

Popular and Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Tlemcen



English Section

Structuralisation and Planification of the Course “Introduction to Research Methodology” for a hybrid teaching to LMD 3 Classes

Done by

Khadidja HAMMOUDI

Portfolio presented for the « **ICT and Pedagogical Practices** »
training,

Headed by the University of “*Brothers Mentouri, Constantine*”

Semaine du numérique Septembre 2019
Academic Year 2018-2019



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I Table of Contents

Course description

Objectives

Introduction

1. CHAPTER ONE: THEORETICAL CONSIDERATION OF BASICS IN RESEARCH METHODOLOGY

- 1.1. Definition of research
- 1.2. Types of research
- 1.3. Research methods and research methodology
- 1.4. Research process
- 1.5. Criteria of good research

2. CHAPTER TWO: COLLECTION OF PRIMARY AND SECONDARY DATA

- 2.1. Collection of primary data
 - 2.1.1. Observation
 - 2.1.2. Interview
 - 2.1.3. Questionnaire
 - 2.1.4. Other tools
- 2.2. Collection of secondary data
 - 2.2.1. Reliability
 - 2.2.2. Adequacy
 - 2.2.3. Doing the literature
 - 2.2.4. Writing the review of the related literature

3. CHAPTER THREE: RESEARCH PROJECT WRITING

- 3.1. Title page
- 3.2. Abstract
- 3.3. General introduction
- 3.4. Part one
 - 3.4.1. Theoretical background
 - 3.4.2. Review of the literature
- 3.5. Part two
 - 3.5.1. Research design (sampling and instruments)
 - 3.5.2. Data collection
 - 3.5.3. Data analysis and interpretation
- 3.6. Part three
 - 3.6.1. General conclusion
 - 3.6.2. Referencing
 - 3.6.3. Appendices

4. Bibliography

II Introduction

Nowadays, our society is witnessing a large number of changes amongst which the technological ones are included. Especially with regard to enhancement of university practices comes the idea of blended teaching and e-learning which not only goes hand in hand with the actuality but also with the pedagogical purposes that any teacher or university aims at.

This training has been so much beneficial for us as newly recruited university teachers. It helped us in developing our pedagogical practices inside the classroom by using technological devices and programmes. In addition to that, it has introduced us to e-learning and blended teaching. Workshops and teaching activities were all explicitly and coherently given. In a very short period of time, we have acquired and learned many competences. Examples include: creating a mind-map for course description via the VUE programme, consulting many platforms (the one of Constantine and my University of Tlemcen) in many occasions, designing our courses on OPALE and generating many versions (Web, PDF, PowerPoint, and so on). Moreover, we have learned how to create an online course, evaluate it, upload it on the university MOODLE platform as well as the EDX programming. The final product of this training is the reduction of the portfolio which collects all our works and our perception of the whole experience.

Special thanks and gratitude go to all the team members responsible of this training especially the tutor Mr. BOUALAM and the head Dr. A. BELHANI for their help and successive presence, attention and pedagogical guidance.

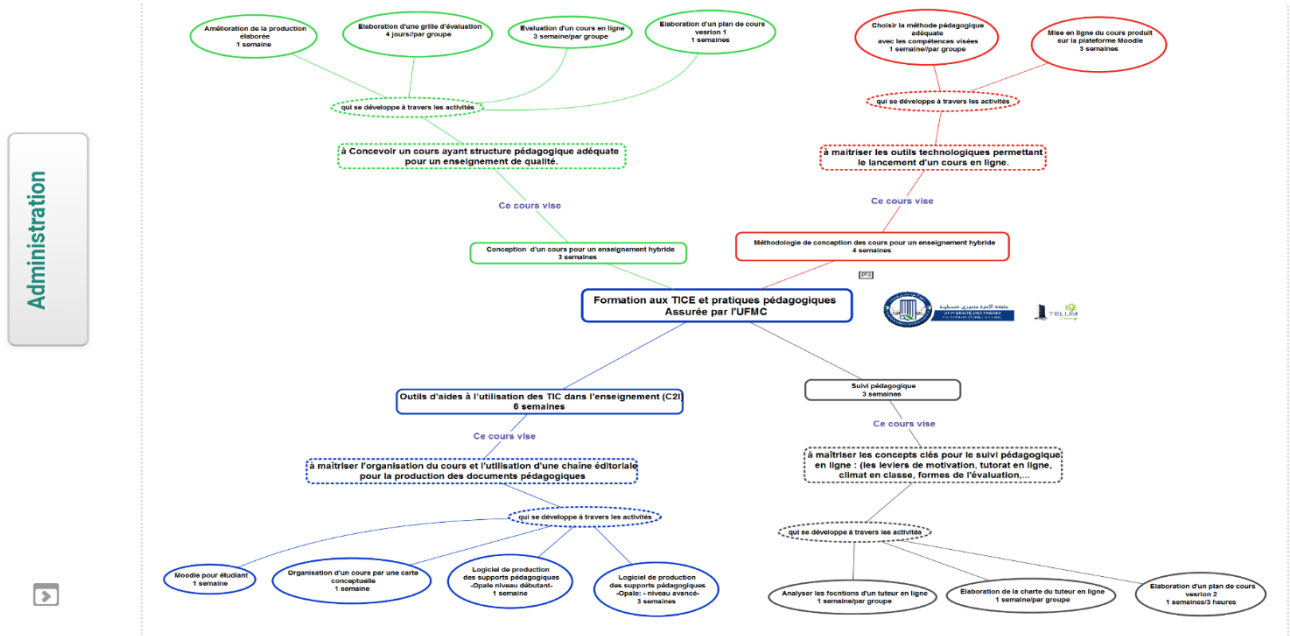
This training has familiarized us with divergent principles of the blended/ online teaching which were unknown for us. Consequently, all the acquired teaching competences has led us to well structure our courses and lectures in an electronic format; an idea which copes successfully with the goals of globalization in general and pedagogical trainings in particular.

About the experience in the platform of Constantine

Cette formation a été lanc e par la tutelle (arr et  N 932 du 28 juillet 2016) afin de r pondre au programme d'accompagnement des enseignants nouvellement recrut es. l'UFMC participe   la formation des enseignants des  tablissements universitaires du pays, encadr s par une  quipe de sp cialistes en la mati re.

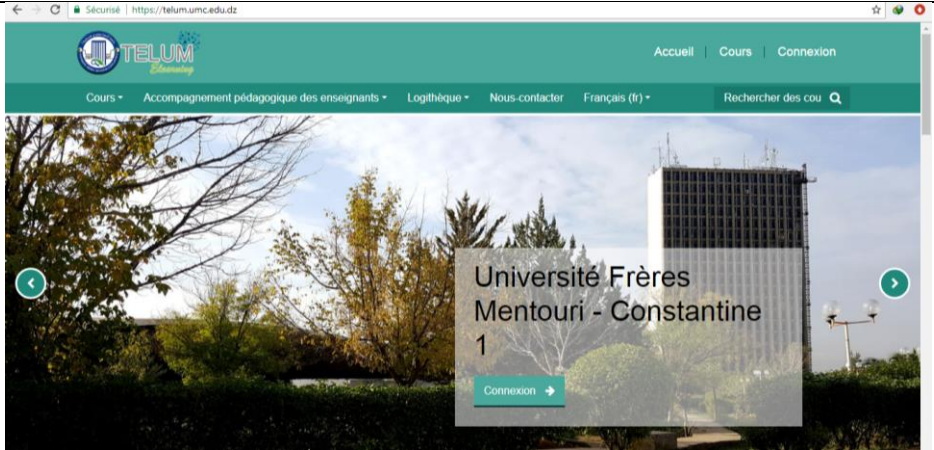
Les formateurs du centre de t l enseignement sont issus de diff rents parcours de formation   savoir : la formation aux TICE, le programme PAPS-ESRS, la formation master en technologies  ducatives (ACREDITE) dispens e par l'universit  de Cergy Pontoise avec un cofinancement par l'AUF et le programme de coop ration Alg ro-Suisse "COSELEARN" qui a vis  la formation des sp cialistes en elearning. Cette  quipe de formation est dirig e par Monsieur le Dr. Ahmed BELHANI et le site officiel est :

<http://elearn.umc.edu.dz:25000/>



Nowadays, e-learning is a revolutionary domain which integrates technological devices and programs in the teaching-learning process. Interestingly, the University of Brothers Mentouri, Constantine has established this online training for us, novice teachers. In fact, this experience has provided us with lots of advantages as we have learnt how to conceptualize our lectures and courses via VUE, OPALE (basic & advanced), MOODLE, MOOC, and EDX/ EduNEXT. Here is a summary of the activities of each workshop and how we have proceeded in this experience.

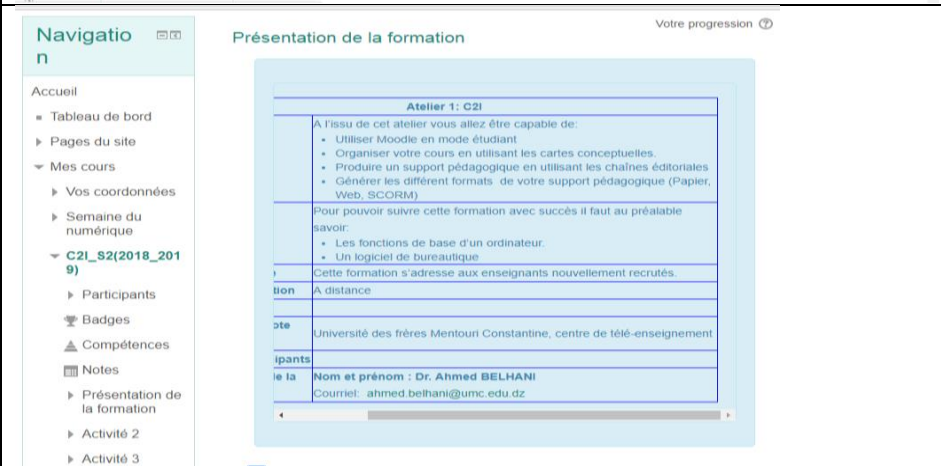
Home page of the e-learning platform of Constantine 1 University



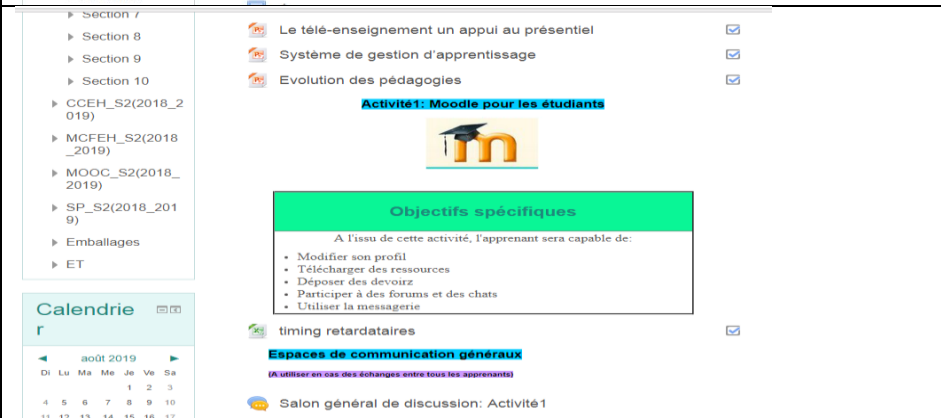
Sessions of newly recruited teachers



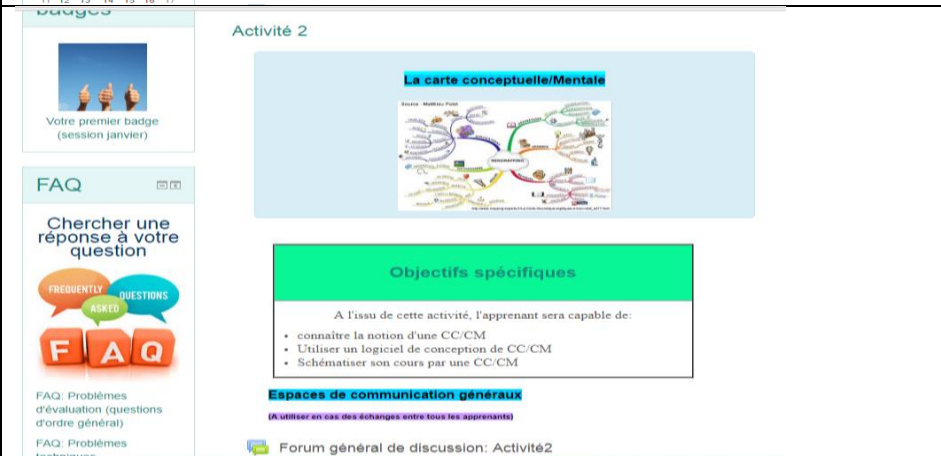
Workshop 1 (Atelier 1)



Activity 1



Activity 2



Activity 3

Activité 3



Opale niveau débutant

Objectifs spécifiques


A l'issue de cette activité, l'apprenant sera capable de:

- Connaître les fonctions de base d'un éditeur des supports pédagogiques
- Reproduire un cours avec OPALÉ
- Générer les deux formats WEB et papier

Espaces de communication généraux

Activity 4

Activité 4



OPALÉ niveau avancé


Titre du Module : Cours Demo

Quelques définitions

- Si votre titre ne contient pas des sous-titres, il faut insérer un grain de contenu
- Si votre titre contient des sous-titres, il faut insérer une sous-division de la division en haut de votre titre
- Vous pouvez ainsi insérer des parties dans un grain de contenu ; en cliquant sur partie sur le bouton en bas
- Un grain de contenu peut avoir des balises pédagogiques et des ressources
- Dans ce cas le grain de contenu "Quelques définitions" ne contient pas des sous-titres

Opale et contenu (Mentouri Constantine)
 Université de Mentouri Constantine
 Université de Mentouri Constantine

Galerie



Objectifs spécifiques

A l'issue de cette activité, vous serez capable de:

- produire votre document pédagogique avec Opale
- Insérer des équations
- Insérer des tableaux
- Insérer des références bibliographiques
- Insérer des vidéos
- Insérer des galeries
- Utiliser des extensions pour une publication PDF

Workshop 2 (Atelier 2)

Bessma BEN ALMI 2
 Maïha OUDIR 1
 Kouider MAKHOLOUF 1

Messages personnels

Utilisateurs en ligne

(5 dernières minutes: 6)

- Khadidja HAMMOUDI
- Kalila MADJI
- Halima SAYAH
- Hanane KERIBET
- Amel SOUIDI
- Souhila MADANI

Navigation

Accueil

- Tableau de bord

Atelier 2: Conception d'un cours pour un enseignement hy Organisation

Objectifs globaux	A l'issue de cet atelier, vous allez être capables de: <ul style="list-style-type: none"> • Maîtriser la structuration pédagogique d'un c • Connaître les constituants d'un cours en ligne • Editer les objectifs d'un cours • Comprendre la différence entre APO et APC • Connaître le principe de remédiation • Concevoir des activités d'apprentissage
Pré-requis	Pour pouvoir suivre cet atelier avec succès il faut: <ul style="list-style-type: none"> • Utiliser OPALÉ • Utiliser un logiciel de bureautique
Public cible	Cette formation s'adresse aux enseignants nouve
Type de formation	en ligne
Durée	01 avril 2017, 3 semaines
Université pilote	Frères Mentouri Constantine
Nombre de participants	env.650
Responsable de la formation	Nom et prénom : Dr. Ahmed BELHANI Université frères Mentouri Constantine Courriel: ahmed.belhani@umc.edu.dz

Activity 2

Calendrier

août 2019

Di	Lu	Ma	Me	Je	Ve	Sa
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31


LÉGENDE

- Cacher les événements globaux
- Cacher les événements de cours
- Cacher les événements de groupe
- Cacher les événements de l'utilisateur

Votre progression dans CCEUH

Activité2

Activité 2: Lecture de la présentation "Structure pédagogique d'un cours en ligne" et Réalisation du quiz



Objectifs

A l'issue de cette activité, vous serez capable de:

1. Connaître le systèmes d'entrée
2. Connaître le système d'apprentissage
3. Connaître le système de sortie
4. Connaître la différence entre l'approche par objectivité et

Espaces de communication

(A utiliser en cas des échanges entre tous les apprenants)

- Forum général
- Salon de discussion

Activity 3

Activité3

Objectifs spécifiques
 A l'issue de cette activité, vous serez capable d'établir une d'un cours en ligne

Activité3: Elaborer une grille pour l'évaluation d'un cours en ligne



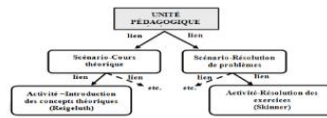
Espaces de communication par groupes
 (A utiliser en cas des échanges avec le tuteur et entre les membres d'un groupe)

- tuteurs activité3
- Localiser votre groupe

Activity 4

Activité4

Activité4: Améliorer votre cours produit lors de l'atelier 1



Objectif spécifique
 A l'issue de cette activité, l'apprenant sera capable de mobiliser les connaissances acquises durant cet atelier pour améliorer son cours conçu

Espaces de communication
 (A utiliser en cas des échanges entre tous les apprenants)

- Forum de l'activité4

Activity 5

Espaces de communication
 (A utiliser en cas des échanges entre tous les apprenants)

- Salon de discussion: Activité5
- Forum de l'activité5

Espaces de communication par groupes
 (A utiliser en cas des échanges avec le tuteur et entre les membres d'un groupe)

- Forum de l'activité5
- Salon de discussion: Activité5

Enoncé de l'activité

- Enoncé de l'activité-5-
 Votre première version de votre plan de cours doit contenir les rubriques:1,2,3,4,5,6,10,11 (le reste sera traité lors de la version2)
 Les collègues qui enseignent en langue arabe, peuvent faire la traduction du canevas et le déposer.
 Les collègues qui enseignent avec les autres langues, doivent le déposer en français ou en arabe pour une évaluation par les tuteurs, puis ils le traduisent

Ressource

- canaves plan de cours

Workshop 3 (Atelier 3)

personnel s

- Bessma BEN ALMI
- Malha OUDIR
- Kouder MAKHLOUF

Utilisateur s en ligne
 (5 dernières minutes 1)
 Khadidja HAMMOUDI

Personne s
 Participants

Navigatio n

3: Méthodologie de Conception d'un cours pour un enseignement hybride

A l'issue de cet atelier, vous allez être capables de:

- Connaître les étapes de conception d'un cours en ligne.
- Générer le format SCORM pour un LMS Moodle
- Utiliser la publication course-standard
- Explorer la plateforme Moodle: bloc, calendrier, ...
- Maîtriser le mode concepteur sous moodle Utiliser le mode éditi
- Insérer des ressources sous Moodle: Fichier, étiquette, page, ...
- Insérer des activités et des tests: Forum, chat, devoir, ...

Pour pouvoir suivre cet atelier avec succès il faut au préalable savoir:

- Utiliser OPALE.
- Utiliser un logiciel de bureautique

Cette formation s'adresse aux enseignants nouvellement recrutés.

tion en ligne

te 01 mai 2017, 8 semaines

rticipants Frères Mentouri Constantine

le la formation Nom et prénom : Dr. Ahmed BELHANI
 Université frères Mentouri Constantine
 Courriel: ahmed.belhani@umc.edu.dz

Programme

Quizzes

Thème2: Scénario d'apprentissage
 Quiz2: Scénario d'apprentissage

Thème3: Les technologies éducatives




La classe inversée

Objectifs

A l'issue de cette activité, vous serez capables de:

1. Connaître les MOOCs
2. Connaître les classes inversées
3. Connaître la culture participative
4. Connaître les badges
5. Connaître les outils de corrections

Thème3: Les technologies éducatives

Veillez:

- Télécharger le fichier
- Décompresser-le
- Lancer le fichier index.htm

Quiz3

Workshop 4 (Atelier 4)

Présentation de l'atelier

Atelier 4: Suivi pédagogique

A l'issue de cet atelier, vous allez être capables de:

- Concevoir un scénario d'apprentissage
- Comprendre les fonctions d'un tuteur en ligne
- Maîtriser les différentes formes d'évaluation
- Comprendre les différentes méthodes de la pédagogie active

Objectifs globaux

Pré-requis

Public cible: Cette formation s'adresse aux enseignants nouvellement recrutés.

