

Autonomy and hybrid education for the nursing student, what interest?

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Abstract:

The objective of this article is to highlight the elements necessary to acquire autonomy in the nursing students, who, after three years of study will have to face the ground and participate in the achievement of the objectives of the Ministry of Health, preserve the health of the population served and thereafter collaborate in the development of their country. The nursing profession is very complex, given the challenges to be met by the future nurse.

To highlight the process of acquiring autonomy in students in general and the nursing student in particular, a bibliographic review was conducted on google scholar aimed at gathering scientific evidence linking the acquisition of autonomy with hybrid education.

Autonomy among students is a character that is undertaken and that cannot be acquired without the commitment of the teacher, the adoption of an institution strategy aimed at autonomy among learners and the use of hybrid education

Seven areas of autonomy are identified and judged to be equally important for the future nurse.

Key word: *autonomy, hybrid education, nursing student*

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I. Introduction

The nursing profession is most complex in Morocco and in the world. At the start of the 21st century, the accessibility and quality of health care became the major concerns of populations and governments. The increased growth in the costs of screening for diseases, the development of treatments and technologies, the appearance of new threats to health produced for the free movement of humans from one continent to another, the appearance of new diseases, as well as the aging of the population are all factors creating pressure on health networks to the point where needs exceed resources.

Nurses today are obliged to deal with these realities by developing new skills, whether in the field of primary health care, mental health, specialized care, management, technology, interdisciplinarity, ethnicity or bioethics. Expanding nurses' responsibilities requires greater professional autonomy, which goes hand in hand with strong clinical judgment and problem-solving skills [1]. To meet these challenges, the nurse must develop new knowledge and demonstrate his ability to self-train by constantly updating his knowledge. Upstream of these new contingencies, it is towards the training environments that we look.

Aware of the context of nursing practice, the nursing curriculum and program renewed according to a skills approach, require the acquisition of several skills aimed at the efficiency of future nurses.

Morocco is experiencing an acute shortage of health personnel. According to the latest figures from the Ministry of Health dating from 2017, our country has 25,000 doctors (public and private sector), or 7.3 doctors per 10,000 inhabitants. As for the nursing staff, it represents 56% (32,040) of the officials of the Ministry of Health with a density of 9.2 nurses per 10,000 inhabitants, not far from the Kingdom, the density of the eastern Mediterranean region in nursing staff is 16.4 per 10,000 inhabitants. Morocco has a shortage of 49,876 nurses.

The shortage of nurses is a perceived reality in Morocco, it is not a simple vision of the mind, contrary to what some may think, but a reality that is experienced on a daily basis. As a result, new winners must have skills and know-how emerging from efficient learning. However, learning is a complex mental activity and the learner has the potential to make his teachings effective and to face the most complex situations during his practice. Nowadays, we see students who get stuck in difficult situations, who study to validate the semesters and have the diploma in their pocket without realizing the complexity of the work that awaits them and the needs that keep increasing. a demanding population, which they must satisfy in terms of mental and physical well-being. And who is ready to revolutionize in the face of any dissatisfaction felt. The question of professional skills in health then arises.

This observation challenges us to want to seek an adequate and suitable alternative allowing students to get out of this tunnel by helping them to acquire the most complex situations. Indeed, autonomy in vocational training is significantly linked to hybrid education which requires more or less open approaches placing learners at the center of their concerns and thus promoting their autonomy. This openness refers to the degree of freedom of the learner vis-à-vis the proposed learning situations [2] which aim, among other things, to develop their autonomy, necessary for monitoring training and to meet future requirements [3].

II. Material And Methods

In this article, a link between hybrid education and autonomy will be made, and a bibliographic review will be identified, highlight the contribution of the digital tool for the acquisition of autonomy in the future nurse. To do this, a bibliographic review was conducted on google scholar identifying scientific writings that can provide scientific evidence of the relationship between autonomy and hybrid education. We are based on the writing of Albero (2003) identifying seven areas of autonomy in relation to hybrid education.

III. Resultand discussion

Hybrid education

For Peraya, a system is made up of a set of means at the service of a strategy, of a finalized, planned action aimed at obtaining a result [4].

For this author, the concept of the device is very suitable for media communication. According to the same author, the term media or medium invokes two forms of expression linked to communication, particularly in the context of education. By acting essentially as an intermediary between the interlocutors (teachers-learners and learners-learners), on the one hand by material representation (text, images, etc.), on the other hand the mass media, that is to say -tell the media (educational TV and radio). These two representations are integrated into the common terminology of communication equipment and the double nature of mediated training: equipment of communicative and formative educational technology.

