

Innovative Pedagogy and the Fostering of Soft Skills among Higher Education Students: A Case Study of Ben Ms'ick Faculty of Sciences

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Abstract : In an educational context where innovation holds a predominant position, political discourses and pedagogical practices are increasingly oriented toward this concept. Innovation has become a benchmark value, gradually replacing the notion of progress. This term is omnipresent in discussions among policymakers, administrators, and academic researchers. The pressure to innovate impacts all levels of education, influencing institutional and educational policies, training objectives, and teachers' pedagogical practices. Higher education and continuing education sectors are not exempt from this trend. These sectors are compelled to transform to attract and retain an audience whose behaviors and expectations have significantly evolved. Indeed, the employability of young graduates has become a crucial issue, prompting us to question the effectiveness of various pedagogical methods in meeting this criterion. In this article, we propose to thoroughly examine the relationship between pedagogical methods employed in different fields of higher education and the acquisition of interpersonal skills, or "soft skills". Our aim is to determine to what extent these methods contribute to better-preparing students for the professional world. We will analyze how innovative pedagogical approaches can enhance the acquisition of soft skills, which are essential for the professional success of young graduates.

Keywords : educational context, innovation, higher education, soft skills, pedagogical practices, pedagogical approaches

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