Type de formation: en ligne

Durée

Université pilote: Frères Mentouri Constantine

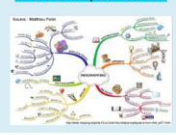
Nombre de participants: n/m

Responsable de la formation: Nom et prénom : Dr. Ahmed BELHANI
 Université Frères Mentouri Constantine
 Courriel: ahmed.belhani@umc.edu.dz


Activity 1

Activité 1

La carte conceptuelle/Mentale



Activité 1: Retour d'expériences



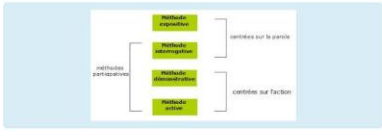
Retour d'expérience

Décrivez votre expérience vécue avec vos tuteurs durant la formation aux "TICE et pratiques pédagogiques" **sans citer leurs noms**.

Attention Il s'agit pas de porter des jugements, mais seulement pour **aider**.

Theme 1

Thème1: Méthodes pédagogiques




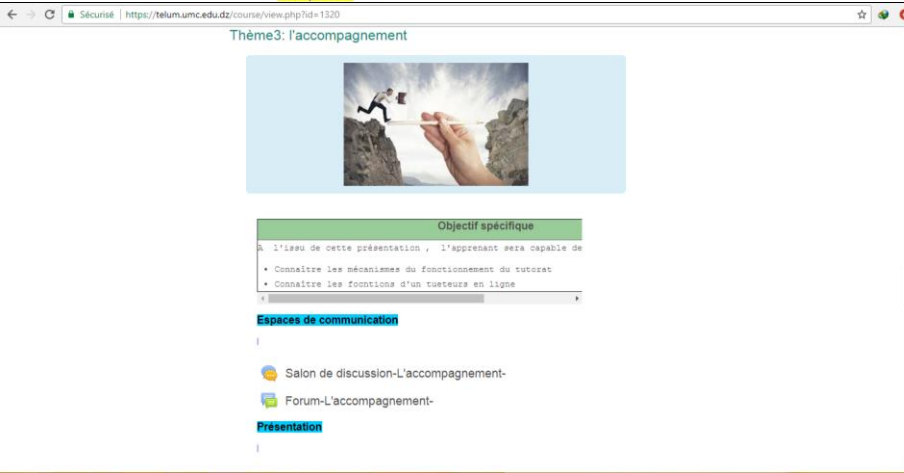
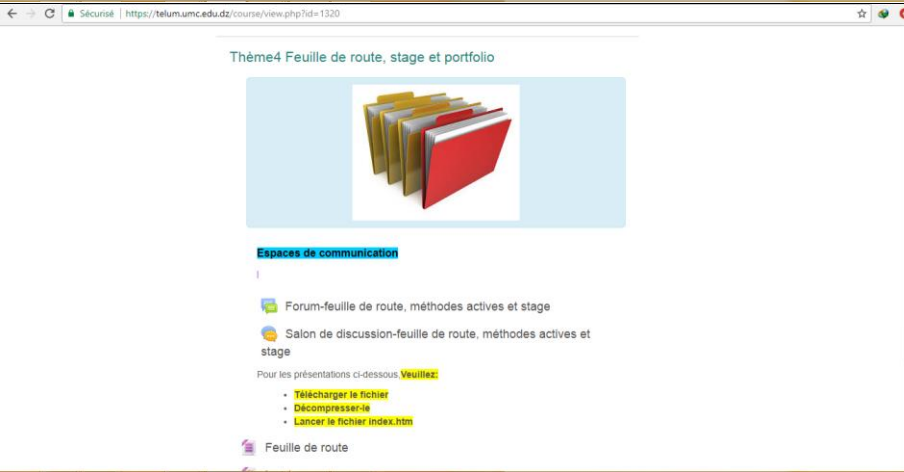

Objectif spécifique

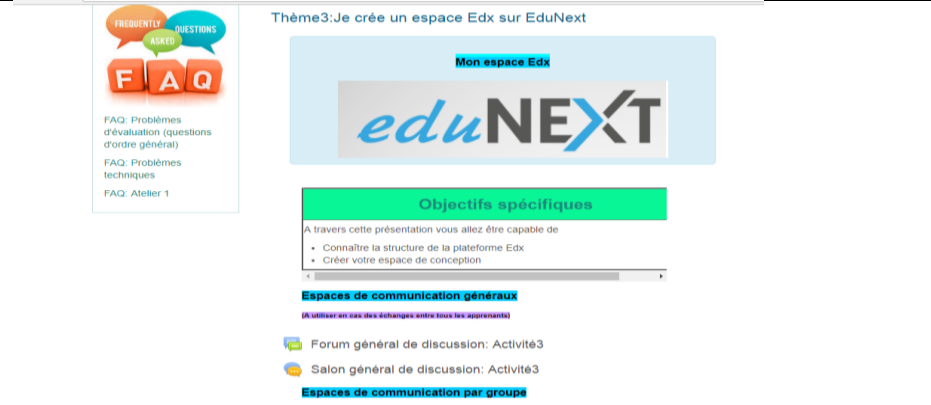
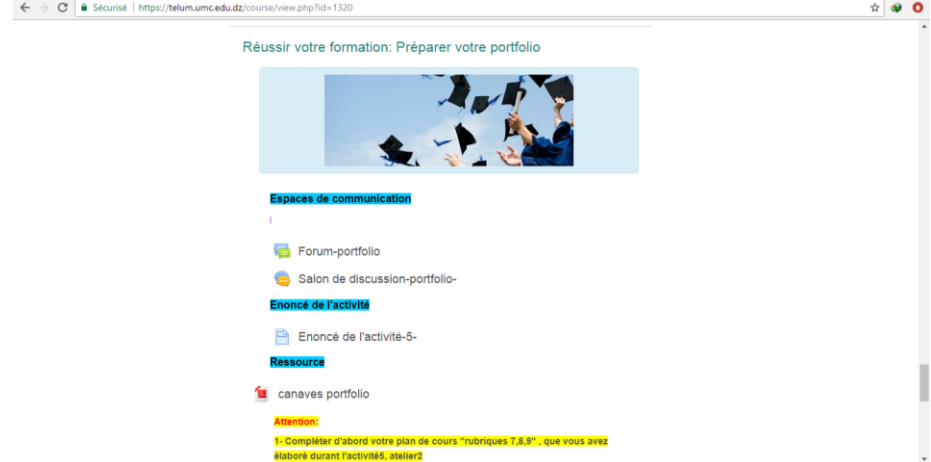
A l'issue de cette présentation, l'apprenant sera capable de:

- La classification des méthodes pédagogiques
- Les différences méthodes pédagogiques actives

Espaces de communication

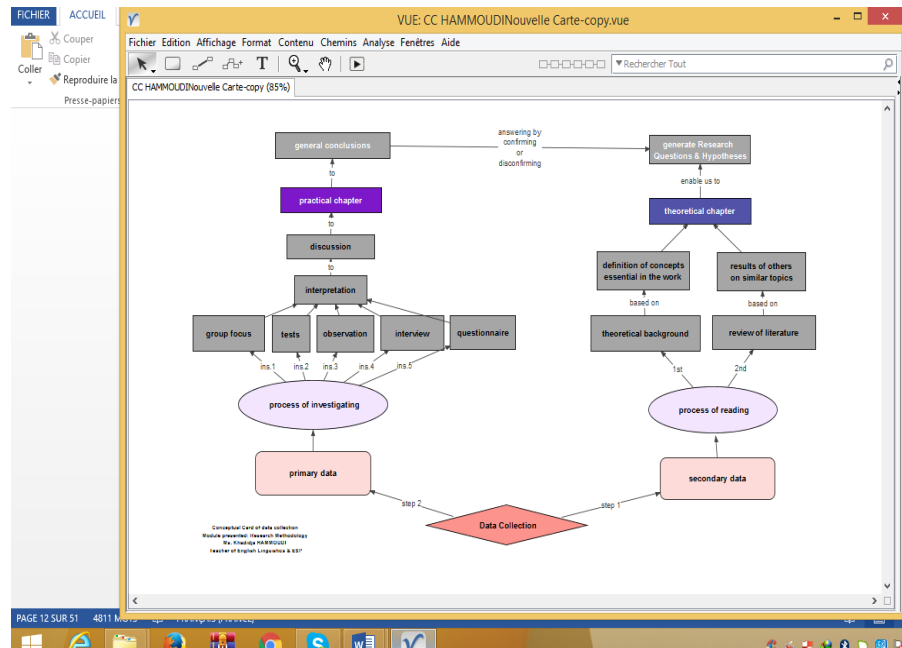
- Salon de discussion-évaluation-
- Forum-Méthodes pédagogiques-
- Salon de discussion-Méthodes pédagogiques-
- Présentation -Méthodes pédagogiques

<p>Theme 2</p>	
<p>Theme 3</p>	
<p>Theme 4</p>	
<p>la formation</p> <ul style="list-style-type: none"> ▶ Thème1: Je découvre moi-même les Mooc ▶ Thème 2 Je prends connaissance des phases de mise ... ▶ Thème3 Je crée un espace Edx sur EduNext ▶ Thème 4 Je commence à créer mon cours sur Edx ▶ Thème5 Je conçois ma vidéo pédagogique ▶ Thème6: J'affine ma conception ▶ Section 7 ▶ Section 8 ▶ Section 9 	<p>Thème1: Je découvre moi-même les Mooc</p> <p>Activité1: Explorer les Moocs</p> 

<p>Workshop 5 (Atelier 5)</p>	
<p>Last activity</p>	

The most important achieved activities:

The program VUE and the realization of a mind-map for the course



Feedback for the mind-map

fichiers

Carte conceptuelle anglais 2.vue

Commentaires ► Commentaires (0)

Feedback

Note Carte répond aux exigences demandées mais les liens ne sont pas significatifs

Évalué le mercredi 31 juillet 2019, 22:48

Évalué par  HAOUARI SOUAD

Feedback par commentaires
 محاولة جيدة لكن ما زال ينقصها التوقيت الزمني للمادة استعمال الروابط الالكترونية على جوانب الخانات وبالتوفيق

Temps restant **Le travail a été remis en avance de 19 jours 3 heures**

Dernière modification vendredi 1 mars 2019, 20:31

Remises de fichiers
 2eme essay CC act 2 amelioration.vue

Commentaires ► Commentaires (0)

Feedback

Clarté (Couleur, la lisibilité)	Excellent 100 points	Très bien 70 points	Bien 50 points	Ir
Présentation de tous les éléments	Totalemment 100 points		Partiellemen 50 points	

act 3 version web et papier du cours reproduit .rar


commentaires (0)

Feedback

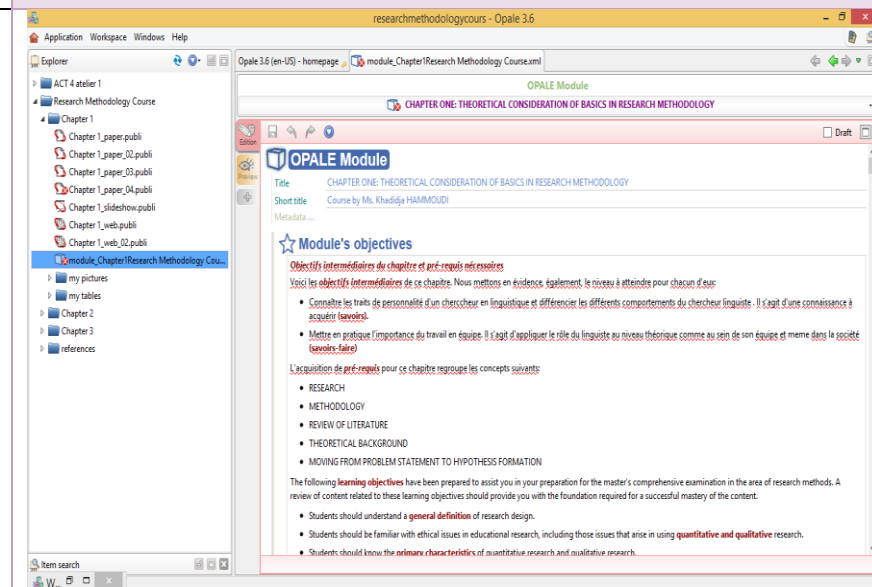
Reproduction du cours	Excellent	Très bien	Passable	Insuffisant
Publication	Web et papier	Une seule		

100,00 / 100,00

samedi 2 mars 2019, 20:49

 Boualeme Abdelali

Opale too, is one of the most important realizations in the training



researchmethodologycours - Opale 3.6

OPALE Module

CHAPTER ONE: THEORETICAL CONSIDERATION OF BASICS IN RESEARCH METHODOLOGY

Module's objectives

Objectifs intermédiaires du chapitre et pré-requis nécessaires

Voici les objectifs intermédiaires de ce chapitre. Nous mettons en évidence, également, le niveau à atteindre pour chacun d'eux:

- Connaître les traits de personnalité d'un chercheur en linguistique et différencier les différents comportements du chercheur linguiste. Il s'agit d'une connaissance à acquérir **soigneusement**.
- Mettre en pratique l'importance du travail en équipe. Il s'agit d'appliquer le rôle du linguiste au niveau théorique comme au sein de son équipe et même dans la société (**travaux-faire**).

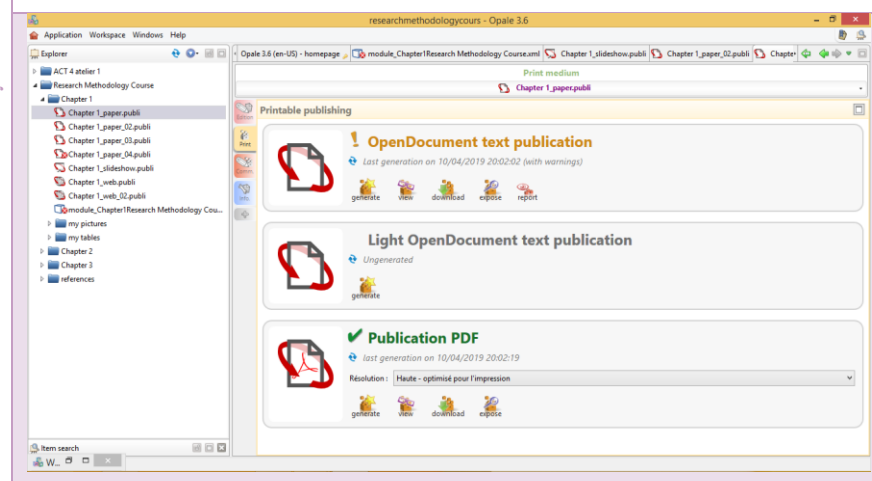
L'acquisition de **pré-requis** pour ce chapitre regroupe les concepts suivants:

- RESEARCH
- METHODOLOGY
- REVIEW OF LITERATURE
- THEORETICAL BACKGROUND
- MOVING FROM PROBLEM STATEMENT TO HYPOTHESIS FORMATION

The following **learning objectives** have been prepared to assist you in your preparation for the master's comprehensive examination in the area of research methods. A review of content related to these learning objectives should provide you with the foundation required for a successful mastery of the content.

- Students should understand a **general definition** of research design.
- Students should be familiar with ethical issues in educational research, including those issues that arise in using **quantitative and qualitative** research.
- Students should know the **primary characteristics** of quantitative research and qualitative research.

Courses can be in a word/ pdf forms



researchmethodologycours - Opale 3.6

Printable publishing

OpenDocument text publication

last generation on 10/04/2019 20:02:02 (with warnings)

generate view download expose report

Light OpenDocument text publication

Ungenerated

generate

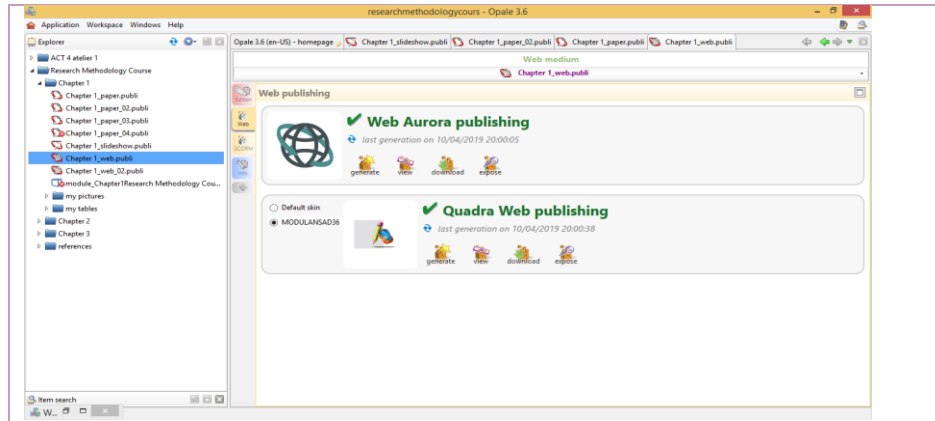
Publication PDF

last generation on 10/04/2019 20:02:19

Résolution: Heute - optimisé pour l'impression

generate view download expose

As they can be put in a web form to be read online




Remises de fichiers Act4.rar

Commentaires Commentaires (0)

MODIFIER LE TRAVAIL

Modifier votre travail remis

Feedback

Note	Structuration: Division, grain de contenu	Excellent	Très bien	Bien
	Intégration des ressources: Image ou tableau ou équation ...	Excellent	Très bien	Bien
	Intégration des ressources: Image ou tableau ou équation ... (pas forcément toutes les ressources)	Excellent	Très bien	Bien
	Intégration des balises pédagogiques	Excellent	Très bien	Bien
	Publication	Deux publications	Une seule publicati	
	Charte graphique (utilisation des extensions)	Utilisation des extensions (PDF ou Graphique)		
100,00 / 100,00				
Évalué le	samedi 6 avril 2019, 22:18			
Évalué par	 Boualeme Abdelali			

Developing a scale for course evaluation with other teachers from other universities is also one of the very interesting collaborative activities

Wiki: Echanger autour de votre grille

- Nouveau
- Afficher
- Modifier
- Commentaires
- Historique
- Carte
- Fichiers

📄 Déposer ici votre feuille de route

🗳 Comment voter

📄 Dépôt de la grille pour vote

🗳 Comment évaluer la grille d'un autre groupe

📄 Dépôt de la grille finale S7 et S8

▶ Activité4

▶ Activité5

Course plans and syllabi have been put and evaluated by other partners which is a good thing that helps us in our teaching experience

Note du processus d'évaluation

100,00 / 100,00

Votre travail remis ▼

 Plan de cours par Khadidja HAMMOUDI

remis le vendredi 12 avril 2019, 19:42

Travaux à évaluer ▼

 Plan de cours_TP Chimie1_ par Kenza AILI

remis le jeudi 11 avril 2019, 22:38

Navigation 

Accueil

■ Tableau de bord



▶ Pages du site

▼ Mes cours

▶ Vos coordonnées

▶ Semaine du numérique

some tests have been introduced to check the level of understanding of concepts and theories

☆  telum.umc.edu.dz 

remis
lundi 15
avril
2019,
10:29

Terminé 220,00 100,00 [Relecture](#)

