



Postcard



Module E8: Piloting and regulating the training

Activity	 Keywords	 Tools
1) Structuring and adjusting the training scenario	Piloting a training Training scenario Regulation	3 tools
2) Organizing the rhythm of the training activity and adjust if necessary	Heterogeneity of the group Rhythm of learning Small group learning	3 tools
3) Ensure that learners give meaning to learning	The project (of the training) Transfer (of learning) Weaving	1 tool
4) Developing the learner's self-direction and autonomy	Learner's autonomy Trainer's attitude Co-activity	4 tools

Summary - keywords and notions

Cat. 1 : Structuring and adjusting the training scenario

Problem	After an exchange with his novice colleagues who share their problem in their training sessions, Junior is wondering about the management of a training. It would like to describe the various interventions of the trainers in order to have a global vision of the piloting of the training.
Issue	The piloting of a training course requires the creation of a more or less formalized initial scenario. This scenario allows the trainer to define the steps of a projected sequence from which he will adjust the teaching activities according to what happens during the course of the session.

Keywords	Definition
Piloting a training	Piloting a training involves designing, preparing, conducting, controlling and evaluating a training action aimed at achieving objectives and ensuring its coherence and relevance for users, for the training organisation and for the backer. It is a multi-registered strategic function where the trainer's professional engineering is in the forefront.
Training scenario	The design phase and the training preparation phase result in a training orientation and organization document: the scenario. It is a framework document that precisely describes the process of the training, step by step, taking into account the diagnosis of the initial situation, the objectives to be achieved and the resources available (space, time, tools...).
Regulation	There are often gaps between the initial scenario of training and its actual scenario: didactic obstacle, group profile, learning rhythms, inadequate resources... The regulation is the function that aims to reduce this gap: it is a question of finding ways to best achieve the objectives while taking into account the difficulties that emerge.

Tools :	Description
T81.1 Training management diagram	This sheet describes the principle of training management and regulation.
T81.2 The regulation of training	Regulation is the means by which the trainer can adapt the training process based on his or her forecast scenario and the differences observed in its conduct.
T81.3 Practical issues for effective regulation	List of questions that the trainer can ask himself to decide and implement efficient regulation.

Tool T81.1

E8. Piloting and regulating the training

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26/08/2019

Training management diagram

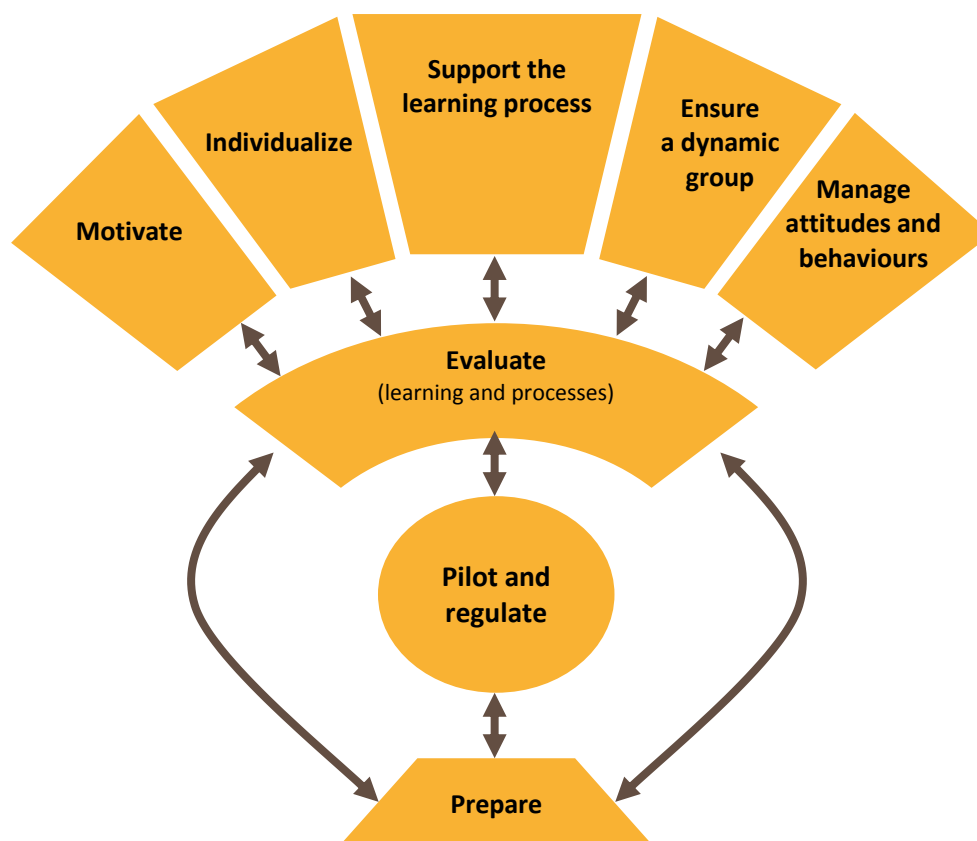
This sheet describes the principle of training management and regulation.

Training management

In the trainer's work, management **articulates** the **preparation**, **evaluation** and **regulation** activities. The **initial scenario** allows the trainer to define the main stages of the training from which he will adjust the pedagogical activities according to what happens during his session.

This **regulation** is essential in the management. It can be done at multiple levels:

- **the pace** and **planning of** training, which must be adapted to the trainees' progress,
- **facilitation** that can influence group dynamics, climate and behaviours in the group of trainees,
- **taking into account the needs of individuals**, which can lead to the adaptation of training methods, organizations and activities to ensure everyone's success,
- **the motivation of** the trainees, without which learning cannot take place and which may require individual or collective remediation,
- **the preparation of activities**, in particular the choice of methods, time, examples and cases used, which must be adapted to the trainees' experiences,
- **evaluation**, how to conduct it, its methods and purposes (learning and process).



The regulation of training

Regulation is the means by which the trainer can adapt the training process based on his or her forecast scenario and the differences observed in its conduct.

What is regulation?

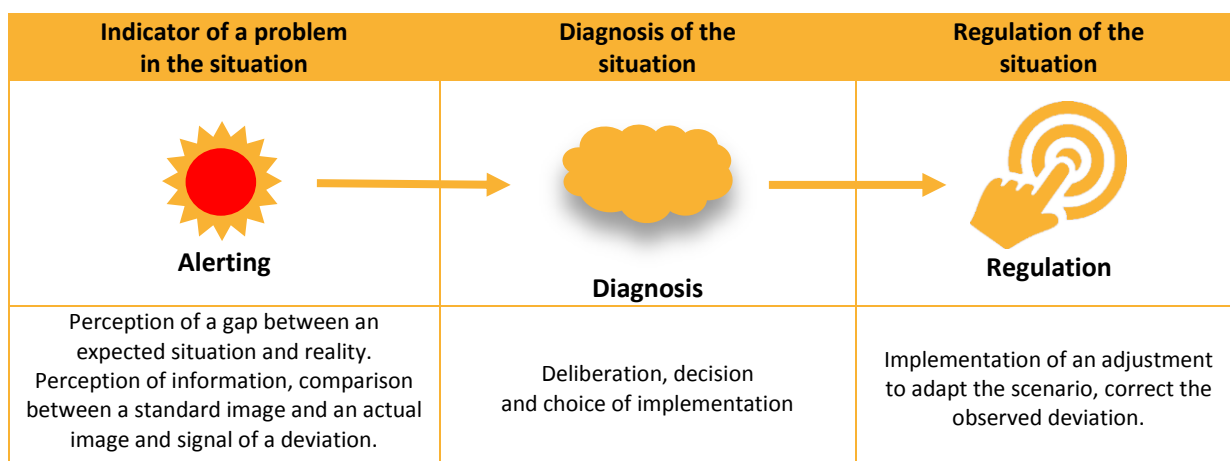
Regulation is what allows **a device to maintain itself in a general state of equilibrium or to correct a situation of imbalance**: this notion of regulation is essential in the theory of complex systems. In training, the main interacting elements of the system are the trainee(s), the trainer, the content of the knowledge to be learned and the training institution. The system is maintained in balance when the expected progress of the trainees (which can be described in terms of skills) is in line with the course of the training.

