intersubjective, and transitive relationship. This relationship is part of a process oriented towards a better, supported by a historical framework and a conception of time conceived as maturation. It was 2007, Paul. M speaks of ingenuity of accompaniment through four essential dimensions: the given function, the posture adopted, the justified approach and the relationship invested, Given that the problem inherent in accompaniment lies in the risk of the accompanist’s dependence and interference with the accompanists.

If we stick to the etymology - derived from the Latin *ponere*, *pondre*, the term «posture» means to pose, to deposit, we can say that adopting a posture means adopting a way of posing oneself in a given situation, it is choosing attitudes and taking a position in a particular time and space situation. As a result, “posture” can only occur in the plural, which can be adapted to the facts. The accompaniment, as well as training, coaching or other activities towards others, cannot suffice with a single posture. Postures in a professional setting “are ways to address, process, and resolve a problem in the trade, guided by a background of representations, experiences and expectations”. (Giulani & Fernandez, 2011) or for Lameul (2008), who considers it a physical or symbolic manifestation of a mental state. It is shaped by our beliefs and guided by our intentions, it exerts a guiding and dynamic influence on our actions, giving them meaning and justification». It is, therefore, a form of organization of the conduct adaptable according to the situations, the concept of posture can be inscribed in the filiation of the schema as Bucheton and Soulé (2009) emphasize: “A posture is a preconstructed pattern, from a cognitive perspective it is a stable program for precise answers that the subject summons in response to a given situation or task”. It is this conception of accompaniment expressed in multitudes postures and which contributes well to the development of a professionality in the accompanist himself-even as with the companion whom we seek to emerge and to argue in this work. Facilitators share and build on

their experiences, helping to make their institution a “learning organization” in perpetual change ; Jean-Marie De Ketele (2014).

Consequently, the empowerment of accompanying persons through the space and time analyzers, passes through several stages of dependence, independence and, finally, interdependence where each corresponds to an increasing degree of autonomy at home as to the degree of care of the person accompanied ; Didier Salmon, (2007). In this context, it is all the more crucial to reflect deeply on the very nature of the teaching profession and its future in order to guide training and support policies; (Nicolas Roland and Sophie Vanmeerhaeghe 2016). Boutinet (2007), on the other hand, distinguishes consequential targeted accompaniment from a previously targeted goal, from sustained accompaniment, ensuring a presence to persevere with regard to a status or type of activity, while stressing the importance of moving from cohabitation to articulation. It also specifies the four temporalities inherent in any accompaniment : the diagnosis of the situation ; the draft project ; its implementation ; and its evaluation. In addition, in (2008), Lafortune characterizes in seven aspects, a model of accompaniment to change in education in which reflexivity is at the heart : partnership with the environment ; animation, training and research ; the links between theory and practice ; the adoption of socioconstructivist perspectives ; adaptation, openness and flexibility ; coherence with the foundations and aims of change ; professional collaboration. After this brief conceptual account, the accompanying modelling is then inserted as a mediation process, even if it does not cover the whole process. Actors learn collectively by creating, modifying or observing simulations. To simulate is to influence the decision-making process, by creating or modifying representations. The accompanying modelling leads the actors to share representations and simulations, including possible actions (rules, development...) that they envisage on the environment. However, it does not support the other possible steps in the process, which would involve a more quantified expertise. It thus intervenes upstream of the technical decision, when it is a question of supporting the reflection of the various actors concerned, in order to arrive at a shared representation of the problem and the possible ways to initiate a process of acceptance. One concept can thus hide another : the accompaniment leads to the posture, that of the professional who accompanies as it is stipulated here by : Cosnefroy. L and Annoot. E (2014). This is the choice for which we opted by seeking to model the accompanying postures through a bibliographical synthesis dedicated to training and higher education.

### 3.METHOD OF ANALYSIS

The analysis of the contents of the documents was global semantic and relational between the different

target concepts : Modeling - Posture – Accompaniment - Space – Time.

We also developed a “concept map” based on the readings that were initially compiled on an Excel grid (Congruence Verification Matrix).

Aligning the following headings: Article Title- Authors (and coll.)- Journal Years- Country- Study Category- Purposes of Study- Conceptual framework- Theory(s) of analysis- Areas of intervention- Instruments and methods of measurement- Measurement instrument authors - Evaluated variables Data analysis methods (which statistics) - Key results (summary) Conclusions & Recommendations. Those headings constituted a corpus of data assembly.

*Textual substrate:* the work was carried out on 54 articles by 49 authors in 36 scientific journals or journals. The material explored is located between the years (2003 and 2016).

*Grouping the corpus :* the accompaniment reappears in the various articles studied as «postures» in the plural and this in almost all the articles studied. The notion of “posture” is expressed by the accompanist’s particular attitudes, behaviours and spatial-temporal positions vis-à-vis the accompanist.

introductory comprehension stage of a new learning. The accompanist mobilizes his resources in the desired situation with a watchful eye of the accompanist in order to succeed as safely and as quickly as possible his transformation project. This posture can also be described as "closed" as it exercises a high formative check throughout the entire process, so it is permanent (Jézégou, 2008). The physical presence with the accompanist is a factor of confidence and assurance for all participants in this accompaniment.

*Target of the posture :* People in difficulty or discovering a risky environment. Integral technical and mental support. All the actors «accompanist and accompanied» are in search of fast and safe progress and transformations. A posture limiting the ability to act alone of the companion. To be with the accompanist at all times presumes, that he cannot act freely and at his will, his activities of discovery of the environment provide for total assistance. Links are intensified with the latter. Learners at the beginning of a training cycle are the target population for this type of posture. Reassure and put in trust in order to overcome the initial emotion of the beginnings of all forms of transformation and the major stakes of this protective posture.

*Context of posture adoption :* Personalized or joint support for a small group can be considered as an appropriate situation for this marked and present posture in the evolution of the accompanists. The “relational” prevails over the “technical” in the nature of the relationships that unite the actors in the accompaniment process. The resource person here will have to understand that in order for the exchanges to succeed, they will have to go through the esteem felt by the other. Adequate language is meant to be developed for this purpose. The verbalization reflects and optimized will cover all the moments of these relational exchanges.

*Limits of the posture :* The degree of freedom granted to the companion in this position is at the lowest level compared to all the others. This means that the transition to autonomy will be a long road, not always easy to reach. Starting with this aspect, will put the two actors of the accompaniment system in dependency difficult to interrupt. For all accompany in the end is supposed to be conclusive on the autonomy of the accompanied person. The highly present relationship in time and space can induce a laziness inhibiting the autonomy sought by accompaniment.

2- Permanent - remotely posture (P2-Figure. 1):Regular assistance but away from the accompanist. It is a question of accompanying the

#### 4.RESULTS

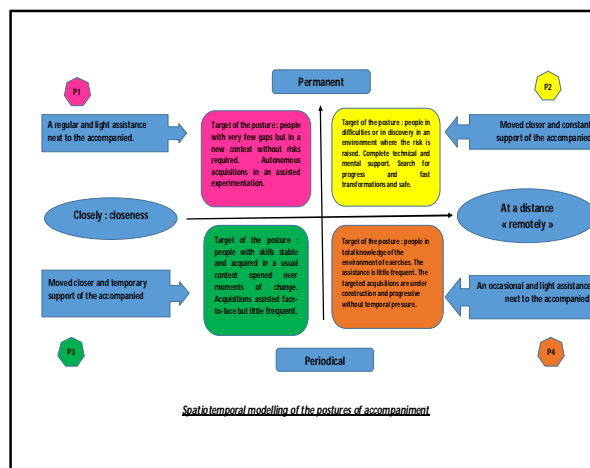


Figure. 1 : Characteristics of the four identified postures

#### Four different postures :

1- The proximity - permanent posture (P1-figure. 1) : The assistance is close and constant to the accompanist. It is a safe posture to avoid inhibitory failures of the initial step in any training projects. A phase that was not to last long, it is similar to the

person in an accentuated time but with a deliberate distancing from both sides, in order to initiate him to a real autonomy. An evolutionary posture that will serve as a transition towards more independence of the accompanist. The latter, starts to do and succeed alone the activities supporting the targeted transformations.

*Target of the posture* : People with very few gaps but in a more or less accustomed, risk-free environment. The accompaniment consists in helping autonomous acquisitions in assisted trials. It is adopted for a homogeneous group or for cases alone which have experience in the field of accompaniment. The links between the two actors become lighter, despite the persistence of temporal attention. It is a mental and technical support often succeeds through the solutions of new technologies. The development of networks or exchange platforms through the new information and communication tools is a tangible way to successfully implement such a posture.

