



Postcard



Module E4: Taking into account each trainee

Activity	 Keywords	 Tools
1) Characterizing the diversity of the group of learners to provide support (needs, projects, situation, potential...)	Needs of a learners Learning profiles Cognitive style	7 tools
2) Adapting activities to the learning rhythms, levels and needs of small groups or individuals	Small groups learning Self-learning Learning activity adaptation	3 tools
3) Using mental representations, experience and potential of learners within the training course	Experience and knowledge of trainees Active methods Mental representation Social-cognitive conflict	3 tools



Summary - keywords and notions

Cat. 1 : Characterizing the diversity of the group of learners to provide support (needs, projects, situation, potential...)

Problem	Michela is confronted with a group of learners with a large heterogeneity. These trainees complain and ask her very different things. She doesn't know what to do.
Issue	Evaluating the needs of each learner is necessary in order for the trainer to be able to propose a training path and modalities adapted to each one.

Keywords	Definition
Needs of a learners	Every living being has needs that correspond to a state of need or an imbalance that triggers a compensatory behaviour. Hunger, sleep are primary needs (at the base of Maslow's pyramid). Secondary needs, such as recognition and control to act, are supported by social or personal activity, often as part of learning. In the training field, it is important to identify, formalize and take into account the needs of the trainees and articulate them to learning goals.
Learning profiles	In adults training, the trainer's challenge is to allow each singular learner to achieve the general objectives of the training program. The main elements of a trainee's profile are his or her personal dispositions, school and professional experience, social background and goals. These elements create a personal system of resources and obstacles that have to be taken into account by the trainer in a training situation.
Cognitive style	Cognitive styles are "relatively stable and permanent dispositions in a subject to collect and process information in distinct preferential ways" (M. Linard). They are personal invariants that induce a style of response from a learner when he is faces a learning task. For example, a learner may prioritize the reception of some information: reading ("visual" style), hearing ("auditory" style) or related to acting and bode sensation ("kinesthetic style").

Tools:	Description
T11.2 The needs of the learner	Tool to identify the different levels of needs of a learner and to promote their expression.
T13.4 Personal and social obstacles to training	Identification and treatment of personal and social obstacles that can disrupt training.
T24.3 Rhythms of learning	In training as in school, all learners are different: their prerequisites at the beginning of a training course, their needs, their personal and professional experiences, their objectives and desire for jobs, their motivations, their cognitive profiles but also their learning rates are elements that require us to take into account the uniqueness of each learner.
T41.1 Cognitive styles	Tool describing the different common cognitive styles.
T41.2 Multiple Intelligences	Tool describing Howard Gardner's multiple intelligences and their use in training.
T11.5 Guidelines for a meaningful first presentation	In the presentation, at the beginning of the training, it is very useful to recall the general context and to provide information from the most general (environment, training) to the singular (individuals). It is important to follow this order to avoid confusion, digressions and time wasting.
T33.3 Assistance in expressing needs	The purpose of this sheet is to help a trainee to formulate his needs based on the methodology of Non Violent Communication.



Tool T11.2

author : **B. Boudey / JJ. Binard**
Organization : **GIP-FAR**
date : **05/10/2018**

E1. Driving motivation and commitment to the training

The needs of the learner

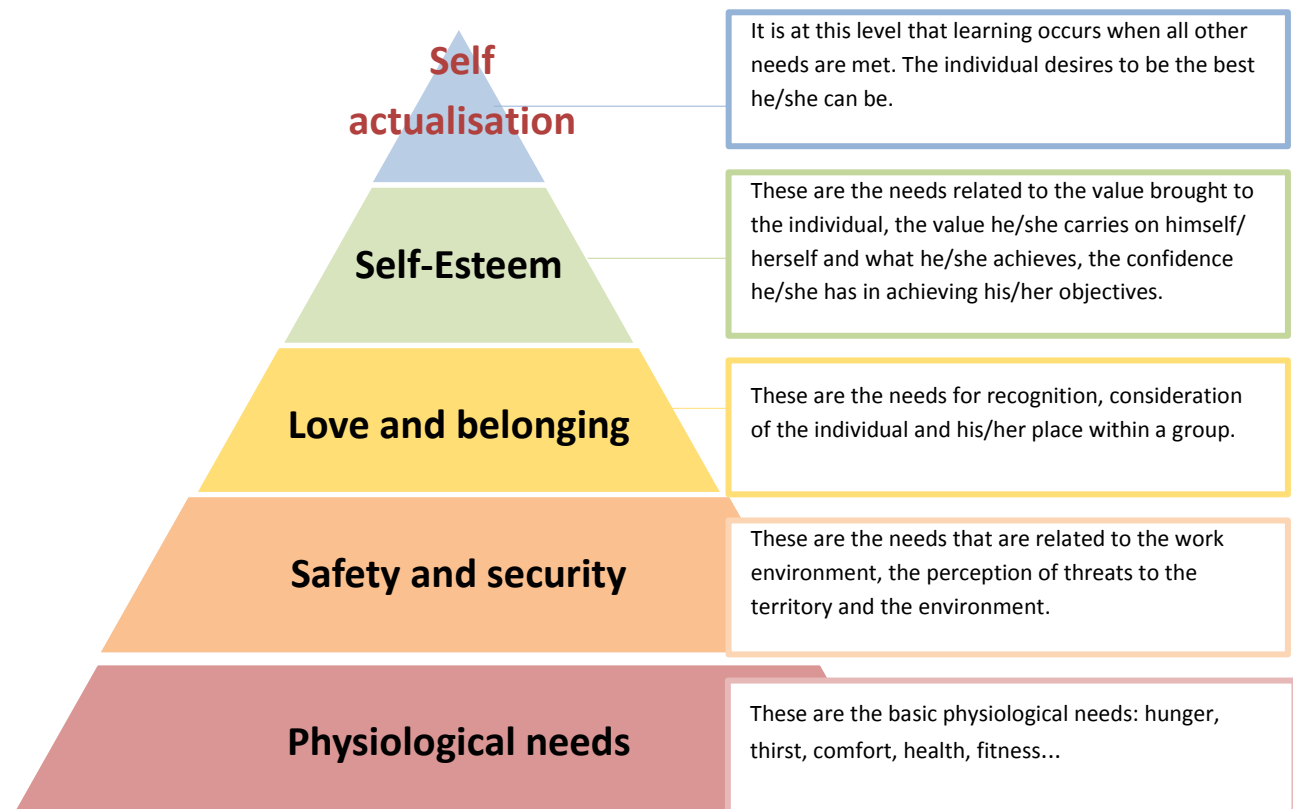
Tool to identify the different levels of needs of a learner and to promote their expression

Maslow's hierarchy model adapted to learning

Introduction:

- A. Maslow's work on motivation can be used to identify possible barriers to learning.
- If we follow Maslow, it is necessary to take into account a hierarchy of basic needs so that the learner is open to meeting the challenges of learning.
- This empirical work points out the necessary conditions to be met to allow successful learning.

Diagram of Maslow's hierarchy of needs





Using the hierarchy as a tool to support learning

► Objective :

The grid below allows the trainer, based on indicators, to make presumptions about the unmet needs of learners that can hinder learning.

The clues are indefinite and may raise several presumptions.

As part of a co-diagnosis, they must be validated in a situation with the learners.

