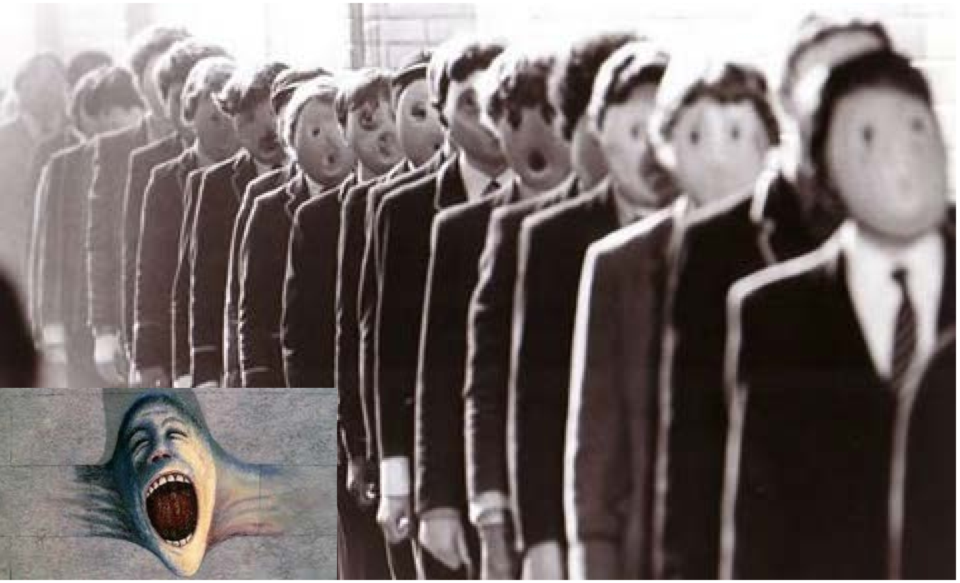
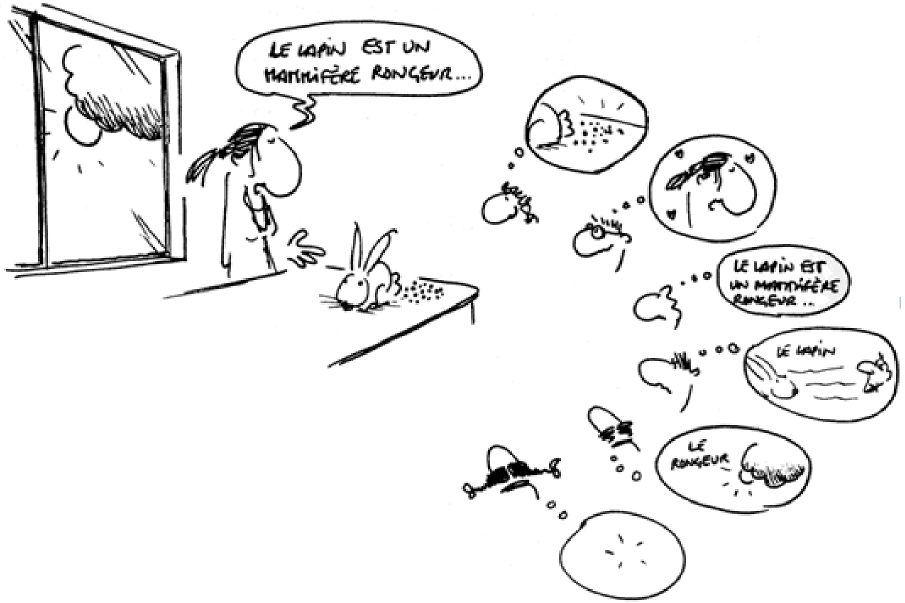
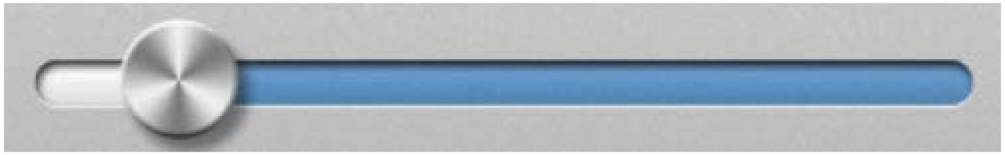
Entre standardisation et individualisation, « personnaliser » son enseignement




LE LAPIN EST UN MAMMIFÈRE RONGEUR...
LE LAPIN EST UN MAMMIFÈRE RONGEUR..
LE LAPIN
LE RONGEUR



Bloom

- postulat d'éducabilité : toute personne peut apprendre à condition d'y mettre le temps, les moyens et d'avoir un enseignement de qualité.

- « Comment expliquer la persistance d'une pédagogie qui demeure indifférente aux différences ou qui, dans le meilleur des cas, n'en tient compte que marginalement, dans des proportions assez dérisoires en regard de l'ampleur des écarts ? » Perrenoud, 1996

Quelques points de repère

Personalized Learning is the effort on the part of a school to organize learning environments to take into account individual student voice, [choice], characteristics, and needs, and to make use of flexible instruction and multiple assessment practices (Keefe & Jenkins, 2002).

- Anglo-saxon
- Secondaire

Personalised learning demands that every aspect of teaching and support is designed around a pupil’s needs.

David Miliband, September 2003

Ajuster l'enseignement aux caractéristiques individuelles…

- Considération pour les personnes
- Réussite de tous
- « Bon sens » pédagogique
- Exigence d'égalité
- MAIS fortes pressions

Une préoccupation « récente »

Truly personalized learning requires reorganizing schools to start with the student, not the subject matter. School that takes personalized education to its full potential is less concerned with what knowledge is acquired and more interested in how that knowledge is used (Littke & Allen, 1999).

Temps 1 - Rien

D. Ottavi : « *L'ennui lié à l'apprentissage, à la répression, au travail, à l'inculcation, renvoie à une relation immémoriale maître-élève dont personne jusqu'à une date récente ne s'est jamais étonné* ».

Temps 2 – Centration sur l’élève

- Claparède : la « loi de l’intérêt » (L’école sur mesure)
- Decroly : centres d'intérêts de l'enfant comme guide de l'éducation
- Années 70 : pédagogie différenciée (L. Legrand, La Garanderie)
- Pédagogie de la maitrise (Bloom)

UNIVERSITÉ de Liège

Temps 3 - Agenda politique

U.S. Department of Education

No Child
LEFT BEHIND

Department for Education
Every child matters

[Document très radical]

Thème émergent

"Le défi est de rencontrer plus de besoins/intérêts/aptitudes de plus d'élèves plus systématiquement que ce qui était possible/désirable précédemment".
(Milliband, 2004)

Moins centré sur remédiation

Personnalisation version Individualisation

- Très fortement investi par les technologies
- « Learner models » / adaptive systems
- Aptitudