

## project completion status

### وضعية إنجاز مشروع

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## ABSTRACT

The concept of project status is one of the important and interesting concepts that scholars have addressed through literature, research, and educational studies. The contributions have been many and varied to determine this subject, which has become one of the modern educational pedagogies suitable for strengthening the capacities, abilities and skills of learners, which are determined in the process of continuous learning, with the aim of expand their knowledge, acquire research methods and application skills, and employ their learning, and what we mean in the context of this research is talk about the progress of the project from concept, goals and targeted skills, their characteristics and benefits, and the stages of their achievement, and there is no doubt that the most significant controversy we face is our extrapolation of this type of research, which took on meaning beyond the boundaries of the classroom by directing the gaze of learners outwards, within the framework of real, realistic, intentional situations and systematics called project completion status.

**Keywords:** Status; Project, Project completion status.

## الملخص

يُعدُّ مفهوم وضعية إنجاز مشروع من المفاهيم الهامة المثيرة للاهتمام و التي تناولها الباحثون مِنْ خلال المؤلفات التربوية والأبحاث والدراسات، فكانت إسهامات عديدة ومتنوعة في تحديد هذا الموضوع الذي أضحى من البيداغوجيات التربوية الحديثة الملائمة لبناء القدرات و المهارات و الكفاءات لدى المتعلمين ، و التي تتحدّد في سيرورة تعلم مستمر، بهدف توسيع معارفهم، واكتساب طرائق البحث ومهارات التطبيق، وتوظيف معوماتهم ، و الذي نتقصده في سياق هذا البحث هو الحديث عن وضعية إنجاز مشروع من مفهوم، وأهداف وكفاءات مُستهدفة، وخصائصها ومميزاتها، ومراحل وخطوات إنجازها، و لا شك أن أهم جدل نواجهه هو استقراءنا لهذا النوع من البحوث الذي أصبح مغزى يتجاوز حدود الصف الدراسي بتوجيه رؤية المتعلمين نحو العالم الخارجي، في إطار وضعيات حقيقية وواقعية وهادفة ومنهجية تُسمّى وضعية إنجاز مشروع.

الكلمات المفتاحية: وضعية، مشروع، وضعية إنجاز مشروع

## 1.Introduction:

Most of today communities face challenges in different fields of life, either the economic field or the social, political, cultural, medical and educational fields. These challenges have imposed entering modern work methods in many educational foundations in order to be up-to-date with these challenges. Therefore, the different educational systems all over the world have witnessed inclusive reforms to develop school and make it adapt to modern and fast updates and techniques in the light of globalization spread. The realization of this objective requires a radical change in the educational performance types, reviewing the pedagogical practices concerning education, planning and reform, posing new work methods, finding effective and constructive status that aim to the knowledge self-building, , in addition to the self-acquisition of behaviors, orientations, attitudes and skills, so that the learner learns the learning method, which means transferring from the education logic based on knowledge to the learning logic based on the learner that is considered as an axe as well as an active and fundamental element in the educational activity generally and in the educational-learning process particularly.

Among the status that confirm this construction and transfer we find the project completion status, which represents the most important international educational pedagogies that are effective and active and that has a great propagation in the international educational systems, where it is advised to adopt this pedagogy during the educational-learning process. Furthermore, modern methodologies have focused on this pedagogy, posing educational purposes for it, considering that it works on developing the practical style skill of thinking, and that it aims to form the learner's personality and to help him get used to depend on himself, being as a "unique educational style centered on the learner, while the teacher's role is limited to supervising, guiding and helping when needed... It is a natural and spontaneous activity executed by the pupils to realize real wanted purposes in a social realistic atmosphere and in circumstances that are similar to normal life circumstances" (Nabahate, Yahia Mohamed, 2008, p. 99).

## 2. Research objectives:

In order to determine the theoretical rooting of the project completion status, we propose this research paper to represent a theoretical frame that determines the project completion status definition, historical development, objectives, target competencies, characteristics and stages, depending on the different researchers' opinions, using the educational literature and the theoretical heritage, as well as what was written about the topic, and depending also on the descriptive methodology that is considered as a way to get accurate and clear information, in addition to classifying them and attempting to expose, analyze, discuss and explain them in order to recognize the nature of the project completion status, note that this research derives its importance from the studied topic itself, because the topics related to educational-learning process

imposed themselves in different fields of research and discussion that are one of the most important axes of researchers and educators activity, which urges us to search and investigate within this topic.

