



REPERES



DG Éducation et culture
Programme pour l'éducation et
la formation tout au long de la vie



CENTRE VIRTUEL DE LA
CONNAISSANCE SUR L'EUROPE



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PARTENARIAT ÉDUCATIF GRUNDTVIG 2009-2011

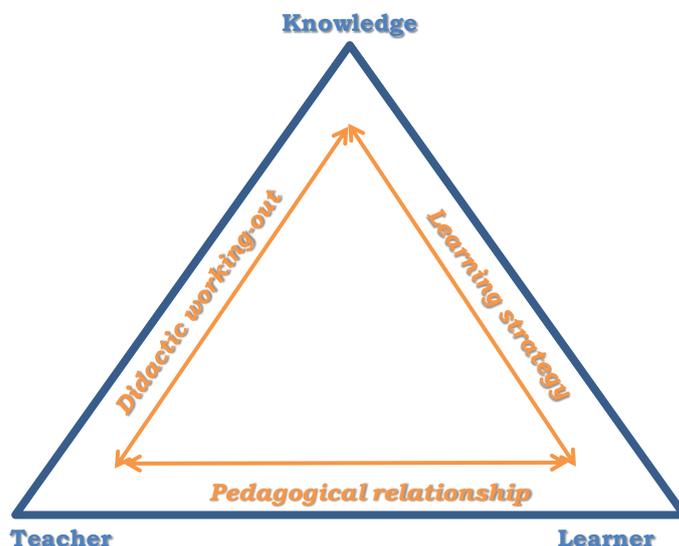
METHODOLOGICAL NOTES

PEDAGOGY — DIDACTICS — LEARNING

UNITE THE HISTORY OF EUROPE WITH THE HISTORY OF THE EUROPEAN

1.- PEDAGOGICAL TRIANGLE OF THE PROJECT REPERES

There exist complex interactions between the three angles of the triangle representing the learning situation. The role of the pedagogy to be applied is to master them as well as to predict and regulate them in order to make the learning process as efficient as possible. It is a delicate balance to achieve and should always be adapted to learners, goals, contents and situations.



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Every axe of the triangle is essential. However, each can work only in connection with the other or it would lead into inefficient situations (major risk of the project REPERES) or situations unrelated to pedagogical action.



2.- DIDACTIC CONCEPTION OF THE PROJECT REPERES

The project REPERES consists in transmitting the knowledge (general history of European integration and memories of the societies), in teaching or developing the adaptation know-how and in individualizing cognitive behaviour skills.

2.1.- Application of new practices in learning process:

1. Learn in a different and autonomous way ;
2. Diversify sources, develop a critical approach ;
3. Produce in order to learn ;
4. Debate in order to confirm the knowledge, in other words, argue and refuse the common sense ;
5. Give knowledge a sense by using social and cultural behaviour skills ;
6. Encourage team working.

When we talk about competence in the project REPERES, we refer to the one's possibility to mobilise in an interiorised way a set of resources for the purpose of solving a group of situations-problems related to the history of European integration, splitting this competence into:

- A. know-how to mobilise personal real-life experiences or testimonies ;
- B. know-how to include the results from a personal research into the general history of European integration ;
- C. know-how to transfer the personal results to other learners.

2.2.- Frame of reference of abilities and competence to be learnt

<i>Abilities</i>	<i>Competence</i>	<i>Goals</i>
Set, place oneself in time	<p>Date events</p> <p>Place events</p> <p>Comprehend different durations</p> <p>Identify stages of an evolution</p>	<p>Know important milestones in the history of European integration</p> <p>Place simultaneous events</p> <p>Calculate duration: years, decades, etc.</p> <p>Identify key dates</p>
Locate, place oneself in space	<p>Get one's bearings</p> <p>Use scales</p> <p>Locate geographical blocs</p>	<p>Know and use the compass rose, bearings and geographical coordinates</p> <p>Calculate a distance with a graphical scale ; locate the same space on the maps with different scales</p> <p>Locate states, regions, cities, rivers, etc.</p>
Acquire a method of collecting personal life experiences or testimonies	<p>Understand the crucial role of interviews</p> <p>Acquire a common language</p> <p>Choose interlocutors to collect information</p> <p>Define the area/perimeter of interviews: auto description or interview?</p> <p>List good questions to ask oneself before the approach : know the key elements of a historical description</p>	<p>Acquire the know-how to conduct an interview in order to collect information</p> <p>Set up a guide to conduct an interview; know how to ask the right questions.</p> <p>Practise conducting interviews</p>
Process data	<p>Set up relationships</p> <p>Generalise</p> <p>Draw up a synthesis</p>	<p>Set up the causal relationship</p> <p>Transpose a particular case into more general context</p> <p>Identify the main topic of a document</p> <p>Respect the terms of confidentiality</p>



3.- LEARNING STRATEGY

In its learning strategy, project REPERES gives a broad space to autonomous and group pedagogy.

Our goal is to help train an independent learner and a responsible citizen. However, the traditional pedagogy practice, especially the academic one, does not encourage the personal initiative and keeps the learner in a situation of dependence. In short, for us, it is about learning by searching for information.

A group exists when there are common goals for its members. In other words, there is a strong interdependence between the members of a group. In a learning process, one member's understanding needs others' understanding as well as each member's work needs the work of the rest of the group. It is all about putting the learner into a « real » situation so that he discovers the obstacles caused by his lack of knowledge and thus he starts a learning process so that he can use the acquired knowledge to complete the task. A group enables the mobilisation of learners and gives the possibility to achieve more complex goals.



5.- TERMS OF USE:



Teaching is first and foremost about sharing, transferring and exchanging knowledge. This presentation may be used freely in conjunction with school-based and extra-curricular training conducted on a not-for-profit basis. Please cite the source!

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