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ACCOMPANIMENT OF THE EVALUATION OF LEARNING

To support learning and to recognize competencies

Booklet 2 : Reflective-Interactive Methods for the
Accompaniment of Evaluation and of Elaboration of Learning
and Evaluation Situations

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The series of six booklets that make up the document *Accompaniment of the Evaluation of Learning: To Support Learning and to Recognize Competencies* is part of the Accompaniment-Research-Training Project for the Implementation of the Quebec Education Program. This series of booklets is meant as a tool for reflection and intervention for the education community. It serves to further the understanding of certain concepts relating to the Quebec Education Program, to the evaluation of competencies, and to the development of coherent practices to accompany evaluation as a support for learning and recognition of competencies.

Note : We welcome your comments at the following address:
accompagnement@uqtr.ca

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Booklet 2

Reflective-Interactive Methods for the Accompaniment of Evaluation and of Elaboration of Learning and Evaluation Situations

This booklet puts forward reflective-interactive approaches to accompanying reflections and changes in evaluation practices. It is essential for accompanists to understand these reflective-interactive methods in order to put them into practice in their accompaniments. They shed light on some of the problems related to accompaniment, more specifically on the accompaniment of evaluation practices and the accompaniment of the elaboration of learning and evaluation situations (LES) as advanced in the Quebec Education Program (QEP). They came about as a result of the Accompaniment-Research-Training project (PARF) for the Implementation of the QEP carried out from 2002 to 2008 in a partnership between the Ministère de l'Éducation, du Sport et du Loisir (MELS) and the Université du Québec à Trois-Rivières.

These reflective-interactive methods can be discussed among colleagues with the intention of transposing the accompaniment thus begun in their respective professional environments to the classroom. The reflective-interactive methods highlighted in this document should be integrated into one's own accompaniment. The use of all these methods in synergy will give direction to the intended accompaniment. Questioning makes up the background of the suggested reflective-interactive methods. This is not without good reason: throughout the PARF questioning stood out conspicuously as the method of choice for shepherding the accompaniment of evaluation toward an evaluation of learning against the backdrop of development of competencies. The art of questioning often turns out to be the foundation of a reflective-interactive accompaniment but the reader should feel free to try to find another infrastructure for supporting the accompaniment process. This set of methods can also be used in the accompaniment of LES. To begin with, the concept of LES must be made clear. Then questioning should be explained so that it can be put into action in self-evaluation, co-evaluation, and peer evaluation, moments of reflection, feedback, interaction, and meta-cognition. Lastly, the notion of accompaniment situations is defined so as to fuel reflection on accompaniment in the context of evaluation of competencies.

Are not the questions we ask ourselves more important than the answers? Provocative questioning shows that the person is involved in reflections that could lead to a meaningful understanding of evaluative practices or of other issues. This is one more reason why questioning plays such an important role in the process. It is important to pay

attention to the accompanied person's questions. They are often very practical questions requiring answers that touch on concepts and theories of teaching, learning, and evaluation and that take some time to understand. Questioning contributes to the drafting of LES by ensuring that the situations are in step with the QEP and that the questions introduced into the tasks and activities in the LES are of the reflective-interactive type.

Accompaniment cannot take just any shape in implementing a required change. It should encourage reflection upon the activity to preserve continuity and coherence with the direction of the education reform (Lafortune, 2008b). Such is the case with the PARF for the implementation of the QEP in which the accompaniment angle calls for training the accompanied individuals so that they in turn can accompany others in the implementation of the QEP. Specifically, the accompaniment of evaluation requires a good understanding of the policies relative to evaluation (frames of reference, evaluation of learning policies, level of competence scales,...) as well as the know-how to put these policies into practice both for the progress of evaluative practices and for the development of LES.

The accompaniment of evaluative practices toward the implementation of methods of evaluation of competencies implies more or less long-term support (several days over more than a year) and includes different training elements. This accompaniment promotes a reflective practice and a renewal of practices, of self-questioning, and of actions as well as an analysis of pedagogical actions and of the LES elaborated and used. It is incorporated in a social constructive perspective if the process presupposes reflective interactions that compare practices and beliefs (concepts and convictions) and provoke sociocognitive conflicts in order to ensure consistency or bring newfound awareness to inconsistencies and to share and discuss them (for further reading, see Lafortune et Deudelin, 2001 ; Lafortune et Martin, 2004 ; Lafortune et Lepage, 2007, Lafortune, 2008b).

The reflective-interactive methods presented in this booklet provide a promising direction for an accompaniment which promotes thoughtful reflection on existing evaluation practices toward the changes required by the education reform. They are also useful for the accompaniment of the development of LES. This booklet can also be used as a tool to address more conceptual subjects. By exploring a reflective-interactive method more deeply with colleagues, school staff can recognize themselves in the different ways they do things.

This booklet cannot cover all the reflective-interactive methods that can constructively steer a reflective-interactive accompaniment toward an accompaniment of the evaluation of learning and the development of LES. It was decided to highlight those reflective-interactive methods that stood out the most often during course of the PARF.

Questions for reflection are proposed throughout this booklet so that the reader can reflect upon these concepts and upon a present or future accompaniment. They can also nourish one's pedagogical culture with respect to an accompaniment of evaluation toward an evaluation of learning in the context of the development of competencies.

1. Learning and Evaluation Situations (LES)

The development of learning and evaluation situations is an essential step in the process of evaluation of competencies. Creating LES marks an important change in the practice of evaluating learning in students. For the sake of clarity, the concepts of complex tasks, situations, and families of situations will be explained. They will then be placed in relation to accompaniment and the use of reflective-interactive methods as well as the notion of accompaniment situations.

1.1. Complex Tasks

Complex tasks are the necessary work setting for the development of competencies. They allow for the application of acquired competencies and for making connections between the resources that will later be useful in carrying out situations. They can justify certain learning activities which become significant when associated with a situation.

[Complex tasks] aim to mobilize the [varied] resources; they call upon the competency as a whole (components and criteria) [and] make it possible to acquire new knowledge [...] Complex tasks stand out in that they cause the student to become aware of the resources at his disposal, to choose the appropriate ones, and to use them efficiently in a given context. In doing so, complex tasks usually require the use of one or more competencies. Recognition of students' competencies bears principally on carrying out complex tasks (MELS, 2006, p.10).

In addition, in some cases, or for some QEP competencies, it may be that not all the elements and criteria of evaluation are needed within the framework of a task. In order to carry out a task, one must call upon acquired knowledge which, when put into context, becomes useful or even necessary to its completion (MELS, 2006).

1.2. Learning and Evaluation Situations

Learning and evaluation situations provide an environment in which knowledge is acquired that allows for the development and display of competencies and in which these competencies can be evaluated (MELS, 2006). They vary according to their intended purpose and their scope depends on whether they are meant to develop and evaluate one or several competencies from a single discipline, several disciplines or one or more cross curricular competencies. LES include one or more tasks that may vary in complexity (MELS, 2006). By combining in various ways the three main components of the QEP which are broad areas of learning, cross-curricular competencies, and subject-specific areas, teachers present students with complex and meaningful situations in which they can put their resources to work (MEQ, 2004). Teachers and accompanists present situations that require students to combine resources in action so as to develop their competencies or demonstrate their level of development.

To do so, LES present a problem whose solution is not obvious at the outset and makes the context present and significant for the students. A situation is complex enough to

require the use of several resources. Students choose from their stock of resources those which seem most relevant and useful.

1.3. Families of Situations

In the French Mother Tongue program families of situations are explained in this way: “To develop competencies, students must find themselves in an assortment of significant situations of varying complexity. Teachers should introduce specific learning contexts, called families of situations, that give meaning to students’ lessons” (MEQ, 2004, p.89 [translation]). For Dumontier (2001, p.266-267 [translation]), “the expression ‘family of situations’ refers to a set of situations that share certain characteristics related to the context, the goal, the information, the task”. Thus, a family of situations brings together situations with similar aims that can marshal more or less the same resources and conceptual content or exploit or create the same learning supports. The goal of families of situations is to help along the integration of assorted competencies into a single discipline and across disciplines. Families of situations promote interdisciplinary connections.

Situations can be grouped together by their respective similarities, their position in students’ academic progress in terms of the degree of difficulty or of the development of certain competencies. With this in mind, it would be interesting to examine the following aspects:

- the similarities and differences between assorted situations;
- the competencies that may be developed following the handling of one or more situations
- the resources expected to be necessary for the handling of one or more situations;
- the degree of difficulty of each situation according to specifications established by teamwork;
- the actions the students might have to take to resolve the situation;
- the level of reflection needed for each situation;
- the connections with cross curricular competencies and broad areas for learning that are liable to be made;
- the know-how that may be acquired in relation to essential knowledge;
- the difficulties or lack thereof that students may encounter.

1.4. Roles of Reflective-Interactive Methods in Accompanying the Development of LES

Reflective-interactive methods serve two functions in accompanying the development of LES and their use in the classroom. In the first place, reflective-interactive methods help the accompanied individuals to think about the content and the expected steps in the development of the LES. This is the time to consider in what way the anticipated steps and proposed activities or tasks ensure the development of QEP competencies. Next, it is time to provoke reflection on pedagogical and evaluative practices to guarantee coherence between the practices and that which is being proposed to the students. Questions such as the following can facilitate reflection.

Questions for reflection

- **In what way does the LES ensure the development of QEP competencies?**
- **What has been planned to inspire reflection and interaction between the accompanied individuals who developed the LES?**
- **What has been planned to inspire reflection and interaction among the students?**

Reflective-interactive methods are meant to stir up present-day pedagogical and evaluative practices and steer them toward the social constructivist foundations of the QEP. Furthermore, these methods are resources that fuel LES and inspire reflection and interaction among the students in the classroom.

2. Reflective-Interactive Questioning (RIQ)

RIQ is more than simply asking one question after another; it is the process of asking a set of questions based on a desired goal. It aims at reflection, challenge, interaction, and newfound awareness (with some preconditions). According to Lafortune, Martin, and Doudin (2004, p.11 [translation]), questioning

becomes reflective when it leads the accompanied individuals (they may be students) to reflect on their pedagogical practices or on their “job” as students concerning their teaching or learning strategies or on the processes used in carrying out a task. [...] It is social constructivist if it favours the development of knowledge and competencies, if it gives rise to interactions between the accompanied individuals and if it provokes sociocognitive conflicts.