### 3. Research problem

Undoubtedly, educational literature has determined many callings for the project represented in: “approach by the project”, “the project purpose”, “the pedagogical project”, “the project pedagogy”, “learning by projects”, “project completion status”, “the learner’s project” and “the learning by project status”.

The most important thing in all these callings is “the project’s contribution in the learner’s training... (la contribution du projet à la formation de l’apprenant...), and the project completion status makes education real (prend partie pour l’enseignement de l’apprentissage dans l’action)” (Proulx, 2008, p. 6.10) in addition to giving meaning to knowledge and realities, therefore, acquiring the competence that is considered as: « the ability to face situations, and we cannot visualize competencies without any status, because they are the ones that make the competence as a function not an attitude” (Ahmed, 2007, p. 66) From this point, we add the word “status” to the word “project”, because “realizing a project is a status or a path towards the solution beyond the target product” (Ministry, 2009, p. 20) considering that “the status pedagogy forms and determines the knowledge place at work” (Bebbouchi-Fekkar, 2009, p. 99) “Therefore, it is a status that is exemplified through achieving a project that puts the learner in conflicting situations, which enables him to think and proof in order to realize learning by means of his own efforts. This process requires putting the learner in a real status for experiment and in a continuous desired activity. The status includes, on the other hand, a real problem that excites, motivates and interests him, so that he achieves good results that please his inclinations” (Ministry, The National Education, 2011, p. 58) which reflects positively on the achievement of clear and determined educational and behavioral objectives, as educational desired results.

From this point, the project completion status is considered as one of the applied images of the learning by activities method that is centered on the learner, and it also represents one of the most important modern educational methods that witness a great propagation within the international educational systems, because it aims to form the learner’s personality and make him get used to self-dependence while studying problems and thinking about finding solutions.

In this context, it was mentioned in the educational literature published in the educational and pedagogical school context, in addition to many researches and studies, such as “Schunk study”, Aby Yaznak (2009), that the project completion status is considered as coordinated inputs by a group of participants for a determined period, where a determined amount of resources is used

in order to allow the achievement of the objectives that aim to improve the community situations or a determined reality when we transform these resources to activities through a particular way (Schunk, Aby Yaznak, 2009, p. 3). Moreover, Jean Proulx study (2004) has affirmed that these resources are “a regular process for the knowledge acquisition and transformation, through which the learner is capable of expecting, planning and realizing in a determined period, either alone or with his peers. This process is achieved by the teacher’s orientation within a pedagogical productive and evaluable context” (Proulx, Jean, 2008, p. 31).

However, Mohsin Ali Atia’s study (2009) has revealed that “the project completion status is in line with the activity method, because it makes learners learn by work, so they live in schools a natural life based on their personal activity” (Atia, 2009, p. 416).

In addition to that, Maggy Pierret and Hannecart Patrick study (2006) has shown that the project completion status “includes three fundamental elements: a production that can be observed, the collective situation of this production, from its conception to its realization and evaluation, and the useful character of this production for those who want it” (Maggy Pierret, 2006, p. 73).

Accordingly, this research derives its importance from the nature of the topic we are dealing with, which prompted us to choose it as it deals with an important field of the educational-learning process. A change in educational approaches, which led to the intensification of efforts, and the multiplicity of studies and research in this field represented in the status of the project’s completion, and accordingly, the research problem can be summarized by asking the following questions:

- What is the definition of status and project?
- What is the definition of the project completion status?
- What is the historical development of the project completion status?
- What are its objectives, target competencies and characteristics?
- What are the stages of realizing the project completion status?