Any regulation requires two important elements: **the production of relevant and accurate information**; and **adaptation to environmental variations**.

An example is the regulation of the human body temperature according to the activity of the subject in his environment: automated or conscious mechanisms are at work.

For Piaget (1967), "*the characteristic of regulation is, in all fields, to inform a system in action about the result of these actions and to correct them according to the results obtained*".

This requires **control mechanisms** that then allow for feedback. It is a matter of comparing the situation of the system at a given time with a situation defined as satisfactory (for example, a given objective) and, if necessary, correcting the gap: it is a balancing process, well identified by Piaget with the **principle of assimilation-accommodation**: new learning may change previous knowledge and the subject will reorganize his new knowledge in return.



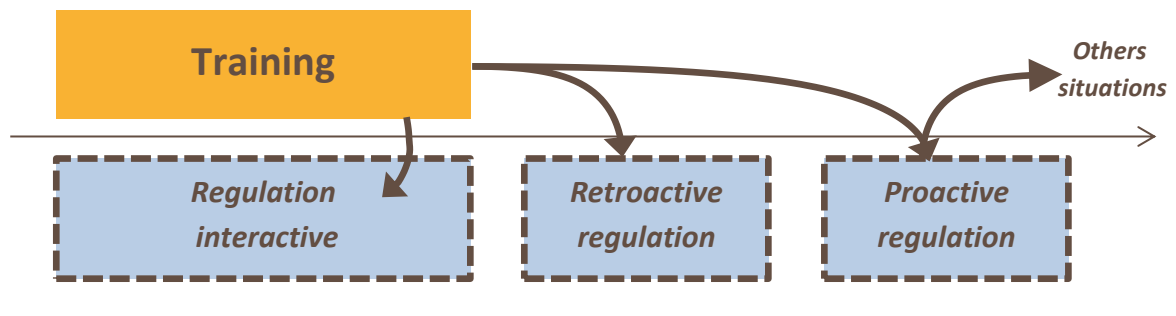
In pedagogy, it is **the more or less formal formative evaluation** that collects information on the actual learning achieved by a learner and compares this information with what is expected by the training at a given time. Benjamin Bloom's mastery pedagogy is based on feedback: at each stage of learning, the learner is assessed: in case of difficulties, he receives targeted help that has a corrective function. It certainly takes longer than a learner without difficulty, but in the end, it reaches the expected level.



The 3 regulation modes according to Linda Allal

Linda Allal identified three regulatory modalities that are useful in any training.

- **Interactive regulation takes** place during the training itself: the trainer, the trainees, the tools and mediations available are used to provide direct assistance, to answer a question. This presupposes that the trainees are able to express during the training the difficulties of understanding they encounter.
- **Retroactive regulation** is delayed: it takes place after a training period. After an evaluation period (by an exercise for example), the trainer identifies one or more trainees in difficulty based on the errors identified in the targeted learning. He then sets up a remediation that targets the nature of the difficulty he has identified in the trainee: this remediation work allows a corrective action in the learning.
- **Proactive regulation** is also delayed in relation to learning. After the initial training time followed by an evaluation, the trainer proposes in-depth and consolidation activities adapted to the results of each trainee. For example, we can transfer the context of the application of learning.



E8. Piloting and regulating the training

Practical issues for effective regulation

List of questions that the trainer can ask himself to decide and implement efficient regulation.

List of empirical questions related to deliberation and regulatory decision

Key questions	Comments and regulatory approaches
Does the problem need to be addressed at this time?	<p>If so, it must be processed at the moment either in a group or individually (active control).</p> <p>Alternatively, it can be processed later or its regulation can be planned at another time; or at another session by specifying it to the persons concerned (post-active regulation). Low-level learners should not feel abandoned. On the contrary, they must feel that their needs have been well heard and taken into account. Some trainers identify and note during the training points to be clarified or addressed at a given time. They keep a record of them on a corner of a board or sheet of paper so they don't forget them.</p>
Is the problem didactic or pedagogical?	<p>If the problem is didactic (related to the training content), the trainer may have to take up a notion, explain it, provide other examples, link the notion to other notions, support or mobilize a reflective analysis approach.</p> <p>If the problem is pedagogical (related to the training process), the trainer is led to regulate according to the nature of the pedagogical problem: motivational, climate, group atmosphere, dynamics, attitude or behaviour regulation, individualisation...</p>
<p>Can the problem be regulated?</p> <ul style="list-style-type: none"> between peers, in a large group with or without the mediation of the trainer? 	<p>If the problem can be regulated <u>between peers</u>, the trainer can organize an activity related to the problem with the individuals concerned, while the other trainees work on another object. To do this, he can mobilize resource persons in the group he has identified. Otherwise, he must organize a mediation.</p> <p>If the trainer's <u>mediation</u> is necessary, he or she must be able to free himself or herself for a certain period of time, respond appropriately and allow trainees who are not involved to continue. Alternatively, he can find a resource or organize mediation between peers or with or without an external resource. This implies that the trainer has identified the right resources in the group or its environment.</p>
<p>(Continued)</p> <p>Can the problem be regulated?</p>	<p>If the problem is to be solved in a <u>large group</u>, it means that the problem concerns or will concern a large part of the group. In this case, the trainer may have to take a collective time to regulate the problem. He has the position of facilitator and guarantor of the good conduct of</p>



