

Formation of the research professor according to the pedagogical support program

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Abstract:

The project of pedagogical support for newly hired university professors has become one of the foundations of the system aimed at ensuring the quality of university education. This support takes place during a set of training courses organized by decisions and laws in accordance with the program issued by resolution. 932 of July 28, 2016. The teacher-researcher must work on developing his skills in order to achieve quality and ensure the improvement of the results of higher education in line with modern reforms.

Keywords: Training word; Quality Assurance word; Pedagogical Accompaniment word.

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1. INTRODUCTION

The Algerian university is constantly striving to improve, enhance, and develop its outputs, considering it an essential source for the development of qualified and effective human capital in our societies. This has made the investment in scientific research an important indicator of economic growth in countries, as well as a key factor enabling advanced nations to compete for global leadership. According to statistics from the Organisation for Economic Co-operation and Development (OECD), countries like France, Germany, the United States, South Korea, and Japan allocate between 2.08% and 3.44% of their Gross Domestic Product (GDP) to scientific research (Sabah & Fatiha, 2016, p. 30).

This situation has prompted universities to implement several reforms, the most notable of which is the adoption of the LMD (Bachelor-Master-Doctorate) system. This system has been widely applied across most faculties and institutes to bring about a transformation aimed at improving the quality of education and learning for both professors and students. The LMD system is designed to meet the demands of globalized knowledge and to elevate the quality of higher education in Algeria.

To ensure the continued quality of university education, and in light of the modern approaches that have introduced several changes to the teaching practices of university professors, it has become essential to provide professors with strong pedagogical training. This is especially crucial as Algeria seeks to keep pace with global developments, particularly after



abandoning the traditional system, which had been in place for many years. The reforms aim to improve educational outcomes and address the flaws caused by the old system, including challenges related to evaluation, student progression, and the quality of training and research (fedoua, 2022)

In order to overcome the issues caused by previous approaches, it is necessary to focus on training newly hired university professors, with particular emphasis on improving the pedagogical accompaniment process they undergo.

From the above, we can raise the following question:

What are the most effective ways to improve the training process for newly hired university professors, in line with the legislative texts?

First requirement:

The Executive Decree No. 08-130, dated October 29, 2016, established a dedicated unit responsible for setting up and overseeing a training program called pedagogical accompaniment. Among its duties, this unit is tasked with proposing pedagogical strategies for higher education and training within its remit, organizing the pedagogical accompaniment program and its content, including the number of hours for various training components as defined in the annex of the decision (Annex 1). The key components of the pedagogical accompaniment process include the following:

Accordingly, each higher education institution is required to prepare a program that aligns with the guidelines set out in Decision No. 932 and its annex, dated July 20, 2016, in order to standardize training systems nationwide. This makes it easier to monitor and

evaluate the program's implementation by the National Committee for Supervising and Monitoring the Implementation of the Pedagogical Accompaniment Program for newly appointed professors and researchers, as stipulated in Decision No. 1636, dated October 19, 2016, issued by the Minister of Higher Education (Elkheir, 01-12-2017)

Decision No. 932 defines the procedures for organizing pedagogical accompaniment for newly appointed professors. It outlines the foundations, directives, and implementation methods. This program has been incorporated into a document distributed to all higher education institutions to guide and train newly hired professors. The document focuses on developing the professional skills and competencies required for teaching tasks.

It also includes a reference tool that necessitates training programs based on a competency-based approach:

- Pedagogical accompaniment for newly hired professors is organized at each higher education institution.
- The goal of the pedagogical accompaniment process is to enable newly appointed professors to acquire knowledge and skills in university-level teaching.
- Each higher education institution must establish a unit responsible for setting up and overseeing the pedagogical accompaniment program, in line with the principles of pedagogical vigilance. Specifically, this unit is tasked with the following responsibilities:
 - Proposing pedagogical strategies for higher education and training.
 - Implementing the pedagogical accompaniment program and informing the involved professors.
 - Selecting and evaluating the instructors involved in the training (Ministry of Higher E. , 29-10-2016)

First section: Definition of Pedagogical Accompaniment

Pedagogical accompaniment is a training period for newly hired university professors, considered part of their continuous professional development as they engage in teaching. This training is structured into specific courses covering various topics relevant to their pedagogical needs. The program consists of a total of 130 hours, with periodic evaluations of the professor's performance.