#### **4.The conceptual frame:**

**4.1.: The “status” definition:** The status is “a set of circumstances that put the concerned person in front of a task or tasks that he must complete. In other words, the status suggests a cognitive challenge for the learner, where he employs his abilities to treat the problematic or solve the posed problem, so he acquires competencies that allow him build his knowledge” (Rogers, 2000, p. 126)

**4.2.The “project” definition:** The project is defined as “a unique educational style centered on the learner, while the teacher’s role is limited to supervising, guiding and helping when needed... It is a natural and spontaneous activity executed by the pupils to realize real wanted purposes in a social realistic atmosphere and in circumstances that are similar to normal life circumstances” (Nabahate ,2008 ,p. 99) While M. Assakrane (1989) defined it as “a planning that the individual intends to do in order to realize a particular purpose, either he was alone or collaborating with

others” (Assakrane, 1989, p. 139) . Moreover, M. Pierret et. al (2006) refer that “the project is a determined work that is achieved collectively. It requires the group’s approval and recruitment, because it results from a collective will based on desires that lead to a concrete result, which is material and can be promoted, with great benefit overseas”. It is also “a field work practiced by the pupil or a group of pupils, characterized with a practical feature and achieved under the teacher’s supervision, and it is a purposeful field that serves the scientific material in a social environment” (Bournane, p. 46) Furthermore, the project represents “the deliberative efficiency that happens in a social environment, which is connected to the life of individuals” (Abdullah, p. 89). In addition to that, it is incarnated in “establishing practical designs for theories, hypotheses and knowledge through making plans that make us reach the wanted target, which is the knowledge incarnation, with scientific, useful and social benefit” (Amimire, 2005) .

#### **4.3 .The “project completion status” definition:**

K. D. Henni (2005) has defined the project completion status as “a pedagogical process that aims to reach a set of learnings, starting from the status lived by the learner. In other words, learning through projects starts from its pedagogical conception, and it considers the learner as a person that should build his knowledge in a better way through the objectives that he determines for himself and that characterize his different activities” (Hanni, 2005, p. 158). The project completion status is also defined as: “the educational act completion method, where the pupil recruits himself and finds a meaning for his learnings within a production that has a social dimension that raises its value” (Huber, 2005, p. 18)

- While R. Arzile and Hassounate (2002) both defined the project completion status as “a work plan whose construction is elaborated and execution procedures are designed starting from confined datum and determined problematic; in order to establish a strategy with milestones that treat a set of expected difficulties to achieve a better profitability” (Ramadane Arzile, 2002, p. 124). (Ramadane Arzile, Mohamed Hassounate, 2002, p. 124) Therefore, the project completion status is “before everything, realizing a concrete production that is a tool for a social adaptation outside the training group. This social adaptation changes the environment in some of its social, economic, cultural and political dimensions, according to the nature of the project” (Huber, 2005, p. 19).

With a closer analytical look, we conclude that:

- The project completion status is one of the modern teaching methods.
- Depending on the realization of determined and oriented works by the educational foundation.
- Depending on the pedagogical practice and activity.
- An educational-learning process for the benefit of the learner is established through the teacher’s orientation.
- The project is a pedagogical activity and a methodological design based on work and practice. It permits the enlargement of the learner’s knowledge.
- The learner acquires application skills.

- The learner has the chance to behave and work in a collaborative and collective way in the frame of real and purposeful status named the project completion status.

From this point, we add the word “status” to the word “project”, considering that “realizing a project in the approach by competencies is a status or a path towards the solution, which is beyond the target product”. (Ministry, 2009, p. 20).

We conclude that, from Philippe Perrenoud point of view, the project completion status is “a collective foundation managed by the classroom team, where the teacher plays the role of the animator, however, he does not decide everything. It is directed towards a real (observed) production by merging a set of tasks in which the pupils interfere and play the role of an actor in a various way, according to the tools and interests. This method requires learning the actual knowledge of the project (making decisions, planning, coordinating ...). It also confirms the instructions that can be determined and that exists in the different materials’ methodologies” (Bournane, p. 46).