*Context of posture adoption* : This position can prove its effectiveness in covering a wide public in initial or continuing training sites. A technical and logistical arsenal is to be designed with precision and suitability to implement such a posture Gurtner, J. & Zahnd, J. (2003).

Indeed, with a view to achieving this position, remote support platforms are examples to be developed and consolidated in several regions and academies of training education, especially with the new teacher profiles recently recruited under special training conditions. The obligation of vigilance in this position is a necessity of every moment, which translates concretely into an effort of reflexivity not only to hear, to make sure to have understood, but also to seek, when the time comes, to develop explicitly the stakes of the proposals made by the accompanist in order to objective the terms of the various choices envisaged.

*Limits of the posture* : Not all training structures are compatible to adopt this supporting posture based on aided trial and error and adjustment. The time available and without time pressure can induce to routines where things will be gradually led to oblivion. This is the risk of spending more time in prolonged accompaniment to be in redundancy. We are therefore witnessing reports of support networks that repeat the same routines to all populations in any context and at all times. These are networks that are often found on the WEB and that claim to accompany students to academic or personal success.

3- Proximity - periodic posture (P3-Figure. 1) : It is a form of close and episodic assistance. The moments

are targeted to be very close to the accompanist. The structure of the task to be performed and the context in which it is performed are variables influencing the triggering of these moments. The cycle or period cannot necessarily follow a regular rhythm between the different moments chosen. The variations in these periods are random and depend on the demand required by the difficulty of the task, the availability status of the subject and the overall context of the task. A more flexible posture for the moments of consolidation of achievements where the accompanied person is supposed to quickly gain autonomy.

*Target of the posture* : People with stable skills and acquired in a usual context open to changes in the framework of continuous training. The accompanists are in close-guided assisted scans. The reconciliation here is periodic, in order to optimize time losses and be as efficient as possible. This is to assist in triggering the change. A posture that can be performed for a single person in a situation of modification towards a new skill. It may also be adopted in collective groups as a periodic exchange ensuring the transmission of the principles of this change of conduct, obviously in a particular context.

*Context of posture adoption* : A posture that aims to gradually bring the different stakeholders to recognize themselves, to exchange, to share their arguments and points of view so that together develop a common vision of the problem and possibly build a shared solution. This is often reflected in the periodic presence of the model accompanist who also agrees to play the role of mediator, in order to lead gradually the actors of a personal expression of their knowledge and practices, towards a logical and structured explanation that can easily be mobilized in the constitution of a model usable by all the accompanied collective. Social presence is a fundamental element in supporting the development of an apprenticeship or training group. The same applies to the educational or training presence. The dimension of presence focuses more specifically on the role played by accompaniment in “designing, facilitating and directing cognitive and social processes to achieve personally significant transformations” (Garrison and Anderson, 2003).

*Limits of the posture*: The time spacing between the presences does not really allow a watch on the accompanied person, it is often left to itself, a situation that is not always effective in the beginnings and educational incentives. As a result, this posture cannot be beneficial in novice contexts. It is, however, strongly recommended in trainings being completed after a good capitalization of experience and tools to “act alone”. Indeed, the accompanist is a

visitor in close proximity to time who should make remarks, adjust actions, measure progress... this is based on what he already believes, an attitude that leads him to an instrument of verification and control.

4- Periodic– remote posture (P4-Figure.1) : Intermittent and light assistance next to the accompanist. This is the position closest to the accompanist's total autonomy. A "mediational" posture Jacques Serizel (2011), it is defined as an action that is implemented by and through the Internet tools, called "medium", which in a position of third parties included, in a training or educational device, propose cognitive mediations in a moving space-time.

*Target of the posture :* People with full knowledge of the exercise environment. Assistance is very infrequent. The targeted modifications are under construction and are progressing without time pressure. It may concern a group in training in collective assistance, as it may also concern a single person who is relieved of the presence during a training course of which it already has a very consistent reception structure.

