

TRANSITIONING BY TRAVELLING

AN EUROPEAN SEMINAR TO QUESTION THE POTENTIAL OF TRAVELLING IN TERMS OF PEOPLE'S EMPOWERMENT AND PROMOTION OF SOCIAL CHANGE



An European seminar in the frame of Erasmus+ - Youth Program

DOMAINE DE MATENS 81 600 GAILLAC - OCCITANIE, FRANCE

FEBRUARY, THE 27TH TO MARCH, THE 5TH 2018



Association VIA BRACHY : Voyages Interculturels Solidarité Autoformation
3, Place des Avions - 31 400 Toulouse – France - www.viabrachy.org

PROJECT'S SUMMARY

*Travelling is a stepping stone for the imagination that feeds each of us,
and proposes, not only the unexpected of others, but also of oneself."*

Bernard Giraudeau

In the tense economic and social context in Europe, and at a time we are facing the issues of climatic change and globalization, it is becoming more and more important for people and social organizations to **learn how to learn** and **to adapt** to new situations.

Many individuals, civil society organizations and social workers are gaining confidence in the potential of learning mobility projects to meet the challenge. They look at them as a **stepping-stone** for their **personal and professional development** as well as an opportunity to gain knowledge to design **innovative social projects** that can address the current economic, social and ecological issues at stake.

In order to turn this potential into concrete results, we believe the civil society organizations that design and implement the mobility projects they are looking for need to **broaden their skillset**.

With this in mind, the "Transitioning by Travelling" seminar gathered 31 youth workers, educators and social entrepreneurs from 9 EU countries (France, Greece, Italy, Germany, Portugal, Spain, Hungary, Slovakia and Croatia) in order for them to **share their experience** and **good practices** and to **enlarge their teaching/learning toolset** regarding **supporting** their target groups in their attempts to reach personal autonomy and foster social transformation.

The seminar took place in Gaillac, south-West France from 27th Feb. to 5th March 2018.

For a week, the participants were immersed in a supportive learning environment. They shared methods and tools, and benefited from the inputs of experienced trainers, educators and social workers. They pointed out the **processes underlying learning mobility projects** and determined their **impacts**, both on an individual and at social scale. A specific attention was paid to young people with fewer opportunities and to vulnerable people.

This document is an attempt to share our experience, hoping it will fit your requirements.

Wish you a nice reading!
Via Brachy's team



WHAT YOU WILL FIND IN THE FOLLOWING PAGES

The **detailed program** of the seminar and a short presentation of the venue.

A brief **presentation** of the partner organizations and the external trainer we asked to intervene.

An introduction to the concept of “**Travelling**” and its various **educational potentials**.

A brief reminder of the main **concepts** and **theoretical approaches** the participants were introduced to during the seminar.

A description of a few **tools** for youth and social workers for supporting people in their learning and socio-professional journey.

+ *The Learning Styles Questionnaire* by Peter Honey and Alan Mumford that participants experienced during their journey.



WHAT WE DID?

Tuesday, February 27th

Opening session: Get to know each other, defining learning goals

AM: Departure from Toulouse - Welcoming at *Domaine de Matens* (Gaillac). Lunch. Presentation of the venue, the facilitation team and the frame of the seminar (content, program, facilitation method).

PM: Get to know each other activities.

Reflect on what drives us here - Share our motivations and learning objectives with each other.

Diner - Self-managed evening at the *Domaine de Matens*

Wednesday, February 28th

Overview of the partner's approach of Learning Mobility projects
Introduction to the “Self-training through Travelling” approach and method

AM: Energizer, Today's menu and introduction to the Expression Box.

Presentation of the partner organizations and how they deal with “Mobility Projects”.

Reflection on the concept of “Travelling” and the way it can impact people (educative dimension).

PM: Energizer

Theoretical introduction to the “Self-training” approach.

Implementation of a tool to explore one's path of life and experiences (“*The River of life*”).

Introspection / Self-reflection on the day

Diner – “8 o'clock News” - Self-managed evening at the *Domaine de Matens*.

AM: Energizer, Today's menu.

Identifying one's predominant Learning Style.

PM: Energizer

Understanding one's own Learning Strategies (Practical exercises)

Debriefing – **Metacognition exercise**

Dinner - "8 o'clock News" - Self-managed evening at the *Domaine de Matens*.

Friday, March 2nd

Supporting people in their learning process,
Adapting one's support to young people with fewer opportunities

AM: Linguistic animation - Today's menu.

Pin out what is preventing people to learn, what fosters motivation and what are the facilitating elements for a successful support of learners.

PM: Energizer

Supporting young people with fewer opportunities within a mobility project

Definition of the target group's profile and specific needs; Exchange of good practices.

Sharing circle – Mid-term evaluation

Dinner - "8 o'clock News" – Self-managed evening at the *Domaine de Matens*.

Saturday, March 3rd

Understanding the different types of knowledge and related concepts - Setting personal learning objectives
Experiencing the "Carnet de Bal", a tool to put our knowledge together and cultivate the will to share it

AM: Energizer & Today's menu.

Definition of key concepts around "knowledge" (theoretical inputs)

Listing your knowledge and know-hows ; Setting personal learning goals (practical exercises).

Experiencing the "Carnet de Bal", a tool to put our knowledge together and encourage the will to share it (practical exercise).

PM: Self-managed afternoon, sharing between participants, building on what emerged during the morning session.

Debriefing - **Metacognition**.

Dinner - "8 o'clock News" – Self-managed evening at the *Domaine de Matens*.

Sunday, March 4th

Including people with disabilities and people coming from isolated areas into a mobility project
Assessing one's learning achievements

AM: Energizer & Today's menu.

Including people with disabilities and people coming from isolated rural areas in Learning Mobility Projects (Testimony - Experience sharing).

PM: Energizer

Assessing your learning achievements and the room for improvement after a mobility in order to grow and get empowered (Practical exercise).

Dinner - **Festive night** at the *Domaine de Matens*.

Monday, March 5th

Defining the next steps

AM: Energizer.

Sharing contacts for potential cooperation in 2018/2019. **Closing Round**

Tidying up the venue.

PM: Departure for Toulouse. Friendly evening at a local brewery of Toulouse with the participants.



WHERE WE MET?

The **Domaine de Matens** is a small-scale organic vineyard in Gaillac. It includes organic wine and group accommodation.

It regularly sets up cultural and social events and welcome local or international seminars and trainings run by non-profit organisations.

Its members advocate **sustainable development, alternative organisational models, intergenerational dialogue and social inclusion.**

More on: <http://matens.free.fr/>



WHO WE WERE?

The seminar gathered 31 educators, youth and social workers form 9 organizations active in the fields of non-formal education, social inclusion and sustainable development:



Via Brachy is a French non-profit organization established at Toulouse, Occitanie. Since 1998, it aims at **empowering people**, enhancing **social and ecological projects** run by citizens and fostering **cultural dialogue** between people and organizations from various backgrounds.

The association organizes **mobility projects** and **non-formal educational activities** in order to encourage **social inclusion** and to help people find their way in society.

Its members believe that travelling opens people's minds to new realities and encourages them to share ideas, knowledge and experiences. They promote **eco-friendly living, social and collaborative economy** and advocate for **social change**.