The objective of this training is to equip newly hired university professors with a range of knowledge and performance competencies in areas specified by the ministry and relevant to the teaching profession in general. These competencies are detailed in the legislative and legal texts governing the pedagogical accompaniment process (fedoua, 28-12-2022). Each higher education institution organizes this program for newly hired professors as outlined in Article 1 of Ministerial Decision No. 932. The goal is to enable these professors, during their probation period, to acquire knowledge and skills in university teaching.

These competencies, as outlined in Article 4 of Decision No. 932, which includes the pedagogical accompaniment program, focus on organizing training sessions that cover the following areas:

- Teaching principles of university legislation.
 - Introduction to teaching and pedagogy.
 - Psychology and educational psychology.
 - Methods for designing lessons, preparing materials, and pedagogical communication.
 - Methods for evaluating students.
 - Distance learning.
 - Use of information and communication technology (ICT) in teaching (Ministry of Higher E. , 20-07-2016)
- A variety of resources, including materials, ICT tools, and e-learning platforms, are utilized to implement this program. The training employs teaching methods such as lectures, workshops, seminars,

discussions, and presentations. These efforts are supervised by expert instructors familiar with the LMD system and quality assurance in higher education (Samia, D.S)

- second section: Ensuring Quality in Pedagogical Accompaniment for Professors-Researchers

The modernization of higher education has introduced various reform methods, among which pedagogical accompaniment plays a key role in enhancing the quality of education through improved teaching methods and guidance for university students, who are at the heart of the learning process. Therefore, it is essential to provide newly hired university professors with specialized training in pedagogical accompaniment.

Since pedagogical accompaniment is a fundamental component of the educational system aimed at improving the teaching and learning processes, the desired outcome is to ensure that educational outputs are significantly improved (Saleh & Hala, 15-01-2018)

According to Article 2 of Decision No. 1636, dated October 29, 2016, which established a national committee for overseeing and monitoring the implementation of the pedagogical accompaniment program for professors-researchers, the committee is responsible for ensuring the proper functioning of the program in higher education institutions. The key tasks of this committee include:

- Overseeing the organization, framework, and monitoring of the cells responsible for ensuring and following up on the national pedagogical education program in line with the principles of pedagogical vigilance.
- Coordinating, aligning, and monitoring all activities related to the pedagogical training of professors-researchers.
- Creating a national network of trainers to promote the exchange of expertise in human resources.

- Establishing a national platform for distance pedagogical training.
- Integrating into international pedagogical networks and developing any high-value-added pedagogical training systems for higher education.
- Encouraging the evaluation of the impact of pedagogical training on the development of professors-researchers, linking the process of training with the outcomes of student learning.
- Drafting and/or updating all preliminary or ongoing training programs for professors-researchers and doctoral students.
- Updating guides for resources and institutions specializing in pedagogical training and educational pedagogy.

-Organizing pedagogical training for doctoral students (Ministry of Higher E. , 20-07-2016)It is important to note that Decision No. 932 primarily addresses the educational aspect of teaching (i.e., pedagogical skills and teaching methods) in higher education institutions rather than focusing on developing professors' research skills.

In response to gaps in Decision No. 932, Article 4 of Decision No. 933 mandates that higher education and research institutions implement measures to raise awareness and provide guidance, especially in the following areas:

- Organizing training courses on scientific documentation practices and how to avoid academic plagiarism for students, professors-researchers, and permanent researchers.
- Organizing seminars and study days for students and professors-researchers, especially those preparing doctoral theses.
- Including courses on research ethics and documentation throughout all stages of higher education.
- Preparing informational guides on documentation methods and how to avoid plagiarism in scientific research.
- Including a declaration of commitment to academic integrity and reminding students of legal procedures in cases of academic

dishonesty, to be included in the student’s academic record throughout their university journey (Ministry of Higher E. , 20-07-2016)

second requirement:

First section: Methods for Implementing the Pedagogical Accompaniment Program for Newly Hired Professors-Researchers to Ensure Quality

According to the annexed table in Ministerial Decision No. 932, dated July 2016, which outlines the tasks and roles of the participants involved in the training of newly hired professors-researchers, the Ministry of Higher Education emphasized the importance of pedagogical training for professors due to its significant role in improving university outputs. This includes effective accompaniment and proper guidance of university students, which contributes to the quality of education, as illustrated in the following table:

Nature of Intervenors	Information and Communication Techniques	Organization	LMD System	Pedagogy	Teaching Methods	Evaluation
Task 1: Use of traditional and modern teaching tools (ICT)	*				*	

Task 2: Ensuring a conducive knowledge environment during the educational process				*		
Task 3: Recognizing the importance of pedagogical dialogue				*		
Task 4: Enhancing dynamism to develop student capabilities				*		
Task 5: Using team activation techniques in pedagogical settings (guided work, practical tasks, internships)				*		
Task 6: Learning cooperative work within pedagogical committees and training teams		*	*	*		

Task 7: Practicing supervision and student accompaniment (internships)			*	*		
Task 8: Mastering oral and written expression in teaching and research contexts					*	
Task 9: Promoting initiative and innovation in knowledge and skills development			*	*	*	
Task 10: Identifying pedagogical work capabilities				*		
Task 11: Collective and individual evaluation of progress in acquiring knowledge, skills, and competence				*		*
Task 12: Using the evaluation framework related to the institution's training plan		*		*		*

objectives						
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Table 1: Organization of Pedagogical Accompaniment for Newly Hired Professors-Researchers

(Ministry of Higher E. , 20-07-2016)

second section: Objectives of Pedagogical Training

Continuing pedagogical training for newly hired university professors aims to achieve:

-Several objectives are aimed at raising their academic and performance levels and advancing the level of their students, the most important of which are:

The objectives are as follows:

-Personal and professional development of university professors:

-By acquiring a set of new skills - didactics of the specialization - familiarization with the programs

New.

Improving the quality of their educational system and improving their teaching practices through:

Motivating them to work and develop diverse activities with overlapping specializations.

Emphasizing pedagogical and educational priorities.

An introduction to improving communication between the world of education and community partners.(hmidache, 2025, p. 50)

third section:Improving the training approaches and targeted competencies of the pedagogical support program for newly hired professors:

The training approaches in the pedagogical support program for newly hired professors are based on active learning, lectures accompanied by methodology-related workshops, self-directed studies, and individual or group work. The desired goal of pedagogical support for newly hired professors is based primarily on the following key points, which can be derived from the 27 targeted competencies of the training program:

- Understanding the basic law of the professors-researcher, and being aware of the professors' rights and duties, which entail professional and moral responsibility to the university and to the professor in the form of personal responsibility.
- Meeting the aspirations and needs of students by helping them acquire the necessary competencies.
- Knowledgeable handling of pedagogical follow-up techniques for students.
- Identify the reasons for reform by understanding the comprehensive plan of the LMD system and recognizing the importance of LMD in active pedagogy.
- Understand the student-centered pedagogical approach through competency development and understand the meanings of quality assurance in higher education.
- Form a team of competent professors capable of fulfilling the required work in training courses.
- Know how to supervise, monitor, and evaluate student internships.