*Context of posture adoption:* The particularity of the posture lies in the fact that the devices position us in situations of "de-temporalization" and "de-spatialization". The devices that are implemented in alternating presence/distance use media processes such as the Internet and therefore the tools that make it possible to access them. In technical learning this will give learners more freedom to build their own learning styles and methods towards real metacognition. This degree of freedom in dealing with learning situations (Jézégou, 2008) will allow the learner to plan his or her own learning by fully determining the learning situations, the most appropriate with the trainer. The higher the degree of openness of the system, the greater the tendency for the accompanists to be resolutely involved in their learning. A highly open posture and this consequently leads to a low degree of pedagogical control by offering rational choices to the learner (Jézégou, 2008). The MOOC or «Massives Online Open Course», are an example of tools that perfectly match this posture by promoting even interactive acquisitions. They constitute a type of educational organization with media tools such as (forums, blogs, social networks, hosting platform and many other types of tools to digitize the device it offers, etc.). It is therefore important to know whether such a "digital mediation" posture within an individual or collective learning environment, promotes the development of their capacity to carry out activities of autonomous appropriation of content on their own. An inquiry that accordingly examines the limits of use and efficiency

of such a posture that we recall, that it is not automatically favorable to all subjects and contexts of learning.

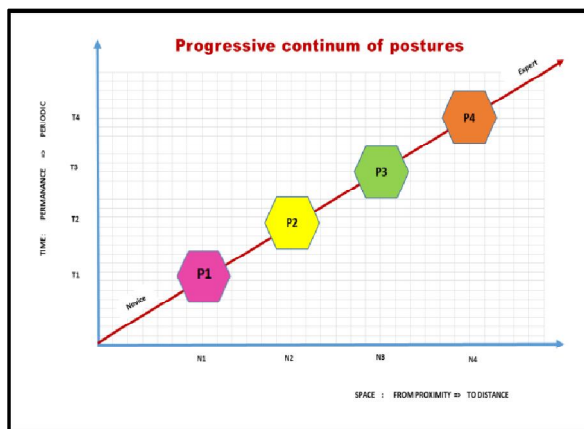
*Limits of the posture :* A remote posture that it is partially addressed to small groups where the inactivity of some sometimes disturbs the others. This position can only be applied to small staff with sufficient experience and exchanges with various support systems. A selective population ready for total autonomy. The resources mobilized for this level of support are not always accessible in materials as in human resources. Very few educational or training organisations find the means to achieve real success. Indeed, launching and initiating this kind of posture (P4) is a challenge in itself, to succeed would be a feat to share with other training institutions. The significant distancing and the feeling of autonomy during this posture makes the evaluation of transformations almost inaccessible for the monitoring of the process. The final behaviour is the only reference that allows to adjust and regulate the activities adopted with the accompanists during this posture.

## 5. DISCUSSIONS

The "accompanying posture modelling" proposed in this analysis is an approach to optimizing choices and decisions along a progressive continuum (Figure: 2). It is a work of explicitation of experiences to which implicitly or explicitly refer, the various stakeholders (accompanying and accompanied), to make this process iterative and continuous, A true evolutionary dynamic of the four postures ranging from a more protective and aging "companion" to the most liberating and empowering "companion". As a result, this continuum produces decision-making actions that are not always completed, but whose purpose is to be, at each iteration and stage, better understood and more shared. It is not a question of finding the best position, but of giving ourselves the means to take as much as possible responsibility for the uncertainties of the situation examined in common towards the successes of the whole. The objective is not, therefore, to produce irrevocable decisions and results by accompanying individuals or groups, but to enrich the process of adopting a given posture in a dynamic evolutionary and continuous taking into account the environment, the nature of the task to be carried out and finally the subject to which we have to deal.

While the literature review on francophone ergonomics initiated by Leplat generates a focus on the task a subject performs in a given context, Leplat, J. (2011). This trilogy «subject - task and environment» represents the variables we have chosen to regulate and drive this evolutionary dynamics of postures. Indeed, the inter-personal differences relating to age, expertise in a specific or broad field, biopsychological characteristics and