<ul style="list-style-type: none"> ■ between peers, ■ in a large group ■ with or without the mediation of the trainer? 	<p>exchanges, whether they concern didactic, pedagogical, behavioural or other aspects... Otherwise, the regulation is done separately, with an individual or a group. This choice may be based on the fact that the problem is intimate, or may hinder the individual(s) concerned or may have a negative impact on the group.</p>
<p>What is the activity the most suitable one now?</p>	<p>The trainer has the choice between: carrying out a planned activity or playing with the following parameters:</p> <ol style="list-style-type: none"> 1. At the level of the pedagogical organization: <ul style="list-style-type: none"> ■ propose an activity instead: <ul style="list-style-type: none"> ■ collective and unifying to bring trainees together after a wide dispersion, to make a collective focus on a point, etc.... ■ in small groups, to facilitate exchanges, sharing of ideas, confrontation, construction... ■ or rather individual to facilitate appropriation, transfer in personal situations. 2. At the level of the didactic organization: <ul style="list-style-type: none"> ■ come back to a concept, an exercise to clarify and immediately remove doubts or misunderstandings, ■ reduce the activity planned to adapt it to the condition and progress of the trainees or link it to other activities or interventions, ■ propose a synthesis activity to bring coherence and regulate dispersion. 3. In terms of rhythm: <ul style="list-style-type: none"> ■ take a break to allow trainees to regain all their resources to be able to learn, satisfy their physiological needs, ■ Adapt the progression by taking into account the speed of learning and the difficulties encountered and by proposing in-depth or consolidation activities.
<p>Do I have the competence to deal with the problem?</p>	<p>If so, the trainer organizes the regulation to manage the problem. If not, he must look for resources in his environment to deal with the problem. In this case, he must be able to recognize the limits of his skills.</p>
<p>Am I in a position to carry out the planned activity?</p>	<p>If so, the trainer ensures the sequence. Otherwise, the trainer must be able to admit his state, possibly share it with the group and propose an activity adapted to the group and its state. The trainer learns to respect himself and his own needs. Sacrificing oneself for the group is not a guarantee of effectiveness. Under no circumstances should the group be held hostage to the trainer's condition or problems.</p>



Summary - keywords and notions

Cat. 2 : Organizing the rhythm of the training activity and adjust if necessary

Problem

Junior is confronted with trainees with different learning rhythms. He has to adapt his training while taking into account the overall progress of the group and does not really know how to do it.

Issue

The trainer's steering task consists in organizing the rhythm of learning. The trainer is very often led to adjust this rhythm in different ways according to what he perceives from the individual and collective progress of the learners.

Keywords	Definition
Heterogeneity of the group	Heterogeneity characterizes all the differences within a learner group: motivation, disposition and cognitive ability, level of training, ability to work in a group, ability to work independently, ability to work with digital tools, ability to self-assess.... The degree of heterogeneity of the group is a strategic variable in training. So, the trainer, has to take these elements into account in his piloting.
Rhythm of learning	The rhythm of learning corresponds to the pace at which the training activities take place according to the trainer's scenario. For B. Bloom, 90% of learners can achieve the objectives provided they are given the time they need and offered the support that they need. But the trainer has to manage as well as possible the tension between the rhythm of the training and the progress of his group.
Small group learning	The small group learning results from the mastery training which aims to provide a response adapted to the heterogeneity of a particular group. It is based on a rational two-step approach: 1. diagnosis of the specific needs and difficulties of learners with regard to the training objectives, 2. mobilizing the most relevant training material, approaches and tools to meet the needs.

Tools :	Description
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.
T52.1 The different rhythms of a trainee's activities	The life and activity of living beings, and therefore of humans, are not the result of chance, they obey or are conditioned by cycles that overlap and determine moments of attention and sustained activities, phases of decreased attention, even fatigue, and phases of rest and sleep. Natural factors influence these cycles, which can often also be disrupted by artificial phenomena in humans. It is important to take these phenomena into account to maximize success during a training session.
T82.2 Regulation of learning rhythm	Learning rhythm very often vary from one learner to another. The trainer is thus led to regulate the rhythm of the activities he proposes according to that of each trainee and develops different strategies for this purpose.

Tool T24.3

E2. Organizing and strengthening group dynamics

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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.



The different rhythms of a trainee's activities

The life and activity of living beings, and therefore of humans, are not the result of chance, they obey or are conditioned by cycles that overlap and determine moments of attention and sustained activities, phases of decreased attention, even fatigue, and phases of rest and sleep.

Natural factors influence these cycles, which can often also be disrupted by artificial phenomena in humans. It is important to take these phenomena into account to maximize success during a training session.

1. The different rhythms that influence a trainee

Each human being has an "internal clock" that synchronizes the functioning of his cells, his organs and therefore his brain, which has consequences on his periods of attention and concentration.

■ Annual rhythm

Light is important to synchronize our internal clock. Periods of lower light intensity, such as winter, can have negative influences on concentration and reflection abilities... as well as on mood.

■ Menstrual rhythm

In a woman, the hormonal cycle combined with periods of discomfort but also possible pain influences periods of better and lower concentration (hence a possible influence on the rate of learning).

■ Circadian rhythm (Work by F. Testu)

It is one of the most important (but not the only) rhythms that determines periods of attention and concentration. It is to be taken into account in the training rhythms.

Body functions as diverse as the sleep/wake system, body temperature, blood pressure, hormone production, heart rate, but also cognitive abilities, mood or memory are regulated by the **circadian rhythm**, a 24-hour cycle. **Almost all biological functions are subject to this rhythm.**

Thanks to the circadian clock, the secretion of melatonin (a hormone that regulates biological rhythms) begins at the end of the day. Sleep is deep at night. Body temperature is lower in the morning very early and higher during the day; intestinal contractions decrease at night, **awakening is maximal from mid-morning to late afternoon**; memory is consolidated during night sleep, hence the importance of a long and regular sleep, to integrate as well as possible the notions learned during a training day.

This circadian rhythm is endogenous, that is, it is generated by the organism itself.

The circadian rhythm can be disrupted by:

- a jet lag that requires the body to resynchronize its circadian rhythm with a new nycthemeral rhythm;
- night-time exposure to artificial light (particularly in the context of night work), or even to intense "light pollution";
- a high-fat diet, which disrupts sleep by disrupting the circadian production rhythm.

A better effectiveness in training requires a regular rhythm of life (wakefulness / sleep, mealtime, periods of intense activity and relaxation...

■ Ultradian rhythms

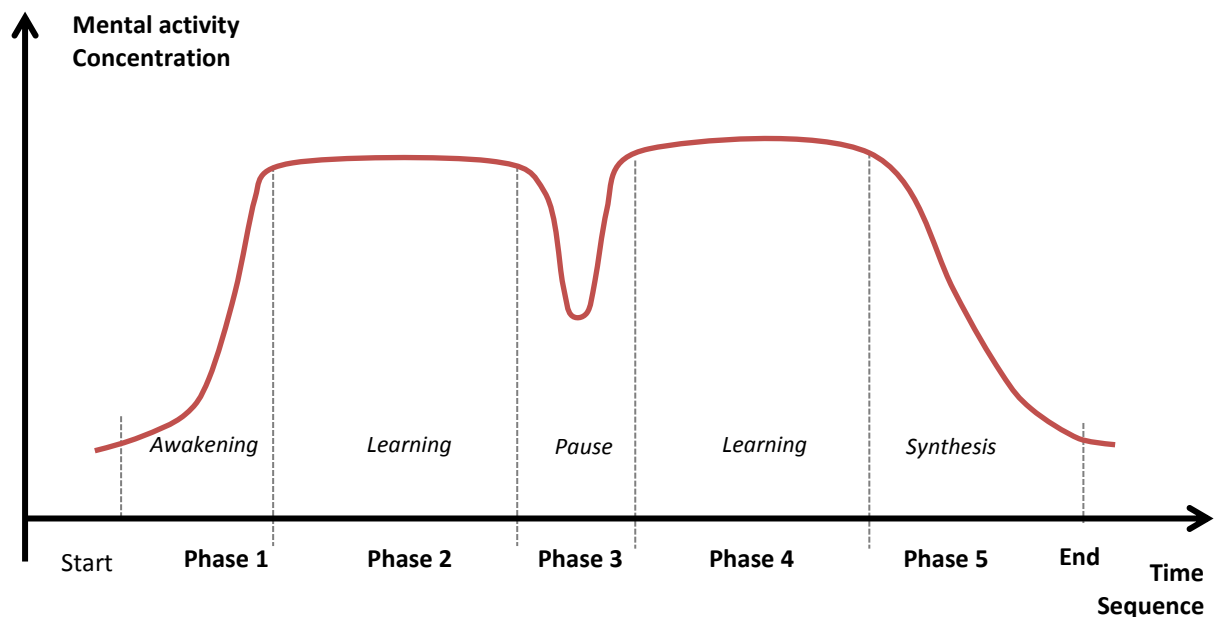
These are rhythms of less than 90 minutes in duration (heart rate, respiratory rate...).