### **5.The historical development of the project completion status:**

The project thought is due to educators who emerged during the eighteenth and the nineteenth century, such as the educator John Jack Rousseau (1712-1778), and all the educators who came after him, such as the Swiss Johann Henry Pestalozzi (1746-1827), then the German educator Frederick Wilhelm August Fruebel (1782-1825) who set the book “Educating the human”, where he called for the necessity of learning through work. Moreover, “the first who used the project method is the American educator Charles Richard, the Handicrafts Head of Department at the Columbia University Teachers’ Faculty in 1900. In 1908, the teacher John Stevenson used the project method in teaching the agricultural sciences in one of the professional schools in the United States of America. In 1918, the Belgian William Culpatrik adopted John Dewey’s opinions and educational philosophy, so he held on to the project method after studying and searching it. Culpatrik had made intense efforts and worked on simplifying it for the teachers, which helped raising its fame and propagation in all the countries of the world” (Annafati, 2002, p. 145). Note that he started from John Dewey’s thoughts that “appeared in a new form by William Culpatrik, and were called the projects method” (Abou Taleb Mohamed Assaid, 2001, p. 123), who established and founded it. “This method is considered as a revolution on the traditional methods based on stuffing minds with knowledge and information as well as the pupil’s negativity... It is then an educational attitude that stems from the learners’ real desire to treat any problem or situation in front of them” (Annafati, Tahar Ali, 2002, p. 146).



### 6.Objectives of the project completion status:

Philippe Perrenoud considered that the project completion status is “the backbone of the project pedagogy, as a method for knowledge building inside the classroom”. According to Perrenoud, the project aims to:

- Use and recruit knowledge and actual acquired knowledge, and build competencies.
  - Highlight social behaviors that develop the knowledge and learnings’ significance.
  - Discover new knowledge and worlds for the sake of awareness and motivation.
  - Put the learners in front of obstacles that they can only exceed by new learnings outside the project.
  - Update new learnings in the frame of the project.
  - Permit the acquisitions and shortcomings determination during academic and self-evaluation.
  - Develop collaboration and collective intelligence.
  - Help every learner to acquire self-confidence, evaluate personal and collective identity through a form of leadership, and take the lead.
  - Develop independence and the ability to adopt choices and discussing them.
  - Set trainings considering elaboration and management projects.
  - Develop the pupils’ information, actual skills, perceptions and the knowledge application method in all life fields.
  - Treat topics and problems practically in order to develop subjective and critical thinking, as well as the ability to solve problems, which make us acquire knowledge and expertise.
  - “The knowledge self-acquisition” (Bournane, p. 47.49).
  - “The –we learn how you learn- project... essentially aims to help the pupil develop his ability to organize his knowledge and his personal work and to bear his school success responsibility, so that if he knew how to think, he will be able to acquire an intellectual independence” (Abdulsalam, 2005, p. 52).
- In addition to that, we conclude that the learning by project status permits reducing the gap between school and the learner’s environment, by means of practice, attitude and collaborative individual work as learning tools in the frame of real, purposeful and realistic status that take place within a social environment. Therefore, these statuses aim to realize a set of objectives, including:
- “The project objective must be as a reality control, which leads to a real social confession, and the project must have an effect on the environment, bringing a tangible evidence to acquiring knowledge and new actual knowledge. This activity produces, in the environment, a social confession that raises the trainee value, provides him with self-confidence and convinces him that he is able to gain more complicated acquisitions” (Maggy Pierret, 2006, p. 41.42).

- "Making the learners responsible for their learning and involving them in a continuous learning process".
- Considering the individual differences in the work methodology, and using the group in order to build and develop knowledge.
- Giving a significance to the activities proposed to pupils.
- Developing the pupils' relational abilities, because realizing projects allows them to exchange points of view, to accept them, to collaborate, to match make their individual needs and the group needs, and to develop their critical thinking (Ministry, 2001, p. 13).
- 
- "They are employed and invested in the orientation of their vision towards the external world".
- "Animating their reality and social environment while facing different and various situations" (Abdullatif, 2009, p. 43).
- "They don't only concern the classroom activities, being a mere simple orientation or integration tool, but they represent the path towards the individual's independence, which makes the learner decide his life style for instance" (Hadji, 2006, p. 09).
- "Building the learner's personality by making him get used to depend on himself while studying problems and working on finding solutions for them".
- The project completion status represents one of the competencies integration tributaries, because the project is a set of tasks that are performed by the learner in order to activate his acquisitions, establish them and recruit his skills while facing the formed status, which represents the educational context where a set of competencies is functionally integrated. These competencies enable the learner to continue his learning or professional training".
- They represent an objective that is included in the perspective of adding vivacity to the material, and preparing the learner for bearing life responsibilities effectively in the future. In addition to that, and through training the learner to create small projects and realize them, he establishes a tradition that is applied from the ambition idea to the big projects planning in the future.
- "They push the learner to the spirit of initiative and independence and encourage him to choose his work topic by himself or within a group. They also urge him to search and react with others using different tools and methods" (Bournane, p. 48). Depending on the objectives, many target competencies are determined in the project completion status.

