



Investigation of the Assessment Practices of Tunisian Cooperative Teachers

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Authors' contributions

This work was carried out in collaboration between all authors. Author HM designed the study, performed the statistical analysis, wrote the protocol and wrote the first draft of the manuscript. Authors MSB and AH managed the analyses of the study. Authors NS and MM approved the final manuscript. All authors read and approved the final manuscript.

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ABSTRACT

Aims: The aim of this study was to investigate the evaluative practices of Cooperative Teachers (CT) in the framework of training preparing to professional life in connection with the initial monitoring of Training students (TS) in the teaching of Physical Education (PE).

Study Design: For the verification of the proposed objective, an exploratory research was conducted within a qualitative nature through a survey.

Place and Duration of Study: Greater Tunis area, Tunisia, between September 2015 and December 2016.

Methods: For this purpose case study method, which is one of the qualitative research techniques, was used to acquire data. Study samples are constituted of 5 cooperative teachers of the average age is 40 ± 5 and accepted to participate voluntarily in the study.

Results: The results have shown that the Tunisian CT's evaluative activity can be centered on five specificities: (a) Interpellation, (b) Professional Evaluative Judgment, (c) Participative Evaluative Judgment, (d) Dialogue and exchange of point of views, and finally (e) Self-evaluation.

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Conclusion: Those CTs participating in our research have an excessive and indefinite connection with evaluation. Excessive, since evaluation holds an important position in their actual activity when they find themselves in a situation of interaction with their Training Students (TS). Indefinite, because they are not all the time aware of the position that evaluation holds within their activity.

Keywords: Evaluative practices; Physical Education (PE); Cooperative Teacher (CT); Training Student (TS); professional judgment; self-evaluation.

1. INTRODUCTION

Training to professional life is an entry accompanied in the exercise of function [1]. It offers a unique opportunity for students to develop their professional skills while exercising the function [2] and occupies a central position in a number of initial training programs in education worldwide [3]. The training of physical education teachers in Tunisia is no exception to this universal convergence. Indeed, the initial formation of EP stressed the importance of a long and better supervised practical training, which should consolidate its position in a true partnership between the university and the school environment [4]. These guidelines have been developed for several decades in education systems, especially in higher education [5], to catch up with developed countries in the areas of training and scientific research. In light of these facts, the Tunisian program of initial training provides preparatory training for working life in the EP and the number of hours is estimated at 112 hours. [6] In the literature, the terms used for the actors involved in the assisted training vary according to the authors, the training and education level. For our study, two actors interested in supporting students in training (TS) who conduct training in practical environment; The universitaires1 supervisors conduct inspections and assess skills in training students in the performance of their duties [7], and teachers in the field called Cooperative Teachers (CT) in Tunisia help and guide the students during their training. Note that the theoretical concepts of our research are based on the analysis of the activity of training students in a situation of carrying out their work by focusing on the clinical activity [8]. Indeed, it is to explore the actual activity performed in the evaluation activity. In other words, to draw not only what he did, but also what it cannot or will not do and how he managed to do it, and try to understand how he develops his assessment activity. In this regard, the Cooperative Teachers (CT) are recognized as experts in their role as mentors.

The literature review has to consider the effectiveness and success of a training session in working life generally depend on the role of CT in the audience of the TS [9]. However, regardless of the name used, the TS remains fields monitor whose role is to help him develop his professional identity, to experiment and to analyze his own performance [10]. In addition, CTs, in their daily activities, focus on their students and their evolution. Accompaniment of TS becomes a task parallel to the task for which the actors complain about being poorly equipped [11]. Throughout training, CT strives to observe the practices of the students, to decode the learning directions and giving advice to enable them to regulate the practices and progress [12]. In [13], the TC is requested to support the TS to allow him to be the master of his own project, achieve personal goals and regulate its practices. Yet supervise the training requires special expertise of a type other than teaching. [14] Studies have shown inequality in supporting trainees, mainly because the entire cooperatives teachers are not able to perceive their role in the same way in the process of professionalization. [2] In addition, CTs may feel insufficiently prepared to effectively assume the role of supervisor of training leading to employment [15]. In this regard, the search of Vitry [16] demonstrated that at the end of assisted training, CTs face another difficulty of establishing a summative evaluation of the level of success of the trainees. This change in position is particularly considered inconvenient for most CT. As part of the accompaniment process, the question of the formative evaluation necessary to regulate the practices of the students and the professional judgment related to the summons to be expressed at the end of the training. In this respect, the evaluation of the training is a critical step that defies actively involved in training and students in training [17]. Several studies indicate that the evaluation of the apprenticeship is a complex task involving numerous challenges for CT acting as supervisors of training [18]. [19] add That the complexity of the evaluation during the training is due to the different functions they perform: diagnosis, formative, summative. In this

regard, [20] research results have shown that the expected roles by cooperating teachers and university supervisors are limited and do not allow the practice of coaching and a coherent and consistent assessment between the University and school. Two central areas of teacher training. Although cooperative teachers are seen as central actors in the practical development of the practical experience of trainees [21], there is confusion about their qualification. This confusion persists in the mode of selection of these Co-operative Teachers, and the same applies to their intervention practices concerning accompaniment [22]. In this perspective, the effective and satisfactory performance of these various functions and tasks requires more specific skills than teaching. The acquisition of these skills should be the subject of training provided by the teacher training programs [9]. Nevertheless, practical knowledge gained throughout the years, are not always easily transferable to trainees. In addition, the emphasis on the practical component and responsibilities assigned to the CT and the amendment of the PE training university programs for CT generates an absolute need for information and clarification regarding expectations of universities in the End of vocational training. Furthermore, the TC also assumes the role of assessors and demonstrates the level of proficiency of their student [23]. According to the same author, CT themselves undergoes significant changes in their practices, as they not only have to adapt to new teaching methods, but they also have a responsibility to stand by prospective teachers during their training. Many of them feel uncomfortable and overwhelmed face the challenge of combining coaching and evaluation [24]. Considers that, regardless of the period of training and the student's personality, cooperating teacher must interpret as accurately as possible, given the context of the practice environment, a student's ability to master each skill expected from the establishment once the training is over. Therefore, the evaluation situation involves the observation of an expert on the elements of a skill, their joints and resources deployed. In the area of training and especially in the heart of devices and dual training practices, evaluation is an obvious component of the professional activity of CT interaction with trainees. However, the question of assessment to operate at a theoretical level of discourse. We have little knowledge about how these TD live and what they do in daily PE classes for their evaluation. It is the same challenges and barriers these

trainees face and how they manage to overcome these hardships and dilemmas they face in the evaluation process. Indeed, evaluation remains a concern for many teachers. They are also faced with the difficulty of assessing as fairly and honestly as possible [25]. [20] Explain that assessment in general and particularly summative assessment during training is a very tricky task for TC to the extent that they feel powerless against the judgment to do. According to these authors, actors overseeing training are left to their own professional judgment without tools to validate their observations. This triggers feedbacks that are completely different from one observer to another for the same conduct is perceived differently by different observers. Without measuring, CT intuitively assesses the performance of trainees, resulting in a risk of bias and inequality [26]. [20] He added that it is very difficult for the CT has or not a training assessment to decide the evaluation that it is about to assign the student to train, especially if CT accompanied the trainee during the training. The main evaluation question is of course the training sessions [27]. [26] It argues that the complexity of the evaluation problem is amplified because of the lack of tools and the wide variety of tasks that require different skills. In this regard, [28] claim that the task of evaluation is mandatory and it puts the cooperating teachers in a quandary. In light of the results of the work previously in this area, we look more closely at the assessment of Cooperative Teachers as part of the EF Teacher Training in the Tunisian context. Our study focused on practical issues declared as evaluation of Cooperating Teachers [29] in order to understand the significance of the evaluation activity for CT, what skills and professional actions are they calling? How do they deal with unforeseen circumstances? Or even the challenges they face. It is in this perspective that we are trying to implement ways in which Tunisian Cooperative Teachers follow their control procedures, control and guidance of teaching practices practiced by seekers. This leads us to ask questions about the act of evaluation assigned by the cooperating teachers: What are the professional actions applied by the CT in their evaluation activity? What are the practical steps of CT in the evaluation?

2. MATERIALS AND METHODS

2.1 Research Design

The present study used exploratory survey design. The method used for this study was

qualitative research method and it focused on an interview survey.

2.2 Population and Sampling Method

The population for this study consisted of 5 cooperative teacher in physical education in Tunisia (n = 5; 3 men and 2 women) (Hedy, Aymen, Karima, Lotfi and Marwa [pseudonyms]). The participants' average age is 40 ± 5 . The main criteria used for sampling were at least five years of experience as an accompanying trainee. But none has taken any training offered to cooperating teachers. Prior to the data collection, ethical precautions were taken. All participants signed a consent form. In addition to volunteering, they could withdraw at any time. They knew that the data would remain strictly confidential. We met each cooperating teacher individually to show him and explain the research procedure.

2.3 Instruments of Data Collection

We developed an interview guide specifically for this study. It consists mainly of six questions, each of which has sub-questions that could be asked if the content was not covered spontaneously by the participants. The interview guide was developed on the basis of our conceptual framework and research questions. During interviews, the researcher probed the participants by encouraging them to explain their views and experiences. Sessions lasted about 30 minutes.

The comments were coded using the components of the role of the cooperating teacher. At this point, we have respected one of the principles of [30]: the decomposition of actions into small units and their decomposition. The main ideas of the same nature have been recorded and grouped into pre-established and emerging categories. The main ideas of the same nature were recorded and grouped into predefined categories. This methodological choice is based on a process of content analysis. This consists in classifying the elements in order to better understand the characteristics and the meaning [31].

2.4 Validity and Reliability of the Instruments

For the validation of the interview, we asked the help of 12 teachers who teach and mentor

trainees. They provided constructive feedback that allowed us to review, clarify and simplify this interview. This to get better results in the award of the tool. These teachers did not participate in our research to avoid bias in the research.

2.5 Method of Analysis

Interview data were collected by recording audio using a Dictaphone. The content of each interview was completely rewritten by the researcher as verbatim. Then, after many readings, we coded texts into meaning units [32] the interview was written by two teachers who accompanied the students in initial training in physical education and teaching in Higher Institute of Sport and Physical Education of Tunis. To improve the quality of formulating statements, one of the teachers identified themes corresponding to the interview guide. The topics were collected, in order of priority and identified. These two teachers who collaborated together to clarify the meaning of the identified elements confronted the analysis grid model with the textual data. This critical interpretation of clarity and adequacy of statements led to comments and corrections until the grid became more stable and organized. Interviews were coded into units of meaning and classified into categories and sub-categories.

3. RESULTS

We present the accompaniment practices concerning the evaluative intervention of the CT interviewed in our research.

3.1 Questioning

Questioning is a practice represents a kind of formative assessment that can indicate the strengths and challenges of the trainee while taking account of its progress in the mobilization of skills in professional situations. The assessment activity of our cooperative teachers based on the interrogation as a mentoring practice., as Hedy does, indicating that focuses on issues which require more thought and analysis by tricking students, for example, to give a detailed explanation for an observed or action.

"... That is why I repeat them all the time" ask questions "I said," If you do not understand something, ask specific questions and we will sit down together and try to find Potential responses. I push my trainees to ask me

questions about what went wrong in the session, to think deeply then I help them sort the answers... " (Hedy, line 12-17).

Aymen adds that provides advice rather than responses whenever the student does not know how to act, he asks questions mainly to the trainee to check your knowledge. He says he leaves the student to act alone in overseeing and then his guide whenever necessary, explaining why and how to act.

"My approach, one on which I relied is that before you start anything, I ask specific questions to get an idea of the type of experience they have, the type of knowledge that They have acquired. [...] With this strategy, I consider whether I can let them work alone ... well, not exactly alone, since I'm always at their side to help them..." (Aymen, lines 09-16).

Marwa follows the same approach as the CT Aymen in its evaluative activity. It also uses Questioning as a practical assessment of trainees.

"... Meanwhile, I watched to learning situations and I gave them brief remarks to urge them to ask me questions and that we have both me and my intern, who have understood and found his way. At first I did not give remarks or bright points; I let him think and I urge him to ask questions to understand these points." (Marwa, line 05-10).

Lotfi and Karima use demonstrations questioning as a trial practice. Demonstrations are made by interaction with the trainee; Thus, there is an exchange of questions / explanations occurring at the same time with the demo. This allows the cooperative teachers (TC) to check the level of understanding of the student at each stage. Indeed, Karima says that when a demonstration, it gives explanations in the process and ensures that the trainee looks and understands. As for Lotfi, he adds that he also gives explanations when he gave a demonstration to join together the visual and auditory comprehension. He added that if necessary, he leaves the student to repeat the procedure and the action thus presented.

"... My strategy in the evaluation process is to demonstrate and explain the same time my intern situations that have not been properly implemented. I put visual and auditory issues and, mostly, I use both methods. What is

essential for me is that the student sees and understands, then I let him repeat the situation concerned by himself ..." (Karima, Lines 13-17).

"... I always make my interns come to each session and bring with them questions, and if that does not happen, I feel really worried. I am therefore obliged to pursue the matter; I ask questions and I explain at the same time until my trainees were able to understand..." (Lotfi, lines 08-15).

3.2 Professional Evaluative Judgment

In the CT evaluative activity, we identified ways to apply professional judgment to validate or refute the professional act of Students Training (TS) and to report the results to them and with them. CT (Hedy) validates the activity of TS and sharing the results with him. Professional judgment is mainly based on the activity of trainee teaching situation and what he has already demonstrated during the session. Hedy holds an expert judge posture and allows him to control and validate the effectiveness of actions taken by the trainee in a summative target. Specifically, Hedy any judgment on two professional skills - design and control of teaching situations. Other professional skills are not treated. It expresses a judgment on the development of professional skills of the trainee. It evaluates the design of teaching-learning situations. He states that the student must be given time during the progress of planning a PE session.

"... My first intention is to give an overall assessment to my student, and I will discuss with him the choice of planning teaching situations and their consequences on the progress of the session ... I know very well that over time the trainee will manage to improve his teaching skills primarily for design and control of situations..." (Hedy, Lines 25-31).

Hedy also evaluates the management of teaching-learning situations. He positively assessed the fact that his trainee (TS) left enough time for students to think and reason when faced with a difficult task. In addition, it considers that the TS gradually raise the level of difficulty for the years he has students.

«...I think my TS must involve students in the learning process and encourage them to think about when faced with a difficult task. I consider

my TS must ensure that students are able to understand what they were doing ...» (Hedy, Lines 37-44).

For the second participant, Aymen, his main role is expressed in its interactions with TS, the role of a guide that supports and provides tools for teaching his student PE, while giving great freedom action and, at the same time, check its practices.

«...My job is not to monitor the trainees. They are supposed to be trained at the university. Now, future teachers put their teaching skills in application and it is my duty to see if they need my speech or not. This is how we check if they are ready to teach a full course PE. » (Aymen, lines 20-24).

We should note that professional judgment has no meaning without the additional information provided ST. This implies that feedback helps contain specific data that have meaning to the TS. This is feedback to the TS to regulate its next move.