Remis
lundi 15
avril
2019,
10:39

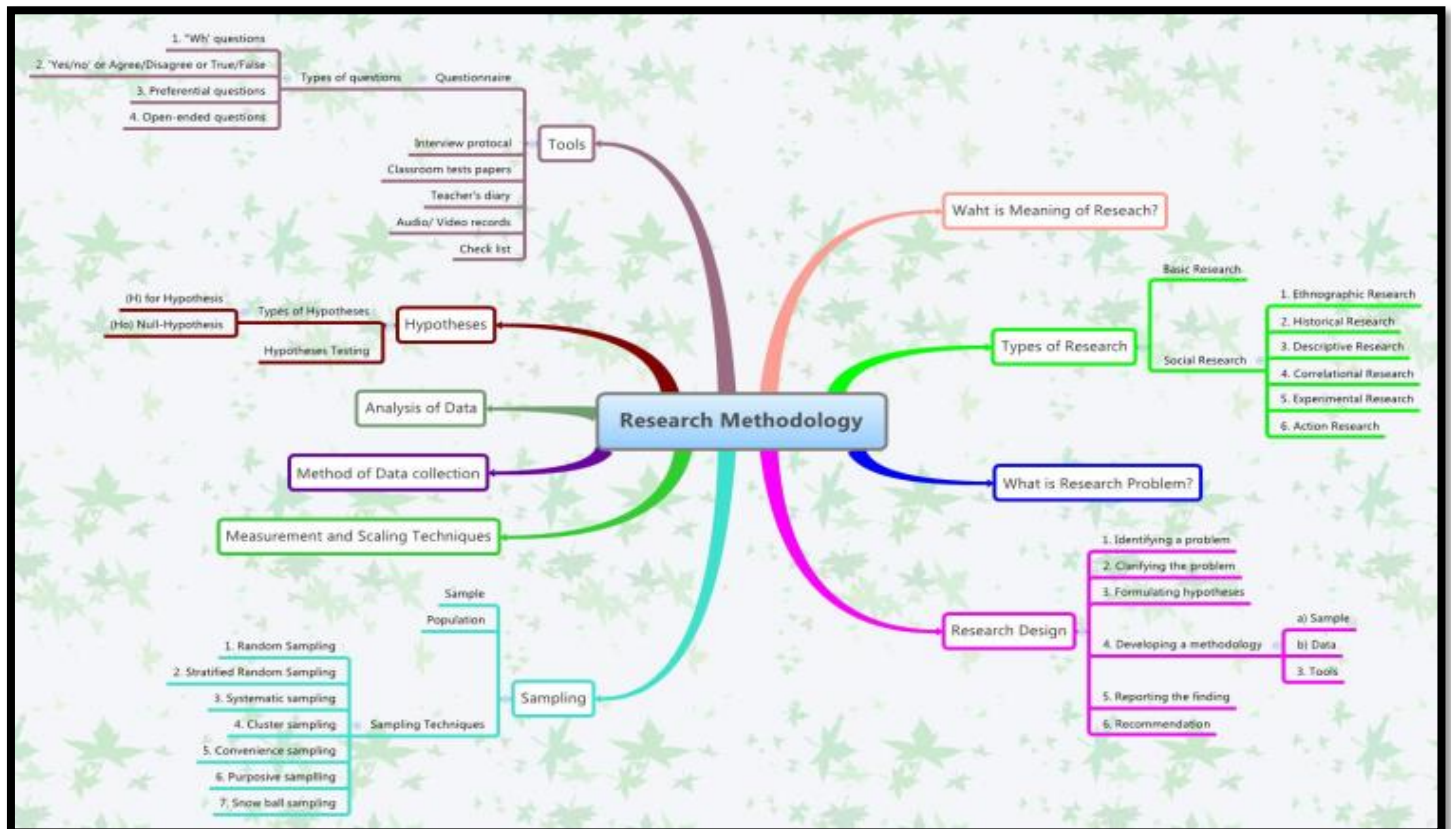
**Votre note finale
pour ce test est
100,00/100,00.**

Aucune autre tentative n'est autorisée

[RETOUR AU COURS](#)

III Structuralization and course Planification

The course of “Introduction to Research Methodology” is composed of three teaching units, i.e., chapters. These pedagogical sequences are divided according to the students’ needs at first. All the basic concepts, theories, and applications are provided in the following mind-map of the course.



Mind-map of the main concepts of the course

The pedagogical structure of a course designed for a hybrid teaching is composed of three main systems: an entry one, a learning system, and a concluding one. The first refers to an introduction to the course via many practices such as the pre-tests. The second is mainly about the learning practices of the students during the course. Finally, the last system is based on the evaluation of the acquired learning competences and the teaching objectives.

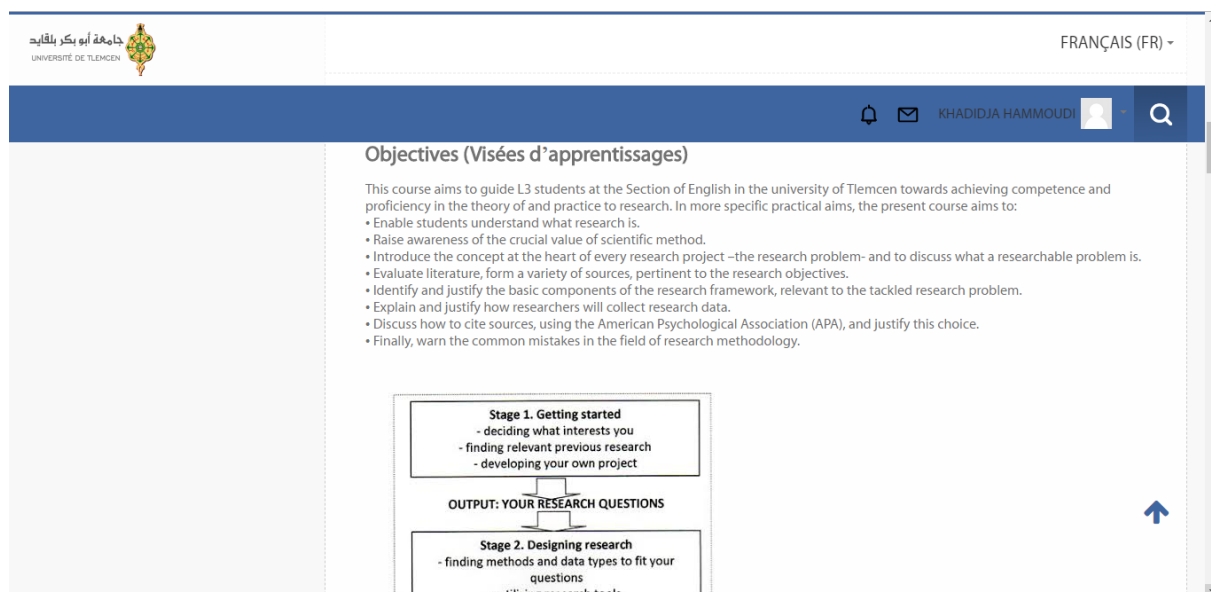
Entry System (Système d’entrée)

Objectives

This course introduces the module of Research Methodology for classes dealing with it for the first time. It also discusses definitions, designs, strategies, and data collection methods and tools relating to research in social sciences. The basic aim of this course is to theoretically prelude

students to methods of research and then make them able to practically conduct it. This course aims to guide L3 students at the Section of English in the university of Tlemcen towards achieving competence and proficiency in the theory of and practice to research. In more specific **practical aims**, the present course aims at:

- Enable students understand what research is.
- Raise awareness of the crucial value of scientific method.
- Introduce the concept at the heart of every research project –the research problem- and to discuss what a researchable problem is.
- Evaluate literature, form a variety of sources, pertinent to the research objectives.
- Identify and justify the basic components of the research framework, relevant to the tackled research problem.
- Explain and justify how researchers will collect research data.
- Discuss how to cite sources, using the American Psychological Association (APA), and justify this choice.
- Finally, warn the common mistakes in the field of research methodology.



The screenshot shows a course page for 'Objectives (Visées d'apprentissages)'. The page is in French (FRANÇAIS (FR)). The objectives listed are:

- Enable students understand what research is.
- Raise awareness of the crucial value of scientific method.
- Introduce the concept at the heart of every research project –the research problem- and to discuss what a researchable problem is.
- Evaluate literature, form a variety of sources, pertinent to the research objectives.
- Identify and justify the basic components of the research framework, relevant to the tackled research problem.
- Explain and justify how researchers will collect research data.
- Discuss how to cite sources, using the American Psychological Association (APA), and justify this choice.
- Finally, warn the common mistakes in the field of research methodology.

Below the objectives is a flowchart showing two stages of research:

```

graph TD
    S1["Stage 1. Getting started  
- deciding what interests you  
- finding relevant previous research  
- developing your own project"]
    S2["Stage 2. Designing research  
- finding methods and data types to fit your questions  
- utilising research tools"]
    S1 --> O["OUTPUT: YOUR RESEARCH QUESTIONS"]
    O --> S2
  
```

Figure 1. Objectives of the course

Pre-requisites and pre-tests

The pre-requisites of the whole course are to guide the learner to grasp the meaning of certain general concepts and then apply them. For more results, we have devoted a part in each chapter where we introduce the pre-requisites as well as pre-tests in order to see the students' competences before knowing and then test their understanding right after each lecture in the

post-test given in chapter three of the course.

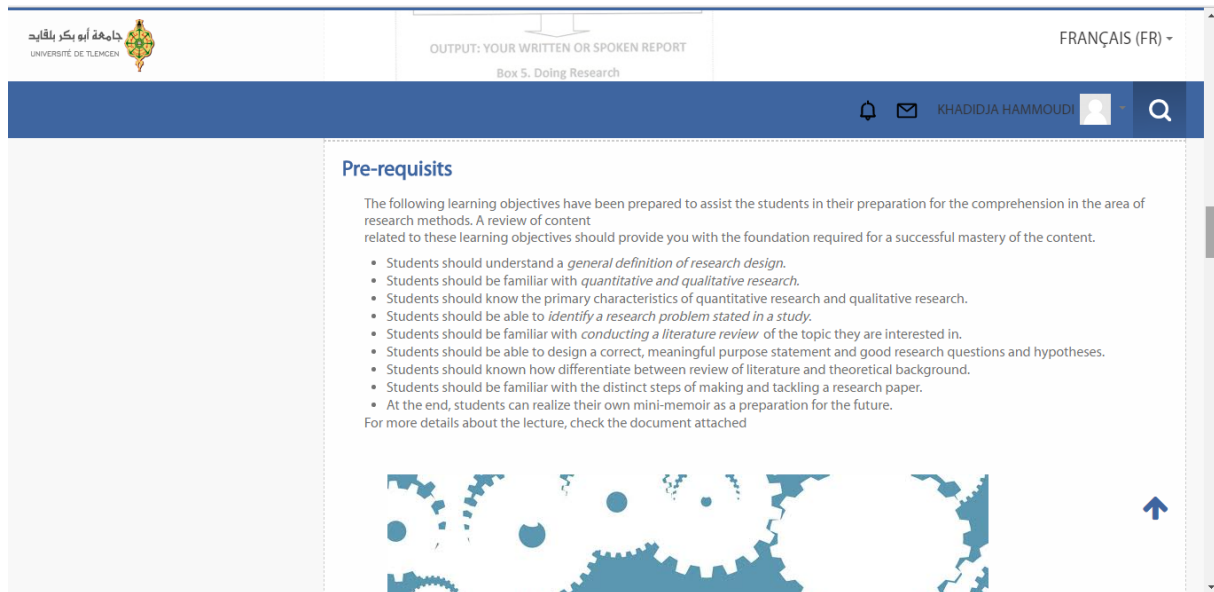


Figure 2: General Pre-requisites of the whole course of Research Methodology L3 classes

For the sake to attract students' attention to more participation and productivity, a variety of pre-tests has been selected at the beginning of each chapter. The one of the first chapter is in the form of a game as illustrated in the figure bellow.

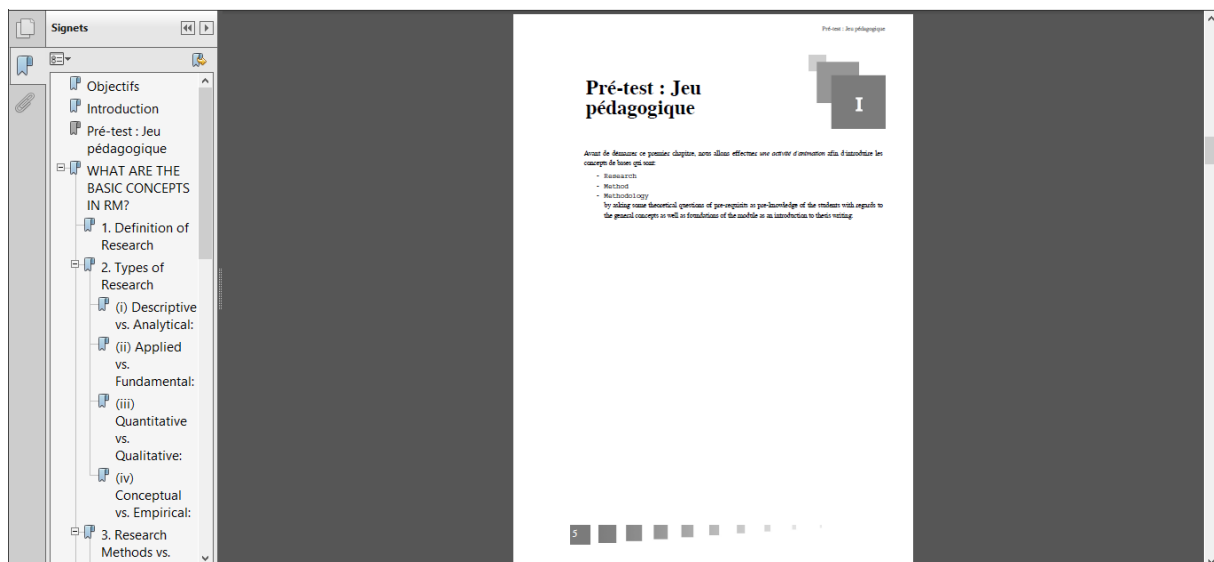


Figure 3. The pre-test of chapter one: a pedagogical game

The pre-test of chapter two is in the form of a quiz where students have the ability to repeat it and check the correct answers as mentioned in the following figure.

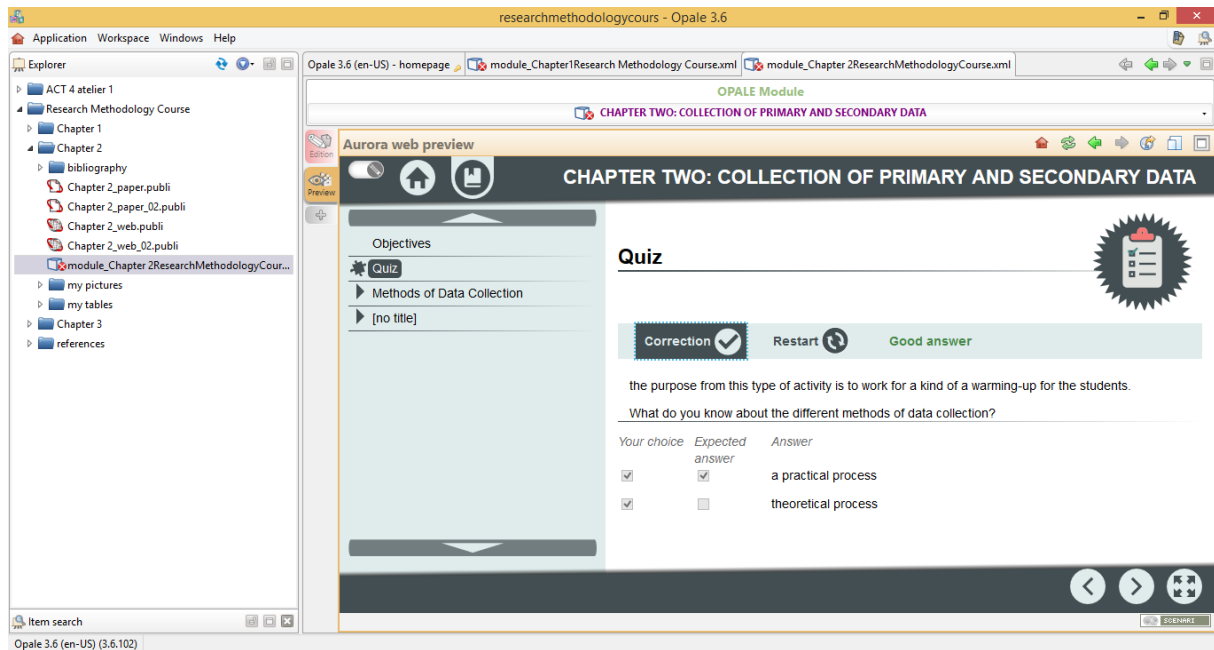


Figure 4. The pre-test of Chapter 2

Learning System (Système d'apprentissage)

Course content

The course « Introduction to Research Methodology » is composed of four teaching/ learning units starting from theory to more practical units. Each unit, i.e., chapter, is composed of many sequences which, in turn, include separate ultimate objectives, pre-requisites, tests, and evaluation aspects where the learning objectives are tested to be achieved or not.

The first chapter is an introductory one. It deals with the main concepts and definitions that the students need to know. In fact, this chapter is a very crucial one for it is designed for learners who have never been introduced to methodological aspects of research before in their L1 and L2 classes. Thence, it includes definitions as research, methodology, methods, techniques, research methodology as a process, and so forth.

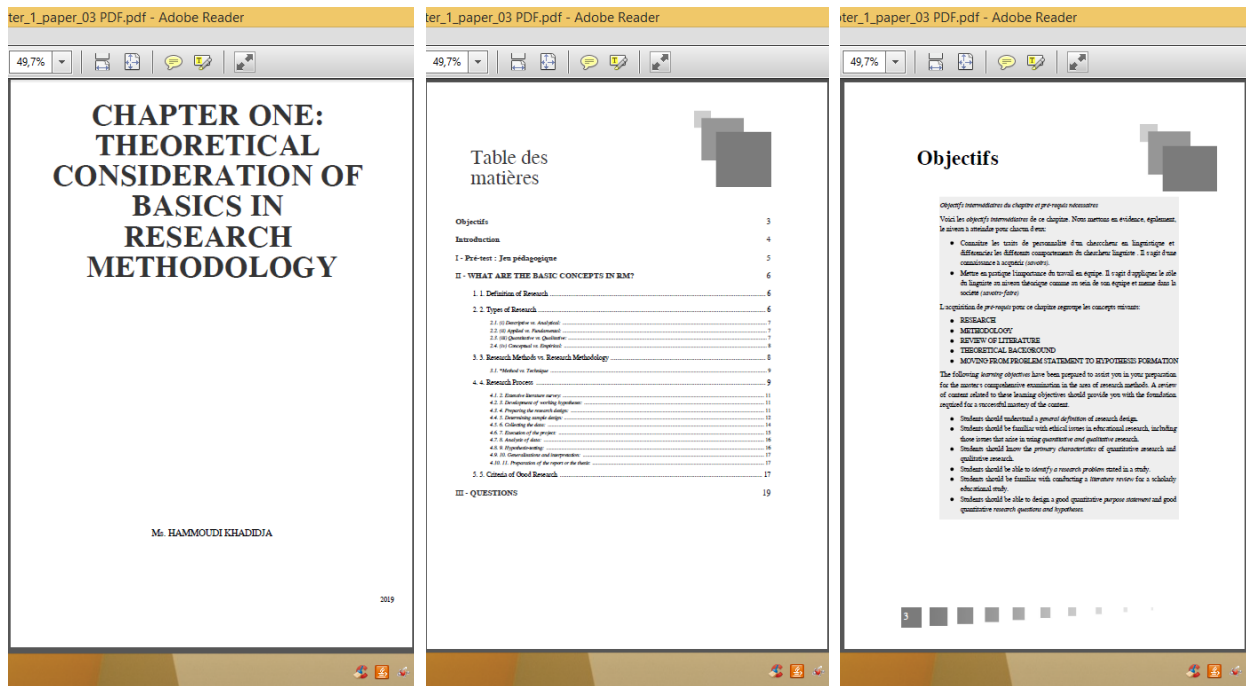


Figure 5. Pedagogical organization of the first chapter

The second chapter is a more elaborative one. It involves more practicality because it sheds the light on the ‘*hows*’ of doing research. At this level, the learners are supposed to be familiar with all the details of tackling their own research in social sciences in general and linguistics in particular. Aspects of data collection are to be fully grasped by the learners in order to be safely applied later on in real life situations.