In a socioconstructivist perspective, questioning enables reflection on teaching methods as well as on learning methods. It can also be used with a view "to provoke interactions and social cognitive conflicts which lead to newfound awareness and encourage self-reliant thought and action. (Lafortune, Martin et Doudin, 2004, p.11 [translation]). Questioning is considered a process in that it "is made a reality in a context (a change of practices, for example) and concerning a content (the evaluation of learning or metacognition, for example)" (Lafortune, Martin et Doudin, 2004, p.11 [translation]). Used in this way, it encourages reflection to promote students' learning, for example, or to inspire school staff to embark on a process of ongoing training.

Questioning can take place:

- with an individual or a group;
- by a teacher to the students;
- by a student to himself;
- by students among themselves;
- by an accompanist to the accompanied individuals;
- by accompanists to themselves.

2.1. Types of Questioning

Questioning can be used during discussions with the accompanied individuals, either individually or in small groups. There are different types of discussions: explanatory, critical, or for accompaniment.

The purpose of an explanatory discussion (Vermersch, 1994), is the verbalization of the action which allows the accompanist to question the person being accompanied, to help him to question himself, and to teach him how to question himself. A critical discussion (Perraudau, 1998, p.8) [helps the students] to recognize their weaknesses or strengths and prompts them to participate actively in the adjustments that should be made. This discussion enables the teacher to "understand the cognitive functioning of the student and the difficulties that arise in the course of learning"; this information helps him to discover paths of intervention. [...] an accompaniment discussion, carried out individually or in a group, deals with a particular problem the group has. According to Lafortune (2004b, p.195), it "serves to get to know the accompanied individuals better, to get them to reflect, in a small group or individually, on a problem peculiar to the group or the individual, to define the problem, to study in depth an aspect of it in order to continue the work, to search for, and maybe to find, possible solutions, to prepare the actions to be taken and the methods that will lead to a reflective review of the experience. (Lafortune, Martin et Doudin, 2004, p.12-13 [translation]).

The accompanist must prepare questions regardless of the type of meeting being held with the accompanied individuals. This preparation helps to preserve coherence and the main theme even if the questions are adjusted during the action. Preparation helps to make sure that questions maintain their reflective and interactive aspect and to avoid questions that only require a yes-no or very short answer. During the action, adjusting the questions and the development of questions aims at:

- an understanding of what is happening in the action;
- a coherence with the desired goal;
- clarity and accessibility;
- an evaluation of the progress of the accompanied individuals.

Questioning can also be used during the action with the accompanied individuals, however it is more difficult to prepare this type of questioning because the questions must be asked at opportune moments during the meeting. These often unforeseen moments force the accompanist to modify the course of the action while remaining consistent with expected results.

Despite the informal appearance of this type of questioning, it can be prepared for by observing one's own way of questioning the accompanied individuals or by observing others' questioning, with a view to transforming often-asked questions (for example: "do you understand?") into questions that invite reflection, meditation, metacognition [for example: "what did you understand? what helped you to understand?" as well as discussing the intentions that form the basis of this kind of question and the impact they can have. (Lafortune, Martin et Doudin, 2004, p.13 [translation]).

Questioning can relate to different themes and when it is directed at school staff it can relate to organisational facets (discussions about schedules, pedagogical days, the type of leadership practiced, the implementation of cycle-team work, etc.) or pedagogical ones (teaching and learning practices and beliefs, evaluation of learning support,

perspectives of working in cycle-teams, etc.). However, it takes on a reflective-interactive dimension when it causes people to reflect upon pedagogical practices in use or to be implemented in view of the pedagogical reform. This means, for example, that a discussion cannot be limited to choosing a schedule; it requires reflection upon the choices made according to the goal and the content of the meeting. When directed at students, "questioning can be about their learning strategies, accessing prior learning, expanding on class content or clarifying a concept..." (Lafortune, Martin et Doudin, 2004, p.13 [translation]).

Questions for reflection

- **What is the role of questioning in the learning process?**
- **What is the role of questioning in the evaluation process?**
- **What is the role of questioning in the accompaniment process?**
- **What type of questions can be integrated into learning and evaluation situations?**

2.2. Role and Usefulness of Reflective-Interactive Questioning

When used for the purpose of training and in keeping a social constructivist point of view, questioning stimulates reflection on practices, provokes sociocognitive conflicts, encourages the kind of interactions that inspire newfound awareness which, materializing into action, can lead to a reflective-interactive autonomy. Lafortune, Martin, and Doudin, (2004, p.14-15 [translation]) explain each of these elements in the following way:

Inspire profound reflection means that the accompanied individuals (youths or adults) embark on a questioning process favourable to a reflective commitment; this process (affective, cognitive, metacognitive, or social) is connected to a newfound awareness that pushes them to begin a personal (or collective) voyage of change (both theoretical and practical).

Favour sociocognitive conflicts means the accompanied individuals are placed in a state of cognitive imbalance by being confronted with a conflict or construct so different from their own that they are hardly compatible. (Lafortune et Deaudelin, 2001).

Stimulate interactions means that the accompanist brings up the ideas that have been expressed in order to encourage collective reflection by asking questions that demand explanation or justification, that prompt for suggestions for solutions, and that promote building on the ideas of others.

Lead to newfound awareness means that the questioning triggers a newfound awareness which is intended to be, according to Lafortune (2007), a process of conceptualisation resulting from a reconstruction based on an internal event (reflection on or observation of self) or an external intervention (interaction, confrontation, discussion). This newfound awareness presupposes the recognition (verbalized or not) of the outcome of its own evolution, either through a personal reflection or an interaction with others. In a social constructivist accompaniment the newfound awareness can also focus on the recognition (verbalised or not) of the accompanied person's progress, expressed, perceived, or presumed. If the other person's newfound awareness is not expressed, then the perception or presumption of it may only be an approximation of the other's experience; it needs to be checked for confirmation. In order to discern the newfound awareness of the accompanied individuals, one must develop a 'meta view' which is : 1) the non-judgemental observation

of what is going on (attitude), 2) the sharing and analysis of actions , and 3) adjustments based on observations. (Lafortune and Martin, 2000).

A person who has achieved reflective-interactive autonomy reflects on his practice and revisits his interventions, asking himself questions or consulting his colleagues to compare ideas with them, receive their feedback, and make adjustments... (Lafortune, Martin et Doudin, 2004).

Questions for reflection

- **How can reflective-interactive questioning be used in the evaluation of learning?**
- **How can reflective-interactive questioning be used in an accompaniment?**
- **How can reflective-interactive questioning be used in the accompaniment of evaluation?**
- **How can reflective-interactive questioning be used in the development of LES?**

2.3. Reflective-Interactive Questioning and Accompaniment

Still according to Lafortune, Martin, and Doudin (2004, p.16-17), accompaniment through questioning:

- is transversal because it can apply to training or teaching in different contexts, in using [reflective-interactive] approaches, and for various theoretical contents;
- is grounded on formulating oral and/or written questions so as to take into account the different ways of learning, the different ways of expressing oneself, the facility to write or speak ;
- requires questions that stimulate reflection so that the accompanied individuals become able to question, observe, and evaluate themselves;
- is a part of a social constructivist perspective because the accompanied individuals develop their knowledge and competencies while challenging beliefs and practices (teaching and learning strategies) which provokes social cognitive conflict in interaction with the accompanist and with peers;
- favours newfound awareness for more coherence between thought and actions which raises awareness of self-representation, representations of the accompanists, of a reform, of a pedagogical approach... The objects of this newfound awareness are: 1) the cognitive functioning of those being accompanied, 2) one's own proper cognitive functioning and professional practice, 3) one's colleagues' professional practices, 4) the professional practices of the person doing the accompanying or training, and 5) the characteristics of the interactions (Martin, Doudin, Pons et Lafortune, 2004);
- favours the reflective-interactive autonomy of those accompanied who come to question and observe themselves, to question others to get feedback, to choose the person who can help the most and who will ask the kinds of questions that spur progress.

Questions for reflection

- **What are the characteristics of questioning that encourages reflection and interaction?**
- **In what way does reflective-interactive questioning play an important role in an accompaniment?**
- **In what way does reflective-interactive questioning play an important role in evaluation of learning?**

2.4. Meaning of Reflective-Interactive Questioning in the Accompaniment of Evaluation

To accompany evaluation with a view to support learning and recognize competencies, questioning proves to be a method a measure that can be used across the board both orally and in writing. In this sense, each question asked presupposes a reflection on its goal, in terms of the type of answers (anticipation), the learning (implementation), and the feedback (evaluation). In short, questioning can be used to give rise reflection on the meaning of concepts such as "evaluation of competencies"; "evaluation as a support for learning"; "evaluation as a recognition of competencies"; "evaluation as an assessment of learning". Questioning can be added to these reflections in order to tackle the methods used to evaluate competencies according to the different purposes of the evaluation. Questions such as the following can be asked:

Questions for reflection

- **Which methods are used to evaluate students' competencies?**
- **Which methods are most suitable for an evaluation as a learning support? Why?**
- **Which methods are most suitable for an evaluation as a recognition of competencies? Why?**
- **What changes could be made to evaluative practices with regard to the different functions of evaluation?**
- **What changes could be proposed for the process of developing an LES?**

Questioning makes it possible to reflect on evaluative practices, to turn a critical eye on them, and to incite social cognitive conflicts about the evaluative practices put in place. For example, questioning can lead people to reflect on their evaluative practices in respect to the spirit of the pedagogical reform, to consider their way of thinking about evaluation as a support learning, and to discuss and debate different representations of evaluation with colleagues.

One way to use questioning in accompaniment is to use questionnaires:

asking for answers to questions on a questionnaire [in connection with evaluative practices, for example] can serve as a training intervention because in order to give serious answers to a series of open or closed questions one has to concentrate so as to choose an answer that corresponds to one's thoughts to that which brings about reflection (Lafortune, Martin et Doudin, 2004, p.11-12).

A compilation of answers can be given to the accompanied individuals with the intent to "discuss these results, to try to make a collective interpretation of them, to stimulate newfound awareness, and to plan future actions" (Lafortune, Martin et Doudin, 2004, p.12) making the evaluative practices more consistent with the pedagogical reform.

2.5. Meaning of Reflective-Interactive Questioning in Evaluation

Questioning can be useful both to teachers and to students in an evaluation. When employed by teaching personnel, it is used to check the degree of expansion of knowledge, to understand ways to help progress, to encourage self-evaluation and

compare it to one's own assessment, to complete information which will lead to better assessments, to provoke thought about helping students adjust their strategies... In the case of students, questioning is used to reflect on the progress of their learning, to discuss evaluation assessments, to provide them with their own way of viewing their evolution, to ask other students questions and learn from them, make them think or be introduced to methods of self-evaluation.

