





Module E2: Organize and manage the dynamic of the group

Activity	 Keywords	 Tools
1) Drawing attention of learners and create emulation	Attention of learner Emulation Mobilization of the group Surprise effect Non-verbal communication	4 tools
2) Facilitating speaking within the group	Kindness Non judging/positive communication Self-confidence Communication contract	6 tools
3) Organizing the life of the group	Facilitation Identity of the group Group cohesion	2 tools
4) Organizing and regulating the group work	Involvement Group dynamics Collaboration Needs of the group Group roles	4 tools



Summary - keywords and notions






Cat. 1 : Drawing attention of learners and create emulation

Problem

Sophia is facing a passive group. Each trainee is silent and don't interact. She doesn't know what to do.

Issue

Drawing attention of learners is important to speak to active people, mobilise their mental resources and avoid them to lose the thread.

Keywords	Definition	Drawing
Attention of learner	It is about stimulating the resources of the mind and focusing the concentration of the learner on the subject..	
Emulation	Emulation concerns the desire to surpass oneself and progress within a group by mobilizing cooperation and / or competition logics.	
Mobilization of the group	It is the commitment of the members of the group to an activity prepared for the group. The facilitator creates the conditions to arouse and maintain the commitment of the participants to the task (Kurt Lewin).	
Surprise effect	In order to focus attention, the trainer may stage a situation to shock, surprise and engage the trainees in a learning process which brings answers to their questions.	
Non-verbal communication	Exchanges of information of different natures between different people not based on the use of speech (mimics of the face, body postures, moves and placement).	

Tools:	Description
T21.1 Checklist of hypotheses regarding group dynamics	This checklist is intended to help a trainer to better identify the nature of a problem with group dynamics.
T21.2 The 3 ways to communicate	During training, communication between the trainer and the learners is a central issue, both didactically (linked to the content of the training) and pedagogically (linked to the organisation of the training and the relational dimension).
T21.3 Active listening to create good group dynamics	The trainer's posture is often decisive in creating and supporting good group dynamics. The facilitation posture based on an active listening approach is effective in constructing group dynamics.
T21.4 Awaken learner's attention	Trainers use different skilful means to capture and keep the attention of their learners. Here is a description of the "acrobatic effect" and some proven tips and tricks.

Tool T21.1

E2. Organizing and strengthening group dynamics

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Checklist of hypotheses regarding group dynamics

This checklist is intended to help a trainer to better identify the nature of a problem with group dynamics.

The checklist of hypotheses regarding group dynamics



Potential origin of the group dynamics problem	Comments, recommendations
<p>→ Lack of interest and motivation</p> <p>There is a problem related to the purpose and objectives of the training course.</p>	<p>Trainees are not interested in the subject. They are not motivated by the course/training subject. In this case, it is important to create motivation by working with trainees to ensure that they understand the relevance of the training course for themselves and for their particular professional and personal situation and purpose.</p>
<p>→ The relationship between individuals is dysfunctional</p> <p>There is a lack of communication and respect between trainees.</p>	<p>For a group to function optimally and harmoniously, it is important to establish a climate of trust and mutual respect within the group. This can be achieved by establishing a clear communication agreement between group members and also by agreeing on how to treat each other in the group (Group Contract). It may also be useful to introduce communication tools such as non-violent communication. Group exercises that focus on group dynamics and cohesion can help to establish a healthy and positive group environment and climate.</p>
<p>→ The structure and size of the group is not adapted to the nature of the task and function of the group</p> <p>The group is too large or too small, the group cannot perform a necessary task in its current configuration.</p>	<p>There may be groups that are too small or too large for the task and function of the group. This is something to be taken into account for future training courses with the same task and/or function. The nature of the activities does not make learners participate. If the group is too large, the trainer can divide the group into several subgroups, divide the members another way, modify the task or propose a different exercise.</p>



→ **Formal and informal power to build consensus within the group or make decisions, is misused or does not work**

There is a dysfunction in the functioning of the group or the group rules.

In this case, it is important that the trainer assumes **clear leadership on** how **consensus** is built in a group.

If there are **power struggles**, he/she must establish clear boundaries and refer to the communication, collaboration and decision-making agreements for training which were established at the beginning of the training course.

The creation of a democratically functioning group such as a **cooperative council** can restore the conditions necessary for compromise.

It is important that the trainees accept these conditions, so that the trainer can count on their commitment and can refer to this formal or informal contract.





E2. Organizing and strengthening group dynamics

The 3 ways to communicate

During training, communication between the trainer and the learners is a central issue, both didactically (linked to the content of the training) and pedagogically (linked to the organisation of the training and the relational dimension).

Definitions of the 3 ways to communicate

To communicate and therefore exchange messages, three distinct ways are used, but most frequently they are combined with each other.

1. Oral language

Bla bla

This is the most common way. Be careful that the language used is clear and unambiguous to avoid misunderstandings. The trainer must ensure that the information he/she wants to transmit is accessible to each learner. Also be careful, that the person sending the message does not give the recipient false information or that he/she does not work on implicit elements. On the contrary, any message in training must be explicit and related to the learners' level of language and knowledge. Without these basic but strategic precautions, training cannot achieve its objectives. A fairly simple way to check that a message is well understood is to ask the recipient to reformulate it in their own words.

2. Paraverbal language

((()))

This is about voice: rhythm of speech, intonation, pitch and tone of the voice. All these elements provide information "around" the semantic dimension of the verbal message. They provide the recipient of the message with information about the emotional state of the sender of the message (a 'shaky' word will show a form of impatience, shouting will indicate irritation...). These elements therefore constitute a source of information that must be taken into account, in order to achieve "satisfactory" communication, i.e. communication where the speakers understand each other.

3. Infraverbal language



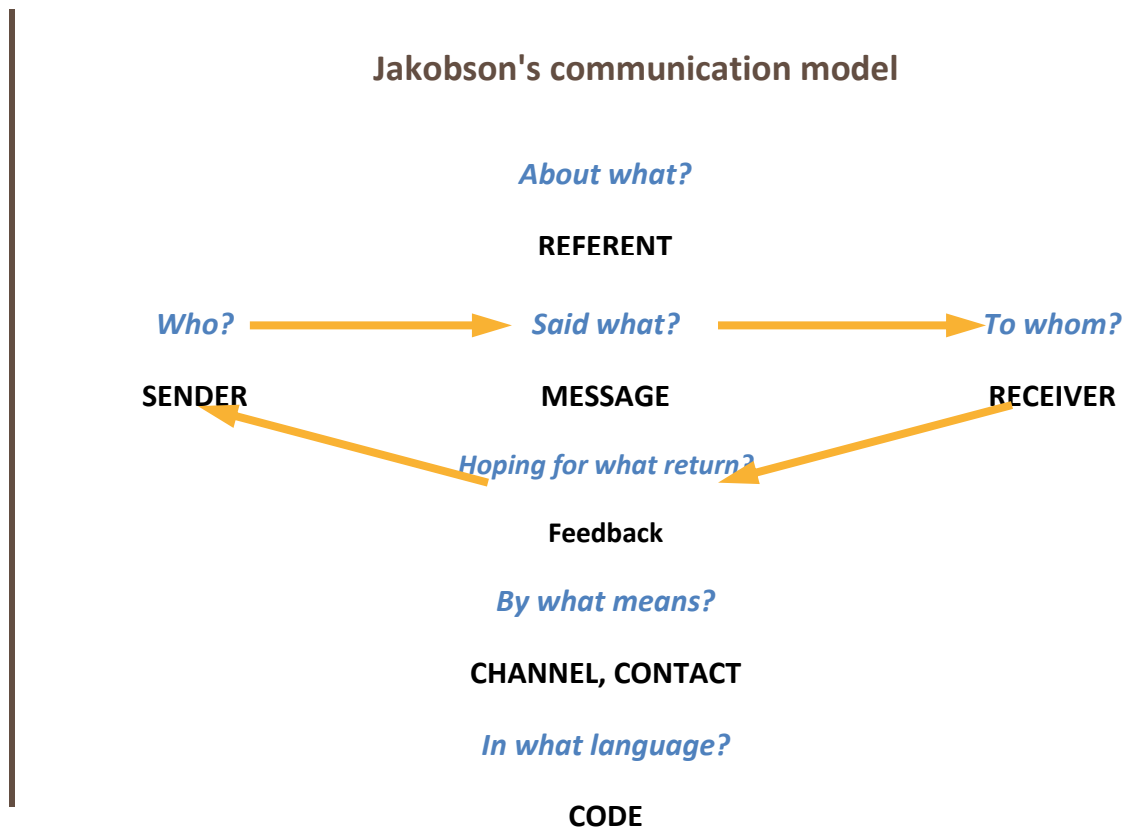
This language concerns the use of the body as a means of communication. Facial expressions, the use of arms and hands, the proximity between speakers are elements that may reinforce the message and "dramatize" communication in training.





The communication scheme

Linguist **Roman Jakobson** proposed a model summarizing communication and illustrating the main points to be taken into account:





Active listening to create good group dynamics

The trainer's posture is often decisive in creating and supporting good group dynamics. The facilitation posture based on an active listening approach is effective in constructing group dynamics.

Listening	Reformulation		
Positive silence	Show that we are going to reformulate	Reformulate (intention)	Check the reformulation
Facilitating posture: Empathy Positive attention to the other Congruence	<i>If I have understood correctly</i> <i>What you mean is....</i> <i>According to you,...</i> <i>If I follow you correctly....</i> <i>So, according to you...</i> <i>In other words....</i>	Reformulate to: - relaunch, - reflect, - clarify, - refocus, - summarize, resume	<i>Is that correct?</i> <i>Do we agree?</i> <i>Is that what you mean by that?</i> <i>Do we understand each other?</i>

1°) The facilitation posture

To organize and support a group dynamic that encourages participation, the trainer adopts different postures such as guidance, organization, regulation or facilitation.

In this context, the facilitation posture is the most appropriate posture because it allows and encourages the collective expression of the group.

This facilitation posture is characterized by the trainer paying attention to the form of communication, leaving the learners to be active and to bring notions, opinions, reactions, questions... This posture is based on the active listening approach.

Carl Rogers characterizes the facilitation posture with three qualities:

- **Empathy**, which consists of perceiving another person's internal frame of reference (putting oneself in the other's place by adopting their point of view and perceptions)
- **Unconditional positive attention**, which consists of accepting the manifestations of others, without judging them. This quality builds trust and encourages free expression.
- **Congruence**, which means being yourself, being present in the relationship, being open and not defensive about your own feelings towards others.



2°) Active listening as a tool for group dynamics

1°) Time for listening: positive silence

Pragmatically, the practice of **positive silence**, leaving room for the others and attracting attention, is achieved by avoiding interrupting the others and by being satisfied with brief interventions marked by expressions such as "yes" or "*I understand*" as a sign of encouragement to expression.

The novice trainer is often tempted to "fill" silences due to discomfort or lack of trust or confidence. The consequence of this is that learners are often disconnected in their thinking and have to focus on the trainer's new intervention, increasing the perception of passivity.

It is important for the trainer to learn to welcome this silence and to suspend their reactions by postponing comments.

2°) Reformulation

Reformulation is to say in one's own words, what the other person has just said.

In our context, we distinguish 3 stages in reformulation:

1. Show that you are going to reformulate

This is to clarify to the audience the trainer's intention to reformulate what has just been said, for example by using formulas such as :

- If I have understood correctly, what you mean is....
- According to you,...
- If I follow you correctly,...

2. Reformulate

3. Check that the reformulation corresponds to what the other person meant

For example by using formulas such as:

- Is that correct?
- Do we agree?

There are different **forms of reformulation which** reflect different intentions from the trainer:

- **Echo reformulation** which takes the last words of the sentence and relaunches the discussion, inviting further reflection and exchanges.
- **Reflection reformulation**, which consists in reflecting on what the interlocutor has just said, with a vocabulary that is slightly different from the initial message.
- **Clarification reformulation**, which consists in formalizing an unfinished or poorly organized thought, based on what is understood, yet taking care not to interpret it.
- **Refocusing reformulation** for which the emphasis is placed on the content that is interesting, leaving aside the elements that distract us from the objective.

Summary reformulation or recap in which the main points are concisely identified.

Tool T21.4

E2. Organizing and strengthening group dynamics

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Awaken learners' attention

Trainers use different skilful means to capture and keep the attention of their learners. Here is a description of the "acrobatic effect" and some proven tips and tricks.

The acrobatic effect (Philippe Meirieu)

Cognitive psychology, which scientifically validates the practical experience acquired by active pedagogies, considers it important to **ensure that trainees are involved in learning activities** and important to **maintain their attention on the tasks** they have to carry out (**S. Dehaene**): it is a central issue for quality training and the effective construction of the targeted knowledge and skills.

The so-called "**acrobatic effect**" (**P. Meirieu**) aims to vary the supports, working methods, instructions and expected productions, to avoid, at all costs, the boredom that demotivates learning and prevents trainees from focusing on acquisitions.

The trainers have thus, empirically, built tools, tips and tricks that astonish the learners (**Thievenaz**) that surprise them, that keep them at the heart of their learning activity: this is an important aspect of the trainer's work.

Examples of effective interventions to regain the group's attention

■ Stops / breaks

A very easy, inexpensive and effective way to regain attention is to stop talking unexpectedly. After a while, the absence of intervention by the trainer leads to **self-regulation of the group**, which then listens again.