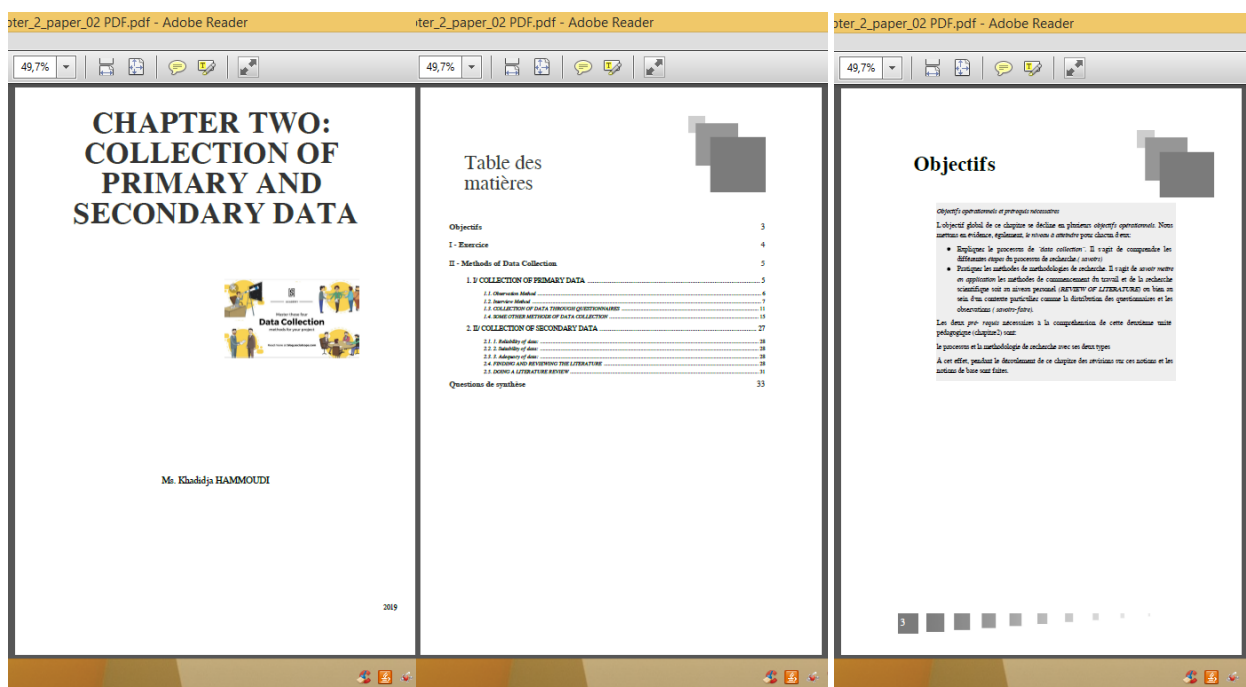


Figure 6. Pedagogical organization of the second chapter

The third chapter is purely practical in nature. It requires from the learners to write their own thesis and apply all the theories acquired and learned before in the two first chapters. Interestingly, what is asked from the students is to follow the steps of writing a manuscript as a first try in methodology and linguistic research. A mini-thesis/ dissertation is the final result that is wanted from the teacher. Students are going to be evaluated only on the organization of the work as well as the way of joining content into a well-written piece.

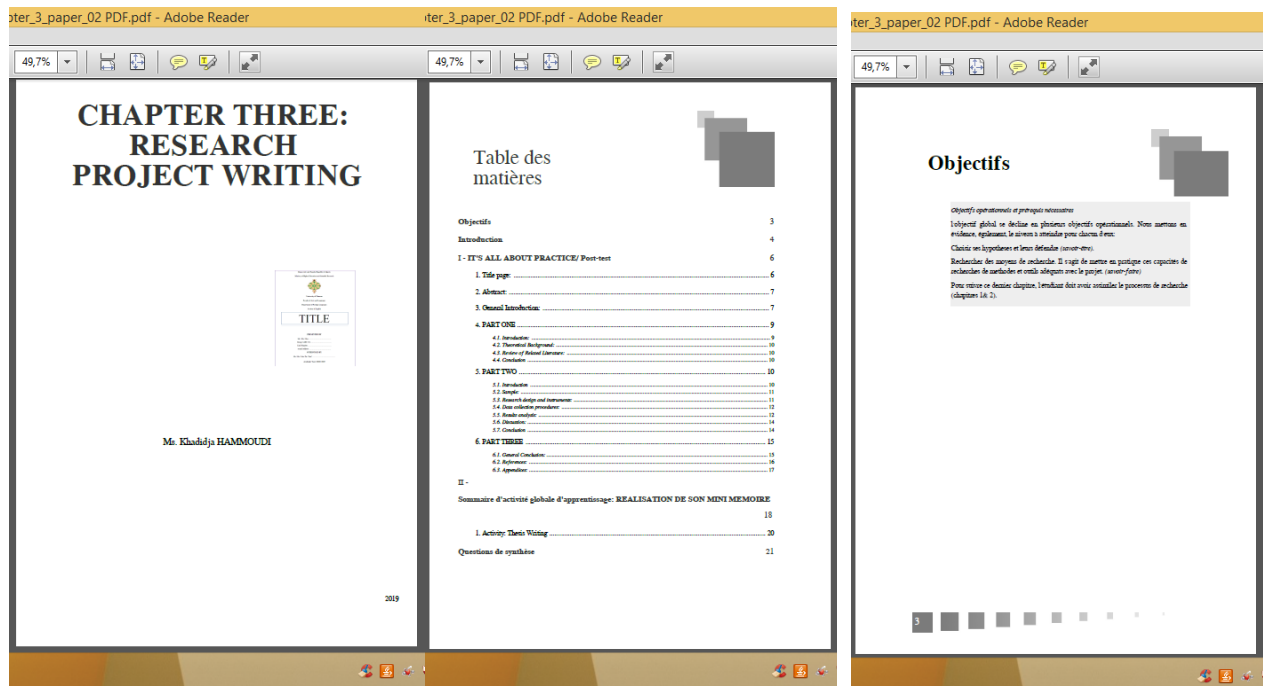


Figure 7. Pedagogical organization of the third chapter

Learning Strategies

The course is organized into many sessions. There are theoretical sessions which permit the learners to understand the basics of “Methods and Techniques of Research”.

Teaching-learning activities

In order to be all the time in contact with the learners, spaces as “Chats” and “Forums” are created. Those spaces have the same role as the in-class interaction between the teacher and the students, i.e., asking questions about the course either in chats of learner-learner or learner-teacher. Under the basis of those answers (in chats or debates), the teacher is supposed to see the lacks and the needed competences and whether the objectives have been achieved or still need remediation (especially with regard to the activities like QCM, Quiz, Tests, etc.). This helps a lot in what is known as constructive and reflective teaching.

Remediation strategies

Every step and activity is followed by a feedback. For this reason, the students have the chance for remediation in case of failure. Be it in the classroom or in the platform of the University of Tlemcen (e-learning/ Moodle), the learners have the opportunity to deal the test, quiz, and comprehension questions many times until they get the right answer as well as the right feedback and understanding of the idea put in question. Besides, having access to the university e-learning platform will allow the students to revisit the courses put online (already dealt with in the class) for a better understanding, slow revision, note-taking, and preparation for coming lectures as well.

Resources (Help)

There is a diversity of resources available in the platform Moodle. These resources include all the versions generated from the use of the OPALE programme. Examples include:

- ✚ PDF → in order to have the written version of the chapters
- ✚ SCORM → in order to have access to the course online
- ✚ Packages, chats and forums → in order to be able to initiate dialogues with colleagues and partners, ask questions and provide answers to their queries about the lectures.

Concluding System (Système de sortie)

In order to check whether the objectives of the course have been achieved and that the learners arrive to a good level of understanding, after each chapter there exists an exercise. Those activities make it a summative and formative assessment at the same time. We want to guarantee a high degree of understanding following this method:

Objectives → Pre-test → lecture → post-test → evaluation → success/ objectives achieved → failure → remediation → success
--

This makes the teaching at first as an objective-based approach (APO), then a competency-based one (APC) with regard to the achievement of goals, that is, in case of success, we move to the next level; if not, we work on the needed competency and achieve the very first settled teaching-learning objectives.

Pedagogical scenario of the course (Scénario pédagogique du cours)

Course Plan

In addition to the course content, the syllabus was fully detailed. It contained of all the information that students might ask about: (Module information, instructor, contents, objectives, and modes of classroom and exam evaluation as well as the references required for further readings and courses preparation). This document is one of the most important papers that the teacher should have as an accord between her and her students as it allows each part to know the constituents of the class course and how the pedagogical operation of teaching and learning is going to happen.

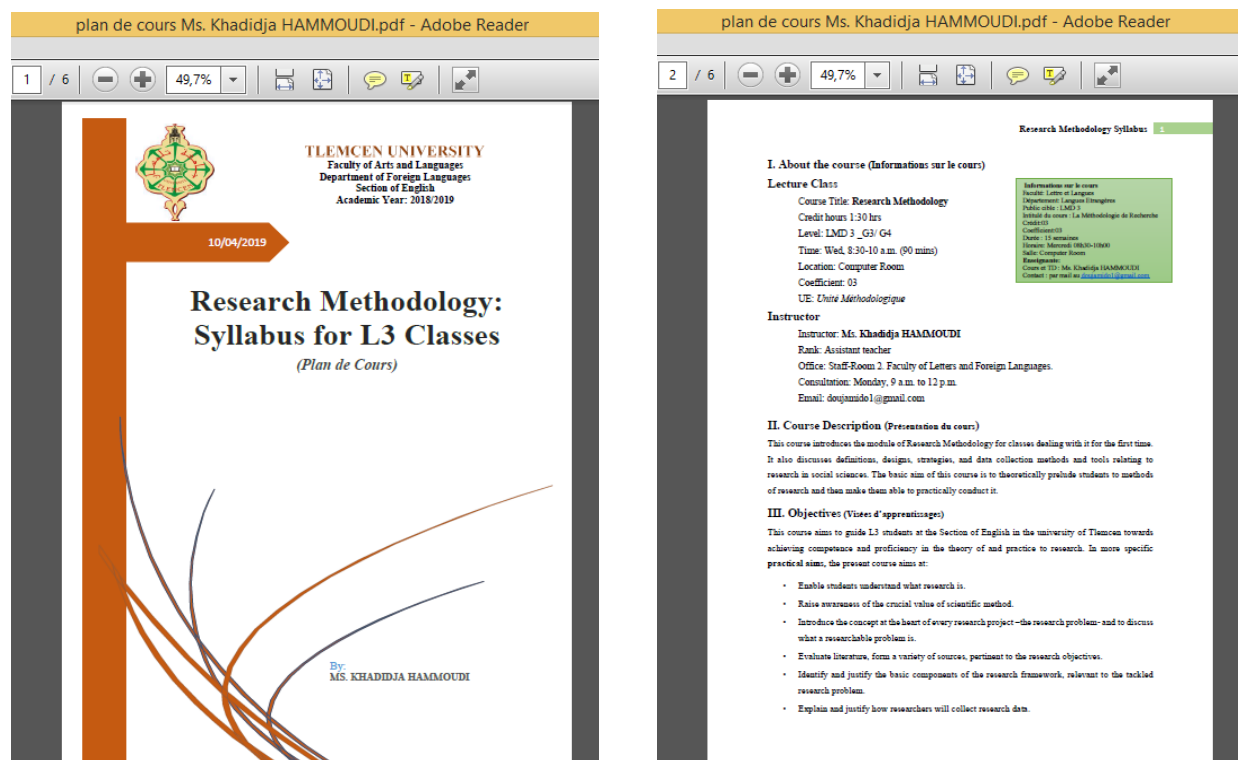


Figure 8. The course plan/ syllabus and basic information about the module

Pedagogical Alignment

The directed competence is surely based on three main pillars namely: *savoir*; *savoir-faire* and *savoir-être*. All those pillars are necessary and require a number of teaching methods and evaluative instruments in order to achieve the designed course objectives and the wanted learning competences.

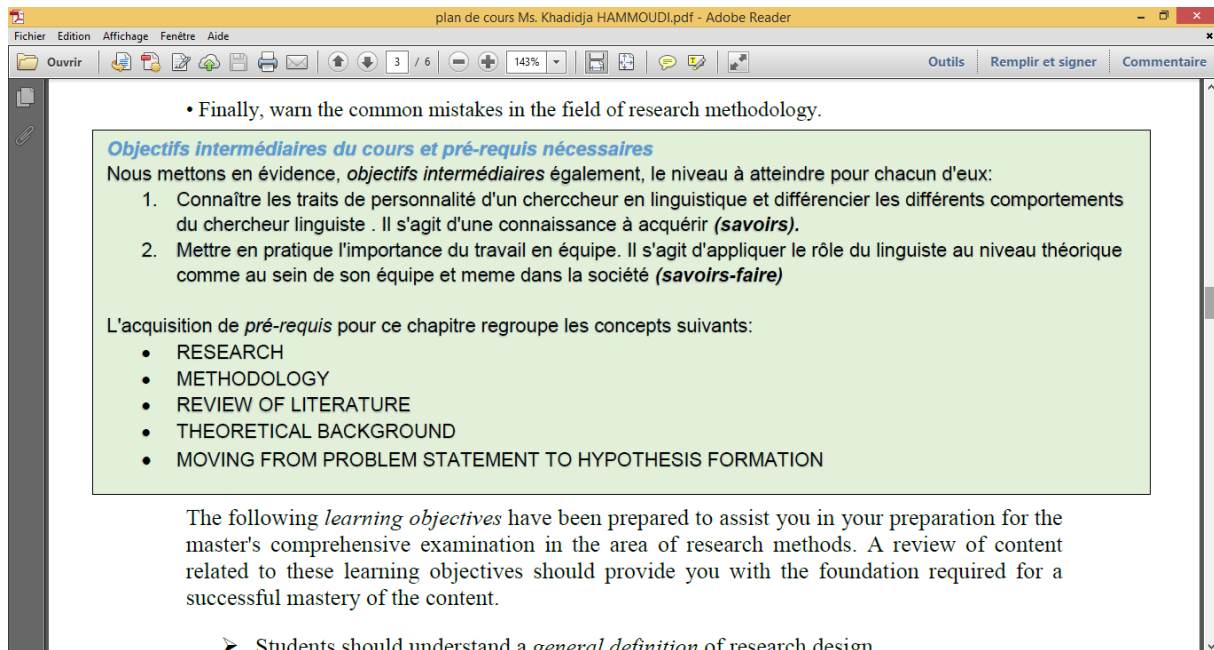


Figure 9. Pedagogical alignment of the course and its intermediate teaching- learning objectives

Because “Research Methodology” is a theory-based course, the method of teaching relies much more on the definition of basic terms at the beginning especially with the two first chapters. However, we arrive to the third one, the method changes to be group work and then individual for the realization of those theories and new concepts into practice.

Teaching Mode

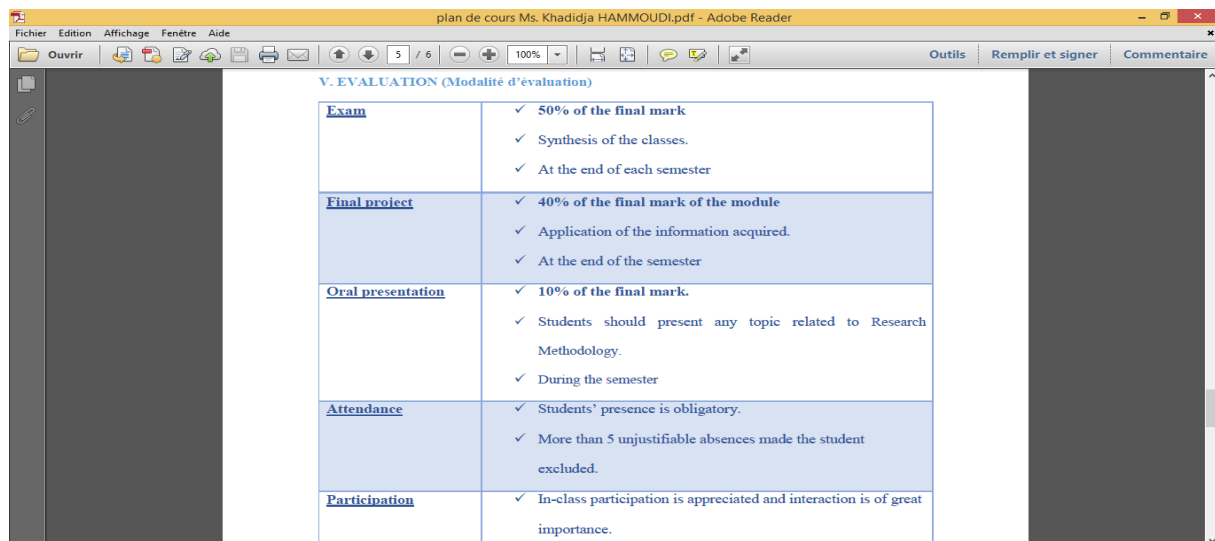
The online teaching procedure which takes place in the platform of the university is a very interesting initiative. It has many advantages as for the learners to be able to re-understand or develop their understanding of the basic concepts that have been introduced in the classroom. It is a positive initiative that enables the learners to carry on their learning activities especially those that require critical thinking and theory application knowing that the course is addressed to LMD 3 classes and the learners are asked to write their own thesis/ dissertation by the end of the two first chapters.

Interestingly, this ICT hybrid training permits one to be in constant contact with the teachers, learners, as well as colleagues interested in the same domain of work via this teaching/ learning space of communication.

Evaluation

As far as the evaluation is concerned, we have elaborated so much in it as it is one of the most important aspects that triggers the attention of the learners as well as the group of teachers with

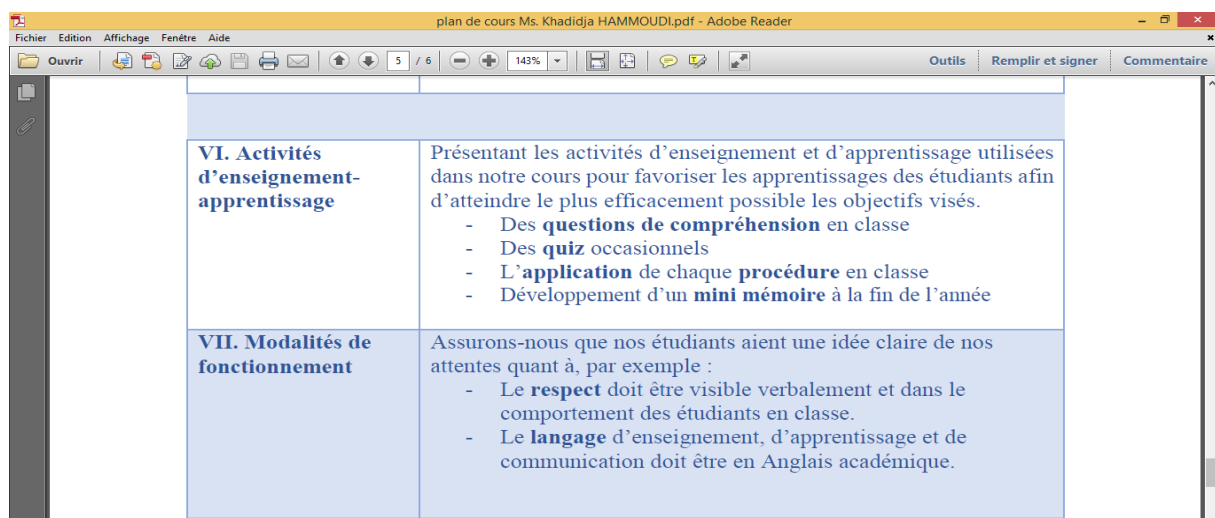
whom we are developing our syllabus. Therefore, we have included many parts in the evaluation. The figure bellow explains the global terms of evaluation inside the classroom for the overall average including the exam, the project, the presentation, and many related activities appreciated in the classroom.