Questioning can be seen as a way of asking questions with the goal of provoking thought. These questions must be prepared; they cannot be merely be spontaneous. They can be used in different pedagogical or accompaniment approaches insofar as the approaches are used in a spirit of reflection and analysis. Questioning can, however, have a broader purpose and occupy a central position in an intervention. In this case, it is used to ask questions of others and of oneself and to be asked questions as well as to prepare questions and impose interactions through the asking of questions. Questioning then becomes central in the process of learning and evaluation. Taking these two perspectives into consideration, one can say that questioning is cross curricular and the term is used in this way in the rest of this text.

Questioning in evaluation should not be limited to merely asking a series of questions; its objectives are learning, reflection on learning, evaluation assessments (one's own and those of others), and reflection on these assessments with a view to adjusting them.

In its secondary level framework, the Ministry (MELS, 2006) suggests using questioning in contexts where the teacher opts for spontaneous interventions on the adjustment of learning. Reflective-interactive questioning can be planned and can target learning from a standpoint of the content and/or the process.

Questions for reflection

- **What is the purpose of questioning in the evaluation of the development of competencies in students?**
- **What are the characteristics of a question that promotes an examination of the learning process? Give examples.**
- **How can the process of learning and evaluation be considered in developing a LES?**

2.6. Cross curricular ity of Reflective-Interactive Questioning

The cross curricular aspect of questioning is integrated in various reflective-interactive methods in connection with evaluation. It can be used, for example, in self-evaluation, co-evaluation, or peer evaluation, in the use of moments of reflection, and in interactions or feedback. Reflective-interactive methods are described in the following part of this text. Each section includes a subsection that highlights the role of questioning.

3. Interaction

Interaction is a method that promotes exchanges, discussions, comparisons, debates, argumentation... between students or the accompanied individuals to encourage individual or collective questioning, challenging, adjustments, regulations, feedback, analysis, evaluation,... Interaction addresses the community and is expressed, for example, in the work done as a team or in a group.

3.1. Meaning of Interaction in the Accompaniment of Evaluation

The PARF defines interaction as a reciprocal influence stimulated by exchanges (discussions, sharing, comparisons) between colleagues, with a group, with the accompanied individuals or others, that acts on the people as well as on the relationships between individuals. When the interaction is anchored in an accompaniment process it brings into play individual and collective questioning, challenging, adjustments, regulations, feedback, analyses, evaluations,... In the context of an accompaniment in which the focus is a specific learning object such as evaluation, interaction allows the accompanist to form a relationship with the student or the person being accompanied and to play a role of mediation in the learning process thus ensuring the adjustment of the accompanied individuals (school staff and students). Depending on its direction, interaction can promote exchanges between the action (evaluating or accompanying evaluation), the reflective practice, (reflecting, analysing, and building a model), and the practice of the metacognitive individual (how he learns to evaluate himself) Lafortune and Deaudelin (2001) explain how these dimensions are expressed in relation to a process of co-construction:

the active individual focuses on a learning object, whatever it may be, (to build a concept of [evaluation] or make connections between different concepts, for example); the metacognitive individual concentrates on the learning process (for example, questioning himself about his way of learning or what allowed him to learn); the reflective individual reflects on his professional practise (for example, his method of evaluating students) (Lafortune et Deaudelin, 2001, p.49 [translation]).

It is understood that the interaction between people and the set of interactions between the cognitive, metacognitive, social, and affective dimensions of the learning and accompanying processes greatly improves the development of competencies.

Subsequent to this logic of interaction and in answer to the demands of social constructivist accompaniment, it is the accompanist' function to coax out the meaning, and as each student has his own cultural and experiential reference points, (Giordan, 1998), it is important to be informed about the various representations that may emerge in order to guide them adequately in the cooperative construction of the meaning of evaluation and in the accompaniment of its implementation.

Guided by the [accompanists] who define the zones of meaning within a context of communication, [the student or the person being accompanied] is invited to appropriate this human world, that is to say, to rebuild his abilities for himself (adapted from Brossard, 2004, p.149 [translation]).

From the moment that displays of commitment are recognized within the group, for example when zones of dialogue are established between accompanists and accompanied school staff and the object (evaluative practices by means of the QEP, the evaluation of learning policy, frameworks, etc.), one can consider that the climate is conducive to co-construction. The main difference between social constructivism and other types of accompaniment is the importance given to interaction. This is true of social interactions (between accompanists and school staff as well as between peers) and of interactions with the environment (tasks, accompaniment situations, and families of situations). A dialectic relationship takes hold between these assorted entities which promotes the collective construction of the most promising evaluative practices for accurately determining the development of competencies.

Lafortune and Deaudelin (2001) set out some actions that can be taken to implement a process of cooperative construction:

provoke the activation of prior learning with the intention of promoting cooperative construction of knowledge, provoke sociocognitive conflicts and make the most of those that emerge from discussions, cooperatively construct during the action, bring conceptions to light [...] and make the most of challenges (p. 184).

Questions for reflection

- **What position does interaction allow to be adopted for accompanying people in the change of evaluative practices?**
- **How do interactions facilitate changes in evaluative practices?**
- **How do interactions encourage an open-minded attitude toward the ideas of others?**
- **How can the principle of interaction be integrated into LES?**

3.2. Meaning of Interaction in Evaluation

In class, at the beginning of the school year, it is to students' advantage to get into an interaction situation quickly. It is a method of putting a dynamic process in place and of helping them to become aware of it so that they can contribute to it. These interactions contribute to "reviewing the potential" of the students. The interactive dimension is a rich one for students because "the first learning the child is faced with is his own knowledge" (Jonnaert et Vander Borgh, 1999, p.24), which is why it is important for students to compare it to that of their peers and to new knowledge. In consequence, presenting situations in which interaction is central, that is to say that encourage students to negotiate, share, argue for their point of view and "coordinate their actions" is a big help to achieving "cognitive progress" (Giordan, 1998, p.132).

Questions for reflection

- **How do learners or people being accompanied profit from interaction with their peers?**
- **How is self-evaluation favoured in interactions?**
- **How do interactions encourage more profound self-evaluation?**
- **How do interactions encourage the development of competencies in LES?**

3.3. Role of Questioning in Interaction

Questioning is a method to be considered when implementing an accompaniment process. It is an interaction which, with the help of questions, promotes the building of knowledge and competencies and provokes social cognitive conflicts (Lafortune, Martin et Doudin, 2004) with regard to the process of accompanying evaluation of learning and to the evaluative process.

It is also through reflective questioning, defined as one which "[...] leads the accompanied individuals (they may be students) to reflect on their evaluative practices concerning learning or teaching strategies, or the processes implemented for the accomplishment of a task." (Lafortune, 2004b, p.11), that it is possible to conduct an interaction. This holds true in a context of receiving feedback, of self-evaluation, or of reflection. Implementing this kind of interaction facilitates the transition from individual questioning to collective questioning, preparing the ground for cooperative construction. Yet comparing ideas with the goal of cooperative construction does not mean resisting them but rather searching for a "cooperative resolution" (Giordan, 1998, p.134) so as to resolve social cognitive conflicts, to find courses of action that lead to progress and encourage evaluation, adjustment, regulation, and even an analysis of one's evaluative practices and beliefs. Interaction can also lead to claiming back knowledge and/or practices, to reorienting knowledge and/or practices, to collective construction, etc. Here are some questions about these ideas:

- How can comparing evaluative practices and beliefs with colleagues influence one's evaluative practices?
- How can a social cognitive conflict enable learners to progress in their learning?

Suggested activities:

- have people defend their choice of evaluative practices;
- steer the debate toward the learning object, evaluation in this case, to avoid digressions;
- encourage analysis of evaluative practices in order to be clear about the resulting model;
- encourage the accompanied individuals to commit to memory the evaluation benchmarks (both those presented in Ministry documents and those laid out by the PARF) and to discuss them;
- lead people to reflect upon the causes of resistance to change relative to the evaluation process within the context of the pedagogical reform;
- promote reflection and guide the accompaniment of resistance to change regarding evaluative practices;
- ask what helps to develop and evaluate competencies in LES.

Questions for reflection

- **How does questioning encourage interaction?**
- **How can questioning promote sociocognitive conflicts?**
- **How can questioning promote co-construction of knowledge?**
- **How to combine questioning and interaction in LES?**

4. Self-evaluation in Connection with Co-evaluation and Peer Evaluation

Self-evaluation allows one to take a critical and analytical look at one's self-knowledge and learning. Self-evaluation plays an important role in understanding students' learning processes and in helping them evaluate their learning progress. Self-evaluation is:

a process by which a subject is prompted to make an assessment of the quality of his progress, of his work, or of his learning in relation to predefined objectives and based on specific evaluation criteria. [Its quality] depends on the subject's ability to assess himself as objectively as possible (Legendre, 2005, p.143-144 [translation]).

It can be done individually, but it can also be combined with a co-evaluation in order to get feedback from the teacher and from peers, or it can be integrated into a process of peer evaluation. "Co-evaluation is the confrontation of a self-evaluation and of the accompanist's evaluation in which the assessments can be based on an external frame of reference or not" (Allal, 1993, quoted in Lafortune et Deaudelin, 2001, p.201 [translation]) whereas "peer evaluation is the evaluation in a learning situation of their respective or shared output or procedures by two or more people eventually making use of an external frame of reference" (Allal, 1993, quoted in Lafortune et Deaudelin, 2001, p.203 [translation]).

Self-evaluation is a method for understanding one's own results and the processes put into action for success; for guiding students' actions so that they can solve the problems they are facing and put them in a position to be the principal agents of their own development and success; for evaluating one's knowledge, skills, and attitudes; for becoming aware of one's errors and strategies; for judging one's own effectiveness or for analysing one's approach. According to the Ministère de l'Éducation du Québec (MEQ, 2002), self-evaluation of learning helps to build a positive and realistic self-image based on the learner's observation of the building of his knowledge. This takes place during learning situations at school, alone or with peers. Bélair (1999) adds that self-evaluation makes it possible to analyse with the teacher, and even with the parents, all the facets of success be they cognitive or behavioural. The assessments made following the objectives should aim for fair and adequate decisions. Finally, self-evaluation can be used to:

- activate prior learning;
- evaluate knowledge and/or skills;
- make a metacognitive or reflective assessment;
- evaluate one's readiness for an evaluation or conflict resolution situation;
- become aware of one's attitudes;
- evaluate strengths and weaknesses;
- predict successes or failures and review those predictions;
- evaluate one's ability to explain things to others;
- increase difficulties and state ways to overcome them;
- increase one's ability to explain things to others and discuss the advantages of explaining;
- examine one's perception of the process and the content;
- reflect upon changes to be made in one's methods;

- evaluate one's readiness for an intervention.

