THE POSITIVE PEDAGOGY "EXPLORATORY STUDY AND PROPOSAL OF PEDAGOGICAL POSITIVE PRACTICES"

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ABSTRACT

The leitmotif of this work is based on a pioneering initiative to explore and encourage to experiment the positive pedagogy based on the active approach in the context of higher education in Tunisia and this, on following an exploratory study of this approach which has put the point on the different facets of this novice pedagogy with the major objective of guiding the teachers on its introduction in their teachings through the proposal of a set of educational positive practices. Indeed, the positive pedagogy is structured around three dimensions: the cognitive dimension, emotional dimension, and physical dimension to dispatch learning with pleasure, discovery and success and especially to allow the learner to be happy during its conquest of knowledge and to have a positive image of itself same source of motivation, confidence, and self-esteem. This paper presents our innovative pedagogical initiative to experiment and to achieve the said approach in our lessons from the implementation of a set of educational positive practices by following a methodology based on an exploratory study followed by a qualitative study based on structured interviews.

KEYWORDS: *Pedagogical Innovation, Positive Pedagogy, Motivation, Pleasure*, *Creativity*

INTRODUCTION

The new populations of students are less and less interested in the traditional teaching especially in a context of passivity, such as magisterial courses because of: difficulties of concentration, lack of motivation, hyperactivity, resistance to the effort, lack of generosity in the work, accumulation of shortcomings [1]. The challenge today is to innovate in terms of teaching methods and pedagogical approaches adopted.

It is in this context and in the course of algorithmics at our institute ISET Gabes that we have chosen to differ from the traditional teaching methods and adopt a process of pedagogical innovation to explore and experiment the positive pedagogy qualified as the head-heart-body approach to allow our students to live a new experience of learning enabling them to cultivate their confidence in them by encouraging, valuing their progress, but also allowing to them to learn with pleasure in an autonomous way in order to situate them on the path to success. In fact, success is a recursive process that begins with the confidence and self-esteem: a learner who has confidence in himself is more motivated. He is therefore implying more in the programming and, as he succeeds better what he undertakes, he has more confidence in himself as well as a positive image of himself and this is the main purpose of the positive pedagogy.

In addition, we have found it is useful also to propose a set of educational positive practices p based on the active approach in order to allow to our colleagues to discover the positive pedagogy and encourage them to experiment it in their lessons with the view to increase the motivation and the quality of the learning of their students.

In this paper, we will first present the problem relating to this research work as well as the methodology adopted and then we are going to present the exploratory study that we conducted with the description and discussion of the results which flow from it to highlight the contributions of the positive pedagogy in terms of improvement of the learning conditions and the emotional potential and cognitive development of the learners. We will also present in the second time, the qualitative analysis based on a few structured interviews that we conducted to produce a set of educational positive practices in concordance with the components of this approach presented in the first part to finish by a conclusion as well as the prospects of this work.

Problematic

Actually, the role of the teacher is no longer a simple transmitter of information; it is passed to a facilitator, a coach, an expert whose task is to help the learners to overcome their difficulties and to become an actor of their training [2]. Of this fact and as teachers as part of the learning process and want to improve the quality of education, we asked the following questions:

- How can we improve the learning of our students?

- What are the factors that are involved in the learning process?

- What factors inhibitors of the learning process?

- The emotional side is it as important as the Cognitive side?

- What practices to establish a positive learning ?

We have noticed that a learner who is the actor of his learning process is more motivated and more involved in his work [3]. In addition, a flourishing learner has more confidence in him and has a good self-esteem [4]. Indeed, several studies have shown that the sense of personal efficacy (self-efficacy) which has been theorized by the psychologist Albert Bandura has not a direct action on human behaviour, but it passes by 4 Process Mediators: the cognitive processes, motivational, emotional and selection. These intermediate passages allow the individual to set a goal which must meet a number of criteria. In class, these criteria can be envisaged as a line of conduct to maintain and grow the motivation.

The sense of personal efficacy refers to the belief that has an individual of his skills to achieve a goal [5].