### 7.The target competencies through the project completion status:

The project achieves a set of target competencies, which are as follows:

- “Exploiting information by organizing their research, then getting information and benefiting from them”.
- Solving problems by imagining the status elements and testing possible solutions, then adopting a flexible method.
- Practicing critical judgment by building opinions and expressing them, then considering them relatively.
- Employing creative thinking through elements that are related to status, and by exploiting then adopting a flexible method.
- Adopting effective work methods by observing the whole project and adjusting the method then analyzing it.
- Exploiting information and communication technology by getting technologies and putting them in the service of instructions, then evaluating their usage efficiency.
- Improving abilities by recognizing personal characteristics: taking position between others and then benefiting from the personal materials.
- Collaboration: by contributing to collaborative work and double-dealing with an open spirit, then evaluating participation in the collaborative work.
- “Communicating appropriately by managing the intervention and getting various expression methods, then adopting the appropriate communication style” (Bournane, p. 48).

### 8.Projects’ types and classification:

The project completion status incarnates the practice principle inside or outside school in order to link the theoretical aspect to the practical one. Therefore, the projects that the teacher proposes for his learners are classified within many categories, such as:

- **According to collective and individual projects:**
  - **Collective projects:** They aim to engage all the learners to accomplish one work, which may be represented in creating a school garden or poultry farming, or a beekeeping field, organizing an exposition, founding an association, elaborating a scientific experiment, or publishing a magazine, and other projects that require collective work.
  - **Individual projects:** They aim to accomplish the same work by every individual in the classroom according to his personal abilities, such as elaborating individual reports or abstracts for some books, setting a proposed plan for some projects execution... or executing an individual project by every learner, a project that is different from the set of other projects, which are determined by the teacher or the learners, or the learner himself.
- **According to the knowledge fields:**
  - Scientific projects (physical, life projects, chemical, computer projects, and others...).
  - Social projects (historical, geographical, community projects, and others...).
  - Economic projects (commercial, agricultural, industrial...).

- Artistic projects (design work, painting a picture, road on copper...).
- Sports projects (collective and individual sport games, such as: a basketball team or running competitions...).
- **According to the work type:**
- Entertainment projects (artistic plays or singing festivals...).
- Problems' projects (solving intellectual, social, or work problems).
- Composing and building projects, where the practical dimension dominates, such as engineering projects, or designing educational tools, or poultry farming, and others.
- Projects for teaching some cognitive or physical skills, such as writing scientific reports and other researches, summarizing some books and articles, establishing football or swimming teams, and others (Alfatlawi, 2006, p. 397)().

In this context, we propose some examples for that, depending on what many researchers had noted, including the researcher Abdulaziz Amimire (2005), in addition to the conclusions of the previous researcher, note that, for example, in the civil education material, we find that there are many and various projects' topics, including:

- Preparing researches that are related to educational units, such as:
- Elaborating a school magazine.
- Writing work session minutes.
- Elaborating an artistic card while visiting a factory or a museum.
- Elaborating telegrams and money orders, and filling some topics.
- Filling a postal check.
- Creating a stories and games' club.
- Elaborating procedural, practical and field researches concerning environment and preserving it, where the learner deals directly with the external society, and where he is the fundamental in the civil education learning, because "charging the student to prepare researches about the environment questions makes them participate actively in collecting information, tabulating, organizing, analyzing them and extracting the necessary recommendations in light of their analysis, while they can benefit from the field visits in order to link them to practical researches about many environmental questions" (Alayasra, 2012, p. 411), in order to confirm new concepts through the applied and practical participation.
- Making mini figures for particular realizations, such as making elections' box.

