Skills assessment and physics teaching in higher education

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The influence of cognitive and informative in education and on production systems replaced the notion of qualifications by the notion of personal competence which "appears as a set specific to each individual, combining qualification in the strict sense. acquired through training per se, social behavior, the ability to work in a team, the ability to take initiatives, the taste for risk ". These requirements require combining knowledge, know-how and interpersonal skills (subjective, innate or acquired qualities including that of communicating, working with others, managing and resolving conflicts), but also an ability to work in a "collective way". work "or" project-group "or even" intelligent team ". One of the essential questions is to set up a recognition or evaluation of acquired skills.

We know that evaluation is a crucial part of physics teaching in higher education which evolves over time and raises many questions on the part of those involved in teaching (teachers, researchers, jury, etc.). Among the forms of assessment, that by skills is often advocated but it is also frequently questioned when it is implemented. In this lecture, we will try to synthesize the main current ideas about assessment by skills and we will try to answer the problem "How to implement assessment by skills in physics teaching in higher education"