This method, which requires a certain maturity and civic sense on the part of the learners, does not necessarily work with all audiences.



■ Body language

Use your body language. Did you know that the vast majority of communications are non-verbal? You can take advantage of this by using:

- **Mimics** when looking at the learners.
- **Gestures** - moving hands and arms.
- **Body movements** - moving around the classroom and moving your body in a fun way.

You can **be attentive to the learner**, **value the speaker** and show a respectful **attitude** through your body language.





You can vary **your tone of voice** and change the tone and pitch to attract the learners' attention.

You can also use a **bell, alarm or gong** to indicate that you need the attention of the trainees.

Another way to use sound to attract your learners' attention is simply to **clap your hands**.



Astonishment

Telling a **joke**, an **anecdote**, using a **new** and original **support** can **break up the monotony** of an intervention and channel attention.

Repeating this method from one session to another makes it possible to reinforce its effect, provided that its content and tempo are varied, so as not to create peaks of attention at specific moments, interspersed with phases of relaxation of attention.



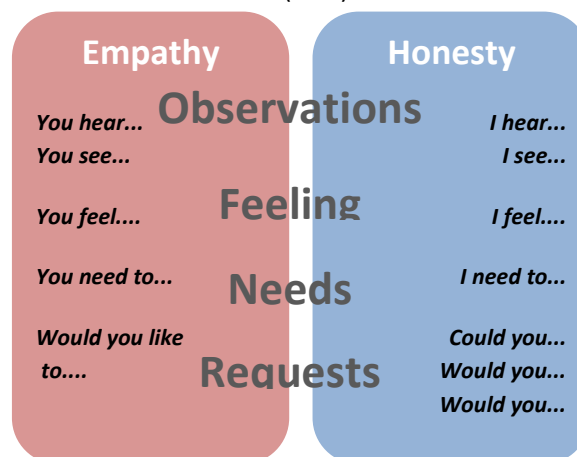
Non-violent communication (see tool T33.3).

In order to maintain learners' attention and not distract them with communication problems, you can introduce and use Marshall B. Rosenberg's **non-violent communication model** (NVC)

Establishing **fluent and healthy communication** and having the right tools to talk respectfully and honestly to each other can go a long way to **maintaining and keeping learners' attention**.

It is based on 4 steps:

- **Observations,**
- **Feelings,**
- **Needs**
- and **Requests**



Paradoxical intervention

Paradoxical intervention means that the **problematic behaviour** is promoted. This creates irritation and therefore a reflection on the current situation.

The paradoxical intervention is at the origin of the therapy. It is recommended to apply it only when **you already have a relationship with your trainees**, as it is a little **provocative** and must be applied in a very appreciative and humorous way.

Thus, the trainee can be encouraged to maintain his/her (disturbing) behaviour by all means and in a fun way, he/she is shown the possible positive and absurd consequences of his/her behaviour.

Example of a paradoxical intervention: a trainee often falls asleep during classes.

Instead of criticizing his/her behaviour, the trainer gives a speech on the virtues of napping and learning through sleep!



Particularly ridiculous solutions to a problem, question or behaviour, can also be part of the provocative repertoire.





The objective is to make the trainees laugh and realize the absurdity of some of their behaviours, to reflect on them and to think about changing them.



Summary - keywords and notions

Cat. 2 : Facilitating speaking withing the group

Problem	Sophia is confronted with trainees who do not dare to express themselves for fear of the reactions of the other members of the group..
Issue	Facilitating speech is important to allow a sincere and authentic expression of learners in a kind atmosphere. The periods of dialogue facilitate self-confidence and understanding of the learning contents.

Keywords	Definition	Drawing
Kindness	It is the attitude of the trainer which facilitates and encourages the expression of the needs of a learner. This attitude helps consider the needs of the person in the learning process and trusts the potential of the person. Authors: C. Rogers, J. Tronto	
Non judging / positive communication	It is a way to communicate which is centered on the activity and which encourages the person and supports his/her thinking process.	
Self-confidence	It is an internal resource based on a process of self-knowledge and self-esteem which helps the success of the learning process. It can be increased from outside by a person or a trainer.	
Communication contract	The communication contract is all the knowledge shared by participants about the issues and objectives of their exchanges that gives a social framework to their communication. This knowledge supposes that several aspects are clarified: the purpose of the exchanges, the identity and the role of the interlocutors, the frame and the associated rules. It is both ethical and technical.	
Tools:	Description	
T22.1 Assertive communication	Assertiveness is about expressing your point of view in a clear, direct, frank and respectful manner. Assertive communication helps to minimize conflict, control anger; better meet needs and have more positive relationships with those around you.	
T22.2 Non-judgmental communication	Listening without judgment is a skill in its own right. Trainers, mentors and professional counsellors are trained in listening and speaking without judgment, but it takes time to become familiar with this approach and to have confidence in it.	
T22.3 The DESC method	The DESC method is a 4-step tool for regulating group behaviour: Description of the facts; Expression of feelings; Proposals for solutions; Formulation of Consequences.	
T22.4 The communication contract	Trainers use different smart ways to capture and mobilize the attention of their learners.	
T22.5 The talking stick method	The talking stick is an old custom of Amerindian communication. It creates a respectful atmosphere where learning is possible and oral expression is facilitated within a group.	
T22.6 The antidote to participation	Here is a list of things that should not be done to develop participation and group dynamics.	

Tool T22.1

E2. Organizing and strengthening group dynamics

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Assertive communication

Assertiveness is about expressing your point of view in a clear, direct, frank and respectful manner. Assertive communication helps to minimize conflict, control anger, better meet needs and have more positive relationships with those around you.

What assertiveness is not....

Assertiveness is a style of communication that many people have difficulty putting into practice, often because of confusion about its exact meaning. It is sometimes useful to start by explaining what assertiveness is not.

■ Aggressive communication

People often confuse assertiveness with aggressiveness because it is about defending oneself or one's point of view. In fact, the two types of communication are very different:

Aggression	Assertivity
You force your needs or opinions on others. Often intimidating or pushy. Only your needs matter. No compromises. Damaging to the relationship. May cause shouting or physical aggression. Damaging to self-esteem.	Express your needs clearly but respectfully. Treat others with respect. Consider the needs of others as well as your own. Compromise often. Strengthen relationships. Use clear language. Develop self-esteem.

For example, imagine that you are standing at a counter and someone else is pushing in front of you. An aggressive response could be to grab them by the shoulder and say loud and clear:

Hey! What makes you so important that you don't have to wait in line like the rest of us?

You may feel better in the short term, but you will probably spend the next hour bothered by the interaction. Or maybe the other person will shout back at you and the situation will get worse, leaving you in a really bad mood. A more assertive response could be to gently pat the person on the shoulder and say in a clear but respectful voice:

Excuse me, there's a line here. It would be better if you could wait your turn.