The creation of a system requires strategic action in the face of the uncertain particularity of its design and the growth of actions. Changing the different variables requires immediate intervention to improve and adapt it as soon as possible due to unforeseen situations. It is in this sense that Albero (2010) situates the characteristics of the devices in organizational (first and second characteristics) and functional (third and fourth characteristics) [5].

As for the hybrid term, it is also used in several fields (data processing, medicine, botany...), it refers to the meeting (or crossing) of two different elements, "It appears from most of the contributions that the concept of Above all, it is perceived as a concept of the in-between [6].

In the humanities, more specifically in educational science, the term "hybrid device" has been used since the 1970s in connection with the growing influence of training engineering [4]. Although, at that time, this concept was not clearly defined. Coming from the technical field, the hybrid system quickly incorporated the human factor and the material factor to achieve a more concrete goal aimed at facilitating the learning process [7].

Autonomy

In hybrid training, the need of autonomy increases in comparison to face-to-face training, because neither the teacher nor the peers are always physically present to stimulate the learning situation, it is the learner who must determine the time, place and use of media resources [8].

It is considered to be autonomous, the learner who has the capacity to take charge of his learning, because he is able to determine his objectives, define the contents and progressions, select the methods and techniques to use and monitor and evaluate the acquisition of the course. The definition of autonomy proposed by Little (1991) [9] stems from the negation of autonomy considered to be an ability to act, to reflect and to make decisions independently.

The autonomy of the learners is manifested by their thinking and action skills with regard to their training, an autonomous learner is judged to be an individual with the capacity to take responsibility for their learning and evaluate the results and the process. However, "autonomy is not an absolute concept; it is a continuum in which the different degrees of self-management and self-regulation are possible at different times and in different aspects of learning" [10].

Autonomy and information and communication technologies

In higher education, the proper use of Information and Communication Technologies requires rethinking training in order to adapt it to new socio-cognitive, economic and professional conditions. In fact, according to Linard (2003) [11], this rehabilitation must take place under three dimensions: (1) epistemological,

concerning knowledge; (2) educational, interested in the acquisition of this knowledge as well as autonomy; and finally, the (3) ethical dimension relating to the issues of decisions made by an autonomous agent.

Development of autonomy

The role of the teacher is essential in the process of developing autonomy, for this reason he must be open-minded and able to adapt to the changes of the new educational methods. In a context of pedagogical innovation, the teacher must promote in his learners the skills of reflection, interpretation, argumentation and proposal which are skills necessary for problem solving and decision making. Similarly, the promotion of collaborative work contributes to development as a social individual, participating in the development of society and being aware of others and those around them [12].

Autonomy is an educational approach allowing learners to take responsibility and control learning in order to evolve from a state of dependence on the teacher towards a state of independence and interdependence [13]. Training aimed at autonomy must develop the capacity to be autonomous: learning to learn, to build knowledge and skills and to collaborate will be the key elements. This interdependence refers to social interactions because knowledge is built socially.

According to Lévy (cited by Blin 1998) [13], the approach adopted by the teacher can be Piagetian, if the latter proceeds to set up an environment aimed at helping the learners to build their knowledge and know-how, or neo-Vygotskian if the teacher collaborates with his learners to help them to achieve their independence. The teacher's intervention facilitates the development of cognitive, metacognitive and socio-emotional strategies, which will lead the learner to gradually take control of his learning [13].

An empowering system has a double objective: on the one hand, it aims to help learners adapt to pedagogical innovation, represented by setting up and carrying out guided work in the absence of the teacher, and on the other hand, change their representations of the concept of autonomous learning and act accordingly. This double objective is our way of understanding that "autonomy is an end and a means". According to Rivens and Barbot (2009) [14], the fact of being autonomous in order to become autonomous is paradoxical, but it is understandable that the designers of the devices must assume that the learners will start with a deficit in autonomy and that the implementation of the autonomizing characteristics takes place. will do gradually. In this case, the system engineering "takes into account the autonomy and the dynamic self-training of the subject, as an integral part of the training offer" [15].

Albero (2003) [15] states that it is impossible to teach and learn to be independent, although it is possible to train and learn in a specific way. To do this, the author lists the skills to develop in students so that they learn to use technology: seek information, organize their work, choose the most suitable learning strategies, evaluate their processes, overcome difficulties. To this end, the author proposes seven areas of application of autonomy in training situations.

The seven areas allow learners to differentiate the skills needed when performing a task. The designer of an empowering device, aware of the varied nature of the skills, will have standards for choosing tasks with an empowering purpose. We used the seven domains proposed by Albero (2003) to guide our research, because this division seemed relevant to us to assess the development of autonomy in learners, especially autonomy in nursing students.