It is in this context that we propose to discuss active practices across the application of the positive pedagogy also called happy pedagogy which is a new pedagogical approach introduced in 2013 by Audrey Akoun and Isabelle Pailleau. This new approach proposes to solve the problem that corresponds to the bad consequences of the pressure of whatever kind (school, social, professional) which are essentially the decline in the self-esteem, the degradation of the self-confidence, the lack of motivation, the discouragement and the lack of creativity as well as all the negative feelings that can disrupt the learners.[3]

Relatively to these practices, we will focus mainly on the emotional side of the learners, in order to help them to overcome the difficulties encountered in their programming and enable them to learn with pleasure and motivation while having a positive image of themselves.

METHODOLOGY

The methodological approach adopted in this work consists of a mixed methodology combining the exploratory study and the qualitative analysis.

In effect, our approach has been to follow the next steps:

- First, an exploratory study which is to describe, appoint or characterize the positive pedagogy. The historical approach is based on the documentary research and is to make the collection of data on the basis of observations, on interviews or questionnaires. As far as we are concerned, we have used the documentary research through a review of the literature in order to highlight the different facets of the positive pedagogy based on the active approach. The documentary research values the writings and the account rendered retained. In effect, the information collected as a result of this step on the characteristics of the positive pedagogy are presented in the form of components, criteria and variables, and descriptive statements of relations between the variables.

At the end of this exploration, the information gathered should be the subject of a special treatment which will link to the information that emerged from the review of the literature. The different elements that have been identified in the research question, the review of the literature and explorations to the outcome of their articulation procedure must be the subject of an upgrade of the Whole which will be the purpose of the problematic.

- Then, a qualitative study in order to identify the variables and the criteria that are involved in the definition of a set of educational practices positive. In fact, in the qualitative approach, the researcher part of a concrete situation involving a particular phenomenon that it aspires to understand and not demonstrate, to prove or check. He wants to give meaning to the phenomenon through or beyond the observation, the description of the interpretation and appreciation of the context and of the phenomenon as it is present. This method uses qualitative research techniques to study particular facts (case studies, observation, semi-structured interviews or non-structured, etc.). The qualitative mode provides data content and non-encrypted data. For our case, we have opted for the structured interviews to achieve the quantitative analysis giving as result a grid analysis of data corresponding to the whole of teaching practices active and positive to propose. [6]

Exploratory Study of the Positive Pedagogy
Review of the Literature and Theoretical Context

Several studies have shown the effect of emotion on the learning process. In effect, Daniel Chabot and Michel Sculpin in their book "The emotional pedagogy: feel to learn" have shown the inadequacy of educational approaches which cognitive limited the learning process to cognitive activities. In fact, in their book, they have presented a new method to understand the processes of learning and teaching, that they have called emotional pedagogy. In this study, they have stated that the ability to learn may be directly linked to emotional awareness. [7]

Nathalie White joined these results in his book "emotion and cognition: when the emotion speaks to the cognition". It shows the role that plays the emotion in the understanding of a text, for example. She explained that it was past the

reign of cognition in the twentieth century toward cognition with emotion in the twenty-first century. Of this fact, we can say that the man knows reasoning, but also feel. [8]

The book «affectivity in learning" presents a panorama of the major axes of francophone research taking into account the emotional aspects of the situation of programming. In these worksthe knowledge is relational are considered on the same basis as the knowledge and knowledge-to intellectuals. These works have shown the effect of the emotional side in education particularly in the teaching of mathematics for that students develop positive attitudes with regard to this discipline and find pleasure in doing mathematics. [9]

In addition, Catherine Gueguen has stated that "Invest in the Skills Development socio-emotional is extremely profitable, …" as it strongly recommended to invest early in this axis and this to improve profitability. She added that «all children can be happy to learn! And adults, pleased to accompany them on this path! " [10]

The Canadian psychologist Bandura (1997/2007) has done studies on the sense of personal efficacy (SEP). In effect, according to the theory of the SEP, one of the variables of the school success is the prior collection that the learner has of its skills and which will enable him to whether or not to engage in a task: the more the perception of its competencies is high, more the success of its performance is likely. He adds that this perception is influenced by the physiological states and emotional. Generally, the more the individual perceives the skills that he masters to achieve an objective, more emotions, and physiological states are positive, and vice versa. Of this fact, we can say that the perception that the learner has of its emotions and physiological manifestations arising therefrom, has a very strong influence on the learning and school success. [11]