In practice, Via Brachy:

- organizes youth exchanges, seminars, training courses and journeys in France, Europe and Senegal as catalysts for **personal transformation** and **social change**;
- supports its partners' initiatives in Senegal (development of eco-friendly **income-generating activities** (using ecological equipment as low-energy cooking tools and solar dryers);
- organizes public events in order to **raise people awareness** on social and/or ecological issues and to promote alternative ways of living.

More info: www.viabrachy.org



European Village is a Greek NGO established in Athens in 2006. It aims at spreading ideas and supporting actions regarding **social and collaborative economy** and **sustainable development**.

The association empowers people through **non-formal educational activities, sensitization events** and **vocational trainings**.

Firstly involved in intercultural dialog and exchange of good practices in Europe through hosting and sending European volunteers (EVS) and participating in international meetings, it has greatly extended its activities in the fields of **social innovation, living together, non-violent communication** and **poverty alleviation**, in order to meet the needs of people, still strongly impacted by the consequences of the 2008 global financial crisis, and by the current migrant crisis.

Since 2009, European Village runs a **cooperative café** in an emblematic and popular borough of Athens, in which it organizes talks and debates dealing with social current issues and free **Do-It-Yourself workshops** addressed to all target groups. Since 2015, it has also strengthened its action towards vulnerable people by setting up an itinerant and social food truck (*Nomadiki Kouzina*) providing food and warmth to disadvantaged people.

Both initiatives contribute to prevent the rising of social tensions due to the misunderstanding of strangers, of differences in an uncomfortable social and economic context.

More on: <http://european-village.org/>



FORME is a non-profit and non-governmental organisation based in Palermo, Italy, since 2014. It is composed by project managers, educators, social workers, journalists and other actors active in the **social and educational fields** who strongly believe in skills development as a trigger for **positive social changes**.

FORME aims at **empowering individuals, communities** and **social networks** through **skills development** and **mediation** between different sectors. It promotes **non-formal education** as a complementary methodology to formal education and develops educational courses in order to reach tangible outcomes and to **bring closer theory to practice**.

At a local level, it mainly operates in the popular borough of Ballaro, at the heart of Palermo, in a multicultural reality where most of the migrant community is present. It also collaborates with organizations working in peripheral and rural areas of the city in order to address the issues and **socio-cultural realities** as early school leaving and high rate of criminal acts (due to high poverty and unemployment), **integration of refugees and asylum seekers**, and **emigration of young people**, due to lack of job opportunities.

More on: www.associazioneforme.com



Arbeit und Leben DGB/VHS NRW e.V is an institution for **continuing education** in maintenance of the German federation of trade unions (Deutscher Gewerkschaftsbund - DGB) and the adult education centers (Volkshochschule - VHS) in the state of North Rhine-Westphalia (NRW).

It offers an education that cultivates **social competence** and has **people's participation in society** as its goal. It imparts knowledge for the work on social tasks, and imparts such knowledge that is necessary for workers' representation to shape the working world and to protect workers' rights.

For local and regional groups, initiatives and institutions, Arbeit und Leben is available as partner in projects of continuing education. In practice, it stands for:

- a **continuing education** towards democracy, tolerance and involvement in social affairs,
- a **network** with local, regional and inter-regional educational activities and cooperation,
- **popular educational offerings** of more than 40 local cooperatives in North Rhine-Westphalia.

More on: <https://www.aulnrw.de/>



Udruga Volim Volontirati - "VoVo" is a civil sector organization based in Zagreb, Croatia. It works at both national and international scales, thanks to the European educational program Erasmus+.

Its members are specialized in **writing, organizing and monitoring training courses, youth exchanges** and **EVS**, for which they have very high standards of excellence and a thorough methodology for evaluation, dissemination and facilitation.

Their action is geared towards **young people above 16 years old**. Subsequently, the organization is dealing with **all the issues which are relevant to those age cohorts** such as: Youth participation, Education quality, Youth employment, NEETS groups, Social inclusion, Underprivileged groups, Entrepreneurship, European citizenship, Environmentalism, European future and values, Sustainable development, Active and responsible citizenship, Tolerance and discrimination.

VoVo is striving to **include volunteers** into the life of the organization and within the local community. Its **network** is its main asset. The association maintains regular contact with its partners with future cooperation in mind. It is currently working with youth and social organizations from **all over Europe**, including the Caucasus, North Africa and Turkey (around 30 organizations involved since 2015).

More on: <http://www.vovo.hr/>



"Fekete Sereg" Youth Association was founded in 1997 in the Hungarian countryside, in a village of Nagyvázsony. Since then, it aims at **offering opportunities to youngsters from rural area**.

The association is running a **Youth Center** where young people can access to **information**, meet volunteers from other countries, develop their **social skills** for future jobs as well as a sense of **citizenship** thanks to the various workshops the association and its local partners are providing (media education, English lessons, painting, theatre, rap, music playing, etc.).

Fekete Sereg is the most important organization for **European Voluntary Service** in rural Hungary, as a **hosting, sending and coordinating organization**.

It is also **training adult people for youth work**. It was the first association in Hungary who hosted Senior Volunteer Program apart from the capital in 2015.

In addition, Fekete Sereg organizes local, departmental, regional, national, and international **events, trainings, youth exchanges, short study visits** and **seminars**, with various partners from all around Europe as well as from the EuroMed region and Latin American. It is paying specific attention to the **inclusion of Roma people**, offering activities to Roma children and families in its youth centre.

More on: <http://www.fekete-sereg.hu/>



Land of Harmony Foundation is an operative foundation supporting **inclusion of people with and without disability** into local community. It gears its action towards young people with and without disability in the age 14 – 30 and people with disability also until 50.

Activities are based on a mix crew of volunteers and staff. They mainly address **self-development, living together** with our **different abilities, creativity, communication** and **co-operation**.

The Foundation is involved in many **training courses, youth exchanges** and **EVS programs** a year within the frame of the Erasmus+ Program. It hosts and sends volunteers all over Europe and beyond and pays a specific attention to the **inclusion of people with fewer opportunities**, starting with people with disabilities.

Once a year, it also organizes, together with local partners, a **community festival of inclusion** promoting mix abilities and living together.

More on: <http://nkh.sk>



Viaje a la Sostenibilidad is an independent environmental and social non-profit organization based in Zaragoza (Spain).

Its main objective is to **empower** young people so that they can take action for a more **sustainable society**. It promotes **permaculture** in its various dimensions (social, ecological, economical) and stands for **cultural exchange** and **mutual understanding** between young people and local communities.

The association has experience as **host and partner organization** in various Erasmus+ projects within and outside Europe. It takes advantage from its wide **network** at both local and international scales in the field of non-formal education, **sustainability, youth, bio-construction, permaculture, rural life and green economy** in order to foster social change.

It also organizes **awareness-raising** actions with talks, meetings and graphic materials at local, regional and national levels, and supports the creation of a Spanish network for sustainable tourism.

More on: <http://viajealasostenibilidad.org/>



N.E.W. LOOPS is a Portuguese non-profit organization based in Algarve since 2014. It aims at creating a **network of change-makers** and establishing a **participatory educational platform** that can lead to **social, environmental and personal transformation**.

The association intends to propose **practical solutions**, adapted to both rural and urban areas, making it possible to match the **satisfaction of people's needs** and the **preservation of the ecosystems**, and to **stimulate a new social and territorial dynamic** based on the values of solidarity, freedom and sustainability.