It is very likely that you will get a more positive answer - maybe the other person will apologize and go to the back of the line, or explain why they want you to be pushed back and you may be happy to do this favor for them. People may still react badly - your assertiveness does not guarantee that others will not be aggressive - but at least you will feel better, knowing that you have done your best and that you have used assertive communication.



■ Passive communication

Another thing that assertiveness is not is passive communication.

Passive communication is:

- not speaking up, either because you think your opinions do not matter or for reasons such as trying to please everyone or "keeping the peace"
- putting your needs before those of others
- being intimidated or ignored
- often, speaking quietly or in a hesitant voice, or using body language such as looking at the ground or shrugging.

You can completely undermine your own opinions with passive sentences such as *"only if you don't mind"*, or *"but it doesn't really matter to me"*.

Passive communication can affect your self-esteem and relationships. If you use a passive communication style, others are more likely to ignore your needs, which can hurt you or even make you angry with them because you are not treating yourself better.

Assertiveness is therefore....

Think of assertiveness as the halfway point between passivity and aggressiveness - just the right balance!

Here are some tips for practicing assertiveness:

- Be clear about your point of view or request.
- Tell the other person how you feel as honestly as possible and remember to listen to what they say.
- Tone and volume of the voice: the way you say it is as important as what you say. Talk at a normal volume, rather than a scream or whisper, and make sure you look firm but not aggressive.
- Make sure your body language matches that of your counterpart - your counterpart will receive conflicting messages if you speak firmly when you look at the ground. Try to look the other person in the eye, stand straight and relax your face.
- Try to avoid exaggerating with words like *always* and *never*. For example: *"You are 20 minutes late and this is the third time this week"*, instead of *"You're always late!"*
- Try to talk with facts rather than judgments. For example: *"Important information is missing from this report"*, rather than *"You have done a bad job again"*.
- Use "statements" as much as possible to tell the other person how you feel, rather than accuse them. For example: *"When you leave your dishes on the table, I feel frustrated because I don't like the mess but I don't usually clean it up for you"*, rather than *"You really are a pig!"*
- Practice often - assertiveness is a skill that requires you to practice in many different situations and don't forget to congratulate yourself on your good efforts!



Tool T22.2

E2. Organizing and strengthening group dynamics

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Non-judgmental communication

Listening without judgment is a skill in its own right. Trainers, mentors and professional counsellors are trained in listening and speaking without judgment, but it takes time to become familiar with this approach and to have confidence in it.

What is non-judgmental communication?

We all spend a lot of time listening to what people are saying. At least that's the impression we give.

However, most of the time, the words we hear trigger a personal reaction in our minds.

This means that we have often **strayed from what the person is really saying** and are following our own **train of thought**.

We may listen to the words, but we don't really understand what the person is actually trying to say.



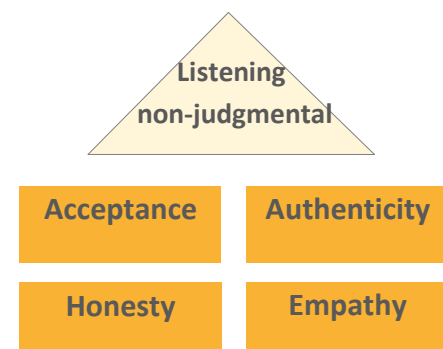
Non-judgmental listening concerns the receiver of the message, adopting a set of attitudes and using his/her listening skills (verbal and non-verbal), in order to :

- allow the listener to **hear** and **understand exactly** what the person is saying.
- allow the person to **talk freely** and **comfortably** about their problems **without feeling that they are being judged**.

Attitudes involved in non-judgmental listening

The attitudes involved in listening without judgment are:

- acceptance,**
- authenticity,**
- honesty,**
- empathy.**



They are sometimes referred to as "**The Basic Conditions**" because **all these conditions** are necessary to create a safe and comfortable environment in which the person can speak more openly.



■ Acceptance

This is about **respecting the person's feelings, experiences and values**, even if they may be different from yours. Do not judge or criticize them because of your own attitudes or beliefs, which imply an inner retreat from spontaneous reactions.

■ Authenticity

This is about showing the person that you **accept them with their values**, by what you say and what you do. Do not adopt a certain external attitude, when you think differently internally. Try to reach a position in which your **body language** reflects what **you say**.

■ Empathy

This is the ability to "**put yourself in the other's shoes**" and show the person that you really hear and understand what they are saying and feeling.

It is not the same as sympathy, which is feeling of being sorry for the person. These ideas seem complex but can be summarized very simply.

You are very close to being non-judgmental if you can:

- **Accept the person** exactly as he/she is.
- Not making moral **judgments** about the situation.
- Try empathetically to be **on his/her wavelength**



Tool T22.3

E2. Organizing and strengthening group dynamics

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The DESC method

The DESC method is a 4-step tool for regulating group behaviour: Description of the facts; Expression of feelings; Proposals for solutions; Formulation of Consequences.

Definition

The **DESC** technique (Description, Expression, Solutions, Consequences) makes it possible to regulate the inevitable drifts in learners' behaviour that can disturb the smooth running of learning (chatter, delay, non-constructive criticism, etc.). It was developed by an American cognitive psychologist Gordon H. Bower.



It has the dual advantage of allowing the trainer to identify and take into account his/her own feelings (anger, frustration, etc.) in communication (see T22.1 Fact Sheet on Assertive Communication) and to propose a negotiated response framework to readjust inappropriate behaviours in a learner. This last point will be managed all the more effectively if a communication contract is put in place (see tool T22.4 on the Communication Contract).

Methodology and methodology

The DESC method is used in a one-to-one interview with a learner.

D: Describe the facts

This step describes the problematic behaviour in a manner that is as objective as possible.

Example: *"I noticed that you have arrived late several times. I have to repeat the explanations each time and this wastes the group's time. »*

E: Expressing feelings

At this point in the discussion, the objective is to allow the expression of feelings with regards to the facts described above. It is preferable to use "I" and not "you" to encourage dialogue.

Example: *"When you are late, it puts me under pressure and I need it to change. »*

S: Finding solutions

This stage of the discussion allows the two parties to work together to find solutions acceptable to both.

Example: *"What do you suggest we do to change the situation? How can we do this? »*

C: Conclude with the consequences of decisions

This last step makes it possible to determine the consequences of decisions which are taken relative to the learner's behaviour.

