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**RESEARCH ARTICLE**

**THE FLIPPED CLASSROOM IN PSYCHOSOCIAL SKILLS TEACHING: THE  
EXPERIENCE OF THE MOROCCAN FOUNDATION FOR TRAINING IN  
PSYCHOSOCIAL SKILLS**

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**Abstract**

Psychosocial skills are tools that allow the person to adopt positive attitudes to manage the challenges of daily life. They play an important role in the proper development of children and adolescents. These are social, cognitive and emotional skills that improve a person's quality of life, including their social interactions, and promote the prevention of risky behaviors. Parents play a central role in the development of these skills in their offspring, if they are trained in CPS, they tend to adopt positive educational practices, and help their children to have good self-esteem and develop resilience, as well as the prevention of substance abuse. As in several countries, in Morocco, the Moroccan Foundation for Training in Psychosocial Skills (FMFCPS) has set up a training program in skills for adults who are in prolonged contact with children and adolescents. The work began in 2019, with the start of training in self-esteem, self-affirmation and stress management, by trainers from different profiles: psychiatrists, teachers, educators, etc. The target audience was heterogeneous, made up of teachers (primary, middle school, high school), parents, caregivers, students etc. The approach used was based on active pedagogy, where the learner prepares the content of the training session, and makes a presentation for the entire group, then comes the role of the supervisor to explain the practical aspects of each theme. Given that the group was heterogeneous, we opted for the flipped classroom as an educational tool, allowing to teach these skills, and at the same time to evaluate learning through the presentations prepared by the learners: evaluation by direct observation. This work presents the experience of the implementation of medico-psychological knowledge (psychosocial skills), through an active pedagogy oriented towards a heterogeneous audience.

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**Introduction:-**

In a world in perpetual movement, increasingly demanding in relation to the academic and technical competence of individuals, they find themselves in the permanent quest for perfection and performance sometimes harmful to their physical and mental health. A world like this, suggests more social comparisons, more desire for excellence at all costs, and thus exposes to several psychological problems: burnout, depression, addiction, etc...From this

observation, a group of psychiatrists was approached by actors from the Moroccan civil society to create a prevention program in mental health. And for this, a prevention program based on promotion in psychosocial skills was developed, implemented via the flipped classroom. This program was adopted by the Moroccan foundation for training in psychosocial skills FMFCPS, which since 2019 has been able to train hundreds of parents and teachers on various skills: self-esteem, stress management, marital skills, non-violent communication, etc... The objective of this work is to show the importance of psychosocial skills in mental health prevention, explore the literature regarding the relevance of flipped classes as a pedagogical method in training, especially when dealing with heterogeneous groups, to finish by exposing the experience of the FMFCPS in its work on psychosocial skills using this active pedagogy.

**Research context:**

Psychosocial skills are tools that allow the person to adopt positive attitudes to manage the challenges of daily life. They play an important role in the proper development of children and adolescents. [1] These are social, cognitive and emotional skills that improve a person's quality of life, including their social interactions, and promote the prevention of risky behaviors. [2-4]. Parents play a central role in the development of these skills in their offspring, if they are trained in psychosocial skills, they tend to adopt positive educational practices, and help their children to have good self-esteem and develop psychological resilience, as well as the prevention of substance abuse [5, 6]. As in several countries, in Morocco, the Moroccan Foundation for Training in Psychosocial Skills (FMFCPS) has set up a training program for adults who are in constant contact with children and adolescents. The work began in 2019, with the establishment of training in self-esteem, self-affirmation, and stress management. The target audience was heterogeneous, made up of teachers (primary, middle school, high school), parents, caregivers, etc.. The approach used was based on active pedagogy, where the learner prepares the content of the training session, and makes a presentation for the whole group. Given that the group was heterogeneous, we opted for the flipped classroom as an educational tool, allowing to teach these skills, and at the same time to evaluate learning through the presentations prepared by the learners: evaluation by direct observation. Research question: what is the contribution of flipped classes in teaching psychosocial skills among a heterogeneous audience?