Indications of need	Level	Examples of ways to resolve the issue
Signs of fatigue, distraction, signs of nervousness, dispersion, body movements, lack of commitment to the activity,...	Physiological (hunger, thirst, need to urinate, discomfort, pain, fatigue...)	<ul style="list-style-type: none"> Propose a break Remind learners of the time framework to encourage their efforts Change of activity Open the windows Change physical posture
Aggressiveness, annoyance, withdrawal, untimely questioning, a priori criticism, perception of a threat....	Safety and security (difficulty in projecting oneself, worry about the future,...)	<ul style="list-style-type: none"> Create a working environment with rules and rituals that give everyone stable reference points (e. g. typical daily routine). Re-explain the context, lay out the route, the stages,.... Establish a group contract specifying rules of respectful communication Take objections into account
Emergence of clans, negative leadership, exclusion of learners, withdrawal, conflicts, aggressiveness,...	Love and belonging (attention, recognition, consideration)	<ul style="list-style-type: none"> Ensure everyone is welcomed Address learners who do not name them Vary the the groups so that everyone works with everyone Do not judge, to avoid exclusion
Recurrent signs of self-doubt, of others, Unfair criticism of oneself, of one's production, of others, Refusal to participate in the task, avoidance, hesitation,...	Self esteem (value and self-esteem)	<ul style="list-style-type: none"> Praise experience and success Encourage individually and collectively Identify the personal skills needed to act Practice reflective feedback in situations of doubt and failure Empower the individual on his/her choices, his/her freedom to make choices



■ Level of achievement

Being open to learning and having the ability to meet learning challenges are signs that the first 4 levels of needs are being met.

At this level, the learner may have **other issues which need resolving**, linked more closely to the subject which is being taught. At this stage, the trainer evaluates the learning process to identify the learner's needs, which may be more cognitive or methodological...



Tool T13.4

E1. Driving motivation and commitment to the training

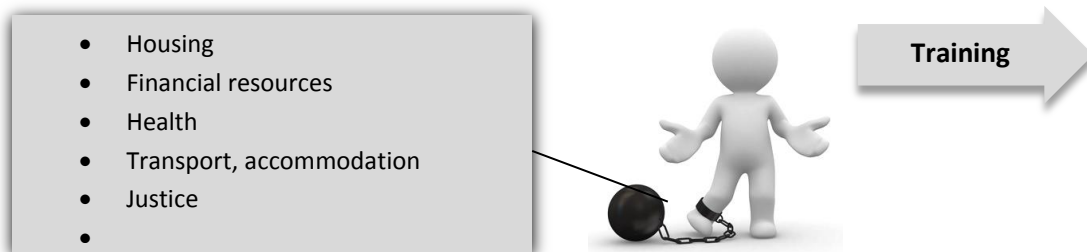
author : B. Boudey/ JJ Binard
Organization : GIP-FAR
date : 11/12/2018

Personal and social obstacles to training

Identification and treatment of personal and social obstacles that can disrupt training.

Introduction

The commitment to the training course requires a high level of availability on the part of the adult person. This means that a number of important issues peripheral to training, such as housing, health, livelihoods, etc., are addressed before training. This allows him/her to give the maximum of his physical and mental energy to succeed in his/her training.



Failure to take these issues into account in training often leads to failure and abandonment. In this context, the teaching team must consider these questions before the training course in order to identify and anticipate problems and in order to hand over to a support network of competent professionals.

How to deal with life difficulties

A training organisation must be based in its local area. This is reflected in relationships with local companies to facilitate the professional integration of trainees, but also to build a network of assistance and support for learners in difficulty.

Thus the training organisation must build links with social, associative, public organisations that will take over to help solve problems of health, housing, travel and childcare. In this context, the training organization contributes to maintaining an active population in the local area.

The trainers contribute to this work by identifying the obstacles and handing over to the competent professionals.

Questionnaire to identify personal and social obstacles

The following questionnaire can be used in the context of a pre-training interview as a tool for dialogue with the learner in order to help him/her, if he/she so wishes, to succeed in his/her training path by solving the identified potential problems.

It covers different fields and makes it possible to assess a degree of difficulty.



Fields

▶ Expression of previous paths

1. I have trouble talking about my past experience
2. I can talk about my journey if I get help
3. I am able to present my background
4. I explain and specify the different stages of my journey

▶ Identification of skills

1. I have trouble talking about my past experience
2. I can talk about my journey if I get help
3. I am able to present my background
4. I explain and specify the different stages of my journey

▶ Basic knowledge

1. I don't know if I need an update on basic knowledge
2. I don't want to do a refresher course on basic knowledge
3. I feel the need to refresh my knowledge of the basics
4. I don't need to do a refresher course on basic knowledge

▶ Geographic mobility

1. I am not mobile, I have no means of transport and I want to stay close to my home
2. I am mobile in a nearby environment
3. I can be mobile, but I need help to find a solution
4. I am mobile, I am autonomous and I organize myself for my travel arrangements

▶ Financial resources

1. I am without resources, without the help of my family or entourage
2. I am in a critical financial situation
3. I have financial difficulties that impact my home or family
4. I don't have any financial difficulties

▶ Local family support

1. I have no support from my family and/or others
2. I have support problems with my family and/or others
3. I can count on support from my family and/or others on an occasional basis
4. I am supported by my family and/or others whenever I need it

▶ Justice

1. I am in the process of executing a sentence or a reduced-sentence
2. I have ongoing legal issues
3. I've had problems with the law.
4. I've never had a problem with the law.

▶ Project-related health

1. I have unmanaged health problems
2. My health problems are being treated
3. I have medical restrictions
4. I have no health problems

▶ Housing

1. I am homeless, without social and/or family support
2. I am in housing difficulty (no fixed housing, manage on a make-do basis).
3. I need to change my accommodation
4. I have no housing problems



Tool T24.3

E2. Organizing and strengthening group dynamics

Author : T. Piot
Organization : GIP-FAR
Date : 30/01/2019

Rhythms of learning

In training as in school, **all learners are different**: their prerequisites at the beginning of a training course, their needs, their personal and professional experiences, their objectives and desire for jobs, their motivations, their cognitive profiles but also their learning rates are elements that require us to take into account the uniqueness of each learner.

Definition

The purpose of **educational differentiation schemes** is to take these elements into account and make it possible to understand that groups of learners are heterogeneous. If the teacher only addresses an "average" learner, he/she risks penalising the weakest learners, as psychologist **Benjamin Bloom** pointed out.

One of the most important parameters concerns the heterogeneity of learning rates.

For the American psychologist Caroll (1963):

*"**Aptitude** is the amount needed for a learner to master a specific learning task; 90% of learners can succeed if they are given the time they need to learn".*



The tools available to adapt the training session to the pace of each individual

There are many **pedagogical tools available** in training, to allow **everyone to learn at their own pace**:

- The **pedagogy of the contract** adapts the output to an initial diagnosis and allows the learner to focus on the content he/she does not master.
- **Group work** allows everyone to learn according to their own skills and promotes mutual support and cooperation.
- **Remediation times** are an opportunity for the trainer to return to each learner who is in difficulty to provide targeted help at their own pace.
- **Consolidation exercises** allow each learner to review the achievements, to use them in a problem-solving way and to take the time to succeed at their own pace.
- The **individualization tools** allow each person to perform specific tasks at their own pace and to progress, even at a low speed in case of difficulty.

Mastery teaching, the principle of which is taken up by **e-learning** offers, makes it possible to offer training where everyone progresses at their own pace in a secure way: in this case, the **trainer's role** is not to provide content but focuses on the organisation of learning and the implementation of regulations, according to needs.

Tool T41.1

E4. Take into account each trainee

author : T . Piot
Organization : GIP-FAR
date : 18/08/2018

Cognitive styles

Tool describing the different common cognitive styles.