Example: *"I am counting on you to arrive on time. This should facilitate the group's progress. We'll review it together in a week's time".*



Uses and points of vigilance

■ Uses

- Choose the right time
- Prepare the interview with the DESC
- Start by actively listening to the other person, to understand their point of view
- Clearly describe your expectations in terms of desired behaviour
- Seek a solution which is acceptable to both parties

■ Points of vigilance

- Express your point of view (preferably face-to-face)
- Be direct and avoid innuendoes
- Focus on facts rather than opinions
- Avoid generalizations



Tool T22.4

E2. Organizing and strengthening group dynamics

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The Communication Contract

1. Definition

The Communication Contract is a **language agreement by which the members of a training group commit themselves, to respect a certain number of rules during the exchanges** with each other.

These rules concern both the group and the trainer who will try to be **exemplary**. They can be an **objective and a work object** complementary to other learning. These rules are particularly highlighted in exchange/output/group work situations and can be the subject of a **unique evaluation**.

2. The rules in the Communication Contract

Here are the main rules that can be proposed in a Communication Contract and can be the subject of collective learning:

- **Involvement**
Encourage personal speech by avoiding "we" and "us".
- **Discretion**
Encourage members to remain discreet about comments made in training situations, when outside this framework.
- **Active listening**
Avoid interrupting the person you are speaking to. Suspend judgment in the listening phase by favouring comprehension/reformulation.
- **Evaluation**
In phases of collective evaluation of work, encourage learners to report on the successes of the work first, before pointing out the errors to be corrected.
- **Advice**
Support learners in formulating proposals for improvement rather than focusing on failures.

NB: The **Communication Contract** differs from the **Group Contract** (see T32.21) which aims to develop and regulate the rules of life within a training group.

Tool T22.5

E2. Organizing and strengthening group dynamics

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The talking stick method

Origin of the method

The talking stick is an **old custom of Amerindian communication**. It's a real conversation, which of course means active listening. It creates a **respectful atmosphere** where **learning is possible** and **oral expression is facilitated** within a group. The basic principle of a session is that it lasts as long as necessary. During the session those who need to can speak and others can respectfully listen and reflect.

If necessary, there may be long silences when people think about what has been said.

It is a tool that many people are familiar with today. We often seem to talk without listening and end discussions before reaching a conclusion, so it is a very powerful tool.

You can use this tool at the end of a training session, or when there are tensions within a group. It allows long periods of good communication with emphasis on listening. It sounds simple, but in practice it is a **very powerful method** to create deep-seated communication. It is a very effective tool, which sometimes allows people who are normally silent to talk about important topics. Frustrated people can express their opinions and those who want to make peace can have their say. Everyone must follow the rules.



The 6 steps of the method

1. A "**talking stick**" can be any practical object that a person can grasp and hold. The session begins with the talking stick on the floor or on a table around which everyone sits in a circle. It is possible to sit on a chair or on the floor.
2. The rules are explained and everyone **must respect them**. Anyone who rejects the rules cannot participate.
3. One person takes the **talking stick**. As long as they hold the stick in their hand, they can talk for **as long as they want**, or even remain silent for a while.
4. When someone is holding the stick and speaking, **everyone else must listen carefully** and **without judgment**, knowing that what is being said reflects only the views of the person speaking. If a participant disagrees, he/she should not react. There is no discussion among the participants.
5. When the speaker has finished, **he/she puts the talking stick down** or gives it to someone else.
6. The session continues until **no one else has anything more to say**, which is signalled by a significant period of time during which no one takes the stick. Somebody checks that everyone has finished and thanks everyone before the session ends.

Note: The disadvantage of the method is time control. It can be defined collectively by the participants at the beginning of the meeting. In some cases, to balance speaking times more evenly, a timer can be started when the stick is in use. This gives the speaker an indication of time.

Tool T22.6

E2. Organizing and strengthening group dynamics

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Date : 19/10/2018

The antidote to participation

Here is a list of things that should not be done to develop participation and group dynamics.

Antidote to participation

(According to Le Pavé, a French cooperative society for popular education).

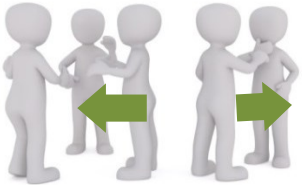

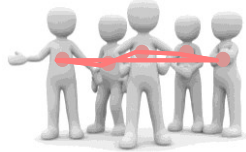
- Give a **very poor welcome** so that the first person feels too uncomfortable to speak.
- **Highlight the inequalities** of knowledge, power and wealth within the group.
- Strongly give the impression that **nothing can change**, other than setting oneself apart in the group.
- Make **inertia real** and **visible**.
- **Remain unclear** and vague with regards to the day's objectives.
- Foster the **unspoken**. If a problem arises, consider it as an individual's problem and not a collective problem.
- Ensure that the discussion remains a discussion and that there is no **prospect of action**.
- Prepare activities so that there is no **room** for **manoeuvre**.
- Write objectives and a training program that is as **incomprehensible** as possible, perplexing, with as many acronyms as possible. Drown the subject matter with very long sentences.
- Start the training with a digression about a **complicated subject**, starting with "I'll be brief".
- Focus on **behaviour** during training sessions:
 - Speak only to certain people
 - Let a verbal sparring take place between two people.
 - Systematically cut off speakers to show that you are the one who is in charge.
 - Don't bounce back from what a newcomer has just said and cut him off very quickly by saying: "We'll move on to the next point".
 - Criticize people by pointing out their mistakes or verbal tics
 - Shake your head while you are being spoken to, to express your disapproval
- In the case of a participant's question, do not allow him/her to speak while an expert is giving his/her answer.

Summary - keywords and notions

Cat. 3 : Organizing the life of the group

Problem Sophia is facing a group in which members are very individualistic and do not trust each other.

Issue Organizing the life of the group is important to build a work environment that facilitates learning where each one finds his place, where rules are shared by the group and where expression of each individual is promoted.
The life of the group continues outside formal training time and without the presence of the trainer in order to provide support to each member.

Keywords	Definition	Drawing
Facilitation	It is a process accepted by all members of a group, without any committed position, which aims to help a group to work effectively using communication techniques.	
Identity of the group	In training, the group is a temporary training organization which is defined by explicit and implicit rules.	
Group cohesion	Cohesion is the nature and intensity of relationships among members of a group. Cohesion is not given but is to be built by the trainer. Group cohesion is a support for learners as it allows the stimulation of resources and secure learning.	

Tools:	Description
T23.1 The group coat of arms	The group coat of arms is a powerful tool that helps to create a group's identity and strengthen its cohesion. This tool has many uses. A working method to use the coat of arms to help generate learners' loyalty to their group can be found in this tool sheet.
T23.2 Group dynamics activities	Here is a non-exhaustive list of activities that can help creates good group dynamics.

Tool T23.1

E2. Organizing and strengthening group dynamics

Author : B. Boudey
Organization : GIP-FAR
Date : 09/05/2019
Src : Work and innovation 2008

The group coat of arms

The group coat of arms is a powerful tool that helps to create a group's identity and strengthen its cohesion. This tool has many uses. A working method to use the coat of arms to help generate learners' loyalty to their group, can be found in this tool sheet.