**Theoretical framework:**

**Definition of psychosocial skills:**

In 1993, the World Health Organization (WHO) spoke of the concept of psychosocial competence as "the ability of a person to respond effectively to the demands and trials of daily life. It is the ability of a person to maintain a state of subjective well-being that allows him to adopt an appropriate and positive behavior when interacting with others, his culture, and his environment. Psychosocial competence plays an important role in the promotion of health in its broad sense referring to physical, psychological and social well-being" [2]. The WHO proposes to subdivide psychosocial skills into sub-skills that are articulated around five pairs of skills: knowing how to solve problems/know how to make decisions, having creative thinking/having critical thinking, know how to communicate effectively/be skilled in interpersonal relationships, have self-awareness/have empathy, know how to regulate emotions/know how to manage stress. And since then, the number of psychosocial skills continues to increase to arrive at a distribution that organizes them into three main categories [2 4]:

**Social skills:**

- Empathy: the ability to listen and understand the needs and views of others and express that understanding.
- Verbal and non-verbal communication skills: active listening, expression of emotions, ability to give and receive feedback.
- The skills of cooperation and collaboration.
- The skills of persuasion and influence.
- Resistance and negotiation skills: assertiveness, conflict management, resistance to social pressures.

**Cognitive skills:**

- Critical thinking and self-assessment: being able to analyze the influence of media and peers, being aware of the values, attitudes, and beliefs that affect us, being able to identify relevant sources of information.
- Decision making and problem solving skills.

**Emotional skills:**

- Stress management skills: time management, positive thinking, and relaxation techniques.
- Emotional regulation skills: anger and anxiety management, ability to cope with loss, abuse and trauma.

-Skills that improve self-esteem.

**Importance of teaching psychosocial skills:**

**The usefulness of developing psychosocial skills :**

In children, the promotion of psychosocial skills helps to increase health-promoting behaviors and decrease unfavorable behaviors. They promote global development (social, emotional, cognitive, physical), improve interactions and increase well-being. They also play an essential role in social adaptation and educational success. In adolescents, the development of psychosocial skills allows for the prevention of addictive behaviors, mental health problems, risky behaviors (violence and sexual risk behaviors) [1]. In adults, they improve well-being and increase the quality of relationships. Parents trained in psychosocial skills tend to adopt positive parenting practices: empathy, the ability to respond appropriately to children's basic needs, and the implementation of healthy rules and boundaries. These skills improve parent-child relationships and foster a sense of parental efficacy. These parental skills also have an impact on children and adolescents: good self-esteem, greater resilience, better academic performance, improved social skills, and a reduced risk of associating with peers exhibiting antisocial behavior. They are also linked to lower levels of anxiety and depression [5]. In children and adolescents, parental skills has been shown to be a protective factor against behavioral disorders and substance abuse [5, 6].

**The challenges of psychosocial skills:**

A lack of psychosocial skills is linked to risky behaviors such as the use of psychoactive substances, violent behavior, and risky sexual behavior [1]. It has been proven that developing psychosocial skills helps prevent mental health problems, substance abuse, violent behavior, and risky sexual behavior [1, 7, 21].

**How to develop psychosocial skills?:-**

Skills development in children and adults (parents) is achieved through practical workshops combined with psychoeducational work. The training sessions are conducted in groups, enabling children, young people, and parents to recognize and develop their own skills. These experiential workshops last one to two hours and are generally held weekly. The program extends over several months or even years. The workshops follow a participatory and experiential pedagogy, which aims to develop one skill per session. Participants receive materials to facilitate understanding and engagement in the training, and they are encouraged to practice daily to maintain the impact of the training and fully acquire the skills covered in the workshops. [22]

**What profile is needed to be a psychosocial skillstrainer?:-**

Workshops for children take place primarily in schools and are generally aimed at children between the ages of 5 and 15. Therefore, the professionals whose role is to develop skills in children are either teachers or health education professionals. With adults (especially parents), the professionals primarily work on the parent-child relationship. These professionals can come from different sectors: health, social services, and early childhood. They may include psychologists, special education teachers, community organizers, social workers, and professionals with training in health education or health promotion. [22]