Definition of cognitive styles

The behavior of each individual is often characterized by personal invariants that correspond to **cognitive styles**. These cognitive styles are defined as follows:

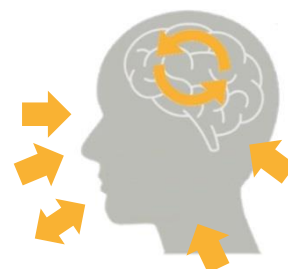
"Relatively stable and permanent arrangements in an individual to collect and process information according to distinct preferential modes" (M. Linard).

These styles are not to be prioritized because they all make it possible to perform well, but by following different paths and according to the characteristics of the learning situation.

It is important that the trainer **knows his own cognitive style(s)** in order to not **unconsciously impose them on his learners** and know how to **vary his teaching guidance**.

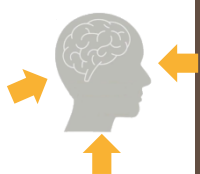
Otherwise, he or she may "forget" learners who have different cognitive styles from his or her own. The trainer is thus called upon to leave his comfort zone.

There are no "pure" cognitive styles but rather dominant preferential aspects.



Examples of cognitive styles

■ Hearing / Visual / Kinesthetic



- **Hearing:** restore knowledge from the process, from the chronological sequence of the elements.
- **Visuals:** reproduce knowledge from images that connect elements in a stable way.
- **Kinesthetic:** memorize by writing or from tactile sensations....

■ Field dependent / Field independent



- **Depending on the field:** importance given to environmental reference points and importance of the social and emotional context; need for external goals.
- **Independent of the field:** importance given to personal reference points and little space for social or emotional context; self - definition of goals.

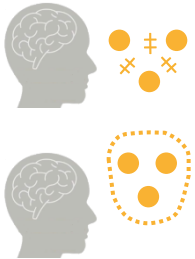


■ Reflexivity / Impulsivity



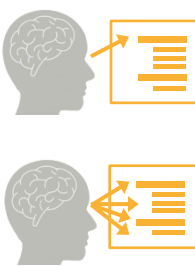
- **Reflexivity:** Defer the answer to ensure an exact solution: preferred indecision instead of the risk of error.
- **Impulsivity:** respond quickly, even if it means making mistakes: intolerance to uncertainty.

■ Accentuation / equalization



- **Accentuation:** Tendency to seek differences, oppositions, contradictions.... even if it means accentuating their character: insistence on the gap with the already known; pleasure in the new.
- **Equalization:** Tendency to seek regularities, known elements, habits of thought... even if it means not seeing the original details; by analogy, bring the new back to the known; pleasure in predictability.

■ Centration / scanning



- **Centration:** Tendency to focus on only one thing at a time and to completely clarify one point before moving on to the next: intensive work.
- **Scanning:** Tendency to consider several things simultaneously, examining each only partially, even if it means returning to it later: work that is predominantly extensive.



Tool T41.2

E4. Take into account each trainee

author : Y. Dionay
Organization : GIP-FAR
date : 18/08/2018

Multiple Intelligences

Tool describing Howard Gardner's multiple intelligences and their use in training.

The theory of multiple intelligences

The **theory of multiple intelligences** suggests that there are several types of intelligence in school-age children and also, by extension, in adults. This theory was first proposed by **Howard Gardner** in 1983 and expanded in 1993. It contrasts with the predominant unique vision of intelligence valued by the Intellectual Quotient.

According to Howard Gardner, everyone has all these forms of intelligence. They have the same value and are educable and each one mobilizes these intelligences in a different way.



The 8 types of intelligence according to Howard Gardner

■ Visual / spatial intelligence

Definition: It is the ability to create mental images, places and spaces and to perceive the visible world with precision.

Recognition: This intelligence is particularly recognized in someone who has a good sense of direction, those who easily create mental images; those who love art in all its forms; those who easily read maps, diagrams, graphs; those who love puzzles, who like to arrange space, who remember with images; those who have a good sense of color; those who need a drawing to understand; etc...

Use: Use diagrams, visual representations, photos, images of places or suggest to the trainees to draw, photograph or visually represent concepts, concepts, objects...

■ Verbal/linguistic intelligence

Definition: It is the ability to be sensitive to linguistic structures, vocabulary in all its forms.

Recognition: This intelligence is particularly recognized in someone who likes to read, speak easily, like to tell stories and like to hear them, who likes to play with words (crosswords, Scrabble, etc.), word games, puns.

Use: Use definitions, texts or suggest that learners formulate definitions themselves or produce texts.



■ Bodily / kinesthetic intelligence

Definition: It is the ability to use one's body in a fine and elaborate way, to express oneself through movement, to be skilled with objects.

Recognition: This intelligence is particularly recognized in someone who controls the movements of his body well; in those who like to touch, who are skilled in manual work; in those who like to play sports, comedy; in those who learn better by moving, who like to experiment. The trainer will recognize it in the trainee who is shaking if there is not enough opportunity to move.

Use: Use the body, movement, mime, gestures in learning (for the trainer or trainee).

■ Musical/rhythmic intelligence

Definition: It is the ability to be sensitive to rhythmic and musical structures, mobilizing pitch and rhythm appreciation.

Recognition: This intelligence is particularly recognized in someone who often hums, kicks, sings, dances to the slightest rhythm; those who are sensitive to the emotional power of music, to the sound of voices, to accents and to their rhythm.

Use: Associate concepts with music, rhythms, sounds; sing or have concepts or text sung; make parallels with rhythms, sounds or music.

■ Logical / Mathematical intelligence

Definition: It is the ability to reason, to calculate, to hold logical reasoning, to order the world, to count. It is intelligence that has been described with great care and detail by Piaget as "intelligence".

Recognition: This intelligence is particularly recognized in someone who likes to solve problems; in those who want reasons for everything, want cause and effect relationships; in those who like logical structures, and like to experiment in a logical way; in those who prefer linear note-taking;

Use: Use or propose activities of classification, sorting, prioritization or organization, establishing links between concepts, concepts, and objects.

■ Interpersonal intelligence

Definition: It is the ability to relate to others.

Recognition: This intelligence is particularly recognized in someone who can relate well and easily, mix and acclimatize easily; in those who like to be with others and have many friends, those who like group activities; in those who communicate well (or sometimes manipulate), in those who like to resolve conflicts, play the mediator.

Use: Organize group activities, encourage exchanges, reformulations, role plays and all interactions.





■ Intrapersonal intelligence

Definition: It is the ability to have a good knowledge of oneself, strengths, weaknesses...

Recognition: This intelligence is particularly recognized in someone who has a good knowledge of their strengths and weaknesses, values and abilities; in those who appreciate loneliness; in those who know how to motivate themselves personally; in those who enjoy reading, writing a diary; in those who have a strong inner life. It is close to the skills of learning it to learn.

Use: Provide leads, feedback, comments to learners on their work or functioning, propose self-assessment, self-diagnosis, logbook writing, personal synthesis...

■ Naturalistic intelligence

Definition: It is the ability to recognize and classify, identify forms and structures in nature, in its mineral, plant or animal and ecosystem forms.

Recognition: It is recognized in those who know how to organize data, select, group, make lists; in those who are fascinated by animals and their behavior, who are sensitive to their natural environment and plants, who seek to understand nature and benefit from it (from breeding to biology); in those who are passionate about the functioning of the human body, who are well aware of social, psychological and human factors.

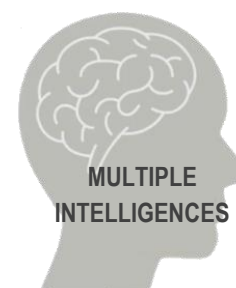
Use: Use Chinese portraits, draw parallels, analogies with the animal or plant world and concepts covered in training.