«...To my trainee is comfortable during a PE session, I have to tell him of these strengths, especially since it has the ability to plan learning situations. But this is not enough. I have to be more specific in my remarks so that it can adjust its future actions.» (Aymen, Lines 31-34).

Aymen seems convinced that it is his duty to scrutinize all its TS accomplished in education, especially if it is related to the monitoring of teaching situations. This is a preview of what he mentioned in the interview.

«...He produced all its equipment. He did everything. As for me, I know there are things I need to check. With him, I had to check almost everything he did; How he did it and what skills he developed, interdisciplinary skills and if he varied his teaching methods ...» (Aymen, Lines 37-41).

Marwa TS encourages her to assess the development of professional skills, even to self-evaluate. In fact, she said that a number of questions must be asked his student. These are often open questions which mainly concern the design and management of teaching situations, assessment of student learning and classroom management.

«... In preparing a PE session, what is your aim for learning today and how your class period she

go? ... Your lesson is over, how do you rate your performance in the class period? ... Have you encountered problems with individual students or some students? And how did you correct these problems? » (Marwa, Lines 13-18).

Similarly, our participant Lotfi primarily evaluates and formative way the design and monitoring of teaching situations and the assessment of student learning. It pays little attention to classroom management. He considers the design of teaching situations positively, appreciating the Student Training (TS) varies his teaching methods.

«... Usually, I make my remarks to student (TS) of the type "planning is well developed" and I insisted that my trainee can overcome the obstacles he encounters in learning situations ... For me all students must participate in the ultimate execution of the exercises...» (Lotfi, Lines 22-27).

Overall, keep in mind qu'Aymen Lotfi and encourage their students in training for their opinions on the development of their professional skills. By these comments, they also apply judgment on the professional skills of students. Formative assessment of our CT mainly four professional skills of the intern: The design and monitoring of teaching situations, assessment of student learning and classroom management.

Karima is a cooperative teaching (CT) with 15 years experience. During the recorded conversation, she assumes her role in the interaction with the student, as part of a monitor that ensures the trainee and provides corrections, updates, comments, and a professional evaluation.

«... My role is primarily to secure my trainees, enabling them to acquire self-confidence. We must keep in mind that I am a monitor I have to make corrections, comments, feedbacks and updates. At the time of the evaluation, I have built light judgments I've made very confident trainees....» (Karima, Lines 09-14).

By asking a few questions to his student (TS), Karima starts thinking of his trainee on the development of professional skills and invited him to do a self-assessment. His questions are mainly for classroom management, monitoring situations and assessment of student learning.

« ... Regarding the progress of time, how do you find your calendar and presentation of the

activities? How do you find it? I mean, have you reached your goals, especially at developing certain skills of your students? » (Karima, Lines 16-20).

Indeed, both Marwa and Karima give a judgment on the development of professional skills of the student training by issuing a number of comments, particularly as regards the monitoring of teaching and managing classroom situations. As for classroom management, Karima considers that the trainee must show a lot of consistency in its interventions with students. He must repeat the rules and guidelines that must be met consistently when he noticed that his students do not follow the rules and guidelines it has established.

«... He should not let the learning situations unfold one after the other. He must return to functioning properly. It must ask students if they have any questions and encourage them to raise their hands and show motivation.» (Karima, Lines 26-29)

« ... It is normal that we are currently at the level of learning rather than the assessment level, but we must move forward without further delay. » (Marwa, Lines 21-23)

3.3 Participatory Evaluative Judgment

The evaluation activity Teachers Cooperative that contribute to our research is to involve the students in training, even during the decision making. This strategy encourages students to reflect on their own professional practices, to evaluate themselves based on pre-defined institutional criteria, to give their views, discuss and negotiate decisions during interviews dyads. This approach aims to carry out the assessment of activity of the trainee regarding the evaluation grid. Our CT Hedy puts at the heart of his interview with the device TS, the evaluation grid at its disposal to determine, based on predefined criteria, the value of the performance of the trainee. His approach is to browse each criterion grid and ask the TS position themselves in relation to each of them. Hedy proceeds rigorously and consistently throughout the process, which means that first lets the TS speak before taking his turn to speak.