Concentration, when intense, follows this rhythm: it is therefore essential, in training, to vary the following activities at intervals of less than 90 minutes.

During conferences and lectures, the listeners' attention must be supported by frequent changes in tone, the materials presented and the type of intervention (anecdotes, dialogues with the listeners, etc.).

2. The work rhythm according to concentration during a session



■ Phase 1: Awakening, reactivation of memory

Learning is about giving meaning, creating a link between the knowledge acquired. It is necessary to connect the different notions acquired and to be acquired, the first ones often serving as prerequisites for the next ones.

2 actions :

1. The trainee remembers the content and conditions (success, understanding or not) of the previous sequence, without looking at his notes (2 to 3 minutes).
2. The trainee checks, using his documents, whether his idea of the previous sequence is in line with reality. If so, if he has assimilated the previous sequence well, he can continue his learning. Otherwise, he/she reviews the content of the previous sequence or asks the trainer for clarification before any new acquisition of concepts.

■ Phase 2: Learning. Acquiring new knowledge, putting it into practice...

■ Phase 3: Structured break. After a long period of concentration and intense reflection, attention relaxes, brain fatigue appears. A prolonged sitting position slows down the evacuation of carbon dioxide produced by the cells, and when the work is done in a closed room, the accumulation of carbon dioxide produced by the breathing of those present at night has a good oxygenation of the body, and therefore of the brain (let us not forget that the brain consumes more than a quarter of the oxygen inhaled, during periods of intense mental work).



The break: The principles to be respected

- You have to leave the room, go outside to breathe (or at the door in case of bad weather) to **replenish your oxygen**: when you get up, you release the compression of the veins due to the sitting position, the carbon dioxide is eliminated better.
- It is necessary to **detach** oneself **from** training **tasks**, especially those in progress, in order to prepare for memorization (one begins to memorize when one is separated from the percept). We think about something else, we don't discuss training. Avoid spending your entire break consulting your mobile phone; emptying out, or talking to other trainees can be effective ways to enjoy your break.
- Whenever possible, a break is not taken at a fixed time, but **when the need arises** (between two separate chapters, before or after a series of exercises, when a difficulty is difficult to overcome...).
- It is sometimes preferable to take **several small breaks** rather than one large one and do not hesitate to take mini breaks in the training room (discreet stretching, short disconnection from the subject during the learning process...).

■ **Phase 4: Learning.** Acquiring new knowledge, putting it into practice...

■ **Phase 5: Synthesis.** When fatigue appears at the end of the session, there is no need to force yourself to learn or exercise at any cost. Not only will the memorization not be done correctly, it will be necessary to take up the concepts seen at this time during the following sessions, but also, the most structured and often the most difficult concepts and exercises are proposed at the end of the sequence, and therefore arrive at a time when fatigue is present. It is often psychologically devaluing, depressing, because it feels like you are not succeeding when you thought you had acquired the concepts studied. Sometimes it would have been enough to take up these points later, in better conditions to succeed.

When the saturation arrives, you have to stop moving forward. It is necessary to reread your notes, to repeat the simplest exercises; it is the moment to establish a summary grid of the sequence, by putting forward the most useful notions. It is also the time when we can begin the transfer phase, asking ourselves what will be the future applications, in everyday life, professional or in training, of these acquired notions.



Tool T82.2

E8. Piloting and regulating the training

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Date : 26/08/2019

Regulation of learning rhythm

Learning rhythm very often vary from one learner to another. The trainer is thus led to regulate the rhythm of the activities he proposes according to that of each trainee and develops different strategies for this purpose.

Regulation of learning rhythm

In his scenario, the trainer often plans a certain number of activities in advance of their realization by the learners. Learning rates very often vary from one learner to another and the trainer is required to carry out regulations based on:

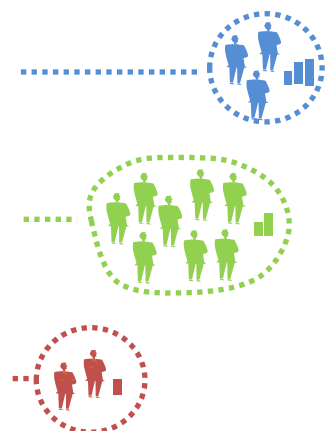
- the group's progress
- the fastest trainees, their advancement and their potential for intervention for the group
- the slowest trainees and their difficulties
- the schedule of upcoming sessions and the program
- the priorities, hierarchy and importance of the different contents of the training
- the training resources available



The classic 3/3 method

Classically, the group of learners can be divided by the trainer into 3 subgroups:

- A sub-group that is moving **faster than the group average** and therefore requires specific regulation so that these learners do not spend their time waiting for others, which can be a factor of demotivation and dissatisfaction.
- A sub-group that roughly follows the **average pace of the** activities proposed by the trainer. It must generally be the majority of the group if the trainer adjusts the progression at this rate.
- A subgroup **that progresses less quickly than the group average** and is made up of individuals whose rhythm is lower than the average rhythm. He also calls for specific regulation so as not to delay the rest of the group and not to drop out.



Regulation of problems related to learning rhythm

The trainer puts in place a number of strategies to enable each of the learners to achieve the objectives. These strategies are summarized in the following table:

Problem of rhythm encountered	Tracks or examples of regulation
Some learners are going faster than expected	<ul style="list-style-type: none"> Plan additional activities for the fastest Give the fastest trainees a role (tutor of other trainees, proofreader, assistant to the trainer, synthesis producer...) Suggest to the fastest to create a subject or exercise which can be stimulating for creative people (higher level objective)
Some learners have difficulty to keep up with the pace of activities	<ul style="list-style-type: none"> Spend more time with the slower ones to help them move forward Organize groups so that the fastest are distributed in different groups and can help the slowest (group with 'tutor'). Manage priorities by focusing on the most important and/or fastest to process content. Identify the nature of the difficulties encountered and group the trainees according to the identified needs (needs groups)
The trainees are tired before the end of the session	<ul style="list-style-type: none"> Plan breaks during the sessions Choose activities according to biological rhythms and level of difficulty (e.g.: place the activities that require the most concentration at the beginning of the session rather than at the end of the session, etc.) Break down activities into smaller steps and mark the progress of tasks (cognitive scaffolding) See sheet: Cycle of attention on a session
The group's progress is too slow to cover everything.	<ul style="list-style-type: none"> Understand and explain to the trainees that the progression is not linear, as there are many prerequisites that are acquired at the beginning and that the pace then accelerates Focus on the most important and difficult to acquire priorities and content Provide tools to allow trainees to self-study outside the sessions on less important content
Some trainees have difficulty starting the session	<ul style="list-style-type: none"> Plan an awakening time and stimulate these trainees by helping them to put the context in perspective, by engaging in dialogue or by planning exchange activities with other trainees to make them active Accept an awakening time for these trainees See sheet: Cycle of attention on a session
The group disperses itself <i>(trainees talk about something other than the work object or perform other activities unrelated to the objective of the session, move around unexpectedly)</i>	<ul style="list-style-type: none"> Vary the situations by alternating group, subgroup, and group and individual activities Propose an activity that will bring the group together such as brainstorming, group synthesis work, group games such as a quiz or a fun activity
Progress gaps are increasing during the session	<ul style="list-style-type: none"> Plan a synthesis activity to harmonize the rhythm in the group Organize wrap-up activities or exercises in small groups to facilitate mutual learning Or, alternatively, choose to completely individualize the progressions to allow everyone to progress at their own pace

Summary - keywords and notions

Cat. 3: Ensure that learners give meaning to learning

Problem	In his training, Junior is struggling with trainees who lose perspective on the objectives of the training and question what he is proposing to them to do...
Issue	Throughout the training, the trainer is responsible for ensuring that learners give meaning to their learning, in order to: - link the inputs and learning activities to their previous knowledge - and to facilitate the transfer of what has been learned in other situations.

Keywords	Definition
The project (of the training)	In the context of training, the project corresponds to the anticipation of the perceived purpose of training and the planning of the training path and the steps to achieve it. The project gives meaning to training. Author: Boutinet
Transfer (of learning)	Transfer of learning is the application or adaptation of a known solution to a new problem situation. It requires a capacity of generalization and a capacity of abstraction. It allows to move from the surface of a problem A to the invisible structure of this problem, to solve a problem B, of different surface but of identical structure.
Weaving	Weaving in the training field consists in establishing links between knowledge already mastered by the learner and new knowledge. The use of examples, metaphors and analogies are practices that promote weaving.

Tools :	Description
T83.1 Examples of activities that help to give meaning to the learning	The meaning given to training by trainees is one of the keys to their motivation and involvement in training. Trainees cannot be motivated in their place, under duress, but the trainer's job is to create the necessary conditions for the learners to appropriate the training.

Tool T83.1

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E8. Piloting and regulating the training

Examples of activities that help to give meaning to the learning

The meaning given to training by trainees is one of the keys to their motivation and involvement in training. Trainees cannot be motivated in their place, under duress, but the trainer's job is to create the necessary conditions for the learners to appropriate the training.

Activities that help to give meaning to the learning

You must always keep in mind that it is easier to learn:

- When you have a clear and achievable objective
- When you understand the concepts discussed, when you can situate them, include them in your objectives

Here are some ways to give or restore meaning to learning.

→ Discuss situations related to learning

This can be done in several ways by the trainer:

- Provide **relevant examples** close to the trainees' context
- **Vary the media** to reach all types of audiences: films, websites, role plays, professional visits...
- Propose **practical scenarios**: role plays, simulations of the work environment. Never hesitate to leave the "classic classroom" setting to manipulate, exchange, meet professionals...
- Start as much as possible from **concrete situations** before formalizing.

→ Reinvest knowledge and know-how in other situations

- Rely on the **requests** and **needs expressed by the trainees** and reflect with them
- **Take stock of the achievements** of a trainee by reviewing with him/her his/her learning and pointing out successes. Then, in a ^{second} step, identify the gaps with him to guide his efforts.
- **Make connections** with other areas of learning than those covered in the training.
- **To exchange with the trainees**, to enable them to highlight professional situations that have required (or will require in the future) the knowledge of a sequence or training
- **Choose cases** and situations encountered by an intern and have a **small group work on** them with the objective of reflecting together on the situation, providing new insights and solutions.
- **Have** trainees in sub-groups **create a problem situation in** relation to the sequence or all the previous sequences, which are formatted and proposed as an exercise to the other sub-groups.

→ Generalize the contributions to a set of situations.

- **Vary the situations** and propose different situations to small groups and get them to share their thoughts with the whole group.
- Expand the fields of learning to include personal situations, in **everyday life** or **favourite hobbies** (where possible).
- **Rely on materials provided by trainees**, relating to situations in their daily lives (invoices, pay slips, DIY...)



→ Link to previous contributions

- Encourage trainees to reflect on knowledge acquisition and problem-solving strategies in order to reinvest them in future learning.
- Set up a progression with clear steps, but which can be modified according to the trainees' progress and possible changes in their environment.

→ Link to the final objectives

- Evaluations throughout the training (see the "evaluation" trip) allow the trainee to become aware of his or her knowledge and the concepts to be worked on to achieve the objectives set.
- Effective feedback and reflective analysis are useful tools to help the trainee realize how far they have come and how far they still need to go to achieve their objectives.

→ Systematically locate new knowledge in a training program

- It is often important to **explain the objectives of the training sequences** (or have them emerge by the trainees) by situating them in relation to each other.
- This situation also requires a **calendar**, a "planning" allowing trainees to take the time to take ownership of the content, to question themselves on its reinvestment without having the feeling of linking content at a pace that does not allow them to take a step back on their reinvestment, without however wasting their time with a too slow pace. This is one of the foundations of individualization (see the trip devoted to it).
- Some trainers use a **digital mental map** that illustrates all their training. All the themes are present in a graphic way and the trainers deploy certain branches according to the current activity. This gives learners fixed benchmarks on progress that help them to better locate knowledge.



Summary - keywords and notions

Cat. 4: Developing the learner's autonomy

Problem	Junior is facing learners who expect everything from him. And this puts a lot of pressure on him because he has to be able to accompany all of them. It's exhausting and he can't get them to take responsibility for themselves....
Issue	Piloting also involves facilitating the learner's self-direction and autonomy through the use of active pedagogies and by associating and delegating part of the piloting activity to the learners.

Keywords	Definition
Learner's autonomy	Autonomy refers to a learner's ability to manage his or her learning. He identifies the objectives, prerequisites, steps that will help him to progress and to be able to mobilize resources if necessary. In this dynamic of learner autonomy - which remains a transversal objective of any training - the trainer takes the position of a guide more than that of an expert.
Trainer's attitude	This expression refers to a form of position of the trainer, in accordance with a teaching intention that gives meaning to his action. Depending on the training situations, the trainer can adopt different attitudes adapted to the needs of the learners: coach, mediator, expert, evaluator...
Co-activity	Training is a co-activity that refers to a joint activity of the trainer and the learner. The trainer provides the training in a framework established, while the learner builds knowledge and skills. Successful training requires coordination and mutual regulation based on a form of trust.