It operates in an area (Algarve, South Portugal) strongly impacted by the financial crisis of 2008 and to the depopulation due to precarious, seasonal and low-paid working conditions and where mass tourism and intensive chemical agriculture dramatically threaten the environment, especially along the coast. It therefore aims at **supporting social and environmental regeneration**, leading to permanent changes and eventually to a more sustainable future. It is looking for solutions to **turn human settlements into healthy ecosystems** and provides training to people so that they can take action.

Thanks to its **transdisciplinary team**, NEW LOOPS applies diverse methods such as **non-formal education, permaculture** techniques, visual and performative **arts**, social and environmental research. Through the organization of **local trainings** and workshops and its active participation in European projects, it allows people to come up with innovative solutions to tend towards **sustainable living**.

More on: <http://newloops.spajkit.com/>

THE EXTERNAL TRAINER



Hélène Cavaignac is a French trainer and facilitator in the non-formal education field since 2013.

Creativity and **pragmatism** are her two main assets for designing trainings adapted to the needs of her audience.

She has experience in **training youth leaders and educators** (4 years) as well as in **project management** and **coordination** (especially in the youth field).

On one hand, she supports individuals (and especially adults lacking education and people with fewer opportunities) in their **learning** and **socio-professional journey**; on the other hand she trains and monitors social organizations so that they can develop their creative potential, adopt **participative methods** and approaches in the projects they run, strengthen their **partnerships**, **adapt** their action to new venues and target groups, etc.

More info: [Hélène Cavaignac LinkedIn](#)

THE LEARNING DIMENSIONS OF TRAVELLING

TRAVELING, MORE THAN GOING FROM A TO B

Considering traveling as for you to **leave your home**, to close the door behind you and **go somewhere else, outside**, it implies that you are ready **to face and to discover** places you don't know yet.

Thanks to **movement** - the journey, the act of going from one place to the other - a **connection** is made to the unknown destination.

Traveling is a **sensorial experience**. The new reality is perceived by the body, received by the senses: the sounds, languages, lights, scents and tastes, all are different from where you come from. You'll have to find your balance again, even sitting or sleeping may feel different.

In this new environment, your habits are disturbed, your body is getting lost and confused... but in the end it will find new gestures, new ways: you will discover yourself **living differently than you usually do**.

"Going on a trip" means leaving for a road with unpredictable bumps, the ups and downs of the journey. To go on a trip is to go on an **adventure**.

This bumpy ride will **connect** you to new **people** and you will share many things with strangers: gazes, words, stories, meals, nights, unexpected and bottomless generosity, lighthearted meetings, and deep friendships.

THE EDUCATIONAL DIMENSIONS OF THE JOURNEY

Travelling allows new forms of ourselves to emerge; new ways of interacting with the world, with others, with your hosts. In this sense, **every journey is a learning opportunity**.

There are many ways to travel, just as there are many ways to learn. Travelling means going on a new path either mentally or physically and learning from the journey.

It comes in various shapes - touristic, educational, professional, initiatory journey - which are all opportunities to learn, and to become more experienced through **intercultural meeting**, the challenge of acknowledging foreign values and lifestyles, and **welcoming and receiving from strangers**.

EXPERIENCING "ELSEWHERE"

One way to define an educational journey is to consider it as an immersion in a new place: "**elsewhere**".

Depending whether the traveler is backed by someone else or not, how long the trip is, how exotic the destination, how seasoned to travelling the person is, the experience will reach a different level of **intensity**.

Travelling situations are very formative because they require intense brainwork: the unfamiliar situations urge the traveler to come up with and design new ways of thinking and acting.

DEALING WITH ALTERITY: THE CHALLENGE OF APPRECIATING THE FOREIGN / WHAT'S OUTSIDE ME

Travelling is a form of training: to **seize opportunities**, to **welcome unfamiliar** events, system of thoughts, people.

This openness is central to the notion of **serendipity**, defined as "*the occurrence and development of events by chance in a happy or beneficial way*" (Oxford dictionary). The likeliness of encountering those happy coincidences increase with the responsiveness of the traveler to new situations, his eagerness to let the Other reveals about him and the traveler.

Being ready to welcome serendipity might be the condition of the formative journey, carrying "silent transformations". The traveler will **experience strangeness** and **deal with confusing situations**. Their context, what is at stake, the reasons behind the stakeholder's action will be unclear. The traveler should take time to **translate the data into his own terms**, to then be able to understand.

While traveling, we shouldn't control and protect ourselves from the diversity and the unexpected, but let go and indulge in it.

How to consider the degree of uncertainty opened by the experience of the travel? How to organize the different leanings and make them coherent? How to support someone in a mobility experience? This is where self-training and being supported by someone in one's journey intervene...



SLOWING DOWN & ASSESSING ONE'S LEARNINGS

Traveling is **an intense experience**, many things happen (meeting people, exploring a new language, trying new food, new smells, listening to new music, seeing people acting/reacting differently than we would do....). This creates an **acceleration of the perception** of the rhythm of life: a traveler has to process many new things per unit of time. The frequency of these **emotional experiences** suggests that **there is few energy and time left for the traveler to distance himself**. Therefore it is important when supporting a traveler (as a participant in a learning mobility project) to find spaces to allow him/her to think about what is happening, to zoom out.

To extract knowledge from the experience, it is necessary to **unfold it**, to **slow down to go beyond the emotional memory**, to **take distance to learn the lessons**, and finally be able to **formalize it** in terms of reusable knowledge and skills in other situations

Assessing should not arrive only at the end of the journey. **Supporting a traveler starts from the moment he/she decides to join a mobility project.**

At each stage the need of questioning the process is essential:

- **Before:** Measure the difference between the current situation and what the traveler would like to accomplish. What are the learning goals, and challenges? Which knowledge, skills does he/she want to reinforce or acquire?
- **During:** Remind the traveler what were his/her goals and challenges before going on this journey. Are they still the same or is there a need to readjust the learning objectives taking into consideration what the reality is?
- **After:** Digest the experience, go deeper than the emotional feelings. Formalize the learnings: what happened during this journey? What changed inside of him/her? What did he/she learned?

At each stage the companion of a self-directed trainee needs to readapt his/her posture by asking him/herself the following questions:

- To what and for who is the assessment for?
- What is evaluated ?
- How ?
- Following which approach?
- Using which tools ?

INDIVIDUALIZED / PERSONALIZED / SELF-DIRECTED TRAINING: WHICH DIFFERENCES?

THE SELF-DIRECTED TRAINING IN THE DAILY LIFE

We can train up in a company, NGO, political party, within our family and friends, by exercising various activities: work, sport, travel, activism, games, and artistic activities... without a teacher, without a set program, without evaluation, without a diploma.

Self-directed training doesn't necessarily mean training alone. Most of the time, **we do self-directed training with others**. But we are **learning autonomously**. It is not others who train us. We train ourselves in interaction with others.