Principle of the group coat of arms

A coat of arms is an expression of the **founding motto of a clan**, a lineage. It constitutes a framework within which its members are embedded. The coat of arms is also an **educational tool** that aims to provide an individual or group with a way **to reflect positively on themselves**, with the symbolism of pride that is inherent in a coat of arms. It contributes to the construction of the **group's identity** and **cohesion**.

The coat of arms is a **tool** that allows **positive reflection** on the **identity, values, strengths and meaning of** an individual, a group or an organization.

It can thus be used in adult education to make people think about the strengths, weaknesses, resources and identity of a group of individuals. It is based on **symbolism** and is used in many professional sectors, in initial and continued training and in many other different circumstances.



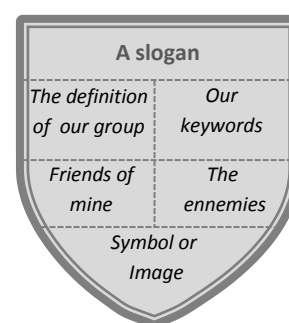
■ The structure of a coat of arms

A coat of arms is usually in the **form of a crest or emblem**. Its pedagogical application uses defined areas to be completed. Each area details functions according to the objectives of the task.

The boxes can be made up of mottos, texts, keywords, drawings or symbols. The **symbols** make it possible to immediately link together the **strengths, qualities** and **characteristics**, which are specific to the individual or group.



Other templates for a coat of arms





Method for developing the group coat of arms, in 3 steps

This use of a coat of arms, carried out within an organization or group of learners who have or are experiencing difficulties, makes it possible to improve **team spirit**.

This exercise is an excellent way for participants to develop their **personal imagination**. It is particularly effective when used as a thought provoking way to create a **collective identity, shared values for the group**.

Instructions: The instructions for the exercise are given to large groups. The facilitator insists that before writing on the coat of arms, any word or drawing must be validated by the **whole group**.

The words must reflect the comments made by the group: the facilitator suggests the participants choose key words or expressions, using qualitative adjectives, nouns or verb types (positive if possible). The design or symbol must be understandable to all.

It is recommended that **the symbol boxes and the motto at the bottom** of the coat of arms, be completed last. It is easier at the end of the exchanges to find a motto and a symbol that illustrate the whole thought process.

1st step: creating a coat of arms per subgroup

- The group is divided into small subgroups of **3 to 4 people**. Each subgroup must first **complete the subgroup's coat of arms**.
- After discussion and agreement, the participants collectively fill in the boxes of their coat of arms by determining the **main elements of that coat of arms: key words, values, strong symbols, motto**.
- The facilitator moves from sub-group to sub-group and ensures that work progresses (time management), that a reporter is chosen. It is important that participants do not get stuck trying to fill in a box: if this happens, the facilitator suggests that participants change box and then return to the problematic box at a later stage.

2nd step: presentation of the coats of arms

- Each sub-group **presents its coat of arms** to the other sub-groups.
- The facilitator reminds the participants of the **operating rules** necessary for the session to be effective:
 - first of all, **silent listening**, without straying from the description of the coat of arms,
 - then, **any additional information** from members of the sub-group about their coat of arms.
- Finally, when the facilitator suggests, participants can ask **questions to clarify information**. Care must be taken to avoid judgments and to ensure that each subgroup can express itself freely.
- Once all of the coats of arms have been displayed and presented, the facilitator launches a discussion, using questions such as *"What do you notice?" "How do you feel about what we have just seen and heard?"*

3rd step: creating a shared coat of arms

- Then, as a large group, the facilitator draws a blank coat of arms, the **group coat of arms**, and helps the group to sum up together.
- This sequence leads the participants to choose together **the elements that constitute the identity of their group: values, keywords, resources, friends, and enemies (what is positive for the group, what harms the group - in a symbolic sense)**.
- Together they also determine a **symbol**, represented by a drawing, an image and a motto.

Note: This sequence is often a delicate exercise for the facilitator because it generates a lot of discussion. The facilitator should be attentive and should take decisions, with the group's agreement, when necessary. Once the group has built its coat of arms, participants generally feel a strong sense of pride and belonging, a sense of accomplishment.



Tool T23.2

E2. Organizing and strengthening group dynamics

Author : B. Kaps / Y. Dionay
Organization : BFI-OO / GIPFAR
Date : 10/03/2019

Src: Harald Gross, Betty and Nikolaas Boden

Group dynamics activities

Here is a non-exhaustive list of activities that can help create good group dynamics.

The creation of group dynamics

In a 1970 study, Mr. Sherif showed that it is by taking part in **common activities**, by being involved in a **shared project**, relationships between individuals and teams are strengthened.

Conversely, a lack of common activity and competition tend to worsen the climate. The group, as a specific entity, therefore plays a role in the nature and quality of relationships.

Objective of the activities: Given this, the trainer can propose activities involving **interpersonal knowledge, problem solving, cooperative games**, etc.... that multiply interactions. This creates cohesion, trust, genuine communication, identification of each other's resources and develops a climate conducive to learning.

Preferable trainer postures: facilitate, suspend judgment, point out learners' qualities and achievements, encourage, overcome stereotypes and prejudices...

Instructions: Organize mutual assistance and cooperation, provide an environment which encourages supportive communication, suspend judgments, encourage genuine and constructive feedback, overcome stereotypes and prejudices.

Examples of activities to create group cohesion

Here are some examples of group dynamics exercises that encourage liveliness and healthy rivalry within the group.

■ Self-assessment and guessing game based on the content of previous sessions

- The trainer prepares a **multiple choice questionnaire about the content of the training session**. The trainees are told about the multiple-choice self-assessment exercise the day **before so that** they can review the content of the training session in advance.
- In the training room, the trainer **distributes** the multiple choice **questionnaire** to the trainees.
- First, the **trainees record their answers alone**. Then the interaction begins. The trainer reviews all the questions and the trainees shout out their answers. It does not matter who speaks first.
- If the answer is not correct, the trainer asks another of the trainees to **give an explanation**, or if no one knows it, he/she explains it again himself/herself. This creates interaction.
- At the end of the quiz, each trainee evaluates himself/herself according to the number of correct answers he/she has obtained.
The questionnaire allows him/her to assess his/her level in the subject.



■ Choosing those who wear glasses

The purpose of this exercise is to attract **attention**, stimulate the learners' **interest** and **direct them to a central topic or question**.

Some groups of participants, such as those wearing glasses or ties; those who have brown hair; women, men, etc., are **unexpectedly** invited to **answer a central question**.