Tools :	Description
T51.1 Benjamin Bloom's taxonomy	Bloom's taxonomy is a reference tool to help trainers and teachers define the dominant domain of learning competencies and the expected level of performance, which is formalized by objectives. These objectives determine the choice of learning situations and methods.
T24.2 Roles in groups	There are different roles in groups.
T13.3 Create a space for self-determination	The creation of a space for self-determination is an important lever to motivate the learner by making him/her more active in his/her training and by allowing him/her to experiment and take risks.
T84.1 Facilitate the development of autonomy	An intern's autonomy is often defined as his or her ability to take charge of learning. It is characterised by certain transversal capacities that can be developed.

Tool T51.1

E5: Prepare and organise training activities

author : T. Piot
Organization : GIP-FAR
date : 19 /08/2019

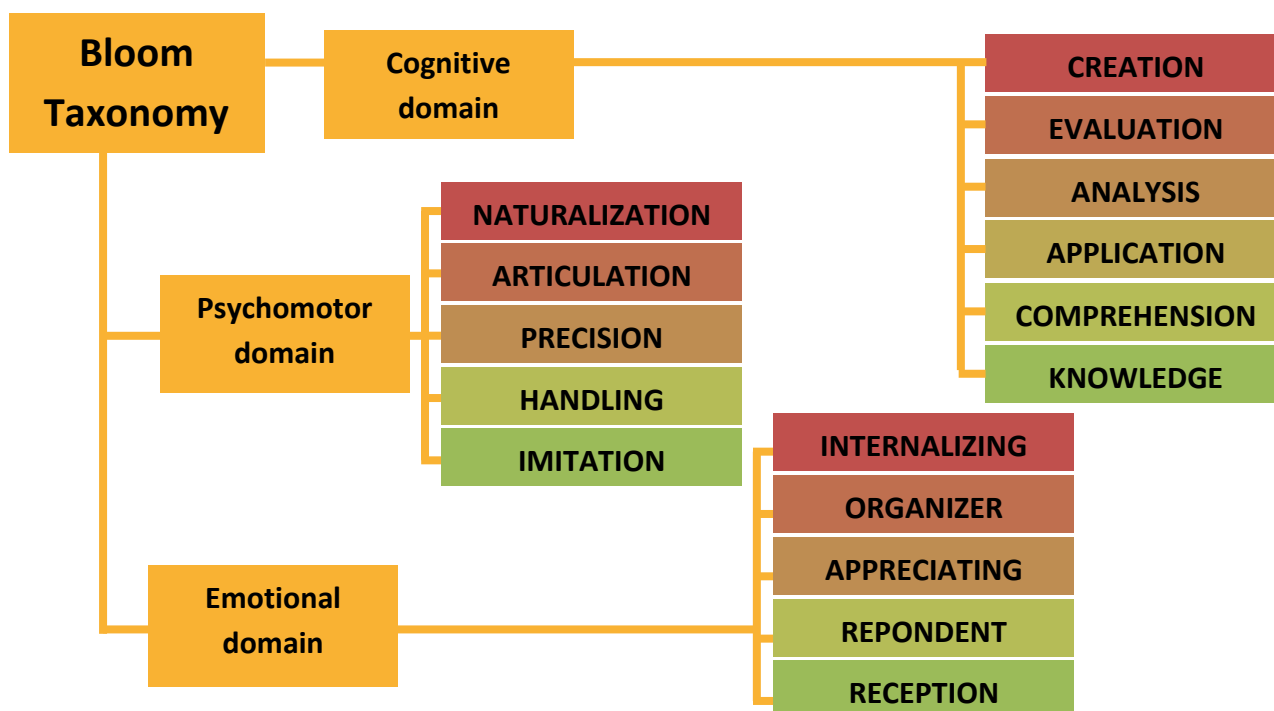
Benjamin Bloom's taxonomy

Bloom's taxonomy is a reference tool to help trainers and teachers define the dominant domain of learning competencies and the expected level of performance, which is formalized by objectives. These objectives determine the choice of learning situations and methods.

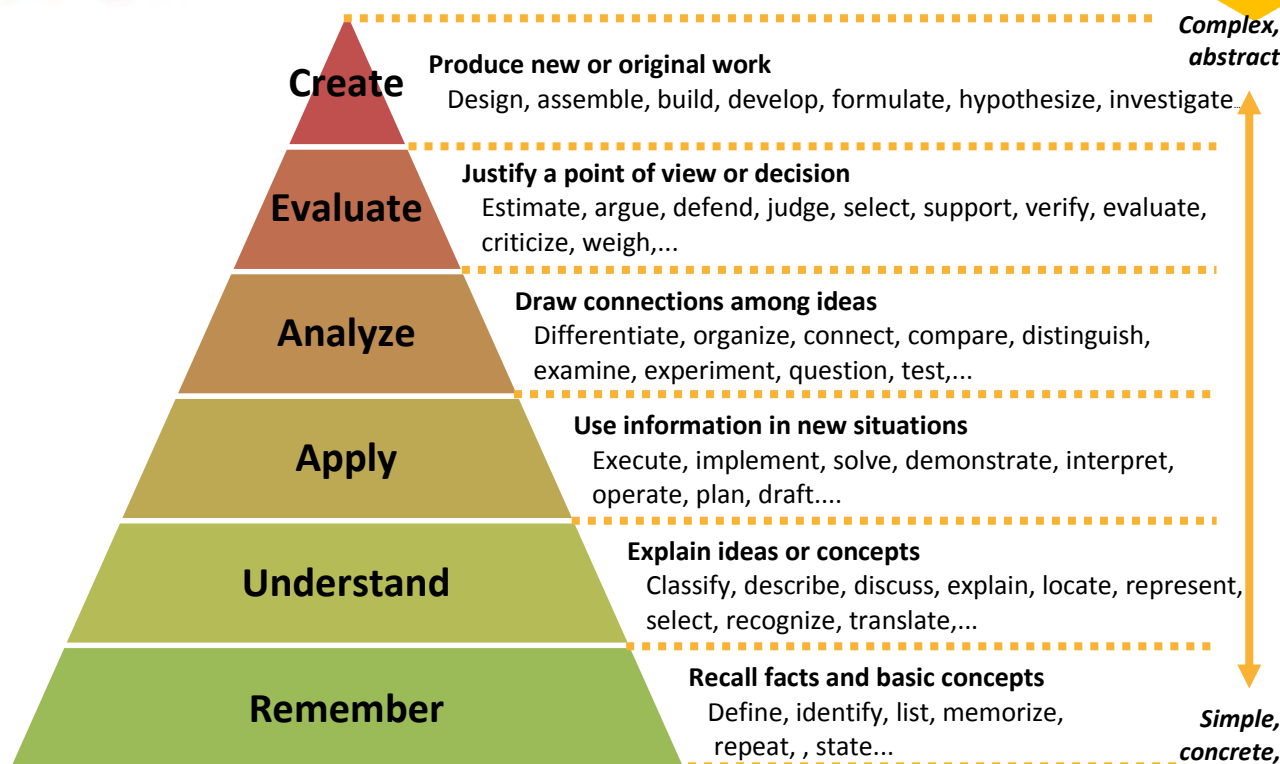
Origin of Bloom's taxonomy

- **Bloom's taxonomy** proposes a rational breakdown of the operations performed by a subject during his or her learning. It is a model, very well known, whose first version dates from 1956, rather focused on learning, comprising three distinct domains (cognitive, psychomotor, psychoaffective) with different levels for each. It gave birth to objective-based pedagogy
- This taxonomy, revised and made more operational and flexible by **Anderson and Krathwohl** in 2001, is a tool that helps the training designer define learning objectives based on the notion of competencies. Because these learning objectives, if clearly formulated, will help to build the pedagogical process that will enable learners to achieve them.
- In the **cognitive domain** which is detailed in this tool. Benjamin Bloom defines 6 levels from action verb. These levels range from simple to complex and from concrete to abstract