Questions like these allow the person being accompanied to make a self-evaluation of his learning which will help in his professional progress as well as in elaborating LES.

- What have I learned?
- How did I learn it?
- What helped me to learn it?
- How can I expand on it?
- What is holding me back?
- How can I overcome the problem?

Changes in evaluative practices can't be made without changes in teaching practices. Teaching is complex and it follows that evaluation is as well. The challenges of self-evaluation are numerous and complex making it important to have a reflective-interactive accompaniment that will support the efforts of school staff in making these major changes in teaching and evaluation practices.

Self-evaluation can be about different aspects such as the degree of satisfaction in an answer, the degree of certainty in an answer, the signs that inspire a certain amount of certainty, the reasons why one thinks one has acquired knowledge or competencies, the reasons why one has acquired knowledge or competencies, or what can be done for self-improvement. In LES, self-evaluation is used to evaluate the progress of one's own learning and in this way to become more autonomous in developing competencies.

4.1. Meaning of Self-evaluation in Relation to Co-evaluation and Peer Evaluation in the Accompaniment of Evaluation

Accompaniment of evaluation makes it possible to ask questions about the way self-evaluation, co-evaluation, and peer evaluation are used. Questions like the following can be used:

Questions for reflection

- **How much importance should be attached to self-evaluation, co-evaluation and peer evaluation in evaluation as a learning support?**
- **What position should be held by self-evaluation, co-evaluation, and peer evaluation in evaluation to recognize competencies?**
- **How can self-evaluation, co-evaluation, and peer evaluation be integrated into evaluative practices?**
- **How can self-evaluation, co-evaluation, and peer evaluation be accompanied in evaluative practices?**
- **How can self-evaluation, co-evaluation, and peer evaluation be accompanied in LES?**

Self-evaluation can be carried out through the use of forms to be filled out at different times during the course of the evaluation. These forms may include questions about acquired knowledge, competencies developed, the course of an interaction, the

anticipation of an experience,... The questions used on the forms can be open or multiple choice ("not at all", "a little", "somewhat", "a lot"). Some space should be provided on the forms for explanations to make the reflection as complete as possible. Self-evaluation can take place before the action, indicating, for example, how one assesses one's own ability to accomplish a task. Once the task has been accomplished, a review of the self-evaluation makes it possible to compare initial and final perceptions.

4.2. Meaning of Self-evaluation with Respect to Co-evaluation and Peer Evaluation in Evaluation

Evaluation of learning is in itself a complex subject. Within the framework of the present reform, it has two functions: 1) support for learning 2) recognition and assessment of competencies. The learning support function presupposes observing students' progress in order to find ways to help them to develop their competencies and to become responsible for their learning while. Much has been said about self-evaluation, co-evaluation, and peer evaluation, but these processes are unusual and it is not a simple thing to integrate them into education. For example, self-evaluation can take place by having the students ask themselves questions such as the following:

Questions for reflection

- **What did you learn?**
- **How did you learn it?**
- **What helped you to learn it?**
- **How can you expand on it?**

It is all the more complex to find ways to use the results of these self-evaluations for making the students progress and for helping them to make adjustments to their learning strategies. Recognizing that a strategy does not work is one step, but making the changes that are suitable to one's way of learning is another. It is helpful to think of co-evaluation as a process in which the students and the teacher pool the results of their evaluation assessments either during or after the learning process. It is highly recommended that the students and the teacher take varied, pertinent, and sufficient notes throughout the process that will make it possible to make informed assessments.

Questions for reflection

- **How can co-evaluation be used effectively in a day to day professional routine?**
- **How can co-evaluation be used to make students reflect on their self-evaluation so that they learn from it and progress in their learning?**
- **How can both individual and collective reflection be promoted?**

Peer (or mutual) evaluation, as the name implies, is evaluation between peers. This method is rarely used and yet students are often able to recognize the strengths and limits of their peers, sometimes better than they can their own.

If evaluation is considered to be the recognition of competencies and the appraisal of learning, then self-evaluation, co-evaluation, and peer evaluation can all help in making an assessment of learning for each student. Other students' comments can help to

qualify one's own and especially to put some interpretations into perspective. These processes add to consistency, transparency, and precision. It is important to keep in mind that evaluation as an assessment of learning, as well as being complex, will have an influence on the student's progress throughout a cycle, throughout his school life, and even throughout his adult life.

Questions for reflection

- **How can self-evaluation, co-evaluation, and peer evaluation be used in evaluation as a learning support?**
- **How can self-evaluation, co-evaluation, and peer evaluation be used in evaluation as a recognition of competencies?**

The teacher can stimulate the students to evaluate themselves by questioning them regularly about certain aspects of their learning. The students can record the results of these self-evaluations in their portfolios. These records should be consulted regularly so that students learn to regulate their actions and recognize their evolution. They can also compare these self-evaluations at different points in their scholastic journey. Information about the learning process can be found by examining students' portfolios. Self-evaluation allows students to view their learning in a metacognitive and reflective light so that they can examine what they have accomplished and eventually anticipate what still remains to be done. Self-evaluation contributes to autonomy when it is integrated into practices. Questioning from an outside source can be transformed into internal questioning and become a personal resource.

Questions for reflection

- **How can a process of self-evaluation be developed in students?**
- **How can an attitude in which self-evaluation is an integral part be encouraged?**
- **How can LES be used to promote self-evaluation among students?**

4.3. Role of Questioning in Self-evaluation

Questioning makes it possible to review the results of a self-evaluation and to reflect on the self-evaluation process. It allows for an assessment of what has been learned, what still needs to be learned and what is perceived as having been learned (Jorro, 2000). When carried out through questioning, the self-evaluation process promotes comparing one's training and actions to standards of reference, assessing the difference, and making the appropriate adjustments. (Pillonel et Rouiller, 2000). In short, questioning helps to reconsider the assessments made of learning, actions, and the evaluation of the level of competency achieved.

Questions for reflection

- **How can self-questioning be encouraged in learners?**
- **What shape can be taken by a process of questioning for self-evaluation?**
- **What shape can be taken by a process of questioning to integrate self-evaluation into LES?**

5. Moments of Reflection

Moments of reflection are pauses provided to the accompanied individuals so that they can reawaken prior knowledge, experiences, or competencies; integrate learning; question themselves on different subjects... They are essential to development as well as to the evaluation of competencies in that they provoke moments of heightened awareness and thus facilitate the process of integration. A moment of reflection can be used to gain some perspective on one's progress, to become aware of it, or to view it from a metacognitive and reflective angle.

Moments of reflection are pauses of varying lengths during which people are invited to reflect, alone or in a group, on one or more aspects of the accompaniment or the training based on specific and contextual situation. Reflection can be inspired by the reactivation of prior experiences, by a question, or by instructions that define the framework for the present reflection and sharing.

5.1. Meaning of Moments of Reflection in the Accompaniment of Evaluation

From the point of view of accompanying evaluation, it is helpful to use moments of reflection to encourage the accompanied individuals to take a step back from the process of evaluation, to recognize certain ways of doing things, or to observe from a metacognitive perspective their own evaluative practices. One of the objectives in using moments of reflection is to highlight what the accompanied individuals believe and think about evaluation as a learning support and as a recognition of competencies. At the beginning of the accompaniment process, the accompanied individuals learn little by little to talk about their beliefs about evaluation by discussing their evaluative practices. These moments of reflection allow for a more accurate view of current evaluative practices which in turn leads to improvements in evaluative practices that can be used in the classroom. Moments of reflection can help students reactivate prior learning, synthesize their thoughts, and subsequently intervene... if they are properly integrated into the LES.

Questions for reflection

- **How can reflection on evaluative practices be accompanied?**
- **How can moments of reflection be used so that they are an integral part of the intervention and remain consistent with the central theme and the objective?**

5.2. Meaning of Moments of Reflection in Evaluation

In accompanying students in the development of competencies and making evaluative assessments, moments of reflection and that which students gain from them guide professional judgement. To exercise professional judgement one must gather clues from various sources in order to understand students' evaluative processes before going on to assessing evaluation (see booklet 3 on professional judgement).

These moments devoted to reflection enhance students' concentration. Stopping to think about the process helps to regulate learning. For example, students can be told to think

about what they were doing and the way they were doing it. Reflective questions can lead to enhanced awareness the adjustment of strategies.

These moments of reflection can be used as time to write down questions, to summarize thoughts, to formulate arguments... When used at opportune moments, reflection helps to develop synthesising skills.

The time allotted for reflection must be respected by all the students, even those who want to answer quickly. Respect for this time makes it possible to concentrate on the object of the reflection. Unfortunately, moments of reflection are often seen as a "waste of time". And yet, the integration time can not only take place outside the classroom; learning to give oneself time is something that must be learned in school. Therefore it is important to plan these moments of reflection; they will establish a good habit in students, who will learn to ask for time to think. In this sense, moments of reflection are useful in evaluation as a learning support because they reveal students' opinion of their learning and learning strategies and how they summarize their learning. This promotes adjustments to the development of competencies.

Questions for reflection

- **How can moments of reflection be used in the accompaniment of evaluation?**
- **How much importance do you attach to moments of reflection in the accompaniment of evaluation?**
- **How much importance should be attached to moments of reflection in LES? Why?**

5.3. Role of Questioning in Moments of Reflection

Many moments of reflection can include questions. Some approaches for developing questions are proposed here:

- Thinking about one's learning, attitudes, skills...
- Thinking to clarify one's thoughts, ideas,...
- While preparing an accompaniment, thinking about:
 - the whys of the questions being asked;
 - the order of the questions;
 - the number of questions;
 - the degree of complexity of the question and of the expected or possible answers;
 - the way use them;
 - the way to integrate them into other strategies;
 - the anticipation of answers.
- Along the way, stimulating thought on the importance of thinking.
- Rethinking an accompaniment situation or rethinking the tasks planned in function of the theme or of anticipated reactions.
- Rethinking the purpose of the tasks and the moment to reveal the purposes (in a general way at first, in more detail at the end).