We can distinguish 4 main types of self-directed training:

- **Experiential self-directed training**: learning through experiences that build up our knowledge and identity. The main factor of self-training in daily life is **experience**. To be able to trust it, we must be aware of the meaning that shapes it, by a **critical self-reflection**, which can only develop through rational dialogue with others.
- **Cognitive self-directed training**: connected to **metacognition**, "learning to learn". The purpose is to be focused on the very specific way we best learn. It's a kind of individual learning methodology, or in other words, watching oneself "pedaling".
- **Educational self-directed training**: the teacher-trainer intervenes only once in a while as a **guide**, a facilitator in the accession to knowledge. Several terms exist to qualify this kind of self-training, among which "assisted self-training" (Bertrand Schwartz) and "self-training tutored" (Philippe Carré)
- **Social self-directed training**: means learning through **non formal social networks**. Each person is free to join or not. Self-training is achieved through sharing ideas, testimonies and social interactions.

DIFFERENCE BETWEEN INDIVIDUALIZED AND PERSONALIZED TRAINING

Training	Individualized	Personalized
Method	Organizational	Guidance / support
Be based on	Training engineering	Relationship
The beginning	The trainer workshops	The trainee's experience The collaborative relationship trainer/trainee
Focused on	A pedagogic engineering : - a training program - pedagogic objectives to achieve	A progressive and optimized involvement of the trainee in his/her training course
The guidance	About choices	About new learning situations to promote the acquisition of autonomy.
The goal	To adjust the training program	To adjust the Learning Strategies

THE SELF-DIRECTED TRAINING

The Self-Directed Training means **learn to learn**, with several goals:

- | | |
|--|-------------------------|
| - to reinforce or to adjust a project | - to learn with others |
| - to know better ourselves or as a trainee | - to learn for pleasure |
| - to learn in a different way | - to learn to cooperate |
| - to learn how to manage space-time | - to cooperate to learn |
| - to learn to self-evaluate | - to learn in action |

To do self-directed training, firstly an **individualized logic** has to be set up.

Secondly, the personalized logic fits together to **take into account the specificities of each trainee**. Everyone can then rely on this construction to practice self-training with support.

The process that leads to the autonomy of the trainee is:

- a) Individualized training : flexibility of the program
- b) Personalized training : a guidance to help the trainee
- c) A self-directed training with support.



KNOWLEDGE, KNOW-HOW & SKILLS: WHICH DIFFERENCES?

SKILL

It is a combination of practical, theoretical, cognitive knowledge, behavior and values used to improve performance; or as the state or quality of being adequately or well qualified, having the ability to perform a specific role.

DECLARATIVE KNOWLEDGE

It is an awareness, or understanding of something, such as facts, information, descriptions which is acquired through experience or education by perceiving, discovering, or learning. In philosophy, its study is called epistemology; the philosopher Plato famously defined it as "justified true belief".

Ex: personal history / rules of mathematics operations

PROCEDURAL KNOWLEDGE

It can be directly applied to a task. It is used to solve problems. It is knowing "how" to do something. It is difficult to transfer to another person by means of writing it down or verbalising it.

Knowledge	+	know-how	=	skills
		Application of knowledge, Understanding	=	Autonomy, analysis automatism, application in several contexts

THE COGNITIVE SELF-DIRECTED TRAINING

THE COGNITIVE APPROACH IN LEARNING

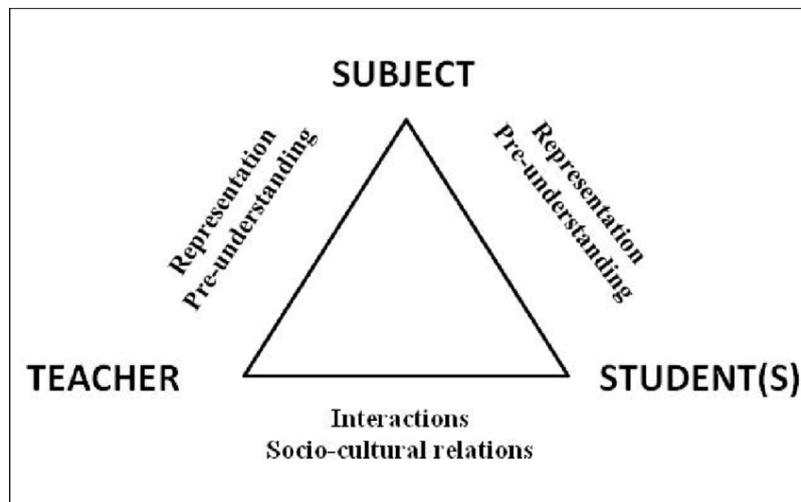
Learning is essentially an **accumulative process**, meaning that new knowledge associates with previous knowledge either to confirm it, to add new information, or to deny it.

The trainee is an **active and building subject** who acquires, integrates and reuses knowledge.

The trainee processes several informations:

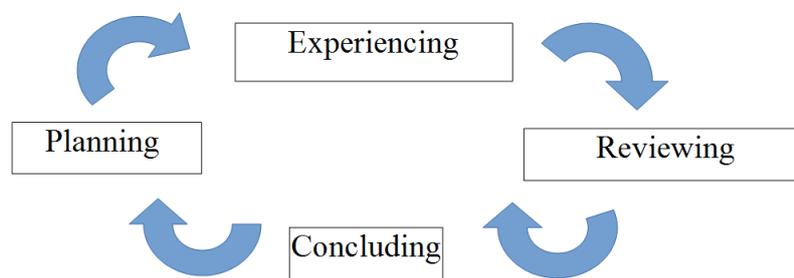
- **Emotional** one that comes from previous academic experiences
- **Cognitive** one to choose the most appropriate strategy to do the task
- **Metacognitive** one about awareness of his strategies, his personal commitment

PEDAGOGY AND DIDACTIC



UNDERSTANDING THE LEARNING CYCLE

The process of learning follows a **pattern or cycle** consisting of four stages:



As a companion to self-training, it is necessary to understand **how the trainee enters the cycle**. He/she will go through the whole cycle, but we need to find “the door” that allows the trainee to start the learning process. After he/she has entered the process, the trainee will go through the four stages.

The more we experience the cycle, the more we become experts.

- **Trainee entering the cycle by experiencing:**

Needs action, has trouble to learn directly from theory.
Likes dynamic activities, acquires knowledge by "trial-error" approach.

- **Trainee entering the cycle by reviewing:**

Needs to observe, to be first in retreat to be able to learn.
Only speaks when it is relevant and tends to make the right choices.
Experience a lot of stress without theory.

- **Trainee entering the cycle by concluding:**

Needs theoretical references.
Asks a lot of questions.

- **Trainee entering the cycle by planning :**

Everything must be logical without too much theory and fast to understand.
The action will be less "trial-and-error" as it seeks efficiency.
Projects him/herself into action very easily.

DISTINGUISHING THE PEDAGOGICAL METHODS

A pedagogical method describes **how the trainer can support the learning experience of the trainee**. Each method corresponds to a **style of learning**. The companion of a self-training should propose a method that corresponds to the learning style of the person he/she is supporting.

The experience-based method:

- Learning by doing with people who know how to do
- Learning by and in action

Techniques: Training by mentoring, tutoring, on-the-job training, coaching...

Tools: "real" professional equipment

Active method:

- Learning by trial / error / trial and error
- The trainer uses the personal and the group's experience to solve the "problem" with their tools
- Method which follows the sequence: to let the trainee do, then to let him say and at the end the trainer reformulate.

Techniques: Presentation, group project, interest, debate, discussion, brainstorming, role play, simulation...