V. EVALUATION (Modalité d'évaluation)	
<u>Exam</u>	<ul style="list-style-type: none"> ✓ 50% of the final mark ✓ Synthesis of the classes. ✓ At the end of each semester
<u>Final project</u>	<ul style="list-style-type: none"> ✓ 40% of the final mark of the module ✓ Application of the information acquired. ✓ At the end of the semester
<u>Oral presentation</u>	<ul style="list-style-type: none"> ✓ 10% of the final mark. ✓ Students should present any topic related to Research Methodology. ✓ During the semester
<u>Attendance</u>	<ul style="list-style-type: none"> ✓ Students' presence is obligatory. ✓ More than 5 unjustifiable absences made the student excluded.
<u>Participation</u>	<ul style="list-style-type: none"> ✓ In-class participation is appreciated and interaction is of great importance.

Figure 10. Broad scale of classroom evaluation

More to the point, we have included other activities as comprehension questions as well as application of the theories and concepts into practice.



VI. Activités d'enseignement-apprentissage	Présentant les activités d'enseignement et d'apprentissage utilisées dans notre cours pour favoriser les apprentissages des étudiants afin d'atteindre le plus efficacement possible les objectifs visés. <ul style="list-style-type: none"> - Des questions de compréhension en classe - Des quiz occasionnels - L'application de chaque procédure en classe - Développement d'un mini mémoire à la fin de l'année
VII. Modalités de fonctionnement	Assurons-nous que nos étudiants aient une idée claire de nos attentes quant à, par exemple : <ul style="list-style-type: none"> - Le respect doit être visible verbalement et dans le comportement des étudiants en classe. - Le langage d'enseignement, d'apprentissage et de communication doit être en Anglais académique.

Figure 11. Teaching-learning activities

There was also a list of exercises and activities provided after each chapter. Those activities are designed to test the level of comprehension of the learners. They generally vary in structure as well as in aims. The following pictures illustrate this idea.

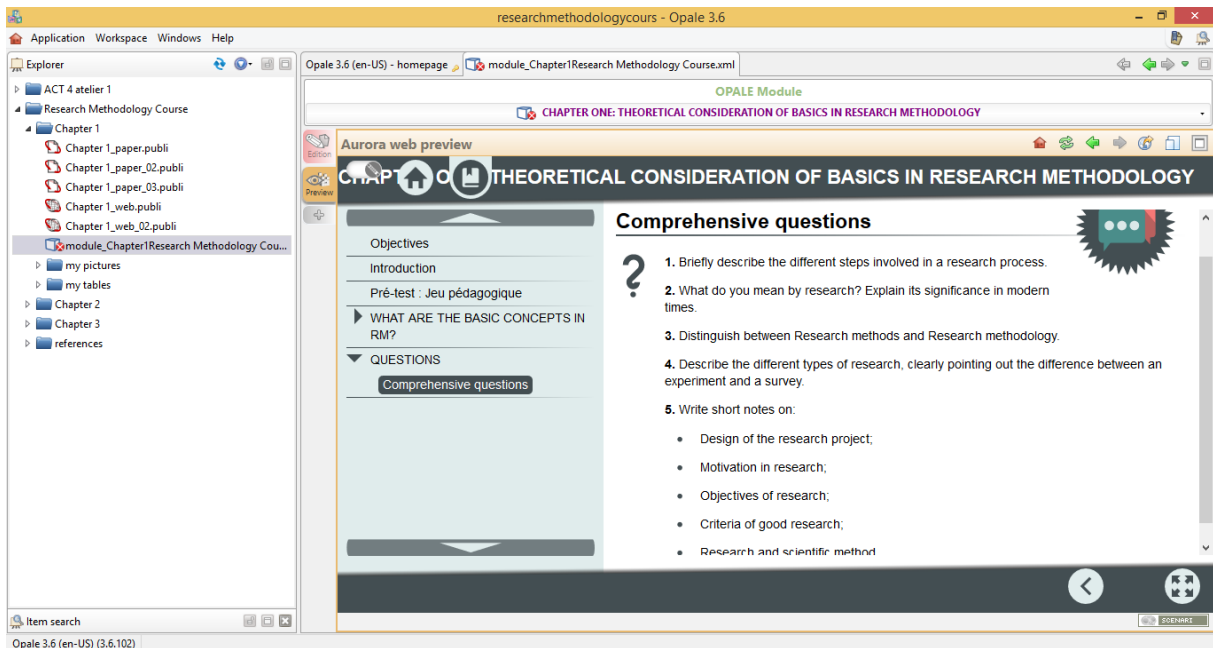


Figure 12. Activity of chapter one (comprehension)

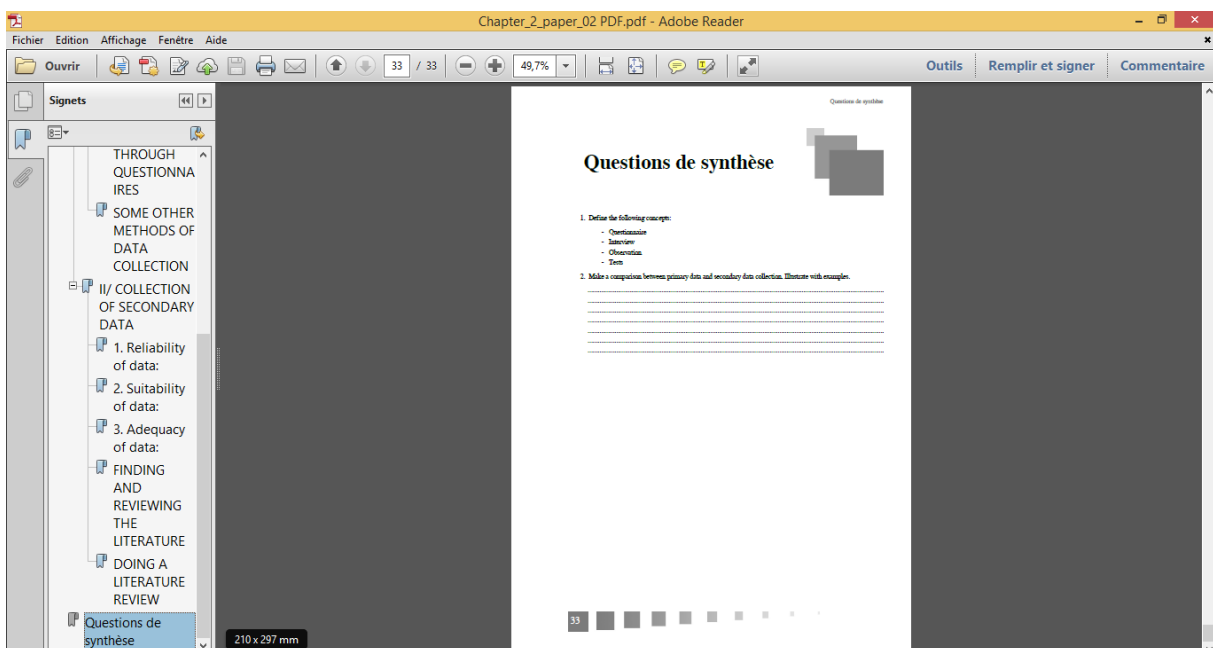


Figure 13. Activity of chapter two (synthesis)

IV Online Course (Moodle)

The online Platform of MOODLE/ e-learning is a very interesting teaching-learning technological experience. It has been created in the site of Tlemcen University in which both teachers and learners can have access to deliver courses and consult them respectively.

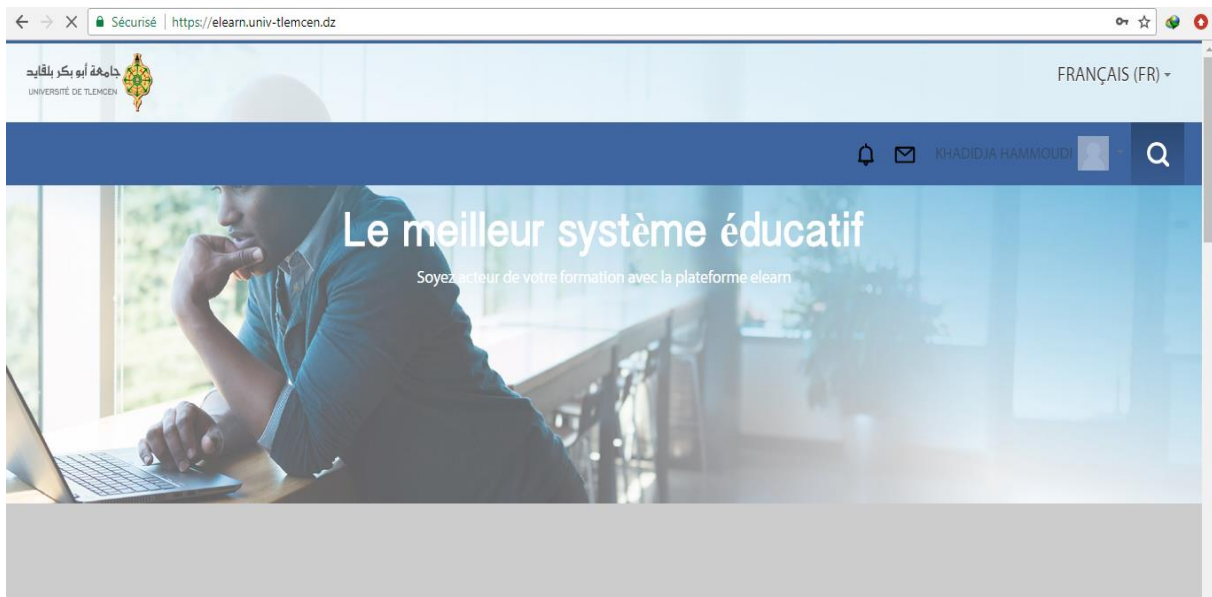


Figure 14. E-learning platform of Tlemcen University

The platform is well organized and illustrated. There is space for each teaching activity as in the following picture. The title of the course can be seen by the learners and consulted for theoretical consideration.

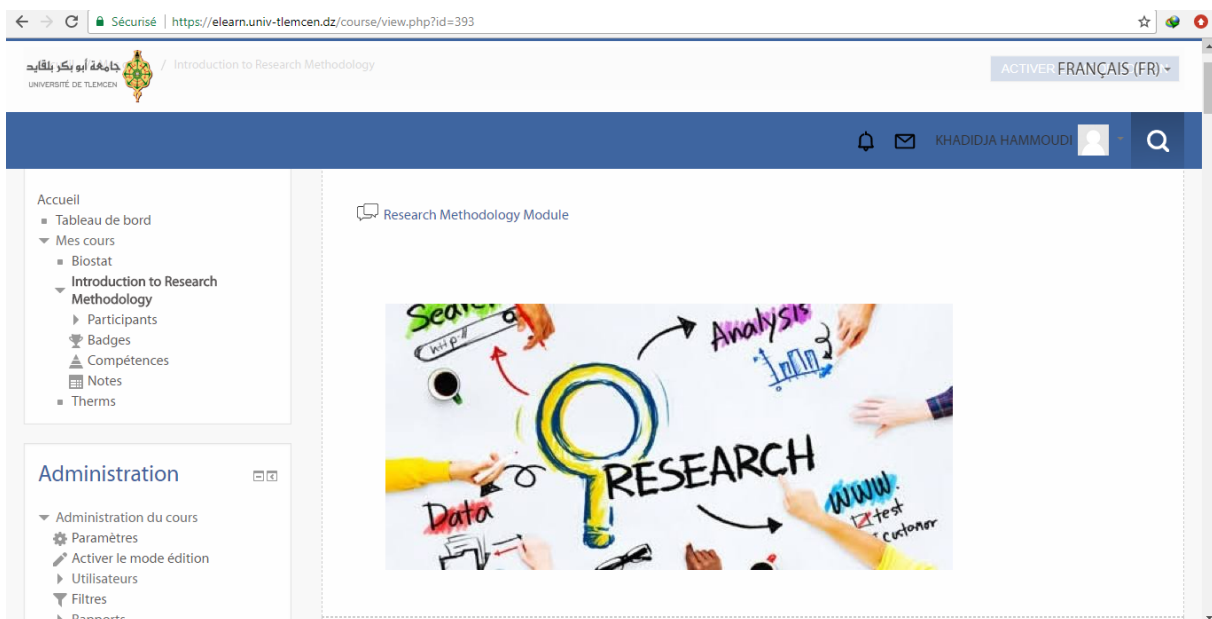
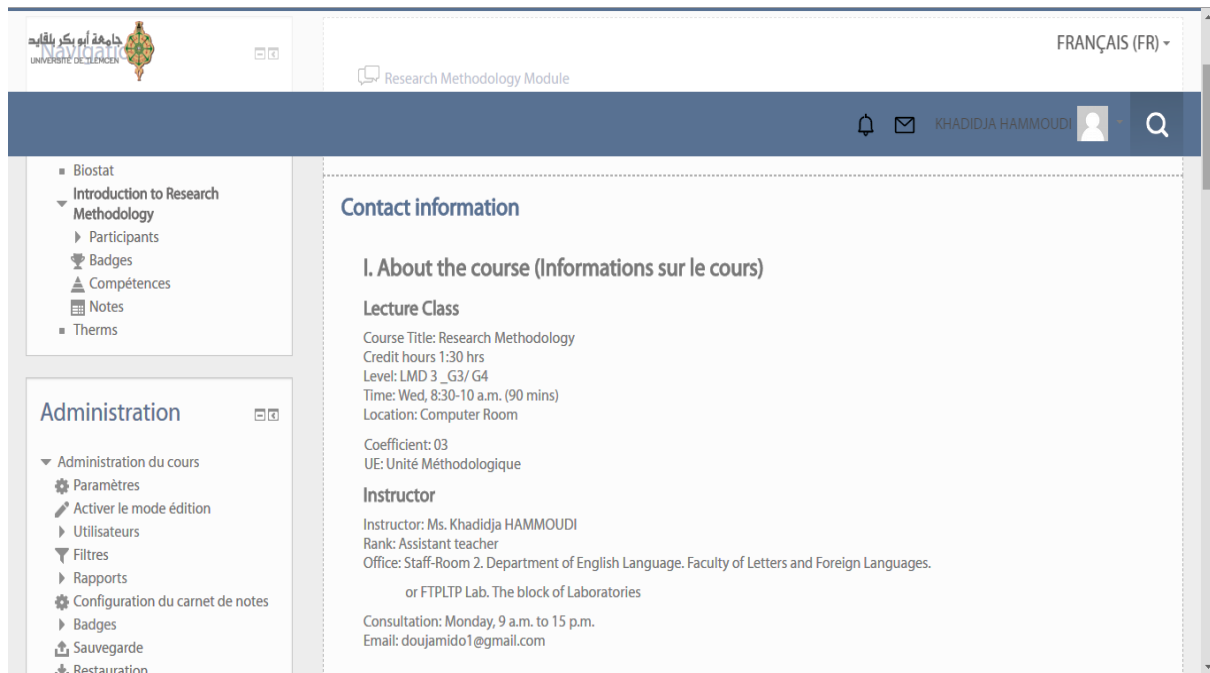


Figure 15. Profile picture of the “Research Methodology” module

Information related to the course as well as the instructor is also available. This space makes it easy for the learners to grasp the pedagogical data of this course. The following figure is taken from the course of “Introduction to Research Methodology” which is available as an online course in the platform of Tlemcen University.



Navigation Université de Tlemcen

FRANÇAIS (FR) -

Research Methodology Module

KHADIDJA HAMMOUDI

- Biostat
- Introduction to Research
- Methodology
 - Participants
 - Badges
 - Compétences
 - Notes
 - Therms

Administration

- Administration du cours
 - Paramètres
 - Activer le mode édition
 - Utilisateurs
 - Filtres
 - Rapports
 - Configuration du carnet de notes
 - Badges
 - Sauvegarde
 - Restauration

Contact information

I. About the course (Informations sur le cours)

Lecture Class

Course Title: Research Methodology
 Credit hours 1:30 hrs
 Level: LMD 3 _G3/ G4
 Time: Wed, 8:30-10 a.m. (90 mins)
 Location: Computer Room

Coefficient: 03
 UE: Unité Méthodologique

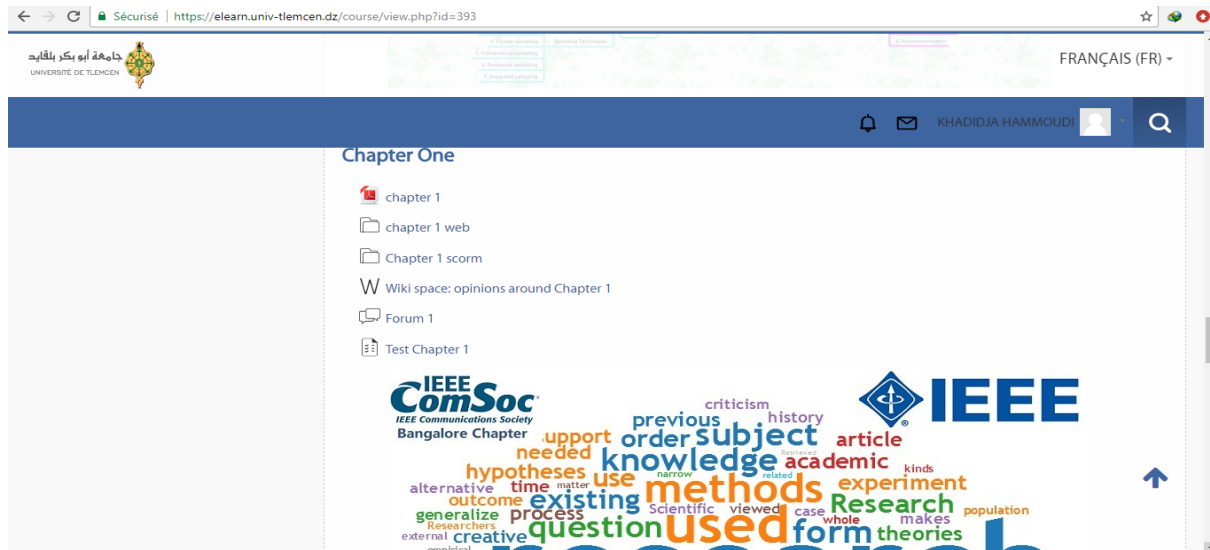
Instructor

Instructor: Ms. Khadidja HAMMOUDI
 Rank: Assistant teacher
 Office: Staff-Room 2, Department of English Language, Faculty of Letters and Foreign Languages.
 or FTPLTP Lab, The block of Laboratories

Consultation: Monday, 9 a.m. to 15 p.m.
 Email: doujamido1@gmail.com

Figure 16. Basic information about the course and its teacher (Contact information)

Besides, all the course chapters and divisions are available online. Since this course is composed of three chapters, students will find them in a coherent order with all the instruments and resources as the web version *Web_publi (scorm)*, *Papier_publi (PDF)*, Tests, Quizes, etc.



