

USE OF THE PORTFOLIO IN A TEACHING/TRAINING CONTEXT FOR THE DEVELOPMENT OF REFLECTIVE PRACTICE IN STUDENTS: ARE THERE ANY OBSTACLES RELATED TO THE TEACHERS THEMSELVES?

Zineb El Atmani, Mourad Madrane, Rachid Janati-Idrissi, Mohamed Laafou & Rajae Zerhane

*Research Scholar, Interdisciplinary Laboratory for Research in Pedagogical Engineering (LIRIP), Abdelmalek
Essaadi University, Ecole Normale Supérieure, Tetouan, Morocco*

ABSTRACT

At the crossroads of the field of care and training, is the commitment to a quality, efficient approach, concerned with providing answers adapted to the needs and expectations of customers. Nursing education is now part of a new challenge: to constantly adapt to initiate and contribute to the development of tomorrow's skills, while positioning itself in a more competitive and still very unstable environment (Gurraud, 2006). In this perspective, a new concept has emerged in the field of education: that of "reflective practice". Indeed, the development of reflective practice can be produced through writing and this through mediation where the portfolio takes a privileged place (Tardif, 2006). Thus, the teacher must ensure that high-level skills or competencies can be developed in his students, by using this tool in a framework that emphasizes autonomy, reflection and critical thinking. Nevertheless, if the teacher does not succeed in fulfilling his or her role, obstacles can appear and negatively affect the reflexive development of students.

This article aims to study the existence of obstacles to the use of the portfolio, which may be related to the teachers themselves, among students of the Higher Institute of Nursing and Health Techniques of Al Hoeima. After data collection carried out through a self-administered questionnaire to 50 students, and completed through a semi-directive interview conducted after seven teachers and educational managers. The main results reveal the existence of a number of teacher-related barriers to the effectiveness of this tool. In this context, suggestions are made to improve the use of this learning and assessment tool at the level of the ISPITS in Al Hoceima.

KEYWORDS: *Portfolio, Use, Students, Teachers*

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