Tools: File, case studies, wall chart, role sheet, game, cooperative work, discussion forum

Interactive method:

- The trainee has elements of knowledge or representations about the learning
- With the help of appropriate questioning, the trainer allows the learner to build knowledge by him/herself
- The trainee and the group are encouraged to formulate what they know, what they think.

Techniques: Questioning, debate

Tools: Videoconference, online course

Demonstrative method:

- The trainer shows the how
- The trainee does what he/she has been shown
- The learner explains how he/she does it

Techniques: trainer demonstration

Tools: Audio, slides, simulation, experience

Lecture method:

- The trainer masters a content and relays his knowledge to the trainee.

Techniques: Lecture, presentation, speech

Tools: Photocopy, manual, book, powerpoint,

THE METACOGNITION

Metacognition is:

- the process of thinking about one's own thought processes;
- learning to learn;
- a learning strategy.

It means:

- to understand your **learning style** : activist, reflector, theorist or/and pragmatist (**cf. the test** of Peter Honey and Alan Mumford at the end of this synthesis)
- to understand **what are the conditions that promote learning in terms of**
 - Environment: noise, group, room, brightness, temperature...
 - Motivation: the physiological and emotional condition



DEFINING EDUCATIONAL OBJECTIVES THANKS TO BLOOM'S TAXONOMY

WHY A TAXONOMY?

The educational psychologist Dr Benjamin Bloom created the Bloom's Taxonomy in 1956 as he recognized the need for educational objectives to reach beyond just remembering facts (rote learning). He thought that until education and knowledge is put into the rigor of higher order thinking, such as analyzing and evaluating, the point of education and educating was not being achieved.

This taxonomy was found extremely useful to enhance ideas about testing and in thought-provoking research on examining and on the relations between examining and education. Educators, thinkers and philosophers all are in complete agreement that such a framework classifying the goals of the educational process was absolutely pertinent.

Bloom's taxonomy divides educational objectives into three domains namely:

- **Cognitive** (about **knowing**)
- **Affective** (about **attitudes, feelings**)
- **Psychomotor** (about **doing**)

The goal of Bloom's taxonomy is to **motivate educators to focus on all three domains**, creating a more **holistic approach** to education.

The Bloom's Taxonomy needs to be applied whilst course goals are being determined. The choice of vocabulary associated with its different categories is an effective **guide in defining goals as educators**. The Taxonomy can also be used to **identify which classroom assessment techniques are most appropriate** for measuring these goals. Learning only becomes concrete if the teacher has carefully woven the taxonomy into his/her instructional goals

SOME VERBS TO HELP IN WRITING OBJECTIVES IN THE COGNITIVE DOMAIN

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
know	restate	translate	distinguish	compose	judge
define	discuss	interpret	analyse	plan	appraise
memorise	describe	apply	differentiate	propose	evaluate
repeat	recognise	employ	appraise	design	rate
record	explain	use	calculate	formulate	compare
list	express	demonstrate	experiment	arrange	value
recall	identify	dramatise	test	assemble	revise
name	locate	practise	compare	collect	score
relate	report	illustrate	contrast	construct	select
review	operate	criticise	create	choose	
tell	schedule	diagram	design	assess	
	shop	inspect	setup	estimate	
	sketch	debate	organise	measure	
		inventory	manage		
		question	prepare		
		relate			
		solve			

SOME VERBS TO HELP IN WRITING OBJECTIVES IN THE AFFECTIVE DOMAIN

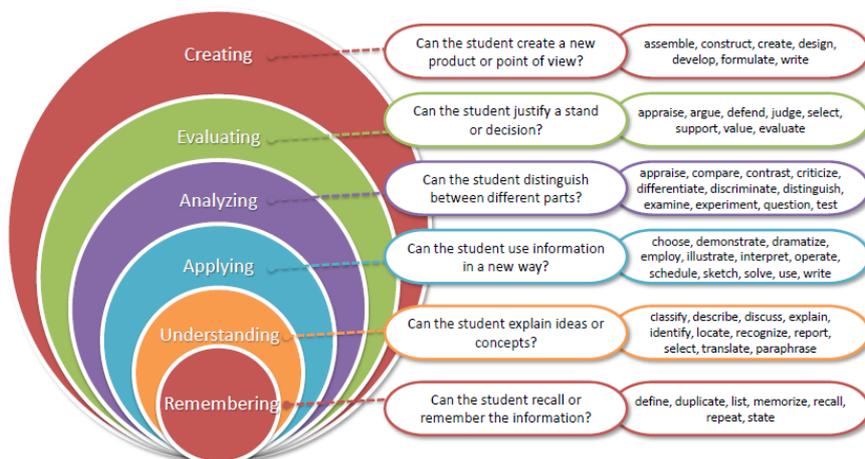
Receiving	Responding	Valuing	Organisation	Characterisation
observe	willing	continuing desire	crystallise	ready
be conscious	comply	grow	form judgement	revise
realise	obey	feel	relate	change
be sensitive	look	participate	weigh	view
attend	engage	assume responsibility	is realistic	approach
listen	display	enable	judge	plan
discriminate	practice	initiate	regulate	arrive
be alert	respond	examine		elay
prefer assume	prefer			examine
cooperate	accept			judge
contribute	devote			is consistent
volunteer	is loyal to			
	exhibit			
	consider			
	participate			
	extend			
	enrich			
	explore			

TAKING INTO CONSIDERATION THE PSYCHOMOTOR DOMAIN

The psychomotor domain concerns things students might physically do. Although no taxonomy of this domain was compiled by Bloom and his coworkers, several competing taxonomies have been created over the years since Bloom's original books. The one summarized here is based on work by Harrow [Harrow, A. (1972): *A Taxonomy of the Psychomotor Domain: A Guide for Developing Behavioral Objectives*. New York: McKay]

The levels of this domain are categorized as:

- **reflex** : objectives not usually written at this 'low' level
- **fundamental movements** : applicable mostly to young children (crawl, run, jump, reach, change direction)
- **perceptual abilities** : catch, write, balance, distinguish, manipulate
- **physical abilities** : stop, increase, move quickly, change, react
- **skilled movements** : play, hit, swim, dive, use
- **non-discursive communication** : express, create, mime, design, interpret.



HOW CAN WE SUPPORT PEOPLE IN THEIR LEARNING AND SOCIO-PROFESSIONAL JOURNEY IN PRACTICE?

It is the conscious and equipped facilitator's intervention to **improve Trainee's learning capacity**. The role of the mediator is to **adapt the level of difficulties of the tasks**, to **maintain the attention**, to **facilitate the evaluation** of the results.

One of the facilitator's objectives is to allow the person (for example a participant in a learning mobility project) to **learn to learn** by the methodology, the school's conditioning deconstruction (right to the error / not to know) and personalized support.

TOOL #1: THE RIVER OF LIFE / THE LIFE COURSE

Objectives for the trainer:

- To allow people with writing difficulties to be less reluctant to the exercise;
- To encourage the trainee to look at his past differently;
- To encourage group cohesion thanks to the sharing of personal and important moments.

Objectives for trainee:

- To better understand his/her past experience: analyze the key moments and see the coherence;
- To acknowledge that he/she has accomplished a lot and that he/she can be proud of it;
- To have a different way of presenting him/herself by highlighting not only degrees or formal diplomas but also experiences and personal challenges.