Description of the taxonomy domains

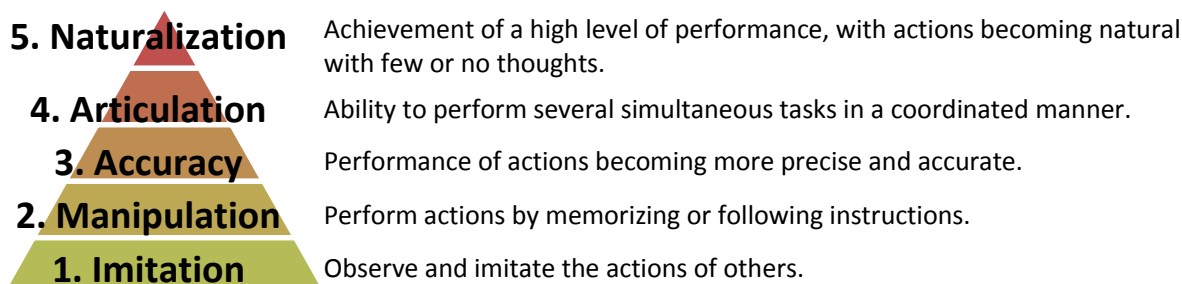


Cognitive domain: 6 levels of objectives



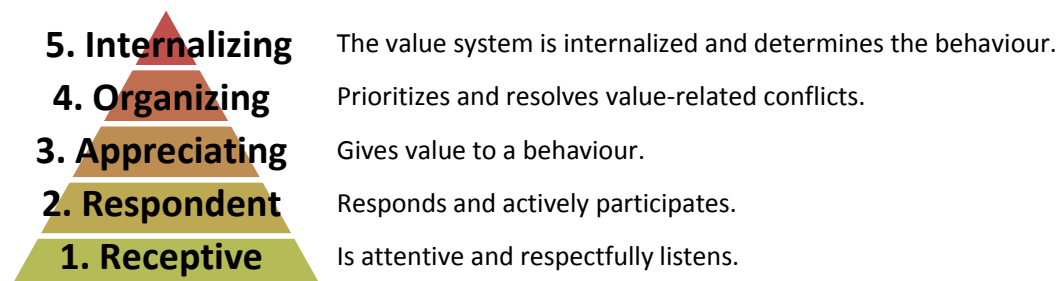
Psychomotor domain: 5 levels of mastery

In the psychomotor domain, 5 levels of mastery have been defined by R. H. Dave (1975), ranging from the basic level to the more advanced level, for which actions are well integrated.



Emotional domain (attitudes, interpersonal skills): 5 levels of integration

In the affective domain, attitudes and interpersonal skills are classified into 5 degrees from the most basic requiring simple attention to the most complex, when the behaviour is determined by a value system.



References: Anderson, L. (2004). Increase the effectiveness of teachers (2nd, ed.).

Krathwohl, D. R. (2002). A revision of Bloom's taxonomy: An overview. *Theory Into Practice*, 41(4), 212-218, R.H. Dave (1975), Masia (1973)



Tool T24.2

E2. Organizing and strengthening group dynamics

Author : JJ. Binard, T. Dauchez
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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 T13.3

E1. Driving the learner's motivation and commitment

author : T. Piot
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date : 30/01/2019

Create a space for self-determination

The creation of a space for self-determination is an important lever to motivate the learner by making him/her more active in his/her training and by allowing him/her to experiment and take risks.

Develop autonomy to motivate the learner....

In adult education, **learner autonomy** is a central concept.

The learner's perception of a **space for self-determination** and a lever for motivation (Deci and Ryan).

This is why active teaching methods are preferable to classical teaching methods that are too close to the school world and leave the student to take few initiatives, without really relying on his/her personal experiences.



■ Encourage the establishment of a self-determination dynamic

Fostering the implementation of a self-determination dynamic means that learners are made active by the **co-piloting of the training course at all stages**: their own training becomes itself a project (Dewey) of which they are the authors and the actors, with the security of the training path provided by the training organization, the peer group and the trainer.

This promotes a form of learning pleasure that reinforces a sense of self-efficacy (Bandura).

■ Make the learner an actor in his training

By participating, in whole or in part, in setting the rules of conduct for learning that concern him/her and his/her own path, while taking into account the external constraints clearly formulated by the trainer as well as social rules, the **learner becomes a subject and actor of his/her training, which is a powerful factor of engagement in training activities.**

Taking initiatives leads the learner to **take risks: this is why the right to make mistakes** is part of the process, with the trainer securing this risk taking. Thus, error is a potential factor for progress and not a fault.



Skills which promote autonomy

Here are various skills that promote learners' autonomy, with appropriate support, guidance and advice from the trainer to ensure the development of autonomy:

- be an **actor in your career path**, be able to **set objectives for yourself**;
- be able to **interact with peers**;
- be able to **assess your progress, identify your difficulties**;
- be able to **plan your time** and be able to anticipate;
- be able to **react to problem situations**, to learn to act **without systematic control** and **without sanctions**.

The trainer's posture promoting autonomy

In the same way, the **trainer's posture** is less to provide content, than to be a **mediator-coach**:

- It is up to him/her to **define explicit objectives** in terms of knowledge, skills and attitudes, with clear evaluation criteria.
- He/she must also **point out the available resources** and ensure that they are **accessible to** learners.
- It is important for the trainer to **ensure that the learning takes place within** the time constraints.
- A trainer should constantly be paying attention to **meet with learners on a regular basis**, individually or in groups, to, if necessary, strengthen or reduce the required support, target feedback, in spaces of dialogue that are both caring but demanding.



Tool T84.1

E8. Piloting and regulating the training

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Organization : GIP-FAR
Date : 26/08/2019

Facilitate the development of autonomy

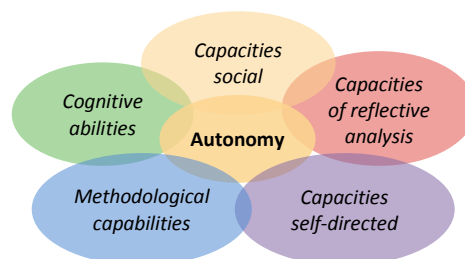
An intern's autonomy is often defined as his or her ability to take charge of learning. It is characterised by certain transversal capacities that can be developed.

Learner autonomy

The autonomy of an intern is often defined as the "ability to learn independently and to choose the learning modalities best suited to the tasks to be performed" (Jarvis, 1990).