Questions for reflection

- **What connections do you make between accompaniment, questioning, and moments of reflection in accompanying the reform of evaluative practices? In accompanying the development of LES?**
- **How can questioning be made to promote collective and individual moments of reflection?**

6. Reflective-Interactive Feedback²

Feedback is usually defined as information given to a person about his or her actions, productions, attitudes or behaviours. Legendre (2005, p.1193 [translation]) defines feedback as being “communication of information that a person receives following his or her actions, attitudes or behaviours.”

With respect to teaching, Legendre (2005, p.1193 [translation]) adds that feedback is

a piece of information, an evaluation or an answer given by the agent-subject following a period of learning [and he states that feedback is one] process of gathering and analyzing evaluations and comments from students about significant aspects of a course with a view to keeping the positive elements and remedying the negatives ones.

According to Wlodkowski and Ginsberg (1995), feedback is information given to the learner about the quality of his or her work. Feedback seems to influence the motivation of learners, helping them evaluate their progress, understand their performance, maintain their efforts and receive encouragement. The authors affirm that feedback is probably the best way to influence a learner’s skills. Feedback may take several forms and is not confined to a few words on a person’s progress.

Given what different authors have said about feedback, we should add that feedback may have a rather narrow meaning, such as the one presented above, and correspond to a piece of information provided to a learner. It may, however, take the form of a comment, a communication of information, a report or a questioning and thus have a broader meaning. It then leads to reflections, comparisons or awareness that requires one to reframe, challenge or regulate in order to change, advance, evolve or explain.

Wlodkowski and Ginsberg (1995) list the characteristics of feedback, which are summarized as follows:

- *Inform rather than control.* Give preference to feedback that encourages increased efficiency, creativity and self-reliance. For example: “You’ve brought up three

² Several elements of this feedback section are from Lafortune, L. and C. Deaudelin (2001). *Accompagnement socioconstructiviste. Pour s’appropriier une réforme en éducation*, Québec City, Presses de l’Université du Québec. Other elements are from a feedback activity following a group-leader training session for educational resource people and practitioners as part of the Accompaniment-Research-Training project. The full text is from Lafortune (2004a). *Travailler en équipe-cycle. Entre collègues d’une école*. Québec City, Presses de l’Université du Québec.

important points. I appreciate the clarity of your work,” rather than “You’re making progress and you’re meeting the objectives I’ve set for the course.”

- *Be based on objectives on which there has already been agreement.* People appreciate feedback that tells them how far they have gone in reaching agreed-upon objectives. They can thus better understand the learning evaluation criteria and find what remains to be done in order to learn even better. This information may guide their efforts, practice and efficiency.
- *Be properly targeted and constructive.* It is difficult to improve yourself if you have been told in too general terms that something has been done correctly. Most people prefer precise information and realistic suggestions that may help them improve.
- *Promote interaction and reflection.* Feedback helps you move toward changing, reframing, focusing on a task and being able to transpose and adapt. It promotes questioning and calling into question with a view to more or less major change.

According to Wlodkowski and Ginsberg, “feedback is probably the best way to influence the skills of people who are learning” (Wlodkowski & Ginsberg, 1995, quoted in Lafortune & Deaudelin, 2001, p.109). Thus, effective feedback or remarks (i.e., that are specific, sincere, balanced and measured and that fairly distribute esteem to all people, by choosing the right time to give them, in public or in private) makes the students’ job easier by giving them an opportunity to be accompanied in their progress.

- Specific feedback such as, “This is a good argument. It brings an element of authenticity to your reasoning” is both specific and positive.
- Sincere feedback targets a point, comments on it and explains it.
- Feedback is balanced and measured when it does not use superlatives like “this is extraordinary!” especially if it does not truly describe the quality or magnitude of the learner’s work.
- Feedback that boosts esteem, i.e., by providing feedback in a meaningful setting for the accompanied individual, may be humorous but sarcasm should be avoided.
- Feedback given fairly to everyone over a day or a week will help them develop while being confident about their individual and collective progress.
- Feedback to an accompanied individual may be given in public or in private if done at the right time.

Reflective-interactive feedback is a comment, a communication of information, a report or a questioning that involves reflections, comparisons or consciousness-raising that leads one to reframe, challenge or regulate with a view to changing, advancing, evolving or explaining. It may be reflective to a more or less high degree and be more or less reflective-interactive. When not reflective-interactive or very weakly reflective-interactive, it provides information about actions, productions, attitudes or behaviours by supplying comments or an evaluation of the situation and by offering solutions. If it is fairly reflective-interactive, it causes the person who receives the feedback to reflect on his or her actions, productions, attitudes or behaviours and to think up a solution and talk it over (Lafortune 2004a, pp.296-297 [translation]).

Questions for reflection

- **What are the characteristics of feedback?**
- **What are the characteristics of reflective feedback?**
- **What are the characteristics of interactive feedback?**
- **What abilities should be developed to give reflective-interactive feedback?**

6.1. Meaning of Reflective-Interactive Feedback in Accompaniment and Evaluation

Reflective-interactive feedback enables the accompanied individual to look over his or her evaluation practices following attempts made. By accompanying the evaluation, it becomes possible to question how feedback is used. Carrying out reflective-interactive feedback ensures continual contact between the accompanist and the accompanied individuals. It makes it possible to evaluate the individual and collective progress of accompanied individuals and encourages them to take an active part in the process. The points addressed through feedback also helps them keep track of their learning process by observing themselves in action and by examining their production (self-evaluation) or that of others (peer evaluation).

It is better to use highly reflective feedback. Such feedback takes the form of questions that enable the person who receives them to learn to question him/herself and to look critically at his/her actions, productions, attitudes and behaviours. It may serve as a guide for the learner's progress. With highly reflective feedback, accompanied individuals keep a distance from what they have done while learning and look over what they have learned and how they have developed what they have learned. They thus develop self-confidence in their actions and productions. With this type of feedback, comments and remarks are made jointly.

Somewhat reflective feedback usually leads to pre-packaged responses. It is generally a directed process and leaves accompanied individuals with little room to reflect on their learning. All feedback must take into account the affective dimension in order that the people receiving it will be inclined to hear comments that may lead them to change or to find new approaches to learning.

When accompanying the preparation of LES, try to make people think about the forms teacher feedback may take in order to get students to think and interact.

Questions for reflection

- **How can highly reflective feedback help in better identifying a person's way of learning?**
- **What differences can be made between somewhat reflective feedback and highly reflective feedback?**
- **What does reflective-interactive feedback require from an accompanist?**
- **What does reflective-interactive feedback require from an accompanied individual?**
- **How does an LES give rise to reflective-interactive feedback?**

6.2. Meaning of Reflective-Interactive Feedback in Evaluation

Evaluation as learning support aims to accompany students in their learning process in order that they may in time manage to self-evaluate deliberately (Campanale, 1995, 1997) and effectively. It is important to rethink the different ways of helping students along in order that they may individually or collectively develop a reflective attitude. Reflective-interactive feedback is a lever that makes it easier to develop this self-reliance that comes about through cognitive and affective involvement.

Given that a teacher's reflective-interactive feedback gets students to think independently, it is worthwhile here to discuss some of the close connections between feedback and self-evaluation from a learning support perspective.

- Reflective-interactive feedback helps students in understanding and integrating evaluation criteria, in situating themselves with regard to these criteria, in measuring how much energy is to be invested and in preparing an action plan to remedy deficiencies. Reflective-interactive feedback thus becomes a support in helping students use these criteria as a beacon throughout the learning and evaluation situation and helping them measure the cognitive and affective involvement that will be needed to meet the criteria.
- Reflective-interactive feedback helps not only the students in evaluating their production at the end of a task but also the entire process of learning alone or in a team.
- Throughout these learning and evaluation situations, reflective-interactive feedback enables students to evaluate their progress so as to regulate their approaches and procedures for future tasks. Teachers should give feedback in such a way that the students feel they are in a position of trust and can act without feeling they are being judged. Teachers should help them realize that developing a skill includes taking risks and having a right to be wrong. By taking an interest in and putting emphasis on the result to the detriment of the process, the teacher makes the students look for the right answers and do what they are asked to do instead of trying to explain how they should mobilize their internal and external resources. This mobilization, even if sometimes clumsy, is beneficial since it encourages the students to regulate their actions and benefits all of the students. Reflective-interactive interaction aims to make cognitive imbalances non-threatening on an affective level.
- Although students clearly need to become aware of cognitive dissonance and the challenges that may be encountered, it is just as important for them to understand success and be able to tackle new situations. Reflective-interactive feedback promotes awareness and helps students evaluate their successes and advances in learning. It contributes to helping them develop self-esteem and a feeling of control when faced with problems and novel situations.

Questions for reflection

- **What does reflective-interactive feedback mean in terms of developing skills in one discipline?**
- **What does reflective-interactive feedback mean in terms of developing cross-curricular competencies?**
- **What does reflective-interactive feedback mean in terms of evaluation as support for learning?**

Teachers should foster opportunities to get students to be reflective, through forms of intervention that especially activate individual or collective (peer-based) reflection. These forms are promoted through various teaching methods (individual work, teamwork, discussions in a large group, role playing, etc.) and include questioning, periods for reflection and interactions. All three means of intervention are interrelated. They directly contribute to evaluation and self-evaluation at different times during the students' progress.

Reflective-interactive feedback through periods for reflection:

- before an activity, may help students make the most of these periods. They may clarify the intention with regard to a task, situate themselves personally with regard to the intention and figure out what means will be needed for the task and thus improve their chances of success.
- helps the students recognize, at different times while the task is in progress, what causes them to choose periods for reflection. Are these periods for reflection externally motivated? Why? If they are internally motivated, what is the internal motivation?
- leads the students to clarify how they benefit from each period for reflection. They will ask what they have learned about themselves, about the others, about the tasks and about their ways of doing things.
- helps the students recognize how a period for reflection may also help them give thoughtful feedback by interacting with a peer in teamwork.
- after group work, may help students verbalize how useful and important the periods for group reflection are. They can thus determine what has been facilitating or paralyzing in the co-construction process and how to gain from this reflection in a future situation.

Reflective-interactive feedback through interactions:

- gets students to reflect on the quality of their interactions and realize what is needed to contribute to meaningful and constructive interactions;
- makes them realize the benefits of interaction in learning, on both the cognitive and affective levels, and helps them grasp what this brings to themselves and to others. This implies that the teacher recognizes and believes in the benefits and allows the students to articulate the benefits during discussion in a large group.