You do not need any equipment for these exercises. They can last from **3 to 5 minutes**.

What you need to do as a trainer is to prepare clear questions and alternative attributes for the choice of group of participants.

Interest: This avoids the situation where no-one answers when you ask a question, or where it is always the same person or people who answer. By choosing a specific attribute, you are addressing a very specific group of people, usually few in number.

You can ask a specific question and ask everyone who wears - for example - glasses to answer the question and give their opinion on the subject. You can say, for example: "*You wear glasses - what do you think about this subject?*" (Be very specific in your question.)

This is a good way to draw a group of learners' attention to a central topic.

(Taken from: Harald Gross, Betty Boden, Nikolaas Boden (2006) : Teaching methods, 22 activating teaching methods for seminar practice, Schilling Verlag, Berlin, p.39):

■ Blind decisions - to create discussions

The objective of this exercise is to create a **solid basis for discussion**. The trainees decide on the central questions with a "**yes**" or "**no**".

- The trainees are seated in a circle. The trainer prepares some **central questions about which he/she would like to create a discussion**.
- Then he/she tells the trainees **to close their eyes**, asks them the question and tells them to **put their thumb up if their answer is "yes", down if the answer is "no"**.
- Then they can reopen their eyes and look around.
- The trainer now asks the trainees to form two groups. **A group with the answer "no" and a group with the answer "yes"**.
- The trainer may ask them to explain their decision and engage in a lively discussion. For example, the trainer may ask the trainees to discuss in subgroups first and then to present the result collectively in the form of a discussion. The trainer is the **moderator of the discussion** and can collect arguments for "no" and "yes" on a whiteboard.

(Taken from : Harald Gross, Betty Boden, Nikolaas Boden (2006) : Teaching methods, 22 activating teaching methods for seminar practice, Schilling Verlag, Berlin, p.52-53)

■ The chair oracle

The purpose of this exercise is **to stimulate interest in the next step of a task**. It helps you define who will take on certain roles. The chair oracle will define which participant will solve the next task or answer future questions.

- You surprise your trainees by asking them to look under their chairs for **a card**. **If one of them finds a card or sign, it will be his/her turn**.
- As a trainer, you should **prepare** (coloured) **cards** and **stick them under the chairs** before the start of the course so that the trainees do not know.





- The cards can be, for example:
 - Empty coloured cards
 - Cards with a symbol on them, with smiles, etc.
 - Cards with a number on them

During the session, you will say: *"The person who will ask the next 3 questions has already been designated by the chair oracle. In order to know who was chosen by the chair oracle, please stand up and take a look under your chair. The 3 people who find a blue card under their chair, have been chosen by the oracle."*

The people who find a blue card will complete the task. This can be a summary of the content, an answer to a key question, being in charge of the next sequence, presenting the advantages and disadvantages of an idea, etc. **This exercise has a great surprise effect on the trainees.**

(Taken from : Harald Gross, Betty Boden, Nikolaas Boden (2006) : Teaching methods, 22 activating teaching methods for seminar practice, Schilling Verlag, Berlin, p.52-53)

■ Rituals and movement exercises

■ Review/Recap Ritual

The first 5 minutes of each training session are reserved for content review.

Each time, **a participant prepares a summary of the most important ideas and knowledge from the previous session.**

He/she reviews the acquired knowledge by talking about the content, reworking it or asking questions to other trainees. It is up to him/her to choose the form of revision he/she wishes.

The summary can be validated and completed by the whole group.

■ Definition Ritual

When we start a new topic or subject as a trainee, we usually have to familiarize ourselves with a large number of terms and definitions. This challenge can be met by creating a ritual. The start of the definition ritual occurs at the beginning of a training session or course.

As a trainer, you **prepare a list of key terms and concepts** for your subject. You choose relevant terms and concepts that you assume are new to learners.

You explain that during the training course, trainees will learn key terms and concepts. **Everyone on the training course will take responsibility for one word, term or concept.** They will study it and in one of the **sessions they will present it in 5 minutes.** The trainee may choose the way he/she wishes to present the term or concept. As the trainer, at the beginning of the training course, you define when each trainee will present their concept. You can help trainees by providing them with online documentation and research tips.

■ Ritual to create relaxation and movement

In addition to all the mental challenges we face during a training course, it is important to create some **relaxation** and **space for body movement** between sessions. A ritual can be perfect for this. You can bring the participants into a circle and **prepare some body movements** that they will all do together as a group. You can then ask each participant to do their own specific body movement and the rest of the group will follow. You can also prepare an interactive game, or even ask participants to prepare/propose a game.

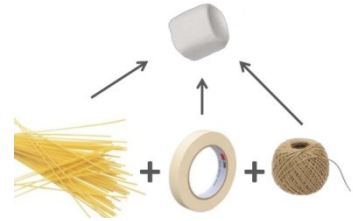
(Taken from: Harald Gross, Betty Boden, Nikolaas Boden (2006) : Teaching methods, 22 activating teaching methods for seminar practice, Schilling Verlag, Berlin, p.120, 121)



■ The Marshmallow challenge

In this activity, teams must **build the tallest self-supporting structure with:**

- 20 pieces of spaghetti,
- 1 meter of tape,
- 1 meter of string
- 1 marshmallow
- in just **18 minutes**.



Sufficient time is needed to discuss the exercise and the strategy and also to ask follow-up questions, such as:

- Who was the leader?
- Could you have accomplished this task without a leader?
- Were the team members helpful?
- Were everyone's ideas well received?
- What was the impact of the time limit on the team?
- What could you have done differently?
- Did your team celebrate the small victories?

■ The beach ball throw

For this activity, a beach ball is used.

In advance, write **random questions on the ball**, taking into account the team's suggestions.

It should be a mix of easy and more complex questions ranging from:

"What's your favorite food?"

to *"What are your weekly goals?"*

or *"What's the most embarrassing thing you've ever done?"*



Ask your team to stand in a circle and throw the ball. The person who catches the ball must then ask the question which is written on the ball and is closest to his/her little finger. This exercise promotes team work by helping the team to get to know each other better.

Changing attitudes and deepening collaboration






You don't need to stay sedentary or inside to form a team. You can also put on some music and everyone lines up as one or two people walk forward and show their best dance move for 15 seconds. Other ideas include buying tickets and participating in a local team sports event, playing kickball, bowling, organizing a family picnic every summer and arranging a regular meeting. These exercises will change the mindset of your teams, bring out their creativity, bridge the gaps that may have developed and unite everyone as a group.



Summary - keywords and notions

Cat. 4 : Organizing and regulating the group work

- Problem** Sophia is facing a passive group and would like to involve more her trainees and try to find new ideas for the learning activities.
- Issue** Organizing and regulating the group work is important to create and maintain involvement of learners, but also by considering the group members as potential resources for the learning.