**Flipped Classrooms:**

**History and Definition:**

The flipped classroom approach originated in the United States with two chemistry teachers, Jonathan Bergmann and Aaron Sams, from Woodland Park High School in Colorado. [23-26] From 2012 onward, the concept spread throughout the United States and the world. [27] According to Bissonnette and Gauthier, the flipped classroom is a pedagogical approach that involves reversing and adapting the learning activities traditionally offered to students by alternating between distance learning and classroom instruction to take advantage of the strengths of each. [28] Active learning, student engagement, and the design of blended courses are the fundamental concepts that constitute the flipped classroom approach. It is important that students dedicate time to preparation outside of class so that they can develop knowledge that they will then use in class to successfully solve the problems presented. [29] Classroom activities should therefore encourage students to reason and promote discussion among themselves to deepen their understanding. [30] During class, the teacher acts as a facilitator, guiding students in completing their assignments. [29, 31]

**Effects of the flipped classroom:**

According to data from the literature, the implementation of the flipped classroom was linked to improved academic results and proved to be more suitable for students with learning difficulties. [32-34]

**The value of digital resources in implementing flipped classrooms:**

Before arriving in class, the teacher can use various types of resources, including videos, and share them with students. Class time then becomes an opportunity for discussion, sharing, exercises, and the acquisition of skills and problem-solving. [29]

**Best practices for implementing a flipped classroom:**

**Identify The Pedagogical Challenges:**

**The class generally consists of a heterogeneous mass of students. This difference is seen in several areas:**

Their language level, learning beliefs, mindset, prior knowledge, pace of learning, pace of reading or expression, learning preferences, interests, cultural background, their first language, etc. By reversing the class and sharing the course content, the teacher must diversify their practices by adapting them to the students in order to meet everyone's needs. It is recommended to identify the challenges that students may encounter, and organize activities that are in their proximal development area (PDA). These are activities that constitute a challenge high enough to engage them in the task and easy enough for them to overcome with the help of the resources available to them. [35,36]

**Accompany The Students:**

After sharing the resources and documents with their students before the class, once in class, the teacher can trigger activities that require reasoning such as problem solving, based on the theoretical data that appears in the documents shared beforehand, and consulted at home by the students. So the work of reading and exploring information is done at home, to leave time in class for more elaborate activities. This implies the need to accompany its students in the process of building knowledge and moving from factual knowledge to procedural knowledge. To do this, he can question them or offer them guidance tailored to each person's needs. [32, 37,38] His role is therefore that of a facilitator who helps students develop their knowledge based on what they already know. [32]

**Animate a cognitive dialogue:**

The teacher is invited to enter into discussions with the students and to lead discussions between students, something that helps enormously those who have learning difficulties, who learn from their peers through these discussions. [29,37] These sessions also help students with a higher level to enrich their understanding through exchanges, questions and feedback offered by the teacher. [39]

**Provide feedback:**

Online activities can be programmed to evaluate the knowledge developed by the students. Wouters and Raucant propose to carry out formative assessments that can take the form of peer reviews. [40] It is recommended to use these tests to promote student engagement in the learning process. [41] Authors recommend that each course should start with an upstream knowledge assessment. Dufour proposes the use of a questionnaire administered online or in class. [37] Through questioning, the teacher can access the students' reasoning, and thus evaluate the degree of their understanding of the theme or skill in question. After this evaluation, the teacher gives feedback to clarify the elements that need to be clarified. [29]

**This feedback should occur throughout the session and inform the student about three elements [42]:**

- The objective of the task
- His progress in completing the task
- Inform about the next step

**Role of students:**

The adoption of the flipped classroom implies keeping the classroom for the most elaborate activities, which require guidance from the teacher. As a result, the student must consult the theoretical and informative content before arriving in class, which allows for the acquisition of theoretical knowledge at home, then he engages in collaborative, analytical and concrete work in the presence of the teacher in class. [37]

**Advantages and limits:**

**The advantages:**

**According to Dufour, the flipped classroom has several advantages [37]:**

Students can access theoretical resources at their own pace before arriving in class. The teacher can assess the students' reasoning through various means (questionnaires, quizzes, simulations) and can thus adapt his teaching according to the students' needs. Time in class is also an appropriate time to give feedback on points that remain ambiguous or difficulties reported by the students. Exchanges between students in class allow them to test their ideas, deepen their learning and practice collective work.