Why should we be interested in multiple intelligences?

We constantly use several modes of reflection and therefore mobilize several types of intelligence, without even realizing it.

However, some types of intelligence are more significant in the way we reason.

When dealing with trainees, it may be important for the trainer to take this into account to facilitate learning at several levels:



- **Reassure:** just because not being able to solve a type of task doesn't mean you're not smart. Our experience, conscious or not, highlights certain types of intelligence. But it is also the values and needs of society that highlights certain forms of intelligence at a given moment. It is important to talk with a trainee about his or her learning preferences, but also about his or her hobbies in order to value them and understand how he or she operates in order to reassure the trainee about his or her abilities.
- **Individualize:** propose tools and methods that mobilize the trainee's intelligence type(s) to understand concepts that could put him/her in difficulty (a grammar rule can very well be retained by singing it for example!).
- **Link the used intelligences:** Lead the trainee to create bridges between his preferred types of intelligence and the one we want to activate during an educational sequence.
- **Relativize your own functioning:** Finally, always keep in mind that the trainer's mental operation mode (and therefore his most often used types of intelligence) is not the only one, and therefore not necessarily the one of most of his trainees. It is up to him to adapt to his trainees.





Tool T11.5

Author : Y. Dionay
Organization : GIP-FAR
date : 05/10/2018

E1. Driving motivation and commitment to the training

Guidelines for a meaningful first presentation

In the presentation, at the beginning of the training, it is very useful to recall the general context and to provide information from the most general (environment, training) to the singular (individuals). It is important to follow this order to avoid confusion, digressions and time wasting.

1. Presentation of the speaker

It is important that the trainer first introduces himself/herself to allow trainees to know, quickly, who they are dealing with. The trainer thus specifies:

- His/her **identity**
- His/her **professional background**: brief, simply by highlighting the experiences and skills that legitimize the position of training manager.

2. Presentation of the environment

In order for trainees to know where they are, to take ownership of the territory and to feel safe quickly, the trainer can present the environment:

- **The organization**: very brief history, status, current situation (by enhancing the value of the training organization to support learners)
- **Premises**: place (where, means of transport and access), well-being - break-room, vending machines, catering, toilets, parking, etc. - general rules of life (smoking, expected behaviour, etc.).

3. Presentation of the training

Once the environment has been presented, it is important to present the training to provide the framework, legitimize the training and allow the trainees to give meaning to their project.

- **Quick history and** (possibly) short **anecdotes** about past successes
- **Reminder of the objectives of the training**
- **Definition of the target audience** (to reassure trainees that they are in their right place, that they identify the profile of other trainees)
- **Process, follow-up**
 - **Timetables** (training and access to the administrative centre), calendar, periods of immersion in a professional environment....
 - **Working and monitoring methods** (evaluations, attendance sheet, post-training follow-up)
 - **Important points of the internal regulations** (mutual respect and social rules, absences, delays, abandonment, ICT regulations, etc.)
 - **Brief presentation of the different actors** and their **role** in training
 - **Tools available to the trainee** (given at that time)
 - **Compensation arrangements** (if any)





4. Presentation of each trainee

Individual presentations allow:

- trainees to get to know each other as individuals, to identify the convergence of their needs and to initiate the creation of the group,
- the trainer to have a first idea of the group and to collect individual information by anticipating facilitation strategies.

In the presentation several methods are possible:

- **Round table:** must be framed around 3 or 4 questions focused on the individual and training, requiring short answers and not putting trainees in difficulty (giving them the possibility to not answer) without taking too long. Questions may relate to school level, last job, place of residence and for foreign trainees who appear to have language difficulties, their country of origin - this can also avoid mistakes during training.
- **Cross presentation, games...**
- **Verification of administrative files** (presence of requested documents means of recovering missing documents, signing regulations, etc.).
- **Possible questions**

End with an encouraging formula, such as: "*I hope you have a very successful training course*" or "*a successful learning experience*".

Note on trainee presentations

- **Duration of the recommended presentation** (to be adapted according to the duration of the training):
 - 1st part: 5 minutes maximum
 - 2nd + 3rd parts: 30 minutes maximum
 - Part 4: 15 minutes for a group of 12 trainees (to be adapted according to questions and possible problems)

- **Framing of presentations:**

Interventions by trainees are accepted throughout the presentation, but must be short and relevant. Answers should be short; do not hesitate to postpone the answer if necessary. The trainer must remain in control of the game, positive; reassuring, he/she must not hesitate to reframe the interventions, discern relevant questions, digressions or destabilizing or negative comments. It is during these exchanges that the trainer can get an initial idea of individual behaviours, even if he/she must be wary of stereotyping. This information can guide intervention methods and behaviour management throughout the training.

- **Note-taking during the presentation:**

The trainer may keep some information by noting on a summary sheet such as the one presented below.



Tool T33.3

E3. Regulate attitudes and behaviour

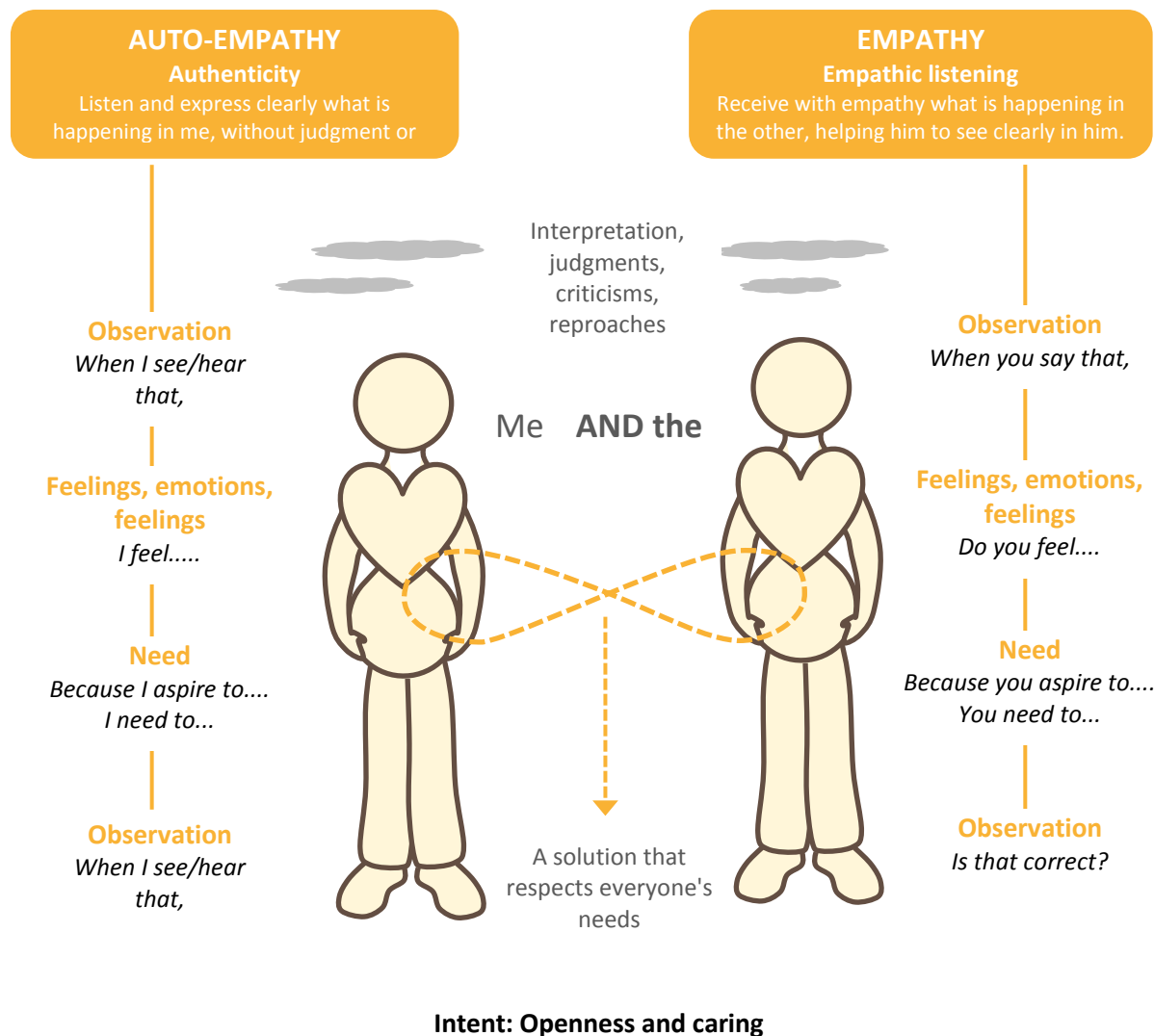
author : **B. Boudey**
Organization : **GIP-FAR**
date : **18/06/2019**