The progress:

Each trainee will make an illustration of his/her past experiences by drawing or making a collage (Make sure you have a lot of magazines so that the trainees can look for images and words in them).. He/She will have to focus on important dates / moments (professional, personal, extra-professional, academic), learning, meetings, trips, decisions that represent key moments in his/her personal growing.

To help the trainees visualize what it could look like, you can help them with some guidance:

- To picture the different moments in life: What are the continuities in your habits, friends, actions? What are the breaks?
- To reflect on the learnings, the failures, the successes: What are the events of your life that you consider as failures, as successes, and why? What are the consequences of those moments in your personal path?



TOOL #2: THE EXPLICITATION INTERVIEW (by P. Vermersch)

We encourage you to use the “*Explicitation Interview*” after proposing the “*River of Life*” exercise.

The “*Explicitation Interview*” enables a person to explore his/her experience from a different point of view. This exploration will be facilitated by the fact that the interviewer will avoid asking “why” to the interviewee: he/she will focus on the facts and not on the judgment of what happened. This way the interviewer will help the interviewee to acknowledge the skills that were put into practice or acquired from each specific experience he/she had.

Objectives of the interviewer:

- To encourage another way of discussing from the interviewee;
- To encourage self-reflection from the interviewee, helping him/her to put distance between him/herself and the experiences he/she had to better understand them and benefit from them;
- To understand an action by questioning the interviewee about the facts and not about the moral/emotional judgment;
- To go into details to make visible what is invisible;
- To raise awareness on the know-how the interviewee had in order to take action or adapt to a situation

Objectives of the interviewee:

- To retrace his/her own experience, focusing on important moments, continuities and breaks;
- To understand better the progress of an action (temporal logic, steps, constraints analysis);
- To take the scope of what he/she knows (knowledge and know-how) and of his/her soft skills.

The progress:

By pairs, the trainees will explain to each other their personal *River of Life*. One will talk and try to dig in his/her own experience, the other will lead the interview, asking questions and taking notes. Each of them will have 30 minutes for the interview.

The interviewee is free to talk about some of his/her experiences or not; the interviewer should pay attention to respect the interviewee’s potential silences.

In order for the exercise to be successful, ask the interviewers to focus on the following questions:

- What are the different stages of your past experiences? Do they have some continuity in them or are they very different one from the other?
- In each stage, what exactly happened? What did you learn from this moment of your life? How does this influence your actions today?

The interviewer can take notes about the skills that were used to deal with each stage of the life of the interviewee.

At the end, the skills will be told to the person so he/she can acknowledge all the skills he/she has but didn’t know about.

Active listening (by C. ROGER) A key method to set up a good communication

Active listening is a communication technique that is used in counseling, training, and conflict resolution. It requires that the listener fully concentrate, understand, respond and then remember what is being said. This is opposed to reflective listening where the listener repeats back to the speaker what they have just heard to confirm understanding of both parties.

Active listening techniques include:

- Building trust and establishing rapport
- Demonstrating concern
- Paraphrasing to show understanding
- Nonverbal cues which show understanding such as nodding, eye contact and leaning forward
- Brief verbal affirmations like "I see," "I know," "Sure," "Thank you," or "I understand."
- Asking open-ended questions
- Asking specific questions to seek clarification
- Waiting to disclose your opinion
- Disclosing similar experiences to show understanding

A TEST TO CONCLUDE: THE LEARNING STYLES

QUESTIONNAIRE BY PETER HONEY AND ALAN MUMFORD

This questionnaire is designed to find out your preferred learning style(s). Over the years you have probably developed learning "habits" that help you benefit more from some experiences than from others. Since you are probably unaware of this, this questionnaire will help you pinpoint your learning preferences so that you are in a better position to select learning experiences that suit your style and having a greater understanding of those that suit the style of others.

This is an internationally proven tool designed by Peter Honey and Alan Mumford.

There is no time limit to this questionnaire. It will probably take you 10-15 minutes. The accuracy of the results depends on how honest you can be. There are no right or wrong answers.

If you agree more than you disagree with a statement put a tick by it.

If you disagree more than you agree put a cross by it.

Be sure to mark each item with either a tick or cross.

- 1. I have strong beliefs about what is right and wrong, good and bad.
- 2. I often act without considering the possible consequences
- 3. I tend to solve problems using a step-by-step approach
- 4. I believe that formal procedures and policies restrict people
- 5. I have a reputation for saying what I think, simply and directly
- 6. I often find that actions based on feelings are as sound as those based on careful thought and analysis
- 7. I like the sort of work where I have time for thorough preparation and implementation
- 8. I regularly question people about their basic assumptions
- 9. What matters most is whether something works in practice
- 10. I actively seek out new experiences
- 11. When I hear about a new idea or approach I immediately start working out how to apply it in practice
- 12. I am keen on self discipline such as watching my diet, taking regular exercise, sticking to a fixed routine, etc.
- 13. I take pride in doing a thorough job
- 14. I get on best with logical, analytical people and less well with spontaneous, "irrational"
- 15. I take care over the interpretation of data available to me and avoid jumping to conclusions
- 16. I like to reach a decision carefully after weighing up many alternatives
- 17. I'm attracted more to novel, unusual ideas than to practical ones
- 18. I don't like disorganised things and prefer to fit things into a coherent pattern
- 19. I accept and stick to laid down procedures and policies so long as I regard them as an efficient way of getting the job done
- 20. I like to relate my actions to a general principle

- 21. In discussions I like to get straight to the point
- 22. I tend to have distant, rather formal relationships with people at work
- 23. I thrive on the challenge of tackling something new and different
- 24. I enjoy fun-loving, spontaneous people
- 25. I pay meticulous attention to detail before coming to a conclusion
- 26. I find it difficult to produce ideas on impulse
- 27. I believe in coming to the point immediately
- 28. I am careful not to jump to conclusions too quickly
- 29. I prefer to have as many resources of information as possible - the more data to think over the better
- 30. Flippant people who don't take things seriously enough usually irritate me
- 31. I listen to other people's points of view before putting my own forward
- 32. I tend to be open about how I'm feeling
- 33. In discussions I enjoy watching the manoeuvrings of the other participants
- 34. I prefer to respond to events on a spontaneous, flexible basis rather than plan things out in advance
- 35. I tend to be attracted to techniques such as network analysis, flow charts, branching programs, contingency planning, etc.
- 36. It worries me if I have to rush out a piece of work to meet a tight deadline
- 37. I tend to judge people's ideas on their practical merits
- 38. Quiet, thoughtful people tend to make me feel uneasy
- 39. I often get irritated by people who want to rush things
- 40. It is more important to enjoy the present moment than to think about the past or future
- 41. I think that decisions based on a thorough analysis of all the information are sounder than those based on intuition
- 42. I tend to be a perfectionist
- 43. In discussions I usually produce lots of spontaneous ideas
- 44. In meetings I put forward practical realistic ideas
- 45. More often than not, rules are there to be broken
- 46. I prefer to stand back from a situation
- 47. I can often see inconsistencies and weaknesses in other people's arguments
- 48. On balance I talk more than I listen
- 49. I can often see better, more practical ways to get things done
- 50. I think written reports should be short and to the point
- 51. I believe that rational, logical thinking should win the day