**The limits:**

The activities required to make a successful flipped classroom require additional time compared to traditional teaching: role-playing games, videos, etc. [43] Sometimes, logistical difficulties can represent limits for some students: internet access, need for computer equipment (computer), etc. [32]

**Experience of the Moroccan Foundation for Training in Psychosocial Skills (FMFCPS):**

**The development of the idea of training in psychosocial skills:**

The training in psychosocial skills began following the request of civil society actors in several Moroccan cities; these actors who requested training on addiction prevention among adolescents. Following this request, we opted for a training intended for people who work in the field of prevention, parents and teachers from kindergarten to high school.

**The trainers:-**

**The trainer profiles are distributed as follows:**

- Psychiatrists: 3
- Psychologists: 2
- Educational inspectors: 2
- Educational advisors: 3
- Mental health nurses: 1
- Health technician: 1
- Primary education teacher: 2
- Secondary education teacher: 3

**The target audience:**

Our work is mainly oriented towards adults in contact with children or adolescents, it is then a training of trainers who, after having completed their training, can organize workshops for the benefit of children and adolescents. The beneficiaries of the training are parents, teachers and civil society actors. Given that the target audience was heterogeneous, the flipped classroom was an adequate tool that allows for adaptation of teaching according to the differences found among learners.

**The supports used in the flipped classroom:**

The scientific materials made available to participants are books on the promotion of mental health and children's education, which concern three major aspects of CPS: self-esteem, self-affirmation, and stress management :

- Self-esteem: "imperfect, free and happy" by Christophe André
- "self-esteem of 6-12 year olds" by Danielle Laporte and Lyse Sévigny
- "self-esteem of teenagers" by Germain Duclas, Danielle Laporte and Jacques Ross.
- Self-assertion: 'knowing how to assert oneself in all circumstances' by Charly Cungi.
- Stress management: 'know how to manage one's stress in all circumstances' by Charly Cungi.

The works above represent the framework of basic (essential) training, after which the trained person can integrate continuous training, where positive parenting skills and marital life skills are worked on, as well as the basics of prevention science.

**The course of the training:**

At the beginning, the participants are informed of the books on which we will work. Before each session, they are given a part of the book to read, which they will summarize and present during the session. Then, the trainer intervenes to reconstitute the theme in question, clarify it, bring practical aspects, trigger a discussion and answer

questions. People who complete the training program can start workshops with children or adolescents, or form other groups of parents or teachers and provide them with basic training. The training takes place in-person at schools or association headquarters; the remote option is also available.

**Evaluation:**

In front of heterogeneous groups, the evaluation was based on the direct observation of the trainer. Learners prepare presentations from the scientific references that were made available to them.

**The moment of presentation is an opportunity for training and evaluation:**

- 1- More mastery of concepts by perceiving them in others.
- 2- Verification of the correct understanding, and possibility for the trainer to intervene and correct any distortions
- 3- Moment of sharing and questioning
- 4- The trainer presents practical vignettes related to the skill in question

**Preliminary results:**

- The number of people who completed their training in psychosocial skills through the flipped classroom goes back to 498 people.
- People in training: 50
- The facilitators of the workshops for children: 20

**Perspectives:**

**After training a significant number of people in psychosocial skills, the FMFCPS is working on developing more specialized niches:**

- school skills
- conjugal skills
- parenting skills

Efforts are also being made to increase the number of trainers, expand the number of beneficiaries and multiply practical workshops for schoolchildren. The work of translating books into the Arabic language is beginning to see the light of day with considerable efforts by the members of the foundation, which will make it possible to bring academic knowledge back to the wider public.

**Conclusion:-**

The young experience of the Moroccan foundation for training in psychosocial skills FMFCPS in the field of prevention deserves to be studied further. She was able to mobilize active pedagogy (the flipped classroom) to bring a non-specialized audience closer to academic knowledge related to psychosocial skills as well as their practical aspects, which remain an effective means in mental health prevention, and in improving the quality of life.

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