A more or less strong adaptation to autonomous learning thus results in a more or less strong ability to:

- ➔ take charge of their own learning,
- ➔ organize your work and manage your time,
- ➔ take advantage of the various educational, material and human resources available within the system or in the family, professional and personal environment



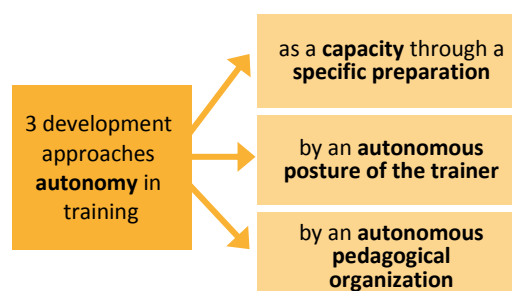
Autonomy in training refers to:

- **cognitive skills**, such as reading, writing, logical reasoning, memorizing, understanding, transferring...
- **methodological skills**, such as organizing knowledge (taking information, processing information: reading instructions, synthesizing...), planning, time management...
- **social skills**, which allow the learner to relate to his or her environment, communicate, seek help, request a service, cooperate with peers or the trainer,...
- **reflective analysis skills**, to identify possible errors, question one's progress, one's method, change, lead to the adaptation of training methods, organizations and activities to ensure everyone's success.
- **self-direction skills**, allowing the identification of knowledge and training objectives, as well as disciplinary fields, allowing learning to be directed. Implementation and management of appropriate learning strategies.

The development of learner autonomy

The autonomy of the trainee can be seen as a **prerequisite** before entering training but also and especially as an **objective of the training**. In fact, there are different ways and approaches for trainers to facilitate the development of trainees' autonomy:

1. The development of **autonomy as a learner capacity** through specific preparation
2. The trainer's adoption of a **posture that promotes the autonomy of his learners** throughout the course
3. The development of a **training organization that promotes autonomy in all stages of training**.



1. The organization of pre-training to strengthen transversal capacities for autonomy



It is common in a training system to organize a set of activities upstream or at the beginning of the system to develop the autonomy of trainees (we speak of "weaning pedagogy").

Develop autonomy as a **capacity** through **specific preparation**

This is usually done through:

- The **appropriation of the training system**, its objectives, the resource system, its framework, its resources and the rules of the group and the institution, which defines the scope of autonomy
- The acquisition of **methodological prerequisites**: time management, work methodology, note-taking techniques (linear or mental maps), summary, revision, reflection...

The acquisition of basic **cognitive prerequisites** such as target reading, calculations, training in logic, memorization, use of hardware, software and digital environment,...

2. The trainer's adoption of a posture that promotes the autonomy of his learners

Posture can be defined as "the expression of a mental state based on our beliefs and intentions that give meaning and direction to our actions". In his daily work, the trainer adopts different postures, which have a more or less empowering effect on the learner:

Develop autonomy through an **empowering posture of the trainer**

1. **transmission**: focused on the content to be taught
2. **learning**: focused on pedagogical progression and learning by doing
3. **cognitive development**, learner-centred and learner-centred and how it works
4. **self-realization**: focused on the process of transformation and motivation
5. **social reform**: centred on the development of critical thinking and distance, on the construction of the collective by the individual.

In order to facilitate the development of learner autonomy, the trainer is advised to leave more learner initiative.

Logic/Activity	Trainer's activity	Learner's activity
Straight logic-Initiative <i>Trainer's initiative</i>	Modeling (it shows)	Impregnation (it imitates a model)
	transmission (via a language)	Reception (it decodes the message read or heard)
	Guidance (then Feed Back)	Practical (it acts, is exercised as indicated)
Self initiative logic <i>Learner's initiative</i>	Procurement	Exploration (he asks his questions)
	Reactivity (the environment is reactive)	Experimentation (he tests his hypothesis)
	Comfort (support in the face of the challenge) / confrontation (of points of view)	Creation (he invents his models)

- The trainer must control his fears related to the possible failure of the expected performances (for example, for the successful certification of trainees),
- He must control his desire to "shape" the other, straighten out his "defect" or fill his void to recognize the otherness of the other, his own desires and let him build himself by himself
- He must develop a reflective attitude, to allow himself and the other to make mistakes and try.

Pedagogies involving empowerment:

- Problem solving: putting the learner in a problem situation..... Learn to ask questions more than find answers
- Cooperative learning: social character of knowledge building
- Pedagogy of the project or by the project

3. the development of a training organization that promotes autonomy



The entire **teaching team** can facilitate the development of trainees' autonomy at all stages of training by giving them sufficient freedom and choice to enable each learner to **negotiate, assess themselves, take a critical look at themselves and make choices**.

Developing autonomy through an **empowering pedagogical organization**

This empowering approach can be found at different points in the organization of the training:

Points of the organization		Practices that are not very empowering	Empowering practices
Initial evaluation / positioning	Evaluation methods	Expert evaluation with feedback of results	Co-evaluation Crossover of points of view
	Objects of the evaluation	Prerequisites on basic knowledge only	Prerequisites on basic knowledge, methodological skills, professional project, learning styles and autonomy
	Frequency of the evaluation	Punctual. At the beginning of the training, it is used to define the course	Regular according to the requests of the institution or learner. It allows you to regulate the route
Contractualization	Development methods	Prescription of the training organisation with or without negotiation	Negotiated co-development
	Objects of contractualization	Essentially the training objectives	Learning objectives, m Learning modalities Nature of the support
	Frequency of contractualization	Once at the beginning of the course	Regular riders according to the requests of the institution or the learner. It allows you to regulate the route quickly
Accompaniment	Mediation of the trainer	Strong presence of the trainer Mediation on the task to be performed	Mediation of the trainer from time to time Self-mediation by the learner
	Work organization	Group or subgroup required with the trainer present at different stages	Individual or pair work Group as regulator
Educational activities	Diversity of activities offered	Acquisition of knowledge determined by the training framework	Acquisition of knowledge: - of the training framework. - training prerequisites. - professional and transversal skills related to the personal project
	Readability of the service offer for the educational team	Knowledge by each teacher of the training framework for his or her discipline and the framework for other disciplines	Knowledge by all teachers of all the standards (training, prerequisites, professional activities standards)
	Readability of the offer for the learner	Knowledge of the program and the nature of the terminal evaluation	Knowledge of the service offer Knowledge of the conditions of practice of the trade and the required skills
	Resulting: Variety and readability of the offer	Low. Difficult for the learner to really take ownership of his or her career path	Strong. Allows the whole team and the learner to be involved in the construction of individual courses
Consolidations	Types of groupings	Group or half group "class" group Permanent level group Individual punctual work	Group or half group "class" group Needs groups with variable geometry that can be adjusted regularly Project group, autonomous Binomial and individual work
	Pedagogical supervision	Trainer only	Trainer, external facilitators Accompanying persons
Educational resources	Organization /mutualization/ Centralization	Resources by trainer	Shared resources accessible at the resource centre. Codified and accessible collective organization
	Variety of available resources	Courses by discipline	Courses, exercise files, self-study files, multimedia resources Resources organized by theme
	Resource design	Resources designed for a typical learner	Resources integrating differentiated approaches (methods) and different media (paper, online, video...)

Sources: Work by Gérard Hommage, Cafoc de Nantes