Assistance in expressing needs

The purpose of this sheet is to help a trainee to formulate his needs based on the methodology of Non Violent Communication.

The process of non-violent communication

The Non Violent Communication process can be used in empathic listening mode and thus facilitate the expression of feelings, emotions and needs in the other person. It can also be used as a self-empathic mode of communication.



Source "Stop being nice, be true" by T. D'Ansembourg.



Emotions and feelings

The following is a list of emotions and feelings related to unmet and met needs.

Feelings related to satisfied needs		Feeling related to unmet needs	
<i>Surprised</i>	<i>Full of jubilation</i>	<i>Shot down</i>	<i>Embarrassed</i>
<i>At ease, calm</i>	<i>Free</i>	<i>Panicked</i>	<i>Bored</i>
<i>Full of confidence</i>	<i>Optimistic</i>	<i>Emotional</i>	<i>Enraged</i>
<i>Full of energy</i>	<i>Sparkling</i>	<i>Bitter</i>	<i>Envious</i>
<i>Beat</i>	<i>Radiant</i>	<i>Wounded</i>	<i>Exasperated</i>
<i>Warm</i>	<i>Reassured</i>	<i>Grieved</i>	<i>Excess</i>
<i>Full of courage</i>	<i>Pleased to meet you.</i>	<i>Shocked</i>	<i>Furious</i>
<i>Enthusiastic</i>	<i>Comforted</i>	<i>Dismayed</i>	<i>Frustrated</i>
<i>Proud</i>	<i>Secure</i>	<i>Confused</i>	<i>Hate</i>
<i>Full of gratitude</i>	<i>Serene</i>	<i>Discouraged</i>	<i>Powerless</i>
<i>In harmony</i>	<i>Relieved</i>	<i>Deprived</i>	<i>Concerned</i>
<i>Involved</i>	<i>Overexcited</i>	<i>Depressed</i>	<i>Uncomfortable</i>
<i>Inspired by</i>	<i>Alive</i>	<i>Desperate</i>	<i>Unhappy</i>
<i>Happy</i>	<i>Energized</i>	<i>Disgusted</i>	<i>Panicked</i>

Basic human needs

(According to Marshal Rosenberg)

SURVIVAL	FREEDOM	RELATIONAL	PARTICIPATION
Shelter Breathing Power supply Moisturizing Evacuation Lighting Rest Reproduction Exercise Respect for the rhythm	Autonomy Independence Emancipation Free will Spontaneity Sovereignty	Belonging Attention Company Contact Information Empathy Intimacy Sharing Proximity Love Human warmth Honesty Respect Loyalty Benevolence	Blossoming Well-being of others Cooperation Concertation Co-creation Connection Expression Interdependence
SECURITY	RECREATION	IDENTITY	ACCOMPLISHMENT
Trust and confidence Harmony Peace Time preservation Energy conservation Comfort Emotional security Physical security Protection Support Encouragement	Release Relaxation Game Recreation Resourcing Laugh Fun	Agreement with values Affirmation of oneself Self-esteem Self-respect Integrity Authenticity Evolution	Potentialities Beauty Creation, Expression Inspiration Realization Apprenticeship
	SENSES		CELEBRATION
	Understand Discernment Orientation Unit Communion Transcendence		Appreciation Contribution to life Sharing joys and sorrows Gratitude Recognition Mourning





Summary - keywords and notions

Cat. 2 : Adapting activities to the learning rhythms, levels and needs of small groups or individuals

Problem	Michela was able to characterize the diversity of her group. She was able to identify different needs but does not know how to organize learning to meet all these needs.
Issue	Adapting activities to each learner makes it possible to take into account his or her learning pace, own resources and particular difficulties.

Keywords	Definition
Small groups learning	Working in small groups is a training organization that promotes exchanges and cooperation between learners. According to this logic, trainees can share their knowledge, confront it and, if necessary, transform or consolidate it by the discursive and intellectual activity. The types of groups can be varied according to the trainer's objectives: need group, mutual training group, discovery group, inter-evaluation group...
Self-learning	In the context of adult training, it is a learning process in which the individual is at the centre and progresses autonomously using a variety of more or less guiding tools (multimedia or not) and resource persons to achieve personal objectives.
Learning activity adaptation	The trainer proposes activities to the trainees based on the learning objectives. Depending on how the trainees get into the activities and their own performances (especially if they encounter an obstacle) the trainer regulates learning and adapts the activity: he can give more time, focus his intervention on a difficulty by modifying the teaching methods, provides other training material, proposes examples...

Tools :	Description
T42.1 Individualisation of training	Definition, interest and principle of organization of the individualization of training.
T24.1 Different types of group work	Different types of group work.
T42.3 Keys to improve self-training	Tool describing self-training, its principles and the pillars that facilitate its implementation.



Tool T42.1

author : B. Boudey
Organization : GIP-FAR
date : 18/07/2018

E4. Take into account each trainee

Individualisation of training

Definition, interest and principle of organization of the individualization of training.

Definition of individualized training

Individualized training is:

- a training that recognizes and takes into account the **uniqueness of the subject**: its needs, background, experience, achievements, constraints, resources, self-direction capacities and strategies;
- a training that takes into account the **social dimension of learning from an empowering and identity-building** perspective;
- a **co-constructed** training, **negotiated** between the stakeholders, which concretises the interaction between an instituted **training project** and **individual training projects**. This co-constructed training has an impact on the role of the actors and on the organisation; it is regulated and evolves over time.

(Definition of the expert group of the Gilly-Les-Citeaux consensus conference, April 2008)



Why individualize the training?

The challenge for training organizations is to offer training mechanisms to manage the demand for **entry flexibility** and **the heterogeneity of pathways**, taking into account the specificities of each learner.

The individualization of training can lead training organizations to:

- offer **more flexible** or even permanent **training entries**,
- take into account **the experience**, the **project** and the **specificities of** the learners in order to individualize the training paths (objective, duration) or to facilitate access to diplomas (Validation of prior experience, positioning),
- support people to **capitalize over time on** their experience or training,
- Simultaneously train **people in very different situations** with their own constraints (financing, employment, availability).





Modularization of training

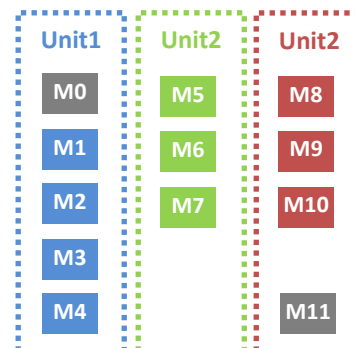
The modularization approach consists in **dividing the training** into coherent and autonomous **learning units**. This breakdown can facilitate the process of individualizing the training.