- Identify the roles of both students and professors in knowledge acquisition mechanisms, by understanding the difference between the logic of teaching and knowledge acquisition and the logic of learning and knowledge acquisition.
- Identify the role of mentorship in strengthening the professor-student relationship within the framework of pedagogical support.
- A training program was proposed based on the objectives outlined for it and in accordance with the tasks specified in the table of specializations and tasks mentioned above (Table No. (1), with the activity and purpose of each pedagogical support session being determined with an adapted hourly duration, as shown in Table 28, No. 2:(Samia, D.S)

the topic	Objectives	The tasks mentioned in Table No1.	H o u r l y v o l u m e
- Introduction session -University	Rekindle awareness and instill a sense of	Mission2, Mission3	3 h o u

education policy and objectives	responsibili ty in teaching and research at the university		r s
-Ethics and Ethics in University Education - Pedagogica l Vigilance	- Instill a sense of responsibili ty - Explain the role of the teacher- researcher and their legal status	Mission2, Mission3	5 h o u r s
University education between the LMD system and the classical system (stakes and reality).	Distinguish between the traditional system and the LMD system	Mission2, Mission3, Mission4	5 h o u r s

Preparing the training program, education and environment	Understanding the issues of the LMD system related to the field	Mission4, Mission12, Mission5	5 h o u r s
-Work portfolio, internships (practical content, management methods, and evaluation networks) -Student training path	Raise awareness of the importance of training documentation and planning	Mission11, Mission12	5 h o u r s
Education and training in the LMD system: pedagogical and educational characteristics	Becoming aware of the inherent difference compared to classical training	Mission1, Mission2, Mission3, Mission5	5 h o u r s

ics			
Pedagogy and psychopedagogy in student training	Understanding the mechanisms of knowledge perception	Mission9, Mission10, Mission11	10 hours
- Techniques for activating training and supervision teams	Mastery of applied pedagogical training methods	Mission4, Mission5, Mission6, Mission7	10 hours
-Evaluation and preparation of competency networks	Mastery of assessment tools	Mission11, Mission12	10 hours
Student Project Roadmap	How to plan pedagogical activity	Mission3, Mission4, Mission7, Mission9	5 hours

			s
Terms of Reference and Roadmap for the Training Activity	Learn to prepare, implement and learn to lead (manage)	Mission6	5 hours
Information and Communication Technologies	Raising awareness of the importance of information technology as an educational and pedagogical tool	Mission1, Mission9, Mission10	15 hours
Methods and means of education and information and communication technologies	Educational use of computer equipment	Mission1, Mission2, Mission3, Mission4, Mission5	5 hours

s			
Methods and techniques for preparing quality training programs	Learn to prepare curriculum paths according to quality assurance standards. - Understand the importance of quality in pedagogical activity.	Mission10, Mission11	1 0 h o u r s
-Language classes: Intensive Language Learning Center	Improving language level (French, English)	Mission8	1 0 h o u r s
Written expression techniques and a model of a	Comparison of objective writing	Mission8	1 0 h o u

scientific report	rules		r s
Bibliographic research techniques: preparing documents that are appropriate for the training path	Control and completion of documentary cards	Mission9	5 h o u r s
but University training	Getting to know the configuration plan	Mission 12	1 h o u r
-The role and tasks of research	Reaching an understanding of the nature of scientific research	Mission4	1 h o u r
External relations	Understanding the purpose of cooperation between	Mission5, Mission12	1 h o u

	universities and the environme nt		r
Moral responsibili ty and academic professiona lism	Identify the professiona l nature	Mission7, Mission3, Mission2	1 h o u r
-Education and training Human relations Developing etiquette		Mission7, Mission, Mission2	3 h o u r s

Conclusion

Pedagogical accompaniment is an essential necessity for enhancing the training of newly hired university professors, especially after the Ministry of Higher Education and Scientific Research adopted the LMD system to achieve development. Therefore, it can be stated that the training of university professors requires systematic, scientific, and pedagogical preparation, which has become an unavoidable necessity in the current era of globalization.

This training requires significant effort and time. The goal of developing the professor's skills and imparting new competencies within a defined time frame may not fully address all areas of pedagogy, given that pedagogy is a broad field that ensures quality in university institutions.

This article has referenced the legislative texts and ministerial decisions aimed at monitoring and evaluating the pedagogical accompaniment program, as well as how it is organized. These decisions focus primarily on teaching and pedagogical skills within higher education, rather than on developing the professor's research capabilities.

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