In addition to that, all these types perform many functions, which are:

- **The economic and productive function:** It requires building a work (an objective to enlarge tools and distribute financial used helps).
- **The therapeutic function:** It renews the learners' interest in school, allows them to start a significant activity and understand matters either by learning or through social and professional life.
- **The educational function:** Where the pedagogical practices are joint in view of their treatment of new knowledge and in view of objectives.

- **The social and environmental function:** Where every progress has a direct or an indirect reference with the partners.
- **The political function:** Where the project pedagogy becomes a purpose for education and not only a tool. In that case, it performs the task of training the citizen according to the effective participation perspective in public life (Tridi, 2010, p. 83). However, The National Education Ministry has referred to:
  - **Educational functions:** Where the learner, through this comparison, invests and exploits his knowledge and former acquisitions, in addition to employing them to realize desired competencies after achieving the pedagogical project.
  - **Social functions:** Through the learner's contribution in the pedagogical projects' realization and elaboration, either the project was individual or collective. The learner receives a qualitative training that qualifies him to face all what he meets outside school, because he becomes a mature citizen who enjoys independence and the ability to face all kinds of situations.
- **Awareness and motivation functions:** Thanks to the project pedagogy, the learner realizes the educational-learning act objectives and importance, which is capable of raising the learner's morale, push him to study and encourage him to continue his educational act (The National Education Ministry, 2005, p. 14).

Therefore, "this pedagogy depends on encouraging learners to discover, question and search solutions for complicated issues. It also encourages the learner's knowledge cycle enlargement from the abstract to the concrete and from the theoretical to the practical" (Ministry, The National Education, 2011, p. 57).. The nature of activities that are included in the educational-learning act "is related to work, human relations, everyday life, cultural and material products... They come all down to prepare the learner for the social reality that is yet to come, or to complete his knowledge within the local, national or international environment" (Hadji, 2006, p. 22). The learner acquire then actual knowledge and competencies, incarnating entertainment, desire and motivation.

#### **9.The project completion status characteristics:**

- It is considered as an extension of the foundation project.
- "It determines the actual posed problematic at the department, and answers them through a set of organized operations".
- It is subject to projects' designs and arrangements.
- It is based on comparing the methodologies components as well as the teachers' abilities, preparations and reality.
- It includes the graduation, training and suitability conditions.
- It is applicable, evaluable, supportable and followable (Ramadane Arzile, Mohamed Hassounate, 2002, p. 124).

Starting from this direction, the learner aims, by achieving learning, to work on joining real social practices, accompanied with his peers in learning participation, which means that the learner possesses now abilities and skills, therefore, a self-generated competence. Moreover, the principles on which the project completion status depends can be summarized as follows:

- “Determining the status on which every educational act is based.
- Structuralizing the instructions to make the answer turn around the new problematic.
- Investing the processes effectively in order to achieve the acquired instructions” (Hanni, 2005, p. 159).

The project completion status was approved by The National Education Ministry in Algeria concerning its methodologies, and it was considered as:

- “A collective work managed by the group or the classroom, where the learner is in charge of animation, yet he does not decide everything.
- He aims for a concrete production (in the word’s large meaning, which means a text, a paper, an exposition, a model, a map, a scientific experiment, an artistic creativity or a traditional industry, an investigation, a tour, a competition, a game...).
- Inserting a set of tasks where all the pupils can participate and play active various roles according to their potentials and inclinations.
- Raising the knowledge learning and the projects’ management skill” (making decisions, planning, coordinating...).
- Giving priority to showable instructions (at least after the operation) included in a studying program of an educational material or many materials” (Ministry, 2009, p. 20) . For that reason, those instructions are characterized with many features, which are as follows:
- “They are considered as the best method of independent thinking and autonomous mental education” (Alabrachi, 1993, p. 280).
- “They make the students get used to organized research, either in schools or outside them.
- On the other hand, they make the students get used to collaborative learning in which they participate, each according to his abilities.
- In the project method, the conditions in which individual differences appear are produced.
- They raise curiosity in the student, as well as the feeling of responsibility and self-confidence.
- They make the student get used to link sight to work, and thinking to practice.
- They reinforce in the student the ability to work and the self-activity.
- They help adjusting the learner’s attitude to be better.
- They make the student get used to love collaboration and collective purposeful work” (Nabahate, Yahia Mohamed, 2008, p. 100) .
- They permit to pupils the chance to learn through work and activity, to acquire new expertise and to communicate with the society.