«... So it is true that gradually and gaining experience, my TS will have confidence, I can say that with the positive experience it will

acquire this problem will be overcome in my opinion...». (Hedy, Lines 46-52).

Karima and Lotfi also continue to focus on active participation of TS as well as strengthening its empowerment in the assessment process. In this sense, the TS is not only the object of evaluating the CT but has the right to participate. Indeed, we note that the TS, interpreting these results, must return to the judgment of his CT.

«.. The student training (ST) should pay attention to the performance of its activities. There must be a link, a connection between all these activities. When things are pretty clear, it will be for me, too, to teach. ... Look, it's hard to share ideas with a student training in an interview because our educational background are not the same. Therefore, we try to find a meeting point, a sort of common ground, but it is not always clear ». (Karima, Lines 32-39).

«... We are seeking other avenues and other ways to do the exercise. This is not because the track is not good but it stimulates. The overall goal is to achieve build from our two experiments. For me it is important that the teacher student (TS) has a large share ». (Lotfi, Lines 17-22).

As for Aymen, interest is to compare his views with the views of the trainee, to measure the degree of lucidity of the trainee on his professional act and discuss the criteria of the evaluation grid. These few elements in favor of the participatory evaluation approach make us understand better.

«...I am a bit harsh on the evaluation and I'll be. It's the only time I can interact with my training student (TS) and compare ideas with him. We recall what was experienced, we are strong links. At this time, I let my training students to comment on their experiences. I want my TS is aware and involved with me to the evaluation, although it is directly concerned. Of course, "I help to discover and analyze what happens ...» (Marwa, Lines 26-32).

3.4 Dialogue for Guidance and Regulation

The cooperative assessment activity of teachers is based on dialogue and exchange of views with students in training. It is important to exchange views, discuss, advise, tend to multiple interpretations to guide, adjust and regulate. The cooperative teachers (TC) interact with their

trainees make assessments together to enable them to acquire the professional skills of the latter.

Hedy mention that this is a shared joint assessment Cooperative Teacher It allows to be involved in a dialogue on conceptions that everyone on how to act ("Act"). It would be illusory to think the trainee able to manage without guidance, adjustment or some kind of regulation. If they contribute, CT shares this responsibility.

«...During training sessions, there were many students who wanted to show me what they wrote in their educational sheet before the start of the session to correct their mistakes, but I told them I'd rather deal with these issues in the end the session, not before. I do not want to impose my ideas, but rather let them work and exchange ideas with them. I want to have a glimpse of their choice, then try to set and adjust their choices ...» (Hedy, Lines 54-59).

Professor Aymen for cooperative, it allows the student to identify the formation of the difficulty. It stimulates and drives him to seek his own way of action. The questions are formulated in terms of scarcity: What's missing in this session should not be repeated next time? This is a kind of restful settlement in which the CT promotes a way of thinking in order to find an effective and relevant adjustment for the next action. We note qu'Aymen combines the trainee to control its act ("Act"). It allows him to formulate his own ideas before making recommendations. In other words, it allows the TS to provide its own interpretation and follow its own course of action. He urges his TS to become the main player in the evaluation of its own act ("Act").

«... S identifying my weaknesses, I invite him to find solutions. My strategy is to ask questions as the typical lack of choice; What you think about for next time? (...), what are your projects? (...), what will you tell them next time? ... With this method, I think it's for the good of the training that we leave some leeway for the TS reformulates ideas and interprets his choice. That is to say, to involve him until he becomes responsible for his own assessment... » (Aymen, Lines 55-62).