The above examples of feedback may provide the teacher with inspiration. If the feedback is done constructively and if it is justified with specific points, the students learn to know themselves as learners and will be able to recognize their strengths and the challenges they will have to meet in the near future. This helps support them in skills

development and in implementing ways to improve their learning process (MELS, 2006). Advances by students, both younger and older ones, become sources of esteem. The teacher may ask students to give feedback on their own, thus empowering them to reflect, to examine actions closely, to justify them and to comment on productions, either their own or their peers'. The Ministère de l'Éducation, du Loisir et du Sport (MELS, 2006) offers ways to keep track of student progress, and these ways may be used to support feedback. A few of them are explained as follows:

Learning and evaluation file

However the learning and evaluation file is set up, it shows the student's main achievements and the feedback from the teacher, from his/her peers and from the student him/herself. The feedback, be it by using checklists or various comments, highlights learning strengths and points for improvement. This information also shows how much the student has progressed. The student should be brought into the process of preparing the learning and evaluation file. Specific instructions will be provided on the kind of documents to be included in the file (MELS, 2006, p.91 [translation]).

Teacher's record book

Unlike the learning and evaluation file, which records the learning of one student at a time, the teacher's record book provides a cumulative record of feedback on quality of task achievement in various learning and evaluation situations, for the entire class. This way of organizing feedback makes it easier to go from evaluation during learning to assessing progress in discipline-specific skills with a view to communicating this information. In addition, it continually guides the teacher in regulatory decisions on the student's situation and on the entire group (MELS, 2006, p.109 [translation]).

Question for reflection

- **How can reflective-interactive feedback be done constructively in order to support skills development?**
- **How does reflective-interactive feedback help develop independent learning in accompanied students?**
- **How can feedback be fostered among students in an LES?**

6.3. Role of Questioning in Reflective-Interactive Feedback

Reflective-interactive feedback through questioning:

- is feedback that gets students to ask questions, to ask themselves questions during an action and to realize that this requires rigour, clarity and precision.
 - is feedback that, in addition to making students aware of the conditions needed for effective questioning, makes them realize the advantages of questioning during learning. This means that the teacher must recognize and believe in these advantages and allow the students to articulate, during discussion in a large group, the benefits of questioning to encourage individual and collective development.
-
- Are you satisfied with your work? What justifies your level of satisfaction? What can help you judge it?
 - Which evaluation criteria do you think you have best met?
 - What aspects are you the most satisfied with in your work? In your opinion, what aspects should be improved? When you start an assignment, what do you do first in

order to make decisions about your strategies and approach? What do you think of your approach and your results?

- Are you satisfied with your work given the time and energy you invest in it? What link do you make between the effort you put in and the result you get?
- When do you prefer feedback? What type of feedback do you prefer to get right away, in front of the other students? What type of feedback do you prefer to get in private? How do you take feedback from others? What impact does feedback have on improving your work?
- In what you have just done, circle what seems satisfactory to you, what you think can be left as is and what should be redone. What makes you say that some aspects should be redone?
- In your opinion, what aspects have improved since the last time? Can you point to some improvements? What forms do they take? In your opinion, how will you be able to integrate the improvements into future efforts?

Questions for reflection

- **How can students be questioned while accompanying them toward reflective-interactive feedback?**
- **How can reflective-interactive feedback be done through questions that aim to make the accompanied individual question him/herself and learn to ask him/herself questions and to examine his/her actions, productions, attitudes and behaviours critically?**
- **How can feedback be used to promote the evaluation process as a support for learning in LES preparation?**

7. Metacognition

“Metacognition is self-examination of your mental process with a view to action in order to plan, control and regulate the learning process. It has three components: metacognitive knowledge, management of mental activity and awareness of your mental processes” (Lafortune & Deaudelin, 2001, p.204 [translation]; see also Lafortune & St-Pierre, 1996). By taking all three components into account, we can develop metacognitive abilities.

Metacognitive knowledge is knowledge and beliefs about cognition-related phenomenon. It may be about yourself, other people (knowledge of strengths and points for improvement), tasks to be done (evaluation of difficulty or easiness of a task) or strategies (what knowledge to use, when and how to use the knowledge).

Management of mental activity means activities initiated by the individual to control and organize his/her own thoughts. It includes planning activities (anticipation of results), control (evaluation of what he/she is in the process of doing) and regulation (adjustment of his/her strategies in line with the evaluation being done). This management of mental activity is harder to verbalize and depends on the task and the task’s context (see Bouffard-Bouchard, Parent & Larivée, 1991; Brown, 1987; Chouinard, 1998; Doudin & Martin, 1992; Flavell, 1979, 1987; Lafortune, 1998; Lafortune & St-Pierre, 1994a-b, 1996; Martin, Doudin & Albanese, 1999; Noël, Romainville & Wolfs, 1995; Romainville, 1998).

Awareness of your mental processes enriches metacognitive knowledge and influences management of mental activity when the time comes to do a subsequent task. This conscious aspect of metacognition is very important during your development, particularly in a learning situation (Lafortune & St-Pierre, 1994a-b, 1996). It enables you to verbalize mental processes better. In turn, this leads to better discussion with others for the purpose of improvement (Lafortune & Deaudelin, 2001, pp.37-38 [translation]).

7.1. Meaning of Metacognition in Accompaniment of Evaluation

The metacognitive approach is a process of comparing and relating to a referent [in the case of evaluation, the referents are the evaluation criteria]. Thus, any benchmarking effort will call for critical metacognitive examination. Formative evaluation makes it possible to develop this critical function that guarantees the learner's independence of thought. Objects of knowledge are examined and evaluated for compliance with a benchmark, and this is done with a view to judging how identical the two are to each other. [...] To live a learner's life is to implement both approaches. One, through questioning, opens out on to a process of positioning the learner in a learning situation. The other, through the metacognitive approach, requires a deeper effort of comparing and contrasting objects of knowledge or strategies (Jorro, 2000, pp.44-46 [translation]) (also see Lafortune, 1998).

A metacognitive stance is not necessarily developed alone. The accompanied person needs support to acknowledge this way of assisting the learning process. In this sense, accompaniment helps develop a stance of keeping one's distance—a critical examination of one's learning process that will lead to independence of thought. When accompaniment takes the metacognitive dimension into account in actions relating to evaluation practices, it makes the accompanied person central to the evaluation process.

In an LES, metacognition could hold a key place especially if the aim of the LES includes concern about the learning process and student awareness of this process.

Questions for reflection

- **How does development of a metacognitive stance help the evaluation process?**
- **How can accompaniment support metacognitive actions that relate to evaluation practices?**
- **How can you foster reflection on the effects of a metacognitive stance in evaluation practices?**
- **What role may metacognition play in LES preparation? Why and how?**

7.2. Meaning of Metacognition in Evaluation

The evaluation process requires questioning yourself on your own design of the evaluation process and on your evaluation practices. Why do you evaluate? What is being evaluated? How is it evaluated?

Evaluating skills development is a complex task that calls for “knowledge and cognitive strategies in order to plan the evaluation process better and to control, regulate and evaluate the process. This takes us to the components of metacognition” (Lafortune,

Jacob & Hébert, 2000, p.8 [translation]). Metacognition enables you to act and be aware of your evaluation process while gaining from the processes of others. You gradually develop this distancing from your own action by paying attention to what you do and how you do it, while recognizing the strengths and resources available for challenges that may arise.

Questions for reflection

- **What is the role of metacognition in evaluation of learning from a support for learning perspective?**
- **How may metacognition be introduced into the change of evaluation practices?**
- **How does awareness of evaluation practices lead to openness to the planned changes?**

7.3. Role of Questioning in Metacognition

Examining your learning through metacognition is a complex act of thinking. It is an act of internalization. Students consciously dialogue on the tasks they are carrying out (Lafortune, Jacob & Hébert, 2000, p.13). Through the to and fro of external and internal questioning, learners realize what they are doing and how it is being done, and gradually develop an ability to verbalize and critically judge a problem or issue. They may better grasp the nuances, challenges and resources that are available to proceed more or less independently. Questioning allows the self-evaluation process to grow in scope and significance in the effort to construct and develop skills.

Questions for reflection

- **How useful is questioning in the metacognitive development of learners or accompanied individuals?**
- **What are the characteristics of a question that encourages development of a metacognitive attitude in learners or accompanied individuals?**
- **How can metacognitive development be integrated into an LES?**

Using all of these means may involve using LES accompaniment situations. To improve our understanding of accompaniment situations and to prepare such situations for education reform and LES preparation, their characteristics will be described in the following section.

8. Accompaniment Situations: Meaning and Characteristics

When we accompany education reform and LES preparation, we are going beyond presenting solutions and getting accompanied individuals to elaborate on certain points, to share and compare their solutions with others, to go and look for various views, to share and compare ideas, strategies, resources, and so on. Concretely, this may take the form of preparing accompaniment situations and carrying them out from a reflective-interactive perspective in order to provide accompanied individuals with a model. This means going from “telling them what to do” to making them experience the situation “by doing it yourself.” When preparing such situations, you are not just naming a sequence of

actions. You are anticipating people's responses so that you have the means to adjust yourself during the action without losing track or forgetting the initial intentions. You are also preparing a plan B, and even a plan C, to better respond to the group's reactions, to reduce resistance to the requirements of change, or to go further than what was planned. This preparation (planning and anticipation) may not always produce the desired dynamic during the action, but it can be part of your reflections before going into action with the accompanied group.³

Questions for reflection

- **What are the characteristics of a situation where you accompany a change in education?**
- **What are the characteristics of an accompaniment situation from a reflective-interactive perspective?**
- **How do you ensure the social constructivist character of an accompaniment situation?**
- **What questions should you ask yourself to anticipate reactions from accompanied individuals?**
- **What means may be kept in mind for self-adjustment during the action?**
- **In accompaniment, what are the present or future implications of stating these assertions: go from "telling them what to do" to making them experience the situation "by doing it yourself"?**

The Accompaniment-Research-Training Project for the Implementation of the Quebec Education Program (QEP), has looked into the characteristics of accompaniment situations from a socioconstructivist perspective in relation to metacognition and reflective practice. The PARF has found that the following characteristics define an accompaniment situation: 1) a clear intention to act in a situation, 2) novelty of a situation, 3) its complexity, 4) its call for action, 5) for reflection, 6) for interactions and 7) for regulation and, finally, 8) the consistency of the situation or situations and the basis for the change to be implemented.