The module consists of **training sequences** that identify the **objectives**, the **average duration** and the different skills necessary for learning (knowledge, know-how, being skills).

A presentation of the modules in the form of architecture makes it possible to understand the links between the modules and the possible progressions.

When the training is certifying, certification units and evaluations also appear.

The division is often based on the professional activities of the trade, which facilitates a "skills-based approach" to training.

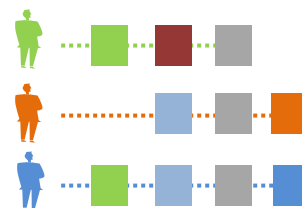


Three ways of individualized training

■ The individualization of the training paths

It is a method of organizing training by assembling, combining **training units**, most often called **modules**, defined by a training objective, pedagogical objectives, prerequisites and content.

In this organizational mode, following a positioning, each learner follows a specific modular path that can be organized in groups, subgroups or individuals learning sessions with their own validation/certification modalities.



■ Pedagogical differentiation

It is a way of organizing learning within a stable training group by organizing small groups work defined by of levels or needs and varying according to :

- The **levels of objectives**: learning, deepening, enrichment,...
- **Pedagogical methods**: inductive, deductive,...
- **Learner groups**: self-training, need groups, large groups, etc.



■ Individualization of learning situations

It is a method of organizing training by implementing a **personalized training path** that respects the strategies and rhythms of the individual.

It provides the learner with all the resources and pedagogical means necessary for his or her training path and learning situations. It takes into account its achievements, objectives, rhythm and project. It is often based on self-training and accompaniment.



Tool T24.1

E2. Organizing and strengthening group dynamics

Author : JJ. Binard, T. Dauchez
Organization : GIP-FAR
Date : 09/01/2019

Different types of group work

Interest

Group work is based on the idea that **social interaction and pooling ideas, is a way of learning to think.**

There are multiple benefits to group work:

Making learning situations more dynamic: This is the objective of active pedagogies where learners are involved in the learning process

Promoting exchanges between learners: Exchanges are often multiple and fruitful.

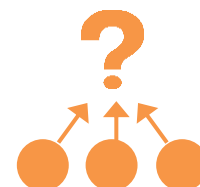


Typology of group work (based on the work of J-P. Astolfi)

Depending on the tasks, the trainer can propose small groups with the following objectives:

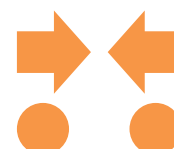
■ Discovery group work

A question or problem is given to the group. Participants will be asked to propose their solution or to go into greater depth about one aspect of the research. This work can be concluded with a collective summary so that the energizing effects of the situation are not lost.



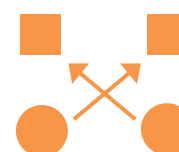
■ Confrontation group work

Based on a problem or question, the learners' arguments are set out in a confrontational manner, with the aim of overcoming the differences. Everyone must take into account the objections laid out by the others. Once again, collective summaries make it possible to point out the correct, erroneous or incomplete representations in the arguments. In this type of work, pay attention to the question of "values" that can be heard/listened to but should not be judged (good/bad, beautiful/ugly... etc.)



■ Inter-evaluation group work

This approach allows each group to read the work of the others, to highlight their weaknesses and to facilitate their development. It is essential to ensure that the group's successes are identified first, in order to transform mistakes into progress objectives.



■ Assimilation group work

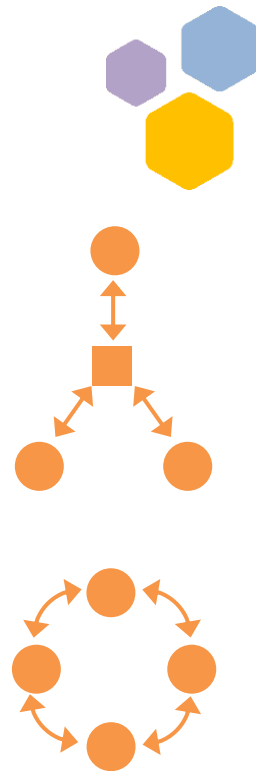
Each group asks itself a question on a subject. Within each group, **members reformulate and interpret (in their own words) a notion or message** that has just been presented.

This work is rarely used, unless the aim is to create a collective summary. In such cases, the reformulations are restricted by the social element of the group.

The subject can be an instruction or an educational file. The group can then formulate an action plan to carry out a task.

■ Mutual Training group work

A working group that promotes **cooperation between learners** through individual work leading to collective output. This type of group work is used in a project based situation as a manufacturing step, which reinforces learning. Be careful, this is not a learning situation.



Note: The Communication Contract differs from the "Group Contract" (see tool T32.1) which aims to develop and regulate the rules of life in a training group.



Tool T42.3

E4. Take into account each trainee

author : **B. Boudey**
Organization : **GIP-FAR**
date : **18/08/2018**

Keys to improve self-training

Tool describing self-training, its principles and the pillars that facilitate its implementation.

Definition of self-training

In the context of adult education, **self-training** can be defined as a pedagogical system that allows an individual to train by managing his or her learning, at his or her own pace, using appropriate pedagogical resources and mobilizing his or her environment.

Self-training is a mode of individual training in which the individual learns by himself.

This training modality is governed by several principles:

- the individual determines his or her own **objectives**, possibly with the advice of the institution or trainer(s),
- the individual builds **his own training path**, possibly with the advice of the trainer(s),
- the individual chooses **his or her own teaching resources and methods**, possibly from an offer from the institution or trainer(s).

Source: lexicon of agricultural education, France

The 7 pillars of self-training

"In accompanied self-training, the learner's engagement dynamics (self-direction) and the means and resources offered by the social and teaching environment are in constant interaction.

If the role of the learner, as the main actor, is to take responsibility for his learning, it will be made easier if the learning environment has been structured to help him. " (P. Carré)



1. The individual project
2. The learning contract
3. A pre-training set-up
4. Facilitating trainers

5. An open training environment
6. Individual-collective alternation
7. A triple level of monitoring



Description of 7 pillars

■ The individual project

1 The **individual project**, source of human motivation, is the lever of self-training. It is the learner who decides on his learning and his project must be taken into account at the beginning and throughout the training.

■ The learning contract

2 The **learning contract** specifies the learning objectives, means, resources and evaluation methods. It involves all partners by specifying the role of each of them. It is essential to set the framework and to clearly distinguish the characteristics of each work modality. It is a basis for a shared dialogue, negotiation, formalization of the self-training action and makes it visible to the institution.

■ A pre-training set-up

3 A **pre-training set-up**, a welcoming module, to learn to learn, to handle the organization and tools, prepares the learner to learn (methodologically and mentally). This set-up is an airlock to allow him to build his autonomy and conduct his learning. He or she can rely on reflective work on his or her ways of learning, his or her learning styles.

■ Facilitating trainers

4 **Facilitator trainers** are resource persons and learning mediators who accompany the acquisition of knowledge. The facilitator posture was described by Carl Rogers who outlined 3 essential conditions for the helping relationship: congruence, unconditional positive consideration and empathy.

■ An open training environment

5 An **open training environment** offers the learner all the resources that can be mobilized in the training. It constitutes a space of self-determination allowing him to make organizational choices adapted to his path and constraints while mobilizing all the resources necessary for his learning.

