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Expression and Professional Programs

The study is based on the analysis of the totality of notes obtained by a class of Institut Universitaire de Technologie students during two years and in 24 subjects, two of which were training courses, and the empirical grading systems of 18 instructors, some of whom were professionals outside of education. It is also based on the results of efficiency and personality testing used by the recruiting offices and which demonstrate ability of expression, verbal logic, language mastery and relational aptitude (empathy, sociability, etc.)

The search for common structures between the different modes of evaluation was carried out by using a method of factor analysis (multiple factor analysis) and classical methods (comparison of averages, multiple regressions, and logistic regression). The presentation of the results can be done in an accessible manner. It shows how students are different, especially across the range of subjects taught which are themselves tied to the other modes of evaluation (efficiency, personality, etc.). The study uncovers common constants within the different variables. Although a brief summary would risk tainting the results, it can be indicated as an example, that expressive abilities are very predictive of success at the DUT. These abilities intervene in every "scholastic" exam, including job training, they are determining factors in the confrontation with the professional milieu, with guided projects, and they alone cross the lines of the different modes and methods of evaluation (scholastic, professional exams, etc.). Might we consider them as able to predict success in this program and indeed, in other programs? It is this which we would like to develop in our paper after having first specified the different theoretical and methodological references which we have borrowed from several disciplines and practices.