According to Isabelle Puozzo, the emotion is a variable that is not negligible in the learning process and the school success. In effect, the learners who already have difficulties are regularly penalized during the oral production and in particular in the context of evaluation. These emotions are elements that parasitize the performance. [3]

Moreover, according to the research work of Audrey Akoun which is a cognitive therapist-behaviorist and Isabelle Pailleau who is a clinical psychologist of the work and the programming in their book " learn differently with the pedagogy Positive " [2], the positive pedagogy or Happy pedagogy is a new pedagogical approach introduced in 2013 as an assortment of improvement of the learning process. Indeed, the positive pedagogy, such as proposed by its two authors, is an alternative to the fear of failure, to the "Constant sadness" and to stress in the school.

This new approach is proposed to deal with bad consequences of all the negative feelings that can disrupt the learners in their learning process, such as the decline in the self-esteem, the degradation of the self-confidence, the demotivation, the lack of creativity. In effect, the two authors believe that the fear of failure, the pressure, the phrases assassins do not encourage to exceed, to give the best of itself. On the contrary, these elements prevent to learn and therefore it is inhibiting factors to take into consideration. [2]

This problem leads to new questions:

- The school and the company can they be something other than places of suffering?

- The level of happiness can it become an indicator of the level of success of an education system?

- As well, the positive pedagogy is based on several founding principles:

- You have all the resources in you to succeed, whatever the Situations

- There is no failure, there are that attempts

- You can make efforts and provide good work without that this be synonymous of suffering

- Any teacher must consider three dimensions in the learner to know: the cognitive dimension, the emotional dimension and the physical dimension.

- Any teacher must help the learner to have a positive image of itself

All of these works between other say well the hypothesis that has the emotional side of the learner on the learning process and this has pushed us to ink more the emotional dimension of the positive pedagogy to propose a system of education.

It is in this context that we have also found it useful to identify a set of educational positive practices.

Strategy for the Collection of Data

At the end of this exploration, we have collected information relating to the criteria corresponding to the different dimensions of the positive pedagogy all based on the information that emerged from the review of the literature. The different elements that have been identified in the research question, the review of the literature and explorations to the outcome of their articulation procedure must be the subject of a set of criteria classified by size according the approach head--heart-body on which is based the positive pedagogy and which establishes the correspondence between these three concepts and the three following dimensions: cognitive, emotional and physical, as shown in the tables below.

Presentation of the Results

The results of the exploratory study conducted concerning the positive pedagogy are presented in the tables below by dimension and this, by identifying the set of criteria relating to each dimension: [2]

Table 1

Dimensions	The Criteria
Head: cognitive dimension	- The quality of the course - The quality of the educational benefits - The modality of the evaluation - The accompaniment in class: help learners to mobilize their attention, store, reflect and sometimes even imagine. - The determination of their learning profile - The mobilization of their attention and concentration - The assistance to the good management of time - The ability of learners of the resolution of the difficulties of learning
Heart: emotional dimension	- The psychological conditions of the learner (the reduction of stress, the pleasure of learning, the optimism, happiness, the mastery of negative emotions such as fear, anger, …) - The learning conditions and their impact on the psychological conditions of learners - The quality of the relations with the teacher - The satisfaction of learners to their notes - The ability of learners to reduce their stress - The ability of learners to learn with pleasure - The ability of learners to learn with optimism - The ability of learners to control their negative emotions (fear, anger, etc.) during the time of the duties

	- The ability of learners to cultivate their confidence in themselves and increase their creativity -The motivation of learners -The image that grants the learners to themselves who should be positive -The good human relations between students
Body: Physical dimension	-The understanding of learners of the link between good physical conditions and the degree to mobilize their attention, to concentrate and to control their emotions.

Qualitative Study and Proposal of a Set of Educational Practices Positive

Principle and Objectives

The qualitative study aims to **detect practices and trends on a targeted sample** but restricted to respondents. It does not, contrary to the quantitative study, conducted on a large and representative sample of individuals, to achieve statistical extrapolations encrypted. His interest is that **it is going in depth by the report to the problematic treated,** it is of advan-tage " **prospective** " and allows you to reveal new **trends carriers of the market** on which the researchers carriers of projects will build their future development.