- 52. I tend to discuss specific things with people rather than engaging in social discussion
- 53. I like people who approach things realistically rather than theoretically
- 54. In discussions I get impatient with irrelevancies and digressions
- 55. If I have a report to write I tend to produce lots of drafts before settling on the final version
- 56. I am keen to try things out to see if they work in practice
- 57. I am keen to reach answers via a logical approach
- 58. I enjoy being the one that talks a lot
- 59. In discussions I often find I am the realist, keeping people to the point and avoiding wild speculations
- 60. I like to ponder many alternatives before making up my mind
- 61. In discussions with people I often find I am the most dispassionate and objective
- 62. In discussions I'm more likely to adopt a "low profile" than to take the lead and do most of the talking
- 63. I like to be able to relate current actions to a longer term bigger picture
- 64. When things go wrong I am happy to shrug it off and "put it down to experience"
- 65. I tend to reject wild, spontaneous ideas as being impractical
- 66. It's best to think carefully before taking action
- 67. On balance I do the listening rather than the talking
- 68. I tend to be tough on people who find it difficult to adopt a logical approach
- 69. Most times I believe the end justifies the means
- 70. I don't mind hurting people's feelings so long as the job gets done
- 71. I find the formality of having specific objectives and plans stifling
- 72. I'm usually one of the people who puts life into a party
- 73. I do whatever is expedient to get the job done
- 74. I quickly get bored with methodical, detailed work
- 75. I am keen on exploring the basic assumptions, principles and theories underpinning things and events
- 76. I'm always interested to find out what people think
- 77. I like meetings to be run on methodical lines, sticking to laid down agenda, etc.
- 78. I steer clear of subjective or ambiguous topics
- 79. I enjoy the drama and excitement of a crisis situation
- 80. People often find me insensitive to their feelings

Scoring And Interpreting The Learning Styles Questionnaire

The Questionnaire is scored by awarding one point for each ticked item. There are no points for crossed items. Simply indicate on the lists below which items were ticked by circling the appropriate question number.

2	7	1	5
4	13	3	9
6	15	8	11
10	16	12	19
17	25	14	21
23	28	18	27
24	29	20	35
32	31	22	37
34	33	26	44
38	36	30	49
40	39	42	50
43	41	47	53
45	46	51	54
48	52	57	56
58	55	61	59
64	60	63	65
71	62	68	69
72	66	75	70
74	67	77	73
79	76	78	80

TOTALS

_____ **Activist**

_____ **Reflector**

_____ **Theorist**

_____ **Pragmatist**

Learning Styles Questionnaire Profile Based on General Norms for 1302 People

Activist	Reflector	Theorist	Pragmatist	
20	20	20	20	Very strong preference
19				
18		19	19	
17				
16		18		
15		17	18	
14				
13	18	16	17	
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12	17	15	16	Strong preference
	16			
11	15	14	15	
<hr style="border: 2px solid black;"/>				
10	14	13	14	Moderate
9	13	12	13	
8				
7	12	11	12	
<hr style="border: 2px solid black;"/>				
6	11	10	11	Low preference
5	10	9	10	
4	9	8	9	
<hr style="border: 2px solid black;"/>				
3	8	7	8	Very low preference
	7	6	7	
	6	5	6	
2	5	4	4	
	4	3	3	
	3			
1	2	2	2	
	1	1	1	
0	0	0	0	

Learning Styles - General Descriptions

Activists

Activists involve themselves fully and without bias in new experiences. They enjoy the here and now and are happy to be dominated by immediate experiences. They are open-minded, not sceptical, and this tends to make them enthusiastic about anything new. Their philosophy is: "I'll try anything once". They tend to act first and consider the consequences afterwards. Their days are filled with activity. They tackle problems by brainstorming. As soon as the excitement from one activity has died down they are busy looking for the next. They tend to thrive on the challenge of new experiences but are bored with implementation and longer-term consolidation. They are gregarious people constantly involving themselves with others but in doing so; they seek to centre all activities on themselves.

Reflectors

Reflectors like to stand back to ponder experiences and observe them from many different perspectives. They collect data, both first hand and from others, and prefer to think about it thoroughly before coming to any conclusion. The thorough collection and analysis of data about experiences and events is what counts so they tend to postpone reaching definitive conclusions for as long as possible. Their philosophy is to be cautious. They are thoughtful people who like to consider all possible angles and implications before making a move. They prefer to take a back seat in meetings and discussions. They enjoy observing other people in action. They listen to others and get the drift of the discussion before making their own points. They tend to adopt a low profile and have a slightly distant, tolerant unruffled air about them. When they act it is part of a wide picture which includes the past as well as the present and others' observations as well as their own.

Theorists

Theorists adapt and integrate observations into complex but logically sound theories. They think problems through in a vertical, step-by-step logical way. They assimilate disparate facts into coherent theories. They tend to be perfectionists who won't rest easy until things are tidy and fit into a rational scheme. They like to analyse and synthesise. They are keen on basic assumptions, principles, theories models and systems thinking. Their philosophy prizes rationality and logic. "If it's logical it's good". Questions they frequently ask are: "Does it make sense?" "How does this fit with that?" "What are the basic assumptions?" They tend to be detached, analytical and dedicated to rational objectivity rather than anything subjective or ambiguous. Their approach to problems is consistently logical. This is their "mental set" and they rigidly reject anything that doesn't fit with it. They prefer to maximise certainty and feel uncomfortable with subjective judgments, lateral thinking and anything flippant.

Pragmatists

Pragmatists are keen on trying out ideas, theories and techniques to see if they work in practice. They positively search out new ideas and take the first opportunity to experiment with applications. They are the sorts of people who return from management courses brimming with new ideas that they want to try out in practice. They like to get on with things and act quickly and confidently on ideas that attract them. They tend to be impatient with ruminating and open-ended discussions. They are essentially practical, down to earth people who like making practical decisions and solving problems. They respond to problems and opportunities "as a challenge". Their philosophy is: "There is always a better way" and "if it works it's good".

In descending order of likelihood, the most common combinations are:

1 st	Reflector/Theorist
2 nd	Theorist/ Pragmatist
3 rd	Reflector/Pragmatist
4 th	Activist/Pragmatist

Learning styles - a further perspective

ACTIVISTS:

Activists *learn best from activities where:*

- There are new experiences/problems/opportunities from which to learn.
- They can engross themselves in short "here and now" activities such as business games, competitive teamwork tasks, role-playing exercises.
- There is excitement/drama/crisis and things chop and change with a range of diverse activities to tackle
- They have a lot of the limelight/high visibility, i.e. they can "chair" meetings, lead discussions, and give presentations.
- They are allowed to generate ideas without constraints of policy or structure or feasibility.
- They are thrown in at the deep end with a task they think is difficult, i.e. when set a challenge with inadequate resources and adverse conditions.
- They are involved with other people, i.e. bouncing ideas off them, solving problems as part of a team.
- It is appropriate to "have a go".