- They achieve bonding between the different attitudes of social studies on one hand, and between social studies and other studying materials on the other hand, which leads to the information and thoughts bonding and integration.
- They consider the pupils' inclinations, interests and needs, which raises their excitement for learning and reflects positively on realizing the objectives of teaching social studies.
- They enable the pupils to employ data and information that they acquired in their everyday life, and to realize the exchanged relationship between school, with its studying programs, and the society that surrounds it.
  - They develop the collaboration spirit among students by performing, in groups, their charged tasks concerning the project execution, which reflects positively on developing some social skills, especially the collaboration skills among pupils" (Mansour Ahmed Abdelmanaam, 2002, p. 105.106).
- They make school life a part of social life and develop the collaboration and goodwill spirit among pupils.
- "They permit to pupils the chance to get information using their personal effort and organized thinking, and they also help them renovate and behave appropriately while solving problems.
- They link the studying materials with each other and collect them around one topic" (Ministry, The National Education, 2011, p. 14)
- "They work on involving them in real social practices.
- They decrease the gap between school and the pupil's vital environment" ( (Bournane, p. 48).

#### **10.The project completion status steps and stages:**

Before starting the project completion and the work, we should "determine the fundamental elements, which are:

- The project objective.
- The works' list or groups.
- The expected time for every work's realization.
- The beginning work that precedes all works.
- The final work that is not followed by any other work.
- A table that adjusts every work's necessary conditions.

The fundamental point of the project status is "choosing the project and framing a plan before starting it, then executing and evaluating it. Therefore, if we succeed in this step, we rest assured of the educational productions" (Djamel, Abderrahmane Abdulsalam, 2000, p. 150), which the project status aims to achieve. For that reason, the project completion status requires to follow steps that are determined by The National Education Ministry as follows:

- **The first step: The project elaboration:** (Assigning the beneficiaries, choosing the topic, choosing the field, the intervention frame, determining the work period and the necessary conditions for that, as well as elaborating the steps financially).
- **The second step: The project birth:** (An initial approach to the project, collecting information, the feeling, the reactions and the inquiries).
- Emerging the problematic: Highlighting the possible projects in order to choose one of them unanimously.
- **The third step: The project structuralism:** Auditing the project content (negotiations, rephrasing, in addition to collective and individual clarifications).
- The project planning: (Programing tasks, the necessary tools and distributing work to the participants).
- **The forth step: The project launch:** Accomplishing the expected realizations by the team (reviewing, the final report and other realizations). This may require making modifications on basic objectives or programing new tasks...etc.
- **The fifth step: The results display:** The team's expositions of his works' results to the other team or the special public, where the research is appreciated.
- **The sixth step: Evaluation:** As an analysis of the objective and an evaluation of the production (of the learners, the accompanying team, the environment and the social context).
- **The seventh step: The project position:** Recognizing the project proceedings, the reactions and the field results.

What we confirm in these steps is that the project is determined "before starting the work and it is not created piecemeal, neither by the teacher nor the pupils, according to the realization advance, thinking that this may be an evidence of liberty and initiative, but the intended instructions in the project, the necessary tools of its construction and the time it takes must all be lined. Moreover, the project must be managed firmly so that it won't take long to be achieved and won't get out of the teachers' and pupils' control who "will lose hope of finishing it, and may get tired or bored" (Abdulsalam, 2005, p. 60).

Therefore, the project needs steps that must be followed, which are as follows:

- **Choosing the project:** The students choose a particular project with the teacher's orientation and in the light of their potentials and environment. In this choice, they must consider the project's capacity to be realized and suitability to the pupils' inclinations, interests, orientations and mental level. It is preferred that the pupils pose many projects, while the teacher should help them choose the best project according to the desired objectives and the environment's potentials.
- **Setting a plan for the project's execution:** Where the teacher reunites with the pupils in order to set a time plan for the project's realization, in addition to setting the aspects that must be executed in each time step, registering, revising and discussing this plan, determining every pupil's role in the classroom while executing the project's different steps, or each group's role in case of



dividing the pupils to groups, as well as determining a leader for each group in order to supervise the operation of executing its charged tasks.