other specificities of the subject, induce the adoption of a particular and opposite posture in the face of another disparate person. This is an evidence that seems to have been widely adopted in educational circles. The change in posture according to the “subject” variable can be conceived as an accompanying person-centred approach. It is in this sense that the relationship invested in support is of crucial importance, the younger the target person or population and with little experience the more the relationship prevails over other functions and aspects of the approach and technique adopted. Suggestions: the accompaniment is not only within the framework of a goal but also constitutes a path, whose stake is not only to put in place a new technical device, but also to make live a process of empowerment in the face of a difficulty affecting the feeling of professional competence. M (2004) clarified. For this author, the accompaniment relationship is asymmetrical, contextualized, circumstantial, temporary, co-mobilizing, involving, dissymmetric, intersubjective, and transitive. This relationship is part of a process oriented towards a better, supported by a historical framework and a conception of time conceived as maturation. It is a guided growth during the progressive sequence of the four postures identified in this statement. From a novice(s) protected by a total rapprochement to an experienced(s) left at a distance and very little controlled over his activities. This is a suggested progression as empowerment of the person or accompanying persons.



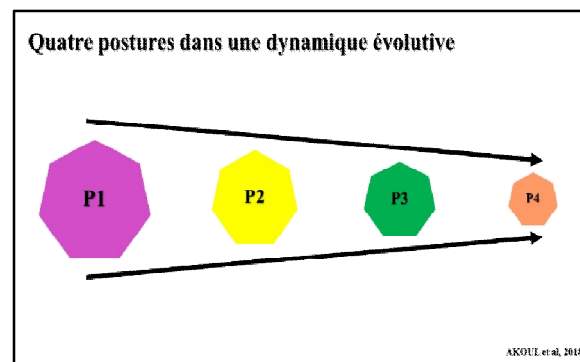
**Figure. 2 :** The evolution of the four postures based on space and time allowed.

From another point of view, Paul. M (2007) further advances the “ingenium” concept of accompaniment by stipulating four essential dimensions : the given function, the posture adopted, the justified approach and the relationship invested.

In the proposed modeling test, all four dimensions cited by the author are arranged in a different way to gravitate around two surveyed variables : "Space and Time". But which give rise to a new “ingenium” in

our opinion based on four postures encompassing all the suggested forms of accompaniment in education and training, including the function, the process and the relationship during the accompanying act.

Indeed, the level of presumptions of learning by the accompanied subject certainly determines the posture to be chosen among the four presented. The relationship and the approach adopted with the accompanist will take a configuration specific to the chances we anticipate on its adaptation to the transformations targeted by the training.



**Figure. 3 :** The four postures on an evolutionary dynamic

## 6. CONCLUSION

Design the accompaniment in an initial university training aimed at a real professionalization in the «trades» It is necessary to question and requisition one’s own conception of accompaniment during this training. It also questions the legitimacy of the educational and organisational choices made, questions the limits of these choices, assesses the risks involved and raises awareness of the underlying values and expectations (H. Jonas, 1998).

In knowing the results, our own conception and approach of accompaniment during the training, we become aware of the limits of the sharing of values, of empowerment and accountability, This means that we consider them to be “generalizable” values. Therefore, the forms we propose are thought to transmit these same values and share our own conception of what is a «good» praxis for training and accompaniment, that is to say, a praxis that makes of the elucidation of the framework, of the improvisation, of the doubt, of the restraint of the conditions of legitimation of a given posture. The test of modelling of the accompanying postures, advanced in this regard, responds well to the need to anticipate risks, difficulties, at the same time on several scales, in meeting training expectations to optimize intervention with students in a highly professional setting. It will allow to situate each

«praxis» act in some ergonomie interpellations namely : For which topics ? In which environments and ultimately for what tasks ?

This modelling of the accompanying postures aimed at a necessary step back in the involvement in any such devices. The continuum we have proposed (Figure. 3), is intended to be progressive and obedient to an evolutionary dynamic ranging from the most attentive posture on the person accompanied (P1), to the most empowering one for him (P4). As confirmed (Paul, 2007). The accompanying relationship requires the passage “from the professional’s posture as an expert, who is readily involved (P1) in our modelling, to that of a resource person, which involves putting his expertise under the bushel for a posture in withdrawal, in standby, in restraint (P4)”.

Indeed, as a reminder, she wanted to understand how to identify the transformations that were carried out in each of the postures? How to call into question choices that lead to incompatibilities of postures in relation to context and population ? How to mirror the actors with images of their own postures once in the process ? It is one of the roles of modelling to be a simple device for regulating adopted postures ; Lardon, S. (2005).

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