



Tools for Trainers

The learning agreement

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Pedagogy by contract

"The pedagogy by contract organizes learning situations where there is an agreement negotiated during a dialogue between partners recognized as such, to achieve a goal, whether cognitive, methodological or behavioural "(Halina Przesmycki).

In this definition, the term "learning" is interpreted broadly, it This is the objective of achieving a knowledge or expertise, but also know-how.

Halina Przesmycki defines differentiated instruction as:

- a) individualized instruction that recognizes the student as a person with his or her own representations of the training situation;
- b) A variety of teaching which opposes the myth of unique single cultural identity model and education uniform.

It takes into account different learning rates, different cognitive processes in acquiring knowledge, and psychological differences and socio-cultural students.

Through differentiated instruction, the fight against school failure and students success are made possible through the realization of three fundamental objectives:

1. Improving the learner/teachers relationship. Differentiated instruction, allows the teacher to become closer to the individual students, leaving the field open to the emergence of such emotions.
2. Enhancing the social interaction. Indeed, each student placed in a group may benefit from a wealth of interaction with other classmates, allowing them to flourish and acquire knowledge and sustainable know-how.
3. Self-instruction. The training differentiated instruction framework is flexible and secure, giving students a scope of freedom with the right to choose, decide to innovate and take responsibility educated and more autonomous, the students

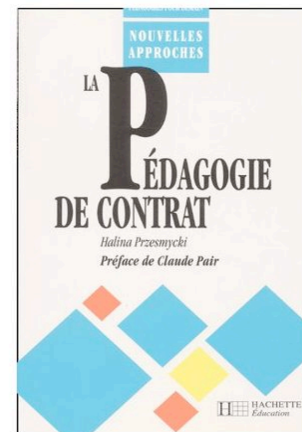


Figure 1. Halina Przesmycki, (1994)
La pédagogie de contrat.

are better able to benefit from their creativity and imagination, which promotes their cognitive development and facilitates their learning.

The learning agreement

The learning agreement is a declaration of intent based on:

- Parity
- Transparency
- Participation
- Reciprocity
- Impartiality
- Responsibility

It is based on explicit rules fixing respective roles and on the recognition of the learner as a reliable partner. Its purpose is to motivate and valorize the learner, to involve all the dimensions of the learner, to enhance the learner's responsibility.

A learning agreement should include:

- AIMS/CHALLENGES
- ROLES
- RESPONSABILITIES
- CONDITIONS
- TASKS
- ACTIVITIES
- TOOLS
- EXPECTED OUTPUTS
- TIMING
- EVALUATION REQUIREMENTS.

A learning agreement should be shared by learner and teacher at the beginning of the learning experience and during the learning experience.

At the beginning:

- Define the term "agreement"
- Present and check the proposed choices
- Identify and discuss duties and rights

- Identify and discuss rules and tasks
- Negotiate, share and undertake the agreement

During the learning experience:

- Check the achieved results
- Re-set the aims challenges
- Re- set timing
- Re-set activities
- Re-set tools/resources
- Re-set expected outputs
- Remind rules, roles, requirements

Learning agreement: an example

Learning Agreement

between educommunity - Educational Community and participants to Grundtvig In-Service Training ***Personalization in Adult Education: models, strategies and tools***

The learning pathway, in which we are going to be involved in, aims to show you a Model of Adult Learning Personalization, based on Andragogy requirements, that you can practice in your daily training activity. The course aims to encourage the sharing of knowledge, effective experiences and tools among colleagues and experts at European level; to spread and improve personalization culture, to show a model of intervention shared at European level and to introduce the guidelines to design and produce learning personalized experiences for adults and elderly people. In order to meet these aims

You will have access to

- Resources and materials papered and online;

- a community of trainers and experts dealing with adult learning personalization, to interact with and share information;
- support of trainers during the laboratory activities and collaborative group work.

You will be asked to

- share your experience;
- pay attention to the experience of the other participants;
- put yourself on the line;
- reflect in action on the process and on the realized outputs.

The more willingness to share knowledge and experience will come into play the more the results will be.

Supports

If you feel puzzled and confused ... it is a good news! It means that you started making questions to yourself and that learning process also has started!

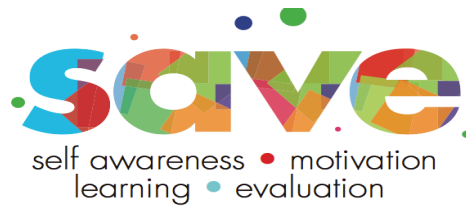
You will find support in the group interaction and collaboration. The trainers of Educommunity are at your disposal.

Evaluation modalities

The group will be guided in a self evaluation of the learning process and of the achieved results, feasible with the proposed learning personalization model.

and after the course ?

You can continue your reflection and learning process about the use of the proposed model of adult learning personalization interacting with the web community of LEADLAB <http://leadlab.euproject.org> staying in contact with the trainers, with the group and with the community of adult learning personalization experts.



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