Karima notes that the involvement of the student training in the evaluation-board approach needs to be discreet. The reason is probably in the precaution to avoid the appearance of a

defensive driving and autojustifiante the side of the student, which could lead to the weakening of relations and the discussion process. We note that Karima recognizes the qualities and skills of the Training Student, and she gets involved in a space existing understanding. The movement or impulse it generates is based on a problematic situation described by the Student Training (TS). It is from this moment that the interpretations are developed, the diagnosis is made and the recommendations are raised.

«...I think I need to make more time to focus in time. In some cases, I impose my instructions; I told him when he has to use his tools. It is a practical suggestion that seems too obvious in consideration of what it would have liked to do and what it can do. So here I do not mind so much now for her to make her suggestion. I offered him a path to follow.» (Karima, Lines 40-45)

Lotfi gives importance to the form of regulation deployed by the Cooperative Teacher. It guides the training student in another track. Indeed, for him, do not readjust what he did, but rather suggest another regulatory pathway that is based on a different assumption is related to the notion of time perceived by students. By digging in its resources and its own interpretation system, it creates and provides another track. He added that the council is neither an order nor an order. It is part of an understanding of space in which this advice can be given as enrichment, an opening. The student has the option to redirect its next move reinvest in this way that the cooperative professor considered a practical suggestion.

«... Offer a new track is better to regulate or adjust what he did before or after the session. According to the new tracks, it must reorient its future choices, its futures actions ... For example, [if we wanted to do it again, I would suggest to put the device in its place immediately following the specific warming for the Time Necessary for the greater part of the session. Think about that the next time ..." (Lotfi, Lines 28-35).

3.5 Self-evaluation

In the following analyzes, the CT urges TS to assume part of the assessment activity. In other words, they actively involve students in the assessment process and push them to do their reflexive self-assessment or a reflexive assessment shared by their peers. This first

distinction leads the TS to wonder, to change its designs and to seek meaning. It may be noted that CT offers Hedy TS to observe situation. This return to the action taken is not specific in that it does not ask the TS to comment on a specific point. Hedy, the action of CT seems to make sense since TS is involved in an analysis of its own affairs. In addition, the future teacher must suggest a course of action it wishes to re-invest in its future action.

«... In my self-assessment means letting the student training to his self-judgment. At first I assumed that the student training is able to analyze and evaluate its performance and to identify its own needs, goals and tools. I think, through this method, the student training is informed himself of the status of learning and, therefore, it is able to regulate and guide its future actions. Therefore, it becomes more autonomous, more motivated and it becomes more self-confidence ...» (Hedy, Lines 60-64).

Our second participant, Aymen, insists that the CT must accompany the TS on the path of self-assessment. It helps to speak, to express them and to analyze what happened. For him, there are several strategies that occurs after getting an overview from the perspective of the student training. This leads us to make a comment which leads the student to reflect on his actions while the trainee will have more freedom to reflect on his actions.

«... This is one of our aims to encourage student training to think about what he did ... I think the key point of this approach is the questioning of the student training. With this strategy, I urge my trainee to self-assess and reflect on his act ...» (Aymen, Lines 65-71).

Marwa said from the start that an approach of self-evaluation requires trust, recognition and honesty or transparency in the sense that the remarks of the Trainee will be received and perceived as an additional benefit and they will in no case against him. It is in these conditions that the student engages freely in its reflective learning.

«...My real goal is to distinguish real situations elements and then put into words a number of knowledge put into words life situations. And that's the first point because there are elements that have reappeared and others that will be launched later..». (Marwa, Lines 33-37).