- **Executing the project:** Where the pupils work and activate to realize their objective from studying the project. This step starts with collecting, organizing and registering data and information, as well as writing notes, acquiring expertise and performing the necessary works for the project's execution. Through the project's realization, the pupils acquire the self-dependence skills, critical thinking and explaining events. In this step, the teacher is engaged to the guidance role, in addition to controlling the execution, supervising it and offering help to pupils to solve problems that face them while executing the project.

- **Judging the project:** "In this step too, the teacher reunites with the pupils, but this time to discuss the achieved results, to judge the project in light of its underlined objectives and to recognize the mistakes that accompanied the project's execution by attempting to treat them, or to avoid them when executing another project" ( Mansour Ahmed Abdelmanaam, Hassane Ahmed Abdelbaset ,2002 ,p. 104.105) While Souhila Mohsin Kadhim Alfatlawi (2006, p. 398) had determined the project completion steps as follows:

- **The introductory step:** In which learners are motivated to work, then a list of works or projects that are supposed to be realized is represented, then permitting learners to choose what they desire by urging them to examine and read.

- **The objectives determination:** Attract the learners' interests for the importance of realization through determining and clarifying the objectives as well as the value and the benefit of realizing them.

- **Setting the plan:** The learners reunite with their teacher in order to set a work plan according to a particular period, where roles are determined and distributed.

- **The execution step:** It is the work and activity step, in which the actual execution of the designed plans starts in order to realize the desired objectives.

- **The evaluation step:** In which the learners reunite with their teacher to discuss the realized results and judge them in light of the desired objectives.

While The National Education Ministry in Algeria, through its programs, has studied the projects' elaboration method by adopting the following steps and stages:

- "Determining the competence/competencies that are declared in the curriculum.
- Renewing the tools that are related to the project.
- Determining the realization period and the work form: individually, in pairs or collectively.
- Distributing tasks to pupils.
- The project evaluation step" (Bournane, p. 49).

Through these steps, we can set an artistic card for the project (Amimire, Abdulaziz, 2005, p. 86). which includes the following elements:

- The level.
- The number of activity.
- The period.
- The necessary materials.
- The persons in charge of realization.
- The pupils' number.
- The activity's relationship with the educational units (...) in the material of ...
- **The open work method:**
- The knowledge...
- The objectives (1..... 2..... 3.....).
- The target abilities.
- The expected competencies.
- **The general evaluation:**
- The achieved results...
- The success percentage ... % why .....
- The failure percentage ... % why .....

In order to have “a project that represents a unity of scientific-practical procedures, it has to fulfill the following terms:

- To be socially important.
- To have a clear objective.
- To include searching, prospecting as well as facing problems and solving them.
- To involve learners in its organization step, supervised by their teachers” (Djamel, 2002, p. 149)

### 11. Conclusion:

In this study, we intended the theoretical rooting of the project completion status and attempted to edit its theoretical frame, where we started with determining the definition of the status, the project and the project completion status, then we represented a historical overview about them. Subsequently, we noted the target objectives and competencies in the project completion status, and we treated their types and characteristics. Thereafter, we noted the project completion steps and stages, note that the studies and researches, which treated the project completion status, showed that this latter is interested in linking and opening school to the external environment, where the learner plays the role of the fundamental actor, while the teacher follows, orients and guides him. This status works on developing the pupils' initiative spirit, teaches them the meaning of responsibility and self-dependence and develops the collaboration spirit in their minds, note that the activities that fall under the educational-learning act are related to practice and work, depending on many steps that concern preparing the learner for the social reality.

.Accordingly, we have put forward recommendations as follows:

- Unifying scientific visions through holding seminars, forums and conferences in the field of education in general and the field of project pedagogy in particular.

-it is very important to pay more attention, research and examination to the term's study and understanding, being one of the most important conditions in the educational-learning process,

-in addition to orienting the learners towards the execution of searching projects that are related to the project completion status, theoretically and practically, by the educational specialists and the researchers, under the related foundations' supervision.

- Work on developing the autonomy of learners in educational institutions through research, accountability, discovery and expanding their perceptions from theoretical to practical and from abstract to tangible.

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