Keywords	Definition	Drawing
Involvement	Giving sense to the learning helps the learner to feel included and to stimulate his resources in order to commit to the activity.	
Group dynamics	All the interactions that act or produce effects within a group. The trainer uses various techniques to direct these effects towards the teachings.	
Collaboration	Collaboration is working together to achieve a common learning task by facilitating exchanges, production and evaluation.	
Needs of the group	The individuals within a group need safety and need also to feel that they are part of the group. They need the have esteem and recognition from the other members of the group, as well as to being fulfilled by developing their knowledge and competences.	
Group roles	In the organisation and the dynamic of the group, generic roles and functions have been identified such as production, mediation, facilitation, animation, synthesis... The trainer uses these roles as means of learning.	

Tools:	Description
T24.1 Different types of group work	Depending on the tasks, the trainer can propose small groups with different objectives.
T24.2 Roles in groups	In the context of group work, especially with regards to the output, it is important to create a learning situation. This involves the distribution or election of roles whilst carrying out a task.
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.
T24.4 The different types of regulation in training	The balance of a training system requires different interventions by the trainer at different times. It must therefore identify the most appropriate regulatory procedure: interactive, retroactive, proactive.



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.

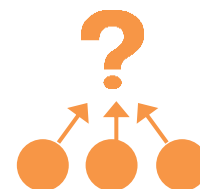


Typology of group work (based on the work of J-P. Astolfi)

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

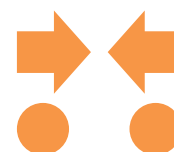
■ Discovery group work

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.



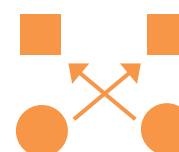
■ Confrontation group work

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

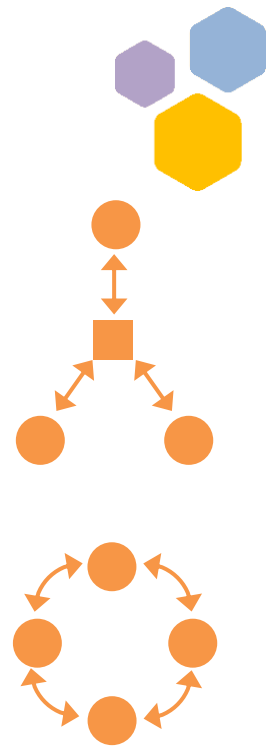
Each group asks itself a question on a subject. Within each group, **members reformulate and interpret (in their own words) a notion or message** that has just been presented.

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 T24.2

E2. Organizing and strengthening group dynamics

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

Roles in groups

The different roles in group work

In the context of group work, especially with regards to the output, it is important to **create a learning situation**. This involves the **distribution or election of roles whilst carrying out a task**. This distribution of roles aims both to **empower and to put learners in a situation requiring cooperation and learning**. In this context, everyone is able to participate individually in the collective achievement.

Here is a list of classic roles that can be undertaken within a group:

- **The facilitator**
He/she gives the floor, asks questions to clarify exchanges, reformulates and summarizes.
- **The organizer**
He/she proposes a work plan, ensures that useful resources are available.
- **The scribe or writer**
He/she takes notes, reformulates in writing the essential points validated by the group.
- **The reporter**
At the end of the working session, he/she presents and reports on what has been achieved.
- **The timekeeper**
He/she ensures that the different schedules and times allocated to each stage of the tasks are respected.
- **The contact person**
This role consists of searching for documents in a resource database (often via the Internet) to complete, verify, argue and support the work in progress.
- **The guardian of words**
His/her task is to ensure that the words used in the training sessions are understood and shared in the group. He/she can use a dictionary, keep a lexicon or glossary and count on the trainer's expertise.

Experimentation and rotation of roles in the group

In this situation, it is important to **allow all learners to try out the different roles**. The roles allow both efficiency in production and learning through role rotation. At the end of a task, a collective evaluation of the functioning of the roles can be suggested and the trainer can ensure that everyone undertakes different roles.

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.

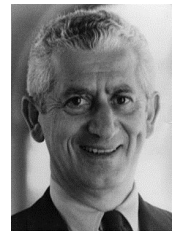
Definition

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 T24.4

E2. Organizing and strengthening group dynamics

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

The different types of regulation in training

The balance of a training system requires different interventions by the trainer at different times. It must therefore identify the most appropriate regulatory procedure: interactive, retroactive, proactive.

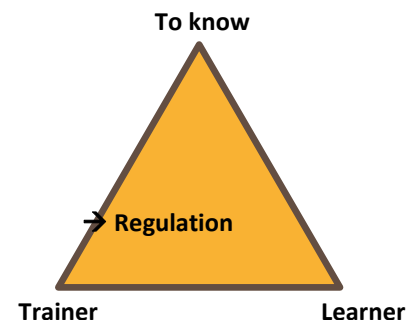
Definition of regulation

Regulation is a process that allows a system to maintain its balance.

Here, the system in question is the learner, the trainer and the training content.

Any regulation presupposes a circulation of information and a form of adaptation to the constraints of the environment.

More precisely, it is a question of **informing the system in the process of action** (i.e. the training process and the learner's learning activity) about **the results of this action** (i.e. learning performance) in order to **make the necessary corrections and adjustments**, if needed.



Regulation consists in comparing the performances (that are the result of the learning process), with the result which was expected at the beginning.

This is done through an **adapted evaluation** (use of a training framework with clear criteria). If a deviation is found, a form of correction is then implemented: it is the regulation that must be targeted and relevant to the nature of the deviation found.

Mastery pedagogy works precisely on this principle and thus gives the learner more time, if necessary, to achieve results, based on **targeted amendments**.

Regulation, the ^{third} phase of a training process

Regulation is the third phase of the following generic process:

- **Phase 1: training.** The trainer presents training content according to what he/she has prepared.
- **Phase 2: formative evaluation.** The trainer compares the learner's responses to the predefined objectives and provides feedback; the trainer and the learner have the same information on the "quality" of learning.
- **Phase 3: regulation.** Following difficulties encountered by the learner, the trainer brings a form of correction by using new pedagogical devices (group, targeted individualized exercises, new supports...).

Means of Regulation

There are **3 types of regulation** (L. Allal):

Interactive control

Regulation is fully integrated into the initial training situation and is based on verbal interactions and trainer-learner exchanges during the course itself.

Retroactive regulation

This is delayed regulation in relation to the initial training time. This is regulation in the traditional sense of the term: depending on the errors observed, adapted learning activities are proposed to the student: new exercises, new explanations, new diagrams, new supports ...

Proactive regulation

This regulation is also delayed in relation to the initial training time. Depending on the performance achieved during an evaluation period after the course, targeted consolidation exercises are provided to deepen learning and transfer it to different problem situations.