■ Individual-collective alternation

6 **Individual-collective alternation** makes it possible to alternate periods of reflection, individual production and periods of confrontation and collective reflection. It is also a way to vary approaches and rhythms during the training.

■ A triple level of monitoring

7 A **triple level of monitoring** is required with:

- **tutoring of individuals** based on a contract of personalized objectives, follow-up and remediation,
- **regulation by the group** which offer different monitoring and support methods,
- and the **management of the institution** that ensures the commitment of resources and means of the environment.





Summary - keywords and notions

Cat. 3 : Using mental representations, experience and potential of learners within the training course

Problem Michela is confronted with a large heterogeneous group with novices and experts. She has been able to individualize but finds herself confronted with trainees who are bored or do not find their place in the group.

Issue Mobilizing experiences and potentials is important for each learner: - on the one hand, it makes it possible to link learning with previous knowledge by giving meaning, - and on the other hand, to enhance the group's experience and resources. This is necessary to propose or adapt the training paths and modalities taking into account the starting point of each person.

Keywords	Definition
Experience and knowledge of trainees	In adult training, each learner has a personal, school, social and professional background that has led him/her to experience and acquire more or less formal knowledge. All these represent a set of resources that the trainer should identify in order to be able to rely on them, in particular to link the contents of the training with the previous knowledge of each person, in order to give meaning to the training and to encourage the commitment of the trainees. Knowledge or experience can also be obstacles to progress: it is then up to the trainer to identify these obstacles and find a way to overcome them.
Active methods	In adults training, active methods take into account the needs and desires of learners and expressly stimulate their activity: they do not limit themselves to listening to the trainer's masterful speech. They come from an alternative movement to traditional school teaching at the beginning of the 20th century (like M. Montessori or C. Freinet). The interest and activity of each learner are the driving forces behind his or her learning: Learning by doing (J. Dewey).
Mental representation	It is a mental image or mental content of an individual about a concrete or abstract object. These subjective mental contents emerge spontaneously in the cognitive process and allow an understanding of the reality. For the trainer it is important to understand that each learner has his own representations about the objects of work and that he must take them into account.
Social-cognitive conflict	The theory of socio-cognitive conflict considers that social interactions are a key element of an individual's mental development. In this logic, subjects who have different representations of the same reality enter into a form of conflict and are led to exchange rational arguments that can lead to transform their initial representation: group work in a problem-solving situation is a teaching form that mobilizes socio-cognitive conflict to promote learning.

Tools :	Description
T62.4 Understanding : mechanisms and obstacles	This tool illustrates two mechanisms, assimilation and accommodation, at work in learning.
T62.2 Techniques to work on mental representations	List of tools and techniques to work on learners' mental representations: exploring, making them evolve, and comparing points of view.
T62.3 Use of mind map	The mind map tool is helpful to explore a learner's or group of learners' representations of a subject and to identify their associations with the learning object.



Tool T62.4

E6. Support learning

Author: T. Piot
Organisation : GIP-FAR
Date : 18/07/2018

Understanding : mechanisms and obstacles

This tool illustrates two mechanisms, assimilation and accommodation, at work in learning

Assimilation and accommodation mechanisms

For Piaget, **conceptualization** is not just a matter of perspective. By acting, the subject constructs action plans that are gradually organized into operational structures.

Thus the action allows adaptation through a double mechanism:

1. Assimilation

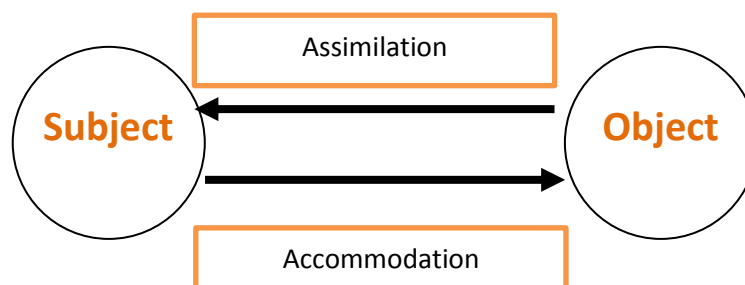
Assimilation allows the learner to mentally internalize the properties of a situation or object (movement from outside the subject to inside the subject).

Example: A child sees a basketball. He only knows football and identifies the ball as a football and wants to play with his foot. He assimilates the object to its existing structure, the game of football.

2. Accommodation

Accommodation allows the learner to transform his/her action patterns to adapt to the objects and situations he/she encounters, i.e., from a conceptual point of view, to learn.

Example: The child who only knew the game of football discovers basketball and its rules for using the ball with his hands. When he sees a basketball, he recognizes it as such and starts playing with his hand and bouncing it. He has changed his representations and action patterns and has therefore adapted to this new knowledge.



Understanding is not always easy for the learner. There are obstacles or resistance to understanding (G. Bachelard).



"Resistance" to certain learning objects: cognitive conflict

The accommodation mechanism process suggests that:

- there should first be an **attempt at assimilation** so that the learner's mental reception structures are mobilized and that the elements which are the subject of the learning process are linked to what the subject already knows,
- assimilation creates an **imbalance** that leads to "**cognitive conflict**",
- the conflict is "**regulated**" by a "major rebalancing", i.e. the imbalance is truly overcome and it leads to a new form of balance corresponding to real progress in terms of cognitive development. This is measured, in particular by progress within the stages of development (level of abstraction), as described by Piaget.

During his time, Piaget did a series of experiments confronting learners with situations which were likely to create a cognitive conflict within them. He showed through these experiments that it was possible to promote accommodation by regulating the learner's approach through appropriate interventions (see examples...).

By experimenting, the learner can observe the steps taken to overcome the cognitive conflict he had induced.

Examples of interventions that promote accommodation

A learner comes to training with his experience and mental representations from his practice.

For example, he may consider that safety rules are a brake or an obstacle to his work (He may say : " it is hot, I don't wear my helmet").

The following interventions facilitate assimilation and accommodation mechanisms.

- **Questioning the learner** on his/her representations of the situation, its characteristics, its dynamics and the consequence of 'such and such' actions...
- The **provision of counter-examples** that show the limits of his/her understanding of the situation and which illustrate a neglected or ignored aspect...
- The **confrontation of points of view** between learners to provoke a "socio-cognitive conflict", a tension between the representations of different learners that lead to regulation or adjustment by "peer effect",
- The **moving debate** leading learners to position themselves on different proposals or assertions related to a situation and organizing an exchange about the points of view of the different defenders of a position.



Tool T62.2

Author : JJ. Binard, B. Boudey
Organisation : GIP-FAR
Date : 05/10/2018

E6. Support learning

Techniques to work on mental representations

List of tools and techniques to work on learners' mental representations: exploring, making them evolve, and comparing points of view.

5. Brainstorming (Post-it or Metaplan)

► Objective:

Explore and share group representations on a common work object

Method :

1. **Choice of theme:** The trainer defines a theme for the group
2. **Personal exploration:** Each participant notes for themselves their ideas on the theme (on a post-it or)
3. **Sharing ideas:** Ideas are gathered collectively on a common support without judgment or restriction
4. **Organization, characterization:** Ideas can be reorganized; categorized and characterized (the use of post-its facilitates moving around and groupings).

6. Photo language

► Objective :

Explore group representations by using images to facilitate expression of ideas.

Method :

1. **Presentation of the theme, objectives:**
The trainer chooses a question for the group
2. **Choice of photo:**
Each participant, including the facilitator, is invited to choose one or two photos that inspire them in response to the question asked.
3. **Group exchanges:**
Each participant is then invited to present the selected photo(s) and to comment on his or her choice with regard to the question asked.
4. **Analysis of the session:**
The trainer invites participants to express how they felt whilst doing this work with photographs, what it meant to them and how it happened.