The objective of this study is to identify a set of educational positive practices after structured interviews with experts in education. [12]

Approach of the Development of the Questionnaire

To carry out this study, we have followed the next approach:

The Determination of the Relevant Assumptions of Research

The readings and the research on the subject studied are essential for a guide because it is only by doing this painstaking work that it is possible to extract the assumptions to confirm or refute on the topic of research.

Then, the main is to succeed in developing a comprehensive list of questions to ask from assumptions of the more relevant. This list must be as complete as possible and correspond to different thematic. However, it is quite possible that in the course of the discussions, it is brought to add questions.

The Identification of the Interlocutors and the Harvest of the Data

This phase can be determined as soon as the reading of the assumptions. It must be in general a target to meet specific criteria of age, gender, the center of interests, etc.…

Finally, it is important to define the type of maintenance (semi-directive) as well as the context (a topic of memory). It must also specify the place and the date prior to the interview.

The Qualitative Analysis of the Results and Comparison

It is to confront the about discussions to which assumptions and different readings made on the subject. This analysis allows to having the confirmation or rejection of the hypotheses on the question of research as well as the conclusion. [13]

Presentation of the Questionnaire

To achieve the objectives of the present study, we conducted some structured interviews with experts which aim to identify the topics of the repository of the positive pedagogy to propose to the development of this research work.

Criteria to Consider in the Questionnaire

To achieve the objectives of our study, we developed an interview guide based on a set of themes which have been refined in under the thematic and this, based on the documentation and on the theoretical results of the Exploratory Study previous page, as shown in the tables below: [2]

Table 2

Themes	Sub-Themes
The positive pedagogy as a means to establish effective and happy learning	-The inputs of the positive pedagogy -Its Importance -Its effectiveness
Quality of the courses and technical teaching	-The design of the course -The pedagogical scenario adopted -The degree of implication of students -The techniques of presentation of the course -The development of the space of learning -The general atmosphere in the classroom
Modalities of pedagogic accompaniment of students	-The determination of student profiles -Animation and accompaniment techniques -The modality of the audit of activities -The style of interactions students-students and student-teacher
Modalities of Evaluation	-The assessment techniques -The feedback techniques
Psychological Conditions of Students and relationship between teacher-student	-Psychological Conditions of Students Quality of Relations with the teacher

It is important to ask questions on the behaviors, practices, and habits rather than on the opinions. Therefore prefer the "how" the "why"?

Strategy for the Collection of Data :

As a strategy for the collection of data from the results of the interviews, we have opted for a confrontation between all the answers to the questionnaire in order to make a synthesis in the form of a grid giving rise to a proposal for a repository of the positive pedagogy which constitutes the final objective of our study.

ANALYSIS AND DISCUSSION OF THE RESULTS:

The results from the interviews are very encouraging and even innovative. Indeed, the experts questioned through the interviews revealed a set of educational practices positive and have also confirmed the considerable impact of this new approach on the process of learning in general stated at the outset and this relative to the three dimensions of the positive approach to knowing the cognitive dimension, emotional dimension, and physical dimension. In addition, the whole defined practices following the qualitative study are innovative and active whose value added is well explained through the interest defined for each of them.