According to Albero (2003) the areas of autonomy as well as the required skills and expected behaviors of each area, are as follows:

Technical area

In this area, skills required are:

- Control the technologies used, especially digital ;
- Update know-how ;
- Adapt to the diversity of tools and supports ;
- Have a network of resource people.

In the sameway, a lot of behaviors are expectedfromthis area like :

- Using software, CD Rom or a collaborative work platform ;
- Find help whenfacing a difficultytechnical.

Informational area

For this area, skillsrequired are :

- Control the tools of documentaryresearch (libraries and files, database, search engines, portals and sites) ;
- Search and find relevant information (query modes,indexingsystems, limits of tools) ;
- Update knowledge and know-how in the field of literaturesearch ;
- Gather, store, manage the information obtained ;
- Process and restore the information collected ;

-Referencing sources according to the standards in force.

Expected behaviors from students are :

- Complete the documentation proposed as part of the training -Make a presentation, a dossier, a dissertation ;
- Share information as part collaborative work.

Methodological area

Concerning this area, the skills required are :

- Organize the work according to various objectives, deadlines and constraints (family, professional, institutional) ;
- Differentiate personal goals and institutional goals, (self) formative assessment and validation ;
- Be aware of the time and effort required to complete a task ;
- Plan and regulate its activity ;
- Give criteria for identifying performance acceptability thresholds and compare them with the objectives set.

The expected behaviors are :

- Respect the institutional calendar ;
- Respect the working times of various groups and teachers Provide the means to achieve the objectives set (personal and institutional) ;
- Giving ourselves the means to validate the acquisitions made during the training or outside it.

Social area

Required skills for this area are :

- Communicating to learn ;
- Make situations of exchange for learning opportunities, if imitation and comparison with others is experienced as a positive source of learning ;
- Cooperate, exchange, share information ;
- Build a network of resource people ;
- Request and get help ;
- Negotiate to stay in step with your personal project ;
- Develop an attitude of openness, tolerance, empathy towards its interlocutors.

The expected behaviors for this area are :

- Work in collaboration with peers ;
- Negotiate the terms of the work to be done to make the individual, collective and institutional objectives compatible ;
- Interview human resources relevant for help ;
- Reform the answers to verify the adequacy of representations.

Cognitive area

Always according to Albero (2003), the required skills for this area are :

- Analyze the elements observed (spot clues, create links, categories, compare, discriminate, synthesize) ;
- Recourse to diversified mental operations (induction, deduction, abduction), extended to intuition, association by analogy,
- Create links between new items and items stabilized in representations ;
- Anticipate by formulating hypotheses ;
- Regulate by various verification processes.

The expected behaviors are :

- Understand the content offered in part of the training ;
- Detect areas of misunderstanding or lack of control ;
- Identify the elements sufficiently mastered ;
- Perform prescribed tasks.

Metacognitive area

The required skills are:

- Performance monitoring and awareness steps;
- Reflexive activity on the action undertaken (interrelations between objective, means implemented and results);
- Reflexive activity on the efficiency of the chosen learning methods (memorization, revisions, training, simulations) and regulation of learning strategies;
- Critical examination of the approaches adopted (efficiency of individual and group work, interactions with resource people);
- Regulations based on the analysis of the situations encountered.

The expected behaviors for the metacognitive area are:

- Situatetheprevious acquisitions in relation to a work program ;
- Clarifywhatisacquired and whatis not ;
- Self-assess performance by report to peers and to institutional expectations, particularly in terms of validation ;
- Adaptlearningstrategiesaccording to the conditions and objectives of thislearning.

Psycho-emotional area

In this area, the requiredskills are :

- Being able to distance;
- Regulate emotions during discussions and tasks;
- Be capable of mobilization, initiative;
- Be aware of its (bio) rhythms and preferences(profile) in terms of learning to combine efficiency and pleasure;
- Take responsibility for training;
- Update a positive self-image and self-efficacy;
- Tolerate relative uncertainty and loss of benchmarks;
- Analyze the error and make it a source of learning.

Concerning the expected behaviors according Alberro (2003), they are listed as:

- Overcome discouragement, fear of not succeeding, anxiety about judgment and feelings of regression;
- Demonstrate efficient persistence;
- Act positively on the dynamics of a group.

IV. Conclusion

According to the areas of autonomy cited by Alberro (2003) [15], we can say that the use of the digital tool promotes the acquisition of autonomy among students in general and the nursing student in particular, because after three years of studies, the latter must deal with different work situations. Benefiting from a hybrid education, the future nurse will know how to use the digital tool, to be methodological in his practice, to accept the differences of the population served, to ensure that the objectives of the various health programs are achieved, to assess himself as to the achievement of objectives and self-regulation and act positively in the working group.

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