7. Moving debate

► Objective :

Confront the opinions and representations of participants about a subject in order to make them evolve.

Method :

1. The trainer chooses a "divisive" topic that may split the participants.
2. He/she suggests that participants physically position themselves in the room, "those who do not agree with what has just been said" on the one hand and "those who agree on the other".
No one has the right to stay in the middle (neutral), the fact of actually moving pushes to choose a side and arguments.
3. Once each participant has chosen their side, the trainer asks who wants to speak to explain his/her position.
4. When one side has given an argument, it is the other side's turn to express an argument. It's like ping-pong.
5. If an argument from the opposite side is considered valid by a participant, he/she can change sides.
6. When the trainer chooses him/her, he/she closes the debate.

8. World Café

► Objective :

Bring out, share and deepen ideas on a theme in large groups (>12 participants).

Method :

The World Café is based on the principle of discussions in a café on various themes.

1. Preparation :

Several questions for discussion are proposed and organized into tables (1 question per table). Participants are divided into as many groups as there are tables.

2. Rotating explorations:

Groups move from table to the other for a defined time (about 20 minutes).

The group members write down their thoughts on the tablecloth.

A "memory" participant makes an initial summary of the group's reflections and transmits it to the next group. In this way, he/she ensures continuity in the reflection.

The next group takes up the concepts discussed by the previous group and enriches them with new thoughts and ideas.

The work cycle is done in such a way that each group works on all tables.

3. Choice, decision

The best answers are selected through a voting process within each table.

A feasibility study can be carried out to put the selected proposals into practice.





Tool T62.3

E6. Support learning

Author : B. Boudey
Organisation : GIP-FAR
Date : 9 /10/2018

Use of mind map

The mind map tool is helpful to explore a learner's or group of learners' representations of a subject and to identify their associations with the learning object.

1. Definition and use of the mind map

- Mind mapping is a technique using **graphic presentation of the ideas** of a person and of the **relationships between ideas**. It represents, at a given moment, the associations and subjective links between different notions, concepts...
The notion of mind maps was formalized by the English psychologist Tony Buzan. He suggests a number of rules of proper use.
- Mind maps can be used for different purposes: idea exploration, concept structuring, research, planning, presentation, creativity...
The use described here corresponds to the **situation of exploring a learner's representations** in order to understand his/her reasoning and associations and to better support his/her learning.

2. Method

1. Start-up: Start from the concept or chosen idea

Clarify the purpose of the mind map with your audience: for instance, explore a particular notion or concept. And then ask each learner to place this main purpose at the center of their sheet in a central nucleus.

2. Exploration: Ask each learner to make an exhaustive list of the notions and ideas associated with the central idea (on a separate sheet)

In this specific use of mind maps, this activity must be carried out individually to explore each learner's associations without being influenced by others.

3. Grouping: Ask each learner to group and categorize ideas

Invite each learner to choose a keyword for each group/category and place the keyword for each category on a main branch starting from the central core.

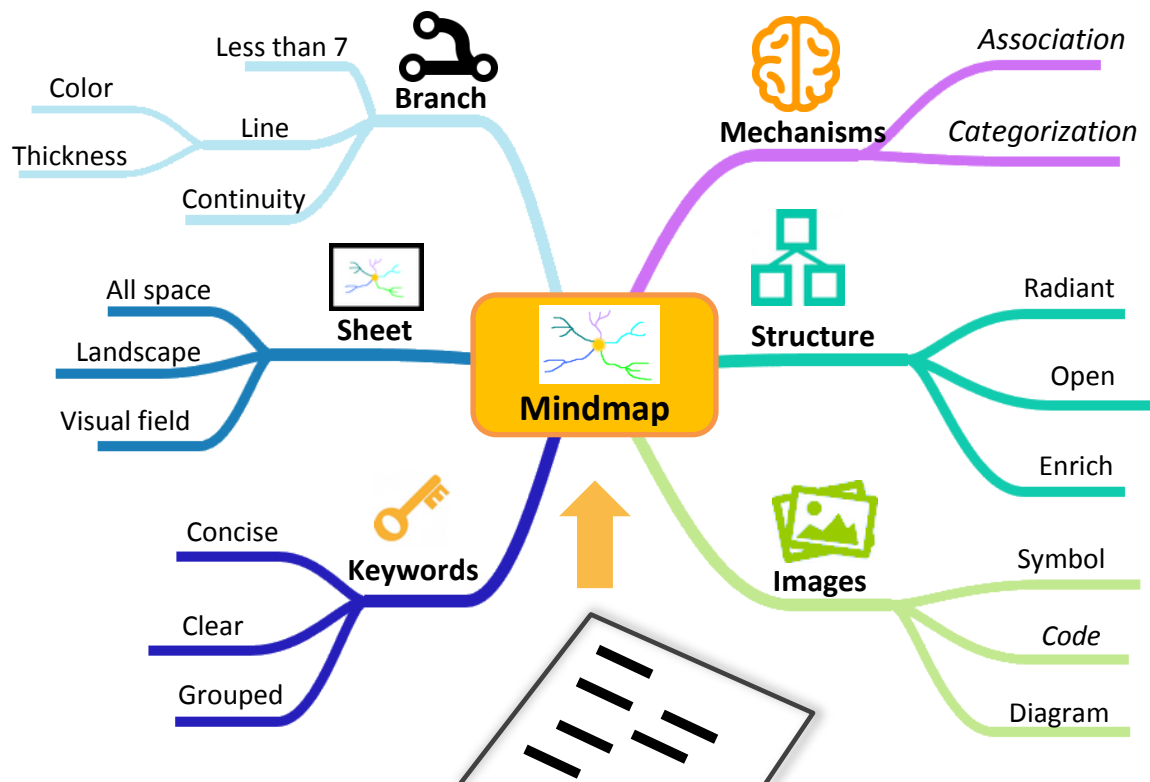
4. Achievement: Ask the learner or group to place all the ideas identified in point 2 and place them in each of the categories

Place each idea of a category on secondary branches starting from the branch corresponding to the category. Each branch can then be colored with its sub branches if necessary

5. Development: Invite each learner to add other ideas and place them on the map in the appropriate branches

The process of creation of the mind map spontaneously brings out new ideas that can be added to the map in a second exploration. The learner then completes his/her map according to what emerges from himself/herself by placing them in the existing branches or sub branches.





Following the development of ideas, new categories can emerge and enrich the map of the learner's representations. New branches can also be added.

This process graphically shows the learner's associations of ideas. These representations are likely to evolve with the inputs of the training, the confrontation with the representations of other learners during exchanges and group work.

Advice on mind map implementation (Tony Buzan)

In order to facilitate reading and new ideas development, Tony Buzan gives the following tips:

- **Suspend any judgment of a map regarding learner's choice of idea or relationship.**
The map represents his/her own associations and he/she is the one who can make them evolve through his/her reflection.
- **Use 1 keyword** on each branch and sub-sub-branch, which requires conciseness
- **Use 1 color per branch** to facilitate the identification and reading of ideas and stimulate associative thinking
- **Draw branches that radiate from the main** branches with a continuity that allows a natural gaze movement to be followed from one branch to another ("radiant thinking")
- **Use a maximum of 7 branches or sub branches** to facilitate reading by optimizing short-term memory usage
- **Illustrate with key images** the main key words to stimulate creativity and use of both brain hemispheres
- **Use the sheet in landscape format** and use the **entire space of the** sheet to adapt to the characteristics of the human eye's natural field of vision