Results Related to the Design of the Course and Teaching Techniques

Table 3

Practices	Interests
-Present The course according to the method of small hearts materialized by an alternation between the theoretical concepts, examples, and exercises. -Use the minute technical papers which designates a variety of practices aimed to involve students in the course thanks to micro-activities (exercises) ad hoc.	-Alleviate the course and allow students to flourish through the alternation of the activities. -This technique promotes the learning of students by bringing them to reflect To what they understand and that they do not understand. It also provides information to the teacher on 'learning of students and on the difficulties that they Meet. - This technique allows the student the acquisition and validation of new concepts.
- Use the technique of simulation that is to reproduce a situation from a template Simplified but consistent with the reality. In the simulation, it gives the participants of roles with a specific scenario, goals to achieve and the resources to achieve this. • Use the technical problem situation: activity intended to discover, by the student himself, Solutions to a problem contextualized. The resolution of the problem involves the use of knowledge and know-how. • Use the method of work in sub-groups: collaborative method which is to put the students in groups to achieve a common goal. • Involve students during the presentation of the course with an exchange with them through questions and answers, role play, lectures, and theatrical education. • The use of the method of a small step, which is to cut the final objective in a series of small goals easily achievable • Encourage students to the oral Communication and to the resolution of the exercises in pairs. • The use of technological devices or NICT in the Digital Education	- Interact involves an exchange between two or more parties, an exchange based on the recognition of value, on the willingness of mutual assistance and on the dimension of respect. -These collaborative techniques have a positive impact on the emotional component. - Increase the interaction and motivation: - Develop the collaboration: Students . - Adapt and customize the training: the put at the service of students of training devices online, mainly asynchronous, allows you to modulate their pace of acquisition of knowledge in their ensuring access" to the card" to Content and activities. -The devices of digital learning meet several objectives: ✓ Develop essential technical skills: The devices E-Learning Require the mastery of computer tools and certain software applications. These skills are an integral part of the core curriculum in a significant number of professions. ✓ Promote innovation: the introduction of the new technologies of information and communication - NICT in teaching allows to propose numerous Innovative activities both for the teacher and for the student.

Results Related to the Modalities of Accompaniment of Learners

Table 4

Proposed Practices	Interest
-Align with the pace of students during the presentation of the course and ask them their questions after each section -Aim to determine their learning profile to provide solutions for the accompaniment and custom feedback -Help the learners to mobilize their attention, store, reflect and sometimes even imagine. -Help the students to the good management of time -Enable students to flourish through the alternation of activities -Booster the autonomy of the students at the level of the resolution of the difficulties of learning -Take into account the psychological condition of the Learner Under the pretext of ensuring an atmosphere of dialog, the teacher must not forget its responsibility to guarantee the conditions of any collective work serious such as speaking in turn, have an attitude of listening and follow-up etc. . -A room allowing as well the magistral work that the individual work or in Groups should be considered	- The Teacher agrees to accompany the students in their construction of knowledge in Accepting of from where they are without becoming impatient and without taking for lost the time that they put to build their knowledge. - Students are seriously engaged in their process and exploration of knowledge. -Students become happy and at ease

Results Related to the Evaluation Modality

Table 5

Proposed Practices	Interest
-Adopt a modality of Formative Evaluation -Opt for the modalities of peer evaluation - Adopt the techniques of custom rétrocation according to the profile of the students	- Strengthen the sense of the effectiveness and the level of satisfaction among the learners .- Establish assessment strategies centered on the learner and on the quality of educational interventions

Results Related to Psychological Conditions of the Learners and their Relations with the Teacher

Table 6

Proposed Practices	Interest
-Assist the learner to understand the link between good physical conditions and psychological and the degree to mobilize its attention, to focus and control his emotions - Seek to have good relations with the students in a framework of trust and respect - Use positive reinforcement techniques, encouragement and the adoption of the error as a source of learning -Use of the techniques of mind mapping and storytelling	-Help the learners to reduce the stress - Help the learners to learn while being pleased - Help the learners to learn while being optimistic - Help learners to control their negative emotions (fear, anger, etc.) during the time of the duties - Help learners to cultivate their confidence in themselves and increase their creativity -Motivate learners -Help them to have a positive image of themselves -Strengthen the sense of personal effectiveness

CONCLUSIONS

In conclusion, the positive pedagogy is based essentially on the recognition and the improvement of the emotional competencies, as perfectible products through education and training, which allows you to recognize their decisive role not only in the relations that the teachers develop with their students, but also at the individual level, in terms of per-

formance, the pleasure of learning and level of satisfaction.

This research work is estimated as being an example of the exploration of an innovative pedagogical approach and a set of educational positive practices which are inherent in higher education. In effect, this research will help raise awareness of the need to behavior changes are significant in our teaching practices in order to establish a happy learning and to enable the learner to grant a positive image on itself.

In the guise of perspectives, we are looking to measure the impact of this approach on the learners through an assessment by questionnaire as well as the exploration and the study of the emotional competencies of teachers and also the multiple intelligences of the learners.

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