4. DISCUSSION AND CONCLUSION

The purpose of this research is to analyze and understand the activity evaluation of Tunisian cooperating teachers in initial teacher training in physical education (PE). More specifically, it is to examine and illustrate the act of assessment, cooperative when operating situations observed in the field or in a gym. The interest is to help clarify the practice articulating the daily teaching act and the training of students. We must point out that our question is universal because the context of training of future teachers is an operation in progress. Therefore, it is clear that cooperating teachers have an important role to play. Therefore, they are required to meet the demands of professionalism and position themselves in a work-related training, moving in a multitude of tasks, meeting the training requirements while organizing and seeking recognition in order ensure their sustainability. In this context, in transition, it seems appropriate to focus the work of a monitor in the field, to recognize the special devices and training practices in which it operates. To do this, it seems interesting to start with the question of the role of cooperating teachers. CT involved in our research and indefinite excessive link with the evaluation. Excessive, because the evaluation has an important place in their real activity when they are in a situation of interaction with their students in training. Undefined because they are not all aware of the position that evaluation plays in their business. These observations seem to go in the same direction as those reported by [33] which states that a quarter of its training practices reported by supervisors concerning the evaluation functions and this category is seen as a critical element in the teaching-learning process, as it ranks second among CT practices. This is mainly explained by a kind of confusion between the assessment as a notification and assessment as a settlement. In other words, when the CT analyzes the TS activity for regulatory purposes, they do not give the impression to assess. However, our survey results show that assessment goes with the training process. What unites the CT assessment activity can be summarized in five characteristics:

The first emphasizes the specificity questioning as the first preferred practice by TC. Ask questions involve more reflection and analysis by triggering the trainees, for example, to provide detailed explanations of the measures taken or observed. This

practice represents a kind of formative assessment that can indicate the strengths and challenges of the trainee while taking account of its progress in the mobilization of skills in professional situations [34]. the trainee will also be asked to consider his path [35]. The second specificity regarding the professional judgment of validating or rejecting the professional act of training students and communicate with them on their results. Their professional judgment assessment is based primarily on the activity of the student in a teaching situation and what he demonstrated during the session. We noted that this result is in line with [36], which defines the professional judgment as a process leading to decisions arising from their professional expertise.

The third specificity is participatory evaluative judgment as an evaluation activity for cooperative teachers involved in our research. It is to involve the Student Training in the evaluation process, even when taking a decision. This strategy invites future teachers to reflect on their own professional practices, to evaluate themselves according to predefined criteria institutional, to express their views, to discuss and negotiate decisions taken during interviews of the dyad. In this sense, the involvement of students in the assessment aligns with the conclusion [37] which showed that students who do better in the exam are those who cooperate with them more clearly cooperative teacher.

The fourth specificity is the activity evaluation of cooperative teachers based on dialogue and exchange of views with students in training. It is important to exchange views, discuss, advise, work to multiple interpretations to guide, adjust and regulate. CT is interacting with co-assess TS, to enable them to develop their professional skills.

The fifth specificity is self - evaluation of training students (ST) by which the CTs encourage TS to assume part of the evaluative activity. They actively involve students in the assessment process and lead them to make their own reflexive evaluation. This observation is similar to [38] who reported that the monitors on the ground require their students to make their self-

assessment in order to develop their own autonomy and reflexivity.

It is important to emphasize that we cannot in any case generalize the results obtained through this research. Indeed, the sample is too small to be able to do and every practice of cooperative teaching is unique. Moreover, it is not possible to have a completely objective look at this research.

Finally, different research objects in the result of this research have emerged and it seems pertinent to investigate further and to improve the analysis of the description of the definition and the reference to the professional type of cooperative teachers. Therefore, it would be interesting to consider both the views of students in training as academic supervisors.

5. RECOMMENDATIONS

We recommend for future research to attack the trio's evaluation topic; Academic supervisor, cooperative teacher and student trainee, as actors involved in the trainee's initial training process.

NOTES

1. University Supervisors are also in charge of Training Students, but on the side of University, not Secondary Schools.
2. "Certificative" or certificate –awarding same as « summative » for the first years and it is expressed at the end of training sessions for the obtaining of a diploma or certificate in the last year.
3. SOSIE Instruction (SI) is a tool of analysis for the theorization of practices

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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