Activists *learn least from, and may react against, activities where:*

- Learning involves a passive role, i.e. listening to lectures, monologues, explanations, statements of how things should be done, reading, watching.
- They are asked to stand back and not be involved.
- They are required to assimilate, analyse and interpret lots of "messy" data.
- They are required to engage in solitary work, i.e. reading, writing, thinking on their own.
- They are asked to assess beforehand what they will learn, and to appraise afterwards what they have learned.
- They are offered statements they see as "theoretical", i.e. explanation of cause or background
- They are asked to repeat essentially the same activity over and over again, i.e. when practicing.
- They have precise instructions to follow with little room for manoeuvre.
- They are asked to do a thorough job, i.e. attend to detail, tie up loose ends, dot the i's, cross t's.

Summary of strengths

- Flexible and open minded.
- Happy to have a go.
- Happy to be exposed to new situations.
- Optimistic about anything new and therefore unlikely to resist change.

Summary of weaknesses:

- Tendency to take the immediately obvious action without thinking.
- Often take unnecessary risks.
- Tendency to do too much themselves and hog the limelight.
- Rush into action without sufficient preparation.
- Get bored with implementation/consolidation.

Key questions for activists:

- Shall I learn something new, i.e. that I didn't know/couldn't do before?
- Will there be a wide variety of different activities? (I don't want to sit and listen for more than an hour at a stretch!)
- Will it be OK to have a go/let my hair down/make mistakes/have fun?
- Shall I encounter some tough problems and challenges?
- Will there be other like-minded people to mix with?

REFLECTORS:

Reflectors learn best from activities where:

- They are allowed or encouraged to watch/think/chew over activities.
- They are able to stand back from events and listen/observe, i.e. observing a group at work, taking a back seat in a meeting, watching a film or video.
- They are allowed to think before acting, to assimilate before commencing, i.e. time to prepare, a chance to read in advance a brief giving background data.
- They can carry out some painstaking research, i.e. investigate, assemble information, and probe to get to the bottom of things.
- They have the opportunity to review what has happened, what they have learned.
- They are asked to produce carefully considered analyses and reports.
- They are helped to exchange views with other people without danger, i.e. by prior agreement, within a structured learning experience.
- They can reach a decision in their own time without pressure and tight deadlines.

Reflectors learn least from, and may react against, activities where:

- They are "forced" into the limelight, i.e. to act as leader/chairman, to role-play in front of on-lookers.
- They are involved in situations which require action without planning.
- They are pitched into doing something without warning, i.e. to produce an instant reaction, to produce an off-the-top-of-the-head idea.
- They are given insufficient data on which to base a conclusion.
- They are given cut and dried instructions of how things should be done.
- They are worried by time pressures or rushed from one activity to another.
- In the interests of expediency they have to make short cuts or do a superficial job.

Summary of strengths:

- Careful.
- Thorough and methodical
- Thoughtful
- Good at listening to others and assimilating information.
- Rarely jump to conclusions.

Summary of weaknesses:

- Tendency to hold back from direct participation.
- Slow to make up their minds and reach a decision.
- Tendency to be too cautious and not take enough risks.
- Not assertive - they aren't particularly forthcoming and have no "small talk".

Key questions for reflectors:

- Shall I be given adequate time to consider, assimilate and prepare?
- Will there be opportunities/facilities to assemble relevant information?
- Will there be opportunities to listen to other people's points of view - preferably a wide cross section of people with a variety of views?
- Shall I be under pressure to be slapdash or to extemporise?

THEORISTS:

Theorists learn best from activities where:

- What is being offered is part of a system, model, concept, theory
- They have time to explore methodically the associations and inter-relationships between ideas, events and situations.
- They have the chance to question and probe the basic methodology, assumptions or logic behind something, i.e. by taking part in a question and answer session, by checking a paper for inconsistencies.
- They are intellectually stretched, i.e. by analysing a complex situation, being tested in a tutorial session, by teaching high calibre people who ask searching questions.
- They are in structured situations with a clear purpose.
- They can listen to or read about ideas and concepts that emphasise rationality or logic and are well argued/elegant/watertight.
- They can analyse and then generalise the reasons for success or failure.
- They are offered interesting ideas and concepts even though they are not immediately relevant.
- They are required to understand and participate in complex situations.

Theorists learn least from, *and* may react against, activities where:

- They are pitch-forked into doing something without a context or apparent purpose.
- They have to participate in situations emphasising emotions and feelings.
- They are involved in unstructured activities where ambiguity and uncertainty are high, i.e. with openended problems, on sensitivity training.
- They are asked to act or decide without a basis in policy, principle or concept.
- They are faced with a hotchpotch of alternative/contradictory techniques/methods without exploring any in depth, i.e. as on a "once over lightly" course.
- They find the subject matter platitudinous, shallow or gimmicky.
- They feel themselves out of tune with other participants, i.e. when with lots of Activists or people of lower intellectual calibre.

Summary of strengths:

- Logical "vertical" thinkers.
- Rational and objective.
- Good at asking probing questions.
- Disciplined approach.

Summary of weaknesses:

- Restricted in lateral thinking.
- low tolerance for uncertainty, disorder and ambiguity
- Intolerant of anything subjective or intuitive.
- Full of "shoulds, oughts and musts".

Key questions for theorists:

- Will there be lots of opportunities to question?
- Do the objectives and program of events indicate a clear structure and purpose?
- Shall I encounter complex ideas and concepts that are likely to stretch me?
- Are the approaches to be used and concepts to be explored "respectable", i.e. sound and valid?
- Shall I be with people of similar calibre to myself?

PRAGMATIST:

Pragmatists learn best from activities where:

- There is an obvious link between the subject matter and a problem or opportunity on the job.
- They are shown techniques for doing things with obvious practical advantages, i.e. how to save time, how to make a good first impression, how to deal with awkward people.
- They have the chance to try out and practice techniques with coaching/feedback from a credible expert, i.e. someone who is successful and can do the techniques themselves.
- They are exposed to a model they can emulate, i.e. a respected boss, a demonstration from someone with a proven track record, lots of examples/anecdotes, and a film showing how it's done.
- They are given techniques currently applicable to their own job.
- They are given immediate opportunities to implement what they have learned.
- There is a high face validity in the learning activity, i.e. a good simulation, 'real' problems.
- They can concentrate on practical issues, i.e. drawing up action plans with an obvious end product, suggesting short cuts, giving tips.

Pragmatists learn least from, and may react against, activities where:

- The learning is not related to an immediate need they recognise/they cannot see, an immediate relevance/practical benefit.
- Organisers of the learning, or the event itself, seems distant from reality, i.e. "ivory towered", all theory and general principles, pure "chalk and talk".
- There is no practice or clear guidelines on how to do it.
- They feel that people are going round in circles and not getting anywhere fast enough.
- There are political, managerial or personal obstacles to implementation.
- There is no apparent reward from the learning activity, i.e. more sales, shorter meetings, higher bonus, promotion.

Summary of strengths:

- Keen to test things out in practice.
- Practical, down to earth, realistic.
- Businesslike - gets straight to the point.
- Technique oriented.

Summary of weaknesses:

- Tendency to reject anything without an obvious application.
- Not very interested in theory or basic principles.
- Tendency to seize on the first expedient solution to a problem.
- Impatient with waffle.
- On balance, task oriented not people oriented.

Key questions for pragmatists:

- Will there be ample opportunities to practice and experiment?
- Will there be lots of practical tips and techniques?
- Shall we be addressing real problems and will it result in action plans to tackle some of my current problems?
- Shall we be exposed to experts who know how to/can do it themselves?