8.1. Intention to Act in a Situation

In order to plan and anticipate learning as well as to exercise professional judgement when making decisions about evaluation, the interventions must be consistent with the intentions being pursued. The accompanist or teacher may also put forward a learning intention and then decide how and when to disclose it to the accompanied individuals or students, with all of this being consistent with a social constructivist perspective. The accompanied individuals or students may also put forward a learning intention. They do it through their experiences and their chosen actions to build their "own knowledge project" (Jonnaert, 2005, p.3). For a single situation, according to the intention or intentions and the learning context, two people, be they accompanists, learners, teachers or interveners, may act differently. Consequently, they do not necessarily make the same decisions, do not necessarily mobilize the same resources, and do not exactly take the same actions to learn or the same actions, as educators, to adjust the intervention.

³ Examples of accompaniment situations are available on the QEP website: www.uqtr.ca/accompagnement-recherche.

Given these remarks, we should not only clarify the intention being pursued, i.e., the common thread, but also ensure that the accompanied individuals and the students successfully pin down and clarify their own intention to learn and act. In this, they should consider the learning object and context. The accompanists should then be attentive to the intention and meaning that the accompanied individuals may take from it, for this is a personal or professional project that the accompanied individuals and learners have chosen to act on.

Questions for reflection

- **What does it mean to give a clear intention for an accompaniment situation?**
- **How can accompanists and educators be helped to have relevant intentions for their accompaniment situation?**
- **What key dimensions should be considered to ensure the social constructivist character of an accompaniment situation?**
- **How can a common thread be maintained from the beginning to the end of an accompaniment situation?**

8.2. Novel Situation

From a perspective of professional skills development, an accompaniment situation is novel when it brings about new learning that leads to progress in constructing your knowledge and in developing skills up to a certain degree of proficiency. This novelty will make you mobilize some of the resources that have already been brought into action in more or less similar settings. Such resources are internal when already integrated or internalized and form a sort of personal repertoire. The mobilized resources may also come from other people, belong to the immediate environment, be part of the class, the school or the community or belong to the social or cultural milieu. These are external resources. Thus, a situation should be understood in terms of how each person represents the situation to him/herself. In other words, novelty will make you mobilize a set of internalized resources and make them interact with other resources that belong to your environment or are available to you. These resources help create new connections between existing integrated resources and those that are mobilized during a situation. The diversity of resources used in a situation very often leads to specific solutions since a production does not necessarily result from the same interplay of resources. It is often necessary to accompany mobilization of resources. During the action, the accompanied individual may have trouble drawing on his/her resources when acting in a novel situation. The accompanist, through appropriate questioning and judicious comments, can support the accompanied individual in his/her process of searching for meaning or for actions to be taken.

To be relatively novel, a situation should exceed the limits of existing integrated knowledge, abilities and attitudes while leading to new resources being mobilized progressively and also differently, this being done through situations that may be increasingly complex and rich in reasonable challenges (Scallon, 2004). Accompanied individuals and learners thus increase their repertoire of mobilizable resources and can make more connections among these resources while organizing and structuring them in

different ways. A family of situations is formed by all of the accompaniment situations for professional skills development.

Questions for reflection

- **How is a novel situation approached from a skills development perspective?**
- **How can accompanied individuals be made to recognize the novelty of an accompaniment situation?**

8.3. Complex Situation

Accompaniment situations are complex when sufficiently open to allow you to explore different paths, processes or approaches. They will encourage you to develop one or more procedures, solutions or responses because you are in a position of having to ponder and act with respect to all of the resources that may help you carry out a task or deal with a situation. Accompanied individuals and learners will look for resources, choose the ones that appear most effective, organize them, structure them and try to see how they can be interconnected according to the intention, task and setting. By thus examining how the resources, situation and setting may be interconnected, these individuals can better integrate the mobilized resources and more efficiently work to construct knowledge and develop a skill or skills. For Roegiers, “complexity would be what, in a situation, compels integration.” For this author, an integration situation requires mobilizing many of the student’s existing resources (Roegiers, 2000, quoted in Scallon, 2004, p.156).

Do not confuse the complexity of a situation with the difficulty in dealing with it. Ask yourself what dimensions are involved in the situation. What data or resources must be dealt with? What resources must be mobilized? What resources are new? What connections must be made among the resources? How does the situation fit into the social and cultural reality of the accompanied individuals? How do you take into account the knowledge to be constructed and the skills to be developed? “The production must be a complex one, while keeping in mind that the response may be simple and that the complexity of the production may depend on the justification or explanation [of the] response” (Scallon, 2004, p.150 [translation]). Precise knowledge of the resources to be mobilized may also depend on the quantitative complexity of a situation, but knowing this aspect goes with “knowing the resources [to be] mobilized (qualitative aspect). Which data and expertise are to be drawn from the repertoire of diverse resources while capitalizing on your attitudes and values” (Scallon, 2004, p.156 [translation]).

Questions for reflection

- **How do you recognize the complexity of an accompaniment situation?**
- **How is an accompaniment situation approached from a competency development perspective?**
- **How can educators be made to recognize the complexity of an accompaniment situation they are using with teachers?**

8.4. Situation that Leads to Action

Situations aim to challenge certain mental representations by creating cognitive conflict, by making you verify the viability of your knowledge or by establishing cognitive dialogue (Britt-Mari-Barth, 1993) with novel aspects of the situation or its setting. Actions move situations toward different results - by constructing new knowledge, by adjusting or modifying mental representations, by verifying the viability of knowledge through testing, by consolidating or invalidating mental representations, and by establishing a dialogue with novel aspects of the situation in order to enrich or refine the representations.

As Piaget said: “All knowledge is the result of an action or a series of actions. An action does not arise accidentally. Action is always directed to a goal, and the goal is always necessarily a structure constructed by innate reflexes or on the basis of the actor’s experiences” (Von Glaserfeld, 2004, p.216 [translation]). The constructivist perspective implies that accompanied individuals and learners construct their knowledge and skills “in and by the action in a situation and by the reflection” they perform on the action (Masciotra 2006, p.3 [translation]). Similarly, Jonnaert (2005) maintains that: “through his/her experiences, the subject who knows *carries out actions* on the object of knowledge, on his/her earlier knowledge, on the operations he/she carries out with his/her knowledge of the object of knowledge, on the results of his/her actions and all of this through different forms of social interactions” (p.3-4 [translation]). Thus, people learn using their competencies, experiences and prior knowledge when these are put to use in a new situation that leads them to mobilize resources - their own and those made available to them.

Questions for reflection

- **How can accompanied individuals be cognitively active in developing their competencies?**
- **How can you recognize an accompaniment situation that gives rise to cognitive involvement in accompanied individuals?**
- **How can you accompany interactive reflection on the preparation of a situation that implies cognitive involvement by the accompanied individuals?**
- **What conditions should be in place to ensure that a situation leads to action?**

8.5. Reflective Situation

An accompaniment situation is reflective when it makes you reflect during and on an action and makes you aware of the learning that has been achieved and the skills that have been developed. Accompanied individuals and learners are made to reflect on what they intend to do and on what they are doing, on the resources they intend to mobilize, on the way they think they will tackle the situation and on how they may adjust their actions. According to Lafortune (2007, p. 138 [translation]), they thus develop a deeper awareness of what they are doing. This means: “being aware of your action and, thus, being able to describe it; being aware of the effects of your action, i.e., being able to explain your actions and providing examples that clearly show how the actions may have certain effects or have none; choosing the modifications to be made following this analysis of

effects and being aware of making choices and intervening on the basis of these choices.” One might say that your response to a situation matters, but so does “the justification or explanations [provided] for your response” (Scallon, 2004, p.37 [translation]) as well as the awareness that comes about during the approach or process.

Metacognitive abilities are also brought into play through processes of self-control and self-regulation (Lane 1993, p.17 quoted in Scallon, 2004, p.140 [translation]). And, according to

Resnick (1987), these [... metacognitive] abilities correspond to a set of capacities that enable an individual to handle complex tasks that are open to nuanced judgments and multiple solutions, and in which he/she must reckon with uncertainty while constantly self-regulating his/her thought process (Scallon, 2004, p. 140 [translation]) [and his/her action before, during and in the course of a situation].

Different types of intervention such as questioning, interactions, self-evaluation and periods for reflection may support skills development. Although these interventions are often made spontaneously in the heat of the action, they ought to be integrated into the preparation (planning and anticipation) of situations.

Questions for reflection

- **What indicates that an accompaniment situation will give rise to reflection?**
- **How can educators be made to recognize the reflective dimension in situations that have been prepared?**

8.6. Interactive Situation

From a social constructivist perspective, interactions get people to discuss, to compare, to develop reasoning, to share and pool resources and to become open to different types of resources. The multiplicity and diversity of the resources are also conducive to a diversity of avenues for responses or solutions to a situation since this factor greatly increases the opportunities for interconnecting the different resources and putting them to use.

When constructing learning with others, accompanied individuals and learners discuss and compare their ideas, challenge them, draw on the ideas of others and contribute to the supply of resources. Influence from others modifies the approach to the situation and its outcome. This makes the individuals internalize or, at least, consider new resources and make new connections between these resources and those that could be mobilized in the course of a situation. Once internalized, the resources enrich the individual’s professional repertoire and may eventually be mobilized when situations arise.

A situation is interactive when accompanied individuals and learners can make use of expertise that is available in their environment. By encouraging interaction, this situation enables them to compare, contrast or pool their ideas or strategies with those of their peers or colleagues. They thus gain from multiple viewpoints that sometimes provide different angles or mental representations that are more nuanced than the ones

they make of the situation's elements. Interactions also encourage teamwork, cooperation and collaboration and make it possible to take part in individual and collective development.

Questions for reflection

- **What makes an accompaniment situation interactive?**
- **How can accompanists be assisted in helping prepare and analyze situations in terms of interactivity?**

8.7. Situation and Regulation

Situations should encourage regulation of actions and learning at different times to allow for adjustments during the action. This regulation of actions implies “standing back for a better perspective” (MELS, 2005a, p.18) and distancing yourself or keeping a critical distance from the task at hand according to the effectiveness of mobilized resources. This will make you ask yourself questions, formulate elements of responses or make ‘live’ comments on the action as it is being done. Such questioning will address how skills are to be developed and how a problem or question is to be solved or dealt with. It will also address awareness of what the various disciplines may contribute to the problem or issue or to the question raised by the situation. Depending on the distance to be kept, these times are a frequent back-and-forth between action and reflection. They enable you to make adjustments and regulate an action being done in a given situation in its proper setting. To be effective and reinvested, such regulation implies some way of evaluating what happens during the action. This means control (evaluation during the action) and regulation (evaluation-based adjustments) as set out by Lafortune and St-Pierre (1996).