Sécurisé | https://elearn.univ-tlemcen.dz/course/view.php?id=393

Navigation Université de Tlemcen

FRANÇAIS (FR) -

KHADIDJA HAMMOUDI

Chapter One

- chapter 1
- chapter 1 web
- Chapter 1 scorm
- Wiki space: opinions around Chapter 1
- Forum 1
- Test Chapter 1

IEEE ComSoc Bangalore Chapter

previous subject article

needed knowledge academic

hypotheses use methods experiment

outcome existing process Research

generalize question used form theories

creative process Scientific viewed case whole makes population

external creative question used form theories

empirical

Figure 17. Chapter one organization and resources on the Moodle platform

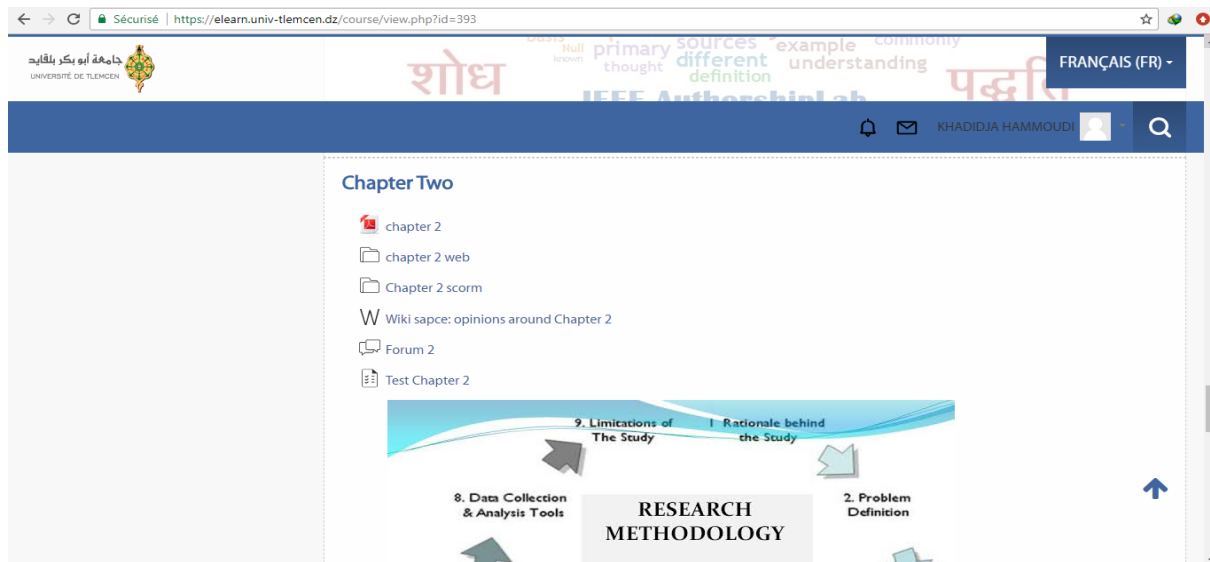


Figure 18. Chapter two organization and resources on the Moodle platform

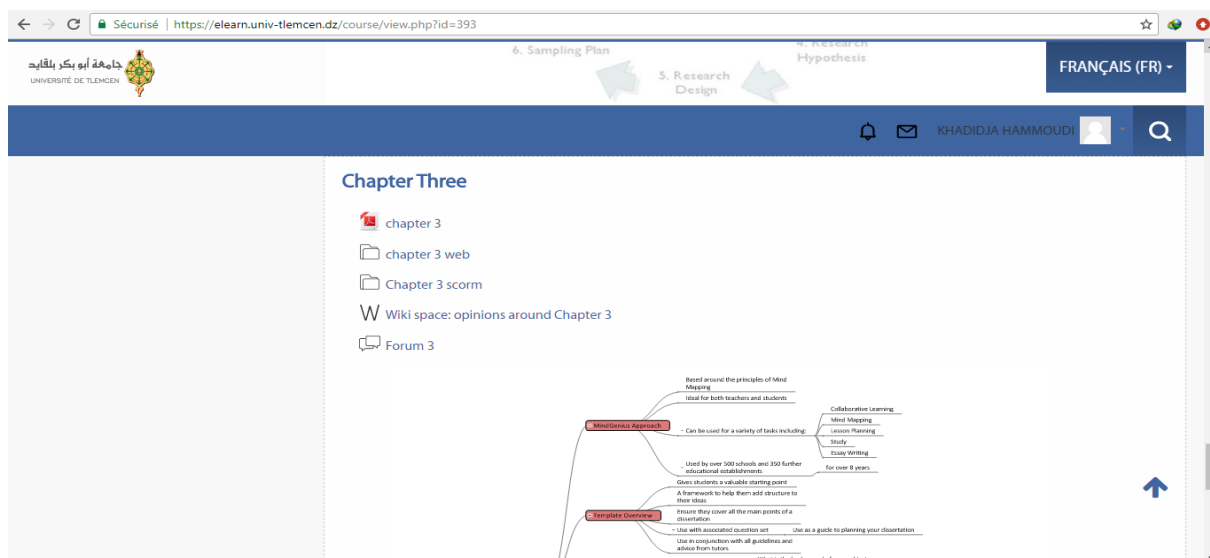


Figure 19. Chapter three organization and resources on the Moodle platform

V Edx Platform

Creating our edx profile

The objective of this step is to discover a new platform where we can launch our courses. Through the site of edunext, it has been an opportunity to create another online space for lecture delivery. The following pictures illustrate the profile of our EDX space. I have discovered many advantages related to the platform EDX/ EduNEXT:

- Easy to manipulate
- Knowing many courses in different domains
- A rich space with scientific resources

- Participating to divergent activities of those courses
- Proposing ideas and documents
- Obtaining a certificate of participation

The following pictures illustrate how we have proceeded in the edunext program.

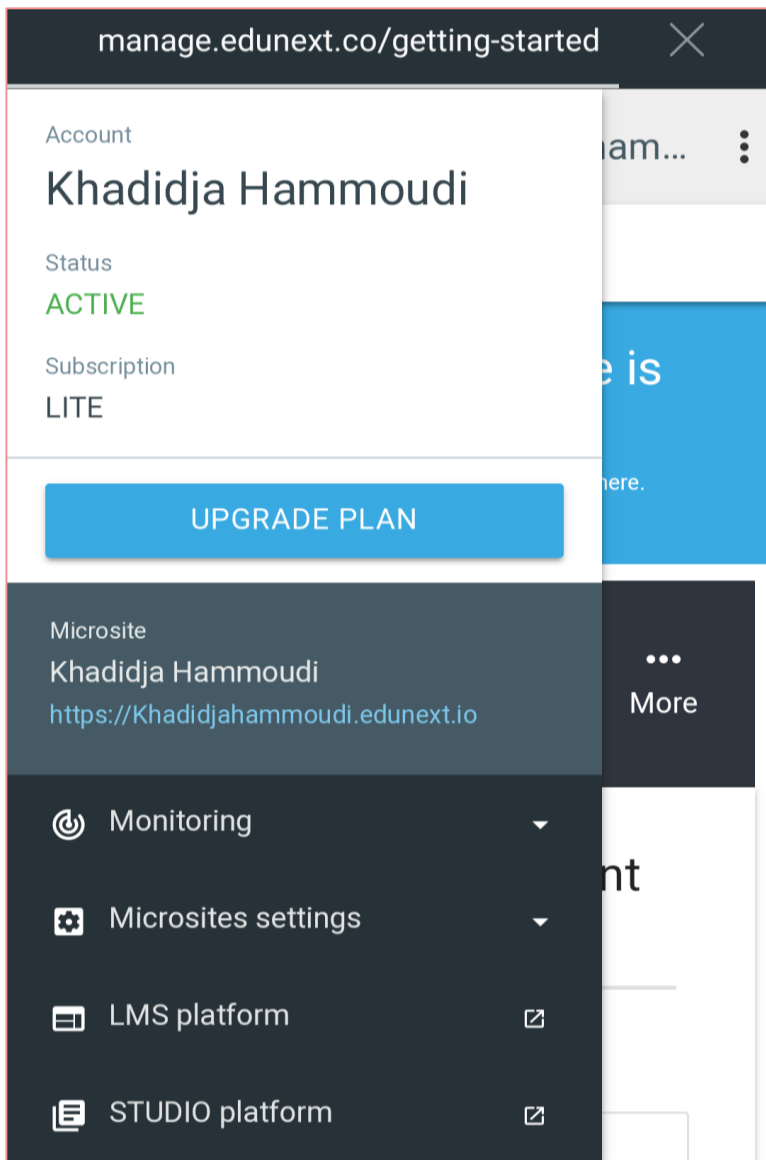


Figure 20. Edx profile picture

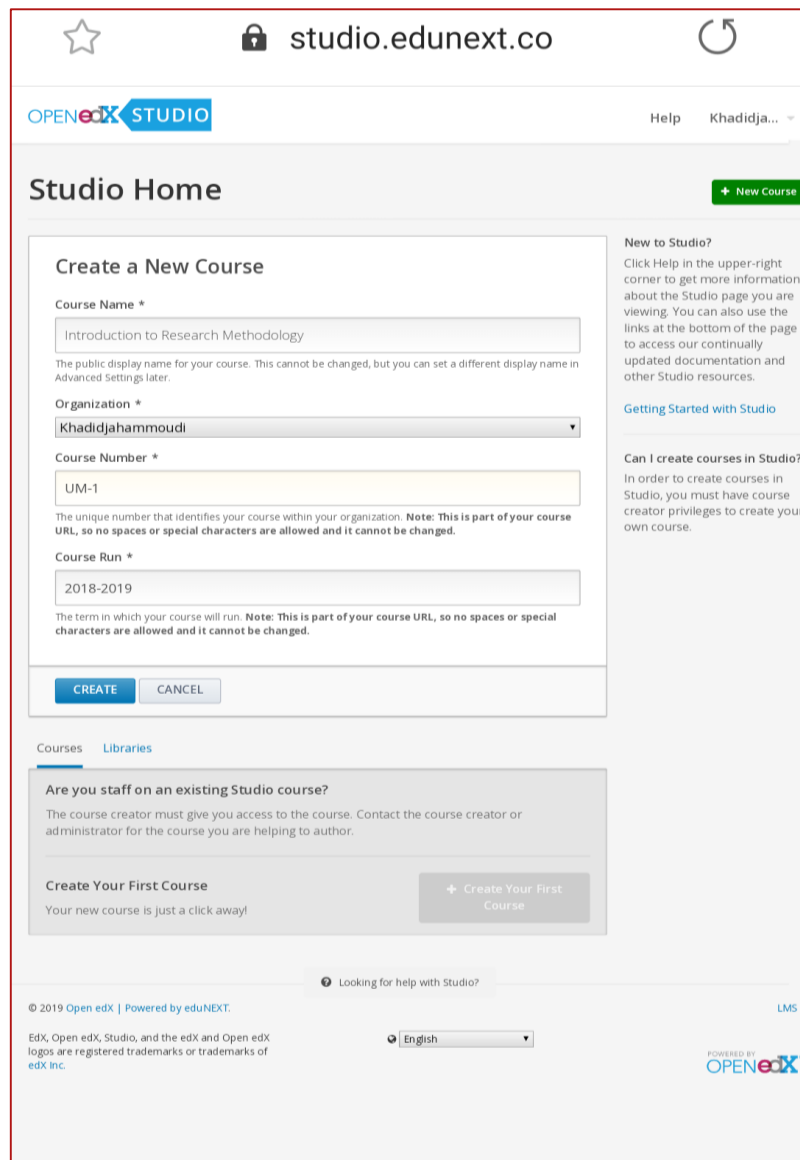
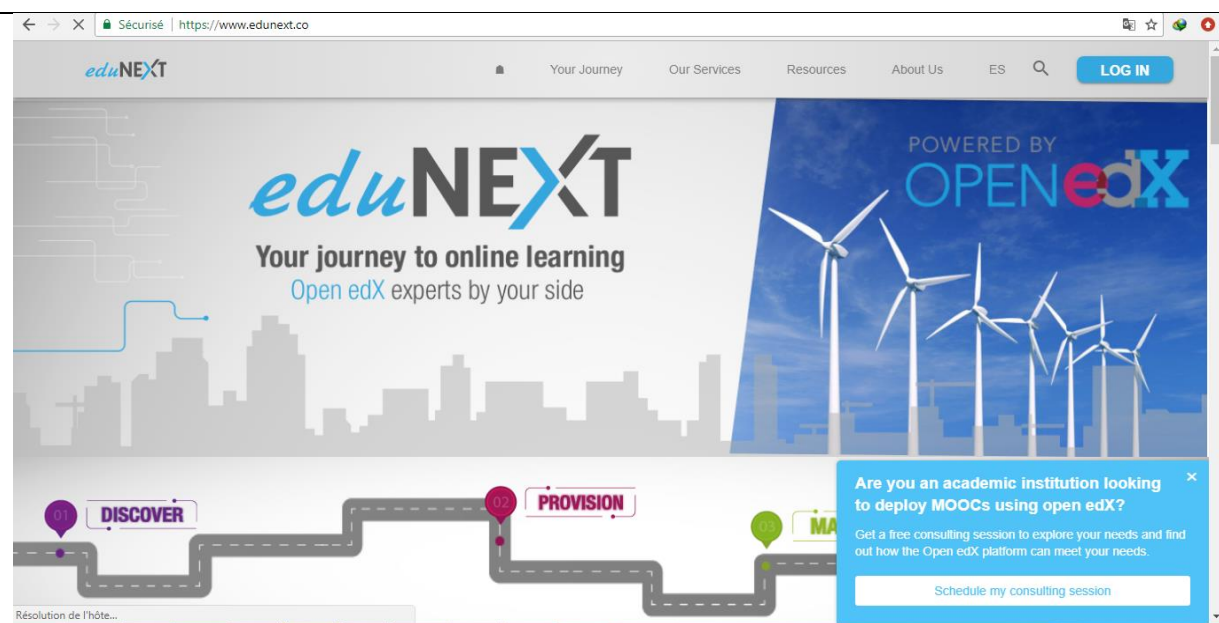
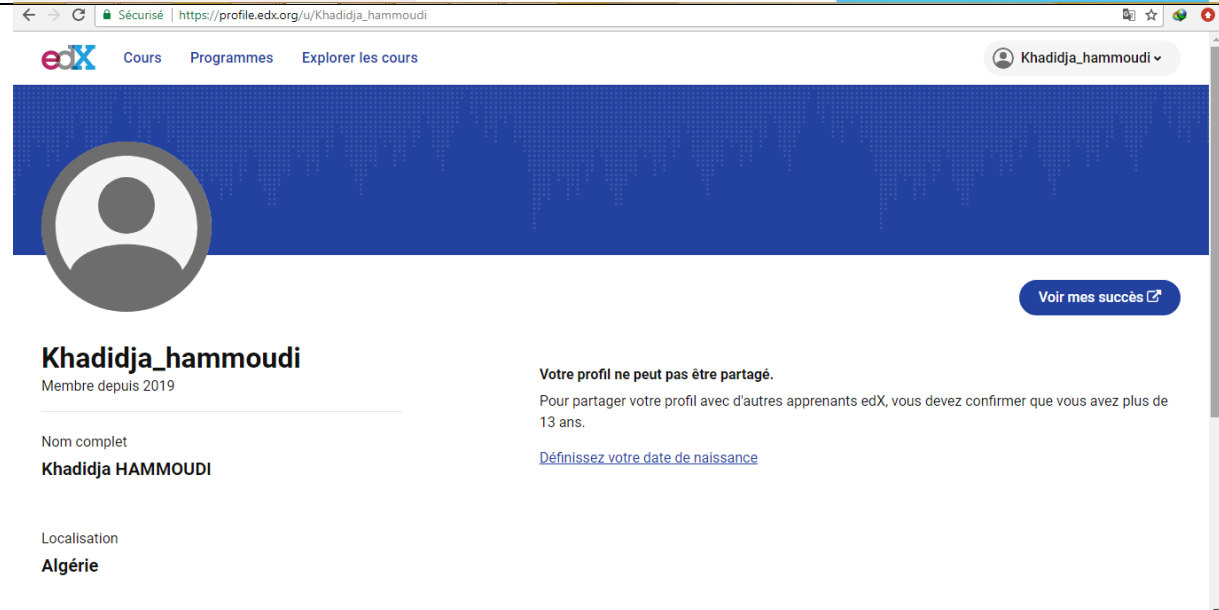
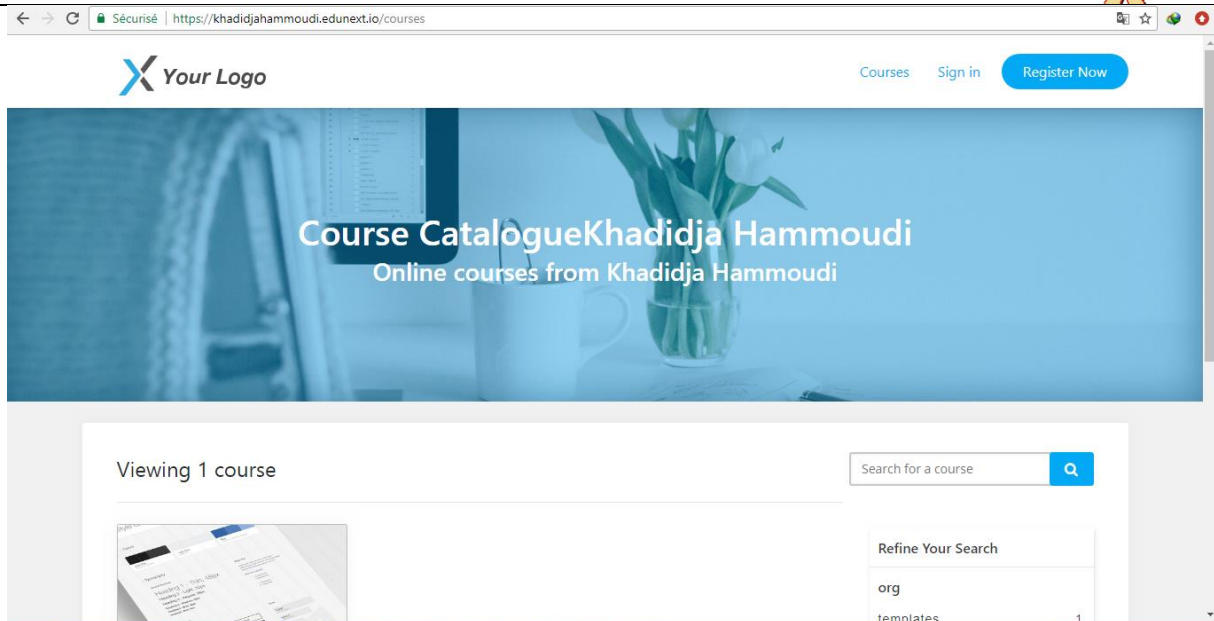


Figure 21. First course on edx space

- **MOOC** is an acronym for ‘Massive Open Online Course’. It is an online interactive training. After my first consult to the site, I found it a very interesting initiative to introduce one’s courses online for different types of interlocutors.
- **The pedagogical video** permits one to create an audio-visual version of the whole course starting from the plan and course description to chapter details and illustrative figures.
- We have also realized the distinction between **STUDIO** and **LMS** where one is the organizational part whereas the other is what can be consulted by the learners.

<p>eduNext home page</p>	
<p>My profile</p>	

Course catalogue



Course Catalogue Khadidja Hammoudi
Online courses from Khadidja Hammoudi

Viewing 1 course

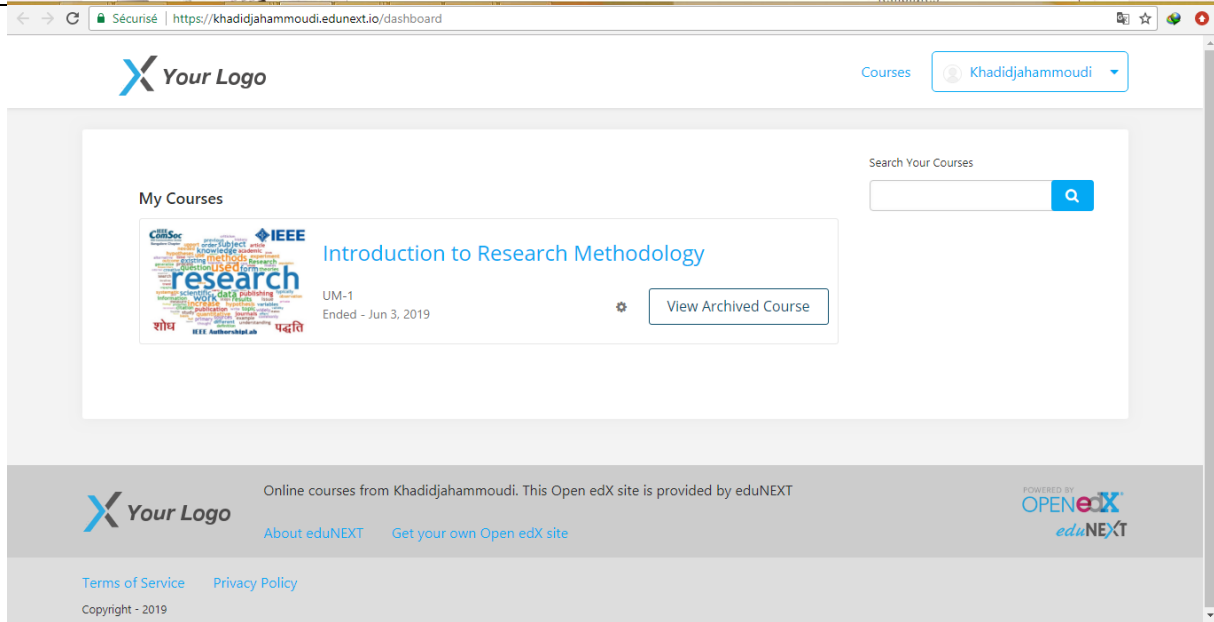
Search for a course

Refine Your Search

org

templates

My first course



My Courses

Introduction to Research Methodology

UM-1
Ended - Jun 3, 2019

View Archived Course

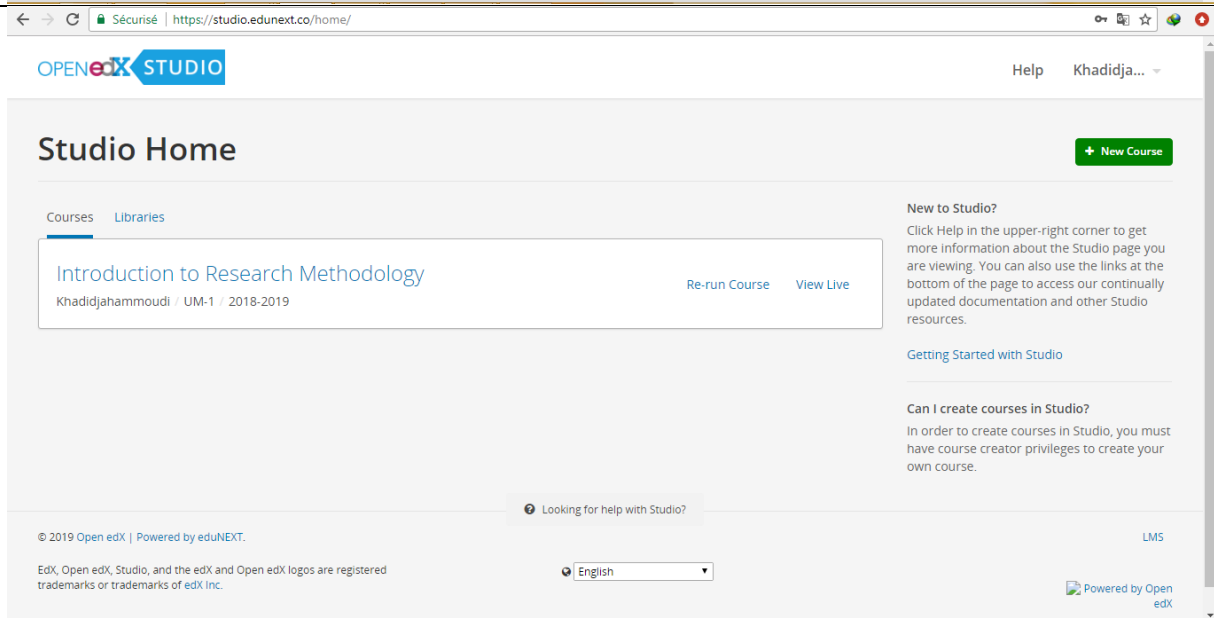
Online courses from Khadidjahammoudi. This Open edX site is provided by eduNEXT

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Copyright - 2019

Studio home



OPEN edX STUDIO

Studio Home

+ New Course

Introduction to Research Methodology

Re-run Course View Live

Looking for help with Studio?

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English

LMS

Powered by Open edX

Introducing the course

Notes: Affichage | eduNEXT | Management | Schedule & Details Settings |

Sécurisé | <https://studio.edunext.co/settings/details/course-v1:Khadidjahammoudi+UM-1+2018-2019>

Course Details

Provide useful information about your course

Course Language
English

Identify the course language here. This is used to assist users find courses that are taught in a specific language. It is also used to localize the 'From:' field in bulk emails.

Introducing Your Course

Information for prospective students

Course Short Description

This course introduces the module of Research Methodology for classes dealing with it for the first time. It also discusses definitions, designs, strategies, and data collection methods and tools relating to research in social sciences. The basic aim of this course is to theoretically enable students to methods of research and the make

Appears on the course catalog page when students roll over the course name. Limit to ~150 characters

Course Overview

```

1 <section class="about">
2   <h2>About This Course</h2>
3   <p>Include your long course description here. The long course description should contain 150-400 words.</p>
4
5   <p>This is paragraph 2 of the long course description. Add more paragraphs as needed. Make sure to enclose
6   them in paragraph tags.</p>
7 </section>
8 <section class="prerequisites">
9   <h2>Requirements</h2>

```

Course card image

```

6 </section>
7
8 <section class="prerequisites">
9   <h2>Requirements</h2>
10  <p>Add information about the skills and knowledge students need to take this course.</p>
11 </section>
12
13 <section class="course-staff">

```

Introductions, prerequisites, FAQs that are used on your course summary page (formatted in HTML)

Course Card Image



You can manage this image along with all of your other files and uploads

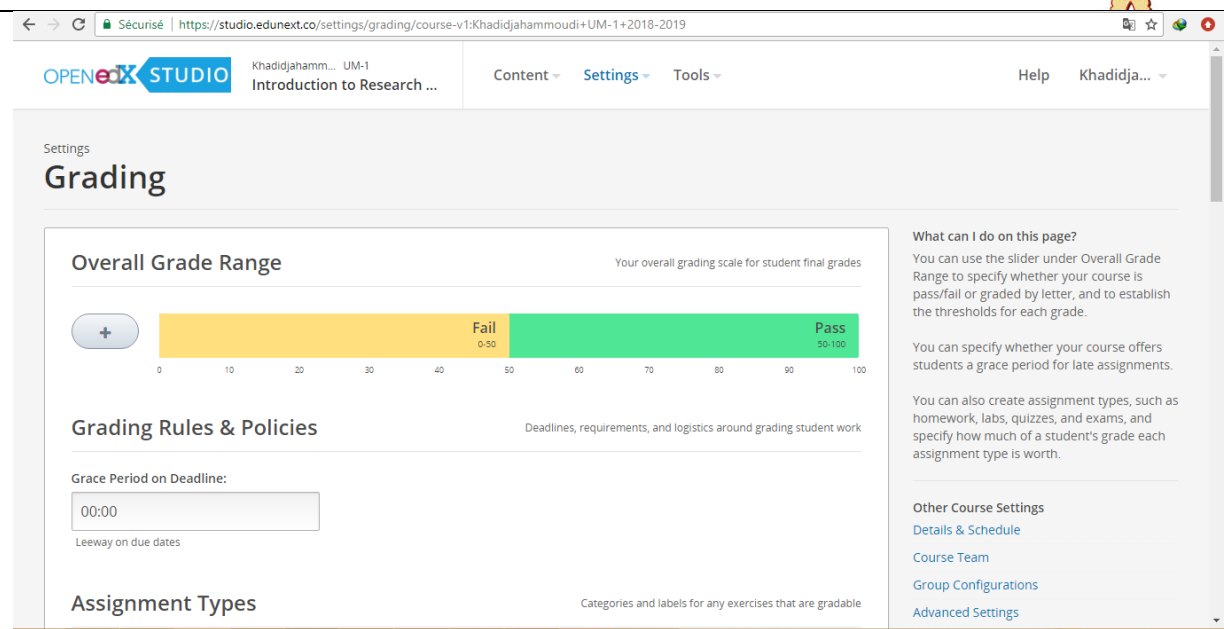
/asset-v1:Khadidjahammoudi+UM-1+2018-2019+type@asset+block@chapte

Please provide a valid path and name to your course image (Note: only JPEG or PNG format supported)

Upload Course Card Image

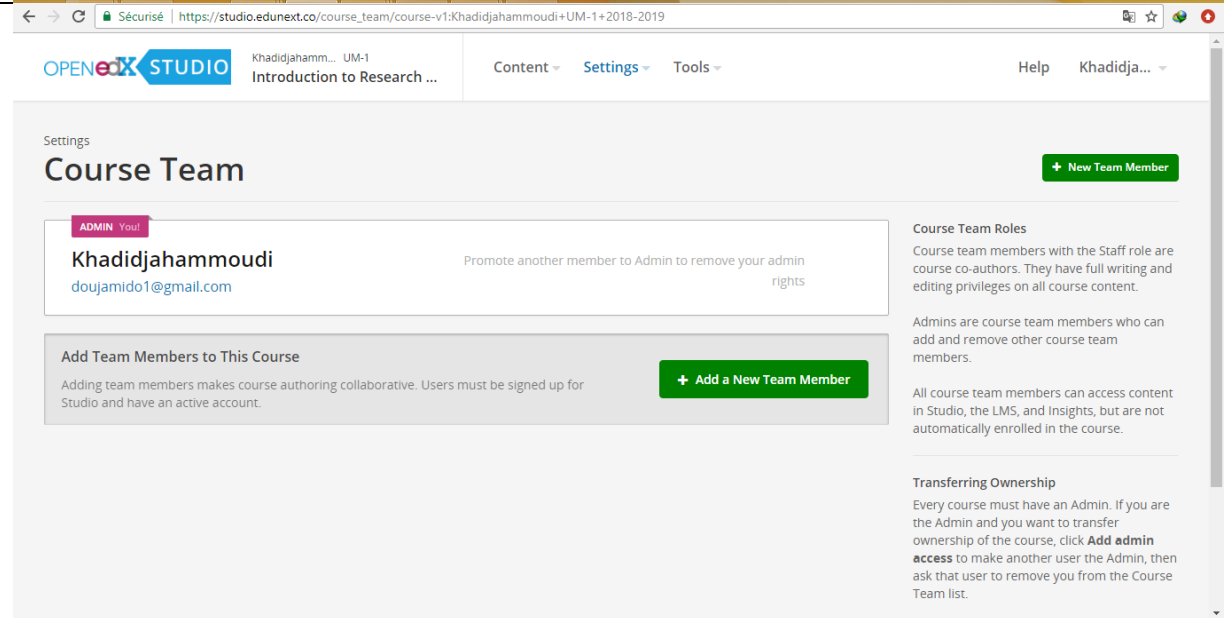
Course Introduction Video

Grading range



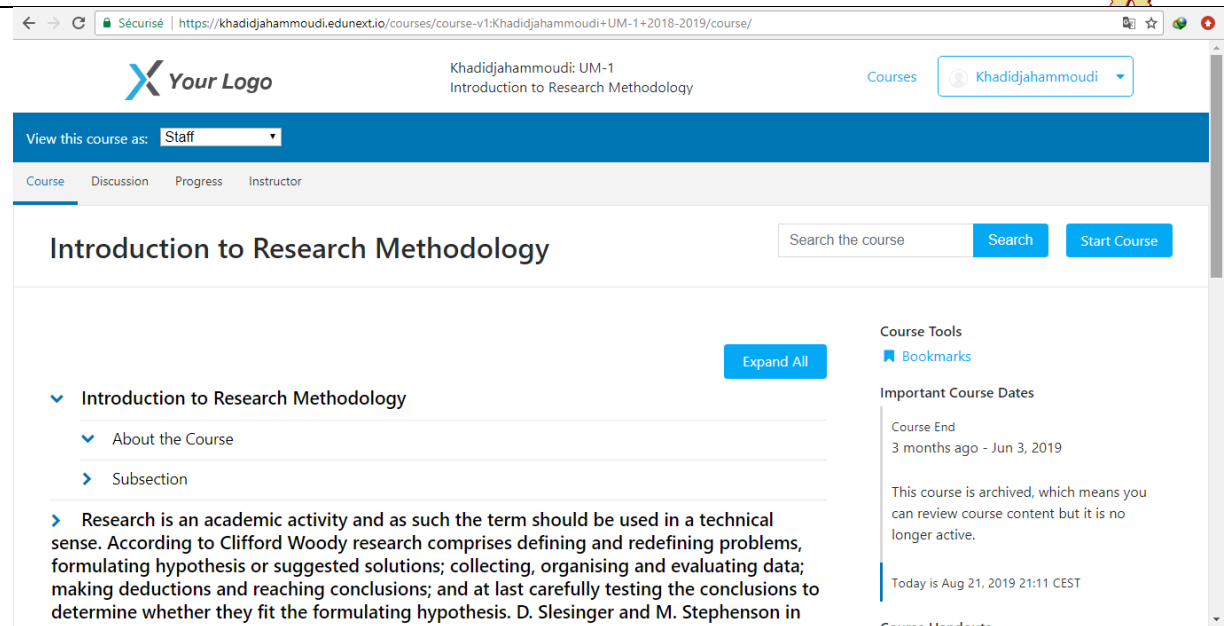
The screenshot shows the 'Grading' settings page in OpenEdX Studio. The main section is 'Overall Grade Range', which features a horizontal slider from 0 to 100. The slider is divided into three segments: a yellow segment from 0 to 50 labeled 'Fail', a green segment from 50 to 100 labeled 'Pass', and a small grey segment from 0 to 50 with a '+' icon. Below the slider, there are sections for 'Grading Rules & Policies' (with a 'Grace Period on Deadline' input field set to '00:00') and 'Assignment Types'. On the right side, there is a sidebar with a 'What can I do on this page?' section and a list of 'Other Course Settings' including 'Details & Schedule', 'Course Team', 'Group Configurations', and 'Advanced Settings'.

Course team



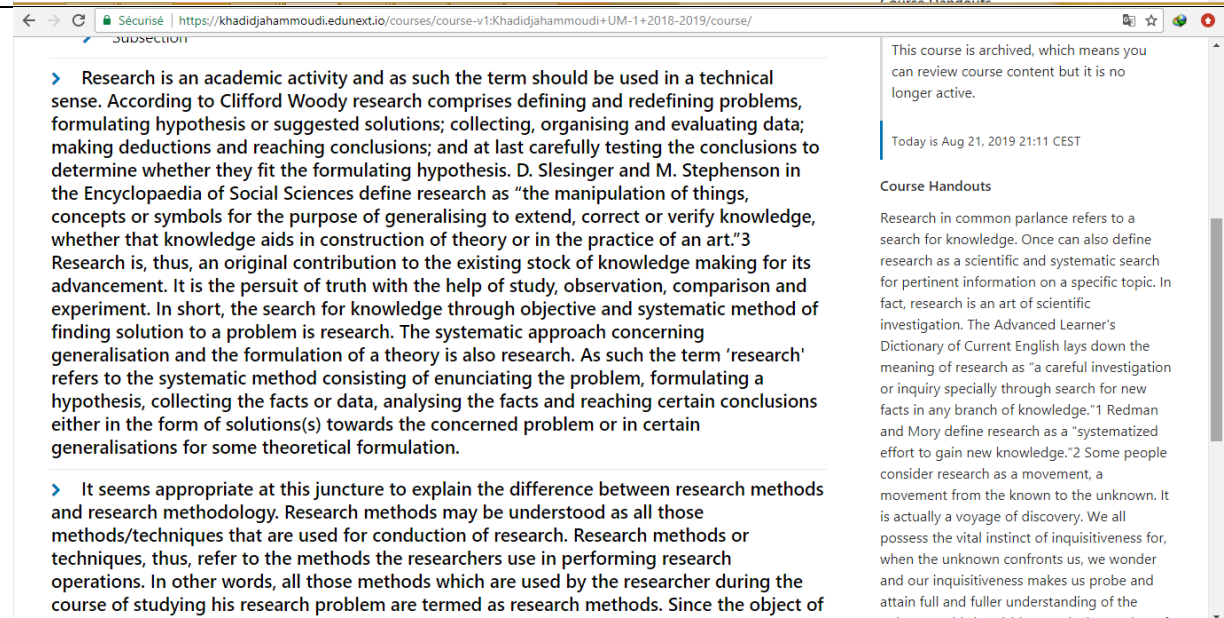
The screenshot shows the 'Course Team' settings page in OpenEdX Studio. At the top right, there is a '+ New Team Member' button. The main content area shows the current user 'Khadidjahammoudi' with the role 'ADMIN' and email 'doujamido1@gmail.com'. Below this, there is a section 'Add Team Members to This Course' with a '+ Add a New Team Member' button. On the right side, there is a sidebar with 'Course Team Roles' and 'Transferring Ownership' sections.

Edx course introduction



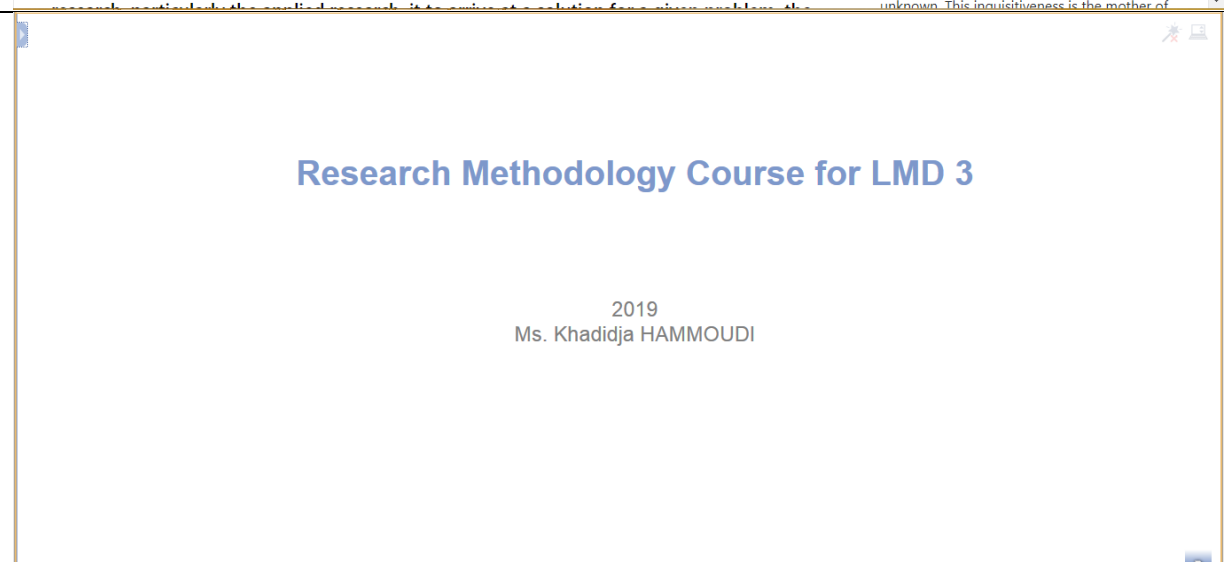
The screenshot shows the course page for 'Introduction to Research Methodology' on the EdX platform. The page includes a search bar, a 'Start Course' button, and a list of course sections. The first section is 'Introduction to Research Methodology', which is expanded to show sub-sections: 'About the Course' and 'Subsection'. The 'Subsection' is selected, displaying a detailed text about research methodology.

Some subsections



The screenshot shows the 'Subsection' page for 'Introduction to Research Methodology'. The main content area contains two paragraphs of text. The first paragraph defines research as an academic activity and lists its components: defining and redefining problems, formulating hypotheses, collecting and evaluating data, making deductions, and testing conclusions. The second paragraph explains the difference between research methods and research methodology, stating that research methods are the techniques used by researchers, while research methodology is the systematic approach to conducting research.

Video pictures



The screenshot shows a video player displaying a title slide. The slide has a blue background with white text that reads 'Research Methodology Course for LMD 3'. Below the title, it says '2019' and 'Ms. Khadija HAMMOUDI'.

Introduction

What makes people to undertake research? This is a question of fundamental importance. The possible motives for doing research may be either one or more of the following:

1. Desire to get a research degree along with its consequential benefits;
2. Desire to face the challenge in solving the unsolved problems, i.e., concern over practical problems initiates research;
3. Desire to get intellectual joy of doing some creative work;
4. Desire to be of service to society;
5. Desire to get respectability.

However, this is not an exhaustive list of factors motivating people to undertake research studies. Many more factors such as directives of government, employment conditions, curiosity about new things, desire to understand causal relationships, social thinking and awakening, and the like may as well motivate (or at times compel) people to perform research operations.

CHAPTER ONE: THEORETICAL CONSIDERATION OF BASICS IN RESEARCH METHODOLOGY

2019
Ms. Khadidja HAMMOUDI

Objectives

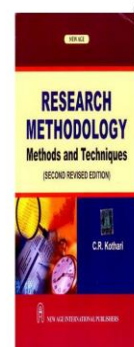
- REVIEW OF LITERATURE
- THEORETICAL BACKGROUND
- MOVING FROM PROBLEM STATEMENT TO HYPOTHESIS FORMATION

The following **learning objectives** have been prepared to assist you in your preparation for the master's comprehensive examination in the area of research methods. A review of content related to these learning objectives should provide you with the foundation required for a successful mastery of the content.

- Students should understand a **general definition** of research design.
- Students should be familiar with ethical issues in educational research, including those issues that arise in using **quantitative and qualitative research**.
- Students should know the **primary characteristics** of quantitative research and qualitative research.
- Students should be able to **identify a research problem** stated in a study.

Introduction

research operations.



3. Research Methods vs. Research Methodology

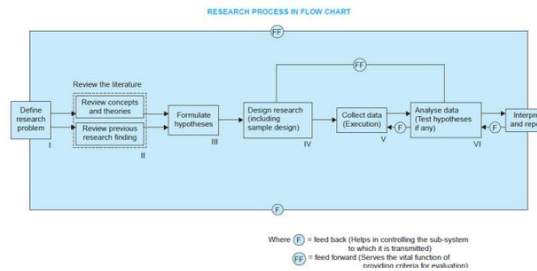
*Method vs. Technique

compass.

Type	Methods	Techniques
1. Library Research	(i) Analysis of historical records (ii) Analysis of documents	Recording of notes, Content analysis, Tape and Film listening and analysis. Statistical compilations and manipulations, reference and abstract grades, contents analysis.
2. Field Research	(i) Non-participant direct observation (ii) Participant observation (iii) Mass observation (iv) Mail questionnaire (v) Opinionnaire (vi) Personal interview (vii) Focused interview (viii) Group interview (ix) Telephone survey (x) Case study and life history	Observational behavioural scales, use of score cards, etc. Interactional recording, possible use of tape recorders, photo graphic techniques. Recording mass behaviour, interview using independent observers in public places. Identification of social and economic background of respondents. Use of attitude scales, projective techniques, use of sociometric scales. Interviewer uses a detailed schedule with open and closed questions. Interviewer focuses attention upon a given experience and its effects. Small groups of respondents are interviewed simultaneously. Used in a survey technique for information and for discerning opinion; may also be used as a follow up of questionnaire. Cross sectional collection of data for intensive analysis, longitudinal collection of data of intensive character.
3. Laboratory Research	Small group study of random behaviour; play and role analysis	Use of audio-visual recording devices, use of observers, etc.

4. Research Process

preparation of the report or presentation of the results, i.e., formal write-up of conclusions reached.



? the purpose from this type of activity is to work for a kind of a warming-up for the students.

What do you know about the different methods of data collection?

- a practical process
- theoretical process

? the purpose from this type of activity is to work for a kind of a warming-up for the students.

What do you know about the different methods of data collection?

- a practical process
- theoretical process

Introduction

describe the different methods of data collection, with the pros and cons of each method.



I/ COLLECTION OF PRIMARY DATA

SOME OTHER METHODS OF DATA COLLECTION

6. Projective techniques:

(v) Pictorial techniques:

(a) Thematic apperception test (T.A.T.):

The TAT consists of a set of pictures (some of the pictures deal with the ordinary day-to-day events while others may be ambiguous pictures of unusual situations) that are shown to respondents who are asked to describe what they think the pictures represent. The replies of respondents constitute the basis for the investigator to draw inferences about their personality structure, attitudes, etc.

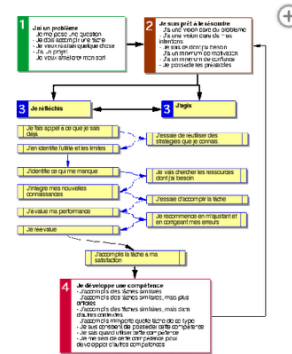
67/110

CHAPTER THREE: RESEARCH PROJECT WRITING

1
2019
Ms. Khadidja HAMMOUDI

i Introduction

prend pour apprendre. Le schéma ci-dessous résume la démarche générale d'apprentissage que nous suivons.



PART TWO

Research design and instruments:

The researcher should specify whether the study is an experiment, a survey, or a case study with a scientific justification of "why" he/she has chosen this research method. Moreover, the researcher should mention all the research tools and instruments that she has employed including questionnaires, interviews, observations, tests, etc. If a software is used, it must be mentioned with its name/ site/ how it was used and all related information.

criteria	experiment	survey	case study	COMMENTS
Defined as:	A method applied to test hypotheses and find the cause of the problem (why?)	A method of research that focuses on the association of a phenomenon	A method that provides a description and analysis of the studied object.	

PART TWO

Discussion:

directly related to the research question placed at the beginning of the study.

5.1.1. The nature of communication
 The nature of communication is not only related to the type of communication but also to the content of the communication. The content of the communication is directly related to the research question placed at the beginning of the study. The content of the communication is directly related to the research question placed at the beginning of the study. The content of the communication is directly related to the research question placed at the beginning of the study.

Sommaire d'activité globale d'apprentissage: REALISATION DE SON MINI MEMOIRE

Objectives

l'étudiant utilise des stratégies pour apprendre: même quand il semble apprendre peu ou mal, l'étudiant n'apprend pas au hasard: il part de ce qu'il sait et essaie de ramener les nouvelles situations à d'autres qu'il connaît. Quand une méthode a bien fonctionné, il va l'utiliser à nouveau jusqu'à ce qu'il en découvre les limites ou qu'il en invente une meilleure. Il va facilement généraliser, se donner des recettes, sinon des règles. L'enseignement doit capitaliser sur cette capacité en la rendant explicite et en l'encourageant.

l'étudiant apprend à partir de ce qu'il connaît déjà: Devant une situation nouvelle, il essaie de trouver des éléments connus, des structures familières qui peuvent servir de point de repère. Avant d'inventer de nouvelles stratégies, il essaiera d'abord celles qu'il connaît. Bref, pour apprendre, il fait appel à son expérience et à ses connaissances antérieures.

Conclusion

Research Methods are the tools and techniques for doing research. Research is a term used liberally for any kind of investigation that is intended to uncover interesting or new facts. As with all activities, the rigour with which this activity is carried out will be reflected in the quality of the results. These chapters present a basic review of the nature of research and the methods which are used to undertake a variety of investigations relevant to a wide range of subjects, such as the natural sciences, social science, social anthropology, psychology, politics, leisure studies and sport, hospitality, healthcare and nursing studies, the environment, business, education and the humanities. Just about every university course includes an element of research that students must carry out independently, in the form of projects, dissertations and theses, and the more advanced the degree, the greater the research content. In the workplace there is frequently a need to do research in order to develop or improve the business or service, while some types of businesses rely on doing research projects for their very existence.

Research methods are a range of tools that are used for different types of enquiry, just as a variety of tools are used for doing different practical jobs, for example, a pick for breaking up the ground or a rake for clearing leaves. In all cases, it is necessary to know what the correct tools are for doing the job, and how to use them to best effect. Those chapters provide you with the basic information about the tools used in research, the situations in which they are applied and indicates briefly how they are used by giving practical examples.

VI Evaluation of the course

As a novice teacher, developing a course is one of the challenging procedures. Therefore, it is compulsory to send the first try for evaluation. The course of “Introduction to Research Methodology” has been evaluated by three members from the University of Tlemcen, English department namely: Dr. BENSFAFA Abdelkader as specialized in the module of Methodology, Dr. DENDANE Mohammed El Amine as specialized in Information technologies and English, Ms. BELKHIR Asma as a Ph.D.student of English interested in didactics and teaching English.

A scale of evaluative terms has been organized and sent to them. After consulting the course online, they are asked to check aspects of order, structure, language adequacy, references, and coherence between the content and the objectives settled at the beginning of the course. All comments are welcome for the betterment of the pedagogical operation of teaching/ learning process.

After checking my course on the platform of Tlemcen University, all the examiners have given me a positive attitude towards my job (avis favorable for online publication on the University platform).

T 1

Université de Tlemcen

Grille d'Evaluation du cours en ligne

Cours : **Research Methodology**

Niveau : **LMD 3**

Préparé par : **Melle. HAMMOUDI Khadidja**

Enseignante nouvellement recruté

Session -2018 -2019

Testeur / Enseignant : **Dr. BENSABA Abdelkader**

Fonction : MCA

Spécialité : ESP

1- Structure du plan de cours	Niveau d'appréciation		
	Très satisfaisant	satisfaisant	insuffisant
Clarté de la présentation	<u>X</u>		
Présence de tous les éléments requis, y compris la partie descriptive du cours et les coordonnées du professeur	<u>X</u>		
Cohérence entre les objectifs, le contenu, les méthodes pédagogiques et les moyens d'évaluation		<u>X</u>	
Qualité de la langue	<u>X</u>		
Commentaires :	Well presented course plan		
2- Cibles d'apprentissage et contenu	Niveau d'appréciation		
	Très satisfaisant	satisfaisant	insuffisant
Formulation précise des cibles en termes de résultats attendus		<u>X</u>	
Adaptation à la population étudiante visée		<u>X</u>	
Progression logique des apprentissages	<u>X</u>		
Caractère réaliste du contenu en fonction du temps alloué		<u>X</u>	
Commentaires :	More learning activities are needed		
3- Méthodes pédagogiques	Niveau d'appréciation		

	Très satisfaisant	satisfaisant	insuffisant
Choix approprié des méthodes en fonction des cibles d'apprentissage	X		
Prépondérance accordée aux activités d'apprentissage (plutôt que d'enseignement)		X	
Progression logique des apprentissages	X		
Diversité des méthodes utilisées		X	
Commentaires :	She proceeds smoothly from one aspect to another		
4- Évaluation des apprentissages	Niveau d'appréciation		
	Très satisfaisant	satisfaisant	insuffisant
Pertinence des moyens choisis en fonction des cibles d'apprentissage	X		
utilisation de plus d'une activité d'évaluation des apprentissages	X		
Clarté des critères de correction		X	
utilisation d'une évaluation individuelle		X	
Commentaires :	Evaluation and procedures of correction has to be elaborated in the chapters as it was in the syllabus		
5- Références bibliographiques	Niveau d'appréciation		
	Très satisfaisant	satisfaisant	insuffisant
Nombre suffisant de références		X	
Références bibliographiques d'actualité		X	
Respect des normes usuelles de rédaction	X		
Mention des documents obligatoires	X		
Commentaires :	Pedagogical references are enough and sufficient as they are mentioned in the course plan		
Commentaires généraux (aspects positifs, améliorations souhaitables)	The online course developed by Ms. Khadidja HAMMOUDI is a very interesting initiative. She has elaborated her work with an individual touch of a newly recruited teacher. I, therefore, value this work as positive (Avis favourable) and so proud to be an examiner of the course and a participant in this online experience.		

Testeur / Enseignant : Docteur BENSFAFA Abdelkader

Université de Tlemcen
Département d'Anglais

T 2

Université de Tlemcen

Grille d'Evaluation du cours en ligne

Cours : **Research Methodology**

Niveau : **LMD 3**

Préparé par : **Melle. HAMMOUDI Khadidja**

Enseignante nouvellement recruté

Session -2018 -2019

Testeur (Matière + TIC) / Enseignant : **Mr. DENDANE Mohammed El Amine**

Fonction : Maitre Assistant classe (A)

Spécialité : Sciences de langage (Anglais)

1- Structure du plan de cours	Niveau d'appréciation		
	Très satisfaisant	satisfaisant	insuffisant
Clarté de la présentation	X		
Présence de tous les éléments requis, y compris la partie descriptive du cours et les coordonnées du professeur	X		
Cohérence entre les objectifs, le contenu, les méthodes pédagogiques et les moyens d'évaluation	X		
Qualité de la langue	X		
Commentaires :	The language of the course is well structured and methodologically attractive.		
2- Cibles d'apprentissage et contenu	Niveau d'appréciation		
	Très satisfaisant	satisfaisant	insuffisant
Formulation précise des cibles en termes de résultats attendus		X	
Adaptation à la population étudiante visée		X	
Progression logique des apprentissages	X		
Caractère réaliste du contenu en fonction du temps alloué		X	
Commentaires :	The variety of activities is so interesting especially with regard to the type of questions (comprehension/ quizzes/ tests etc.)		

3- Méthodes pédagogiques	Niveau d'appréciation		
	Très satisfaisant	satisfaisant	insuffisant
Choix approprié des méthodes en fonction des cibles d'apprentissage	X		
Prépondérance accordée aux activités d'apprentissage (plutôt que d'enseignement)		X	
Progression logique des apprentissages	X		
Diversité des méthodes utilisées		X	
Commentaires :	A nice move from one aspect to another in the titles and chapters		
4- Évaluation des apprentissages	Niveau d'appréciation		
	Très satisfaisant	satisfaisant	insuffisant
Pertinence des moyens choisis en fonction des cibles d'apprentissage		X	
utilisation de plus d'une activité d'évaluation des apprentissages		X	
Clarté des critères de correction		X	
utilisation d'une évaluation individuelle	X		
Commentaires :	More elaboration of eval. details is needed		
5- Références bibliographiques	Niveau d'appréciation		
	Très satisfaisant	satisfaisant	insuffisant
Nombre suffisant de références		X	
Références bibliographiques d'actualité		X	
Respect des normes usuelles de rédaction	X		
Mention des documents obligatoires	X		
Commentaires :	Well developed list of references		
Commentaires généraux (aspects positifs, améliorations souhaitables)	All in all, the course of Ms. Khadidja HAMMOUDI is well developed and structured. I would like to thank her for the passion and skills that she shows during her teaching and online courses. (Avis favourable)		

Testeur / Enseignant (Matière + TICE): Mr. DENDANE Mohammed El Amine
Centre Universitaire de Maghnia

T 3

Université de Tlemcen

Grille d'Evaluation du cours en ligne

Cours : **Research Methodology**

Niveau : **LMD 3**

Préparé par : **Melle. HAMMOUDI Khadidja**

Enseignante nouvellement recruté

Session -2018 -2019

 Testeur / Etudiant : **Melle. BELKHEIR Asma**

Fonction : Doctorante (Ph.D. Student)

Spécialité : ESP (English for Specific Purposes)

1- Structure du plan de cours	Niveau d'appréciation		
	Très satisfaisant	satisfaisant	insuffisant
Clarté de la présentation	X		
Présence de tous les éléments requis, y compris la partie descriptive du cours et les coordonnées du professeur		X	
Cohérence entre les objectifs, le contenu, les méthodes pédagogiques et les moyens d'évaluation		X	
Qualité de la langue	X		
Commentaires :	<u>The language and structure of the course are good enough</u>		
2- Cibles d'apprentissage et contenu	Niveau d'appréciation		
	Très satisfaisant	satisfaisant	insuffisant
Formulation précise des cibles en termes de résultats attendus		X	
Adaptation à la population étudiante visée	X		
Progression logique des apprentissages	X		
Caractère réaliste du contenu en fonction du temps alloué		X	
Commentaires :	<u>The content is found to go hand in hand with the sample to whom it is addressed</u>		

3- Méthodes pédagogiques	Niveau d'appréciation		
	Très satisfaisant	satisfaisant	insuffisant
Choix approprié des méthodes en fonction des cibles d'apprentissage		<u>X</u>	
Prépondérance accordée aux activités d'apprentissage (plutôt que d'enseignement)		X	
Progression logique des apprentissages	X		
Diversité des méthodes utilisées	<u>X</u>		
Commentaires :	<u>the The progression from one teaching and learning system is well structured in all the chapters.</u>		
4- Évaluation des apprentissages	Niveau d'appréciation		
	Très satisfaisant	satisfaisant	insuffisant
Pertinence des moyens choisis en fonction des cibles d'apprentissage		<u>X</u>	
utilisation de plus d'une activité d'évaluation des apprentissages		X	
Clarté des critères de correction		<u>X</u>	
utilisation d'une évaluation individuelle		<u>X</u>	
Commentaires :	<u>Correction of tests is not really enough in both the PDF and SCORM versions.</u>		
5- Références bibliographiques	Niveau d'appréciation		
	Très satisfaisant	satisfaisant	insuffisant
Nombre suffisant de références		<u>X</u>	
Références bibliographiques d'actualité	<u>X</u>		
Respect des normes usuelles de rédaction	X		
Mention des documents obligatoires	X		
Commentaires :	<u>Very important refernces which are available and so important.</u>		
Commentaires généraux (aspects positifs, améliorations souhaitables)	<u>As a doctoracte student, i would like to express my thanking to the teacher Ms. Khadidja HAMMOUDI for developing this beneficial course which I find very interesting and helpful for me especially in the preparation of my Ph. D. dissertation for this course is not only designed for L3 classes but also to all people going to have their final degree.</u>		

Testeur / Etudiant : Melle. BELKHEIR Asma

Université de Tlemcen
Département d'Anglais



VII Perspectives

In order to succeed in an online training, a variety of steps is to be taken into account. These may include:

- a) **Analysis of feasibility:** It permits the evaluation of the pedagogical strategies put in the e-learning which include
 - The objectives and content
 - The available instruments
 - The appropriate context in the institution (technological, financial, etc.) which influence the enrolment of the project.
- b) **The design:** for an online training, it is necessary to define:
 - The general structure of the pedagogical scenario (units, modules, sequences, activities, etc.)
 - The pedagogical choices and adequate techniques including:
 - Strategies and learning methods (traditional or innovative)
 - Instruments and modes of evaluation (formative or summative assessment)
 - Tutorial company
 - Communicative instruments
 - Navigation, design and graphics and utensils for content organization and multimedias e.g., pictures, videos, animations, etc.
 - Method for learners' consultation (platforms, tracking)

c) Development and objective realization:

Once the pedagogical operation is defined (and all the ingredients identified and available) the training can be developed online via a platform. Afterwards, promotions have to be designed according to the selected sample of audience such as learners, teachers, etc. Communication has to be established between the designers and the audience; therefore, a plan has to be established.

d) Evaluation:

All the good pedagogical practices have to pass by an evaluative phase. Quality and efficiency of the project as well as the training have to be evaluated in order to check whether the objectives have been achieved or not

VIII Conclusion

This online experience is one of the most amazing trainings that I have taken. It allows me as a novice teacher to develop more pedagogical competences. We have learnt how to join both technological devices and programs with our teaching and learning activities and needs. In fact, it is an interesting initiative with the University of Constantine 1 and its responsible Dr. BELHANI and his collaborators. All is all, these competences are just going to be utilized and fertilized in the coming teaching experiences be it online or inside the classroom.