Questions for reflection

- **How can an accompaniment situation encourage regulation during the action?**
- **What can help people understand the importance of the regulation process in carrying out accompaniment situations?**

8.8. Consistent Situation

A situation is consistent when it goes in the direction of the stated intentions for the changes to be implemented. It is consistent when structured in such a way that the accompanists act with the accompanied individuals in the way that they want the accompanied individuals to act with them. It is consistent when it fits into the accompanied individuals' social and cultural reality and also when it is line with the accompaniment intentions. If the situation continually fits into their reality and complements it, we can more easily chart their progress in mobilizing the set of resources that will progressively lead them to develop professional skills for accompaniment of a change (Lafortune, 2008a). Similarly, a situation lets us look back at the actions and thereby interrelate the intention, the action and the adjustments. The intention and outcome of a situation are connected to skills development and to a degree of autonomy that implies acceptance of critical examination by others.

Questions for reflection

- **What indicates that an accompaniment situation is coherent?**
- **How can accompanists be assisted in helping prepare and analyze situations that are consistent with the ideas behind the education reform?**

Questions for reflection

- **How are intention, novelty and complexity, encouragement to act, reflection, interaction and regulation integrated into the accompaniment situations of individuals who are accompanied in their own milieu?**
- **What conditions are conducive to situations that integrate these characteristics?**

9. Resource Mobilization

When preparing accompaniment situations, it is not always easy to identify the resources that will be needed during the action. This becomes necessary if you wish to help accompanied individuals construct the resources and mobilize them during the action. To this end, you should first become familiar with certain concepts and processes and learn certain preconditions for knowledge construction and skills development. This may be done with a team of colleagues so that all of you may gain from each other's experiences. By acting alone, you will limit yourself to your own experiences or to your own way of seeing how the situation should be done. Openness will help give you insight into approaches proposed by colleagues and will provide you with a maximum of resources that should prove useful. During the preparation phase, you should pool possible approaches, share resources that may be useful and, above all, institute procedures that will promote openness to ideas from colleagues and understanding of the need to identify and spell out resources that may help accompanied individuals and learners in situations that arise in different settings.

In a situation, individuals anticipate the resources they plan to mobilize to meet the requirements of the situation. To this end, they call on their prior experiences, which they activate in relation to their mental representation of the situation and the intention they wish to pursue in carrying it out. Such anticipation enables them to see and choose the resources they must mobilize while asking themselves how the resources will be organized, structured and interconnected with other resources, some of which may be fairly recent knowledge.

When faced with a new situation, accompanied individuals and learners take stock of the resources they have, which they have already internalized (internal resources). They also consider external resources that are accessible, those of others and those that belong to their educational, professional, social or cultural environment. They choose the resources that are probably best adapted to the situation. They anticipate the resources to be mobilized for the situation. This anticipation makes it possible to know, during the action, the proper attitude to the resources that have been chosen, organized, structured and interconnected. You may also ask yourself what actions this anticipation will lead to. To prepare a situation, you should "know which resources ... are to be mobilized to carry it out, which knowledge and expertise you [should] draw on ... from your repertoire of diverse resources while capitalizing on your attitudes and values" (Scallon 2004, p.156

[translation]). When preparing an accompaniment situation, you must review the resources to be mobilized while taking into account the ones that have already been tried and more or less internalized in line with your level of progress in professional skills development. At that point, you will consider the resources that are appropriate to the situation and support their construction.

For Scallon (2004), the ability to mobilize resources is central to the evaluation process. For this author, mobilizing “is more than using or applying knowledge in familiar situations” (Scallon, 2004, p.148 [translation]). Thus, in a situation, ask yourself: Which knowledge, abilities and attitudes must be mobilized for the situation? The mobilization effort may cease if the situations are not novel enough, i.e., they do not offer enough challenges. In the case of situations that have a similar degree of difficulty, it may be said that “as an individual gains experience, the situations are cognitively less and less demanding” (Scallon, 2004, p.148 [translation]). In his professional skills model, Le Boterf (1994) identifies two levels of practice: a) implementation practices and b) problem-solving practices. The first level tends to be internalized by the individual. The second level offers a new challenge to an accompanied individual. The author nonetheless stresses that a situation may be an implementation practice for one person and a problem-solving practice for another (Le Boterf, 1994, quoted in Scallon 2004, pp.148-149 [translation]).

Finally, it is no easy task to evaluate “to what point each [person] has been able to use and mobilize his/her [knowledge]” (Scallon, 2004, p.144 [translation]) or to spell out the learning that has been achieved. It is difficult to evaluate the actual benefits of mobilizing external resources when it comes to developing a specific skill. It is not simple to have access to the means that people use when acting in a situation. Development of metacognitive abilities may, however, contribute to helping verbalize mental processes and, thus, to understanding how the resources have been mobilized.

Questions for reflection

- **What should there be in accompaniment to support accompanied individuals in their professional actions in order to understand what it means to mobilize resources for competency development?**
- **In what way is knowledge an important resource to be mobilized for development of professional skills?**

10. Families of Accompaniment Situations

In the PARF, a family of accompaniment situations is a set of situations that share certain common characteristics and whose complex interconnections are indicated. Situations in one family are not necessarily all of the same type. Nor are they interchangeable. A family is more a group of complementary situations that, once brought together, enable accompanied individuals to learn more about the major themes for implementation of change and to construct professional skills. During this type of learning process, the accompanied individuals go gradually from appropriating the education reform to understanding it in-depth by relating their accompaniment experience to the experience of their actual milieu. This situation-family arrangement encourages people to act, adapt or

transpose the proposals into their accompaniment setting by reinvesting means and tools developed for educator accompaniment.

A family of situations encompasses a set of accompaniment situations that generally includes an initial situation (or theme) around which several other situations may gravitate or be added. It is important to mention that the situations interconnect or may interconnect around chosen concepts that are conducive to constructing meaningful knowledge for the learner in a specific time and place. These parameters add to the appropriateness and strength of a family of situations. The number of situations and the possibilities for arranging them vary from one family to the next, according to 1) the themes and the accompaniment needs expressed by the accompanied groups; 2) the desire to learn more about a specific theme; and 3) the need to make connections with other objects associated with accompaniment of the change.⁴ The situations may take different forms. Some may be presented with few choices for their use. Others are composed of several options and others must be constructed according to the accompaniment settings that arise.

The social constructivist perspective is reflected in the very way that situation families are arranged in the QEP. Some families include several structured situations that each have a proposed sequence of actions, but this continuum will contain several paths for exploiting the situation and opportunities for modifications, transpositions or extensions, and so on. An accompanist may, in a single situation, modify its sequence of action by choosing different tasks, by changing the intention or by developing a new common thread. It is also possible to chain together certain situations while others may be done independently of each other. The same situation may be found in more than one situation family. It will not, however, be brought about in the same way. Nor will it necessarily be approached with the same intention or the same common thread.

Another type of situation family is developed in the QEP. Its arrangement is more conducive to constructing new accompaniment situations, and it offers several activities or tasks. These tasks are independent of each other and are presented in relation to various resources. They are not arranged by time sequence. The situations are constructed using materials or resources that the individual mobilizes or combines according to the accompaniment situation and setting. Like a kit of building blocks, these families provide an accompanist with a set of resources that includes tasks, role playing, case studies, avenues for solution, theoretical texts, intention ideas, references to look up, and so on, and it is up to the accompanist to construct his/her own accompaniment situation. Through various situation options, the planning of the accompaniment process cannot help but be enriched. It offers, as it were, one or more situations that fit fairly directly into the accompaniment setting. The situation families are prepared and used from a perspective of social constructivist accompaniment and are tools that deserve to be adapted according to the educator and the accompaniment settings. They should be appropriated, modified and transformed to support accompaniment actions. This is a way of moving toward more professional autonomy in accompaniment.

⁴ For examples of families of accompaniment situations, see the QEP website: www.uqtr.ca/accompagnement-recherche under the heading “matériel d’accompagnement.”

With implementation of the QEP, it has been observed that some people who are rather new to accompaniment wish to have fairly detailed accompaniment situations and may find it rather complex to use situations that leave them with a lot of leeway in preparing their own accompaniment. There are two possibilities: 1) provide fairly elaborate accompaniment while providing time and support so that they can be adapted; 2) take time to bring up ideas for activities or tasks that could be integrated into a situation and collectively structure the accompaniment situation. Open situations may be explored progressively throughout the accompaniment while accompaniment experiments are being carried out and analyzed.

It may be interesting to look at different situations, which could be prepared with a team of colleagues for example. The following points may then be examined:

- similarities and differences among different situations
- skills that are likely to be developed after carrying out one or more situations
- resources that are anticipated and necessary to carry out one or more situations
- degree of difficulty of each situation using criteria developed in a team
- professional acts and actions that accompanied individuals may have to perform to carry out the situation
- level of reflection required by each situation
- connections with the professional skills to be developed
- difficult and easy aspects that accompanied individuals may encounter

Questions for reflection

- **What are the key characteristics when preparing or recognizing a family of accompaniment situations?**
- **How does a situation family encourage construction of knowledge?**

Conclusion

In this booklet, efforts have been made to clarify such concepts as task, complex task, learning and evaluation situation, accompaniment situation and family of accompaniment situations. These clarifications have been made for different reflective-interactive methods that will assist not only learning and student evaluation but also accompaniment of new evaluation practices. Throughout the writing of this document, we wished to keep in mind the views of different authors. The ideas have been examined from an accompaniment perspective in order to equip educators with the tools to prepare (plan and anticipate), to develop or to analyze accompaniment situations and learning and evaluation situations.

This booklet will let you explore different reflective-interactive methods that go hand in hand with changes to evaluation practices and also with preparation of LES and accompaniment situations. These methods offer an accompaniment dynamic that is both reflective and interactive and is central to interventions associated with teaching and evaluation practice and with their implementation in LES. This booklet's impact will

depend on how well its content is integrated into the effort to evaluate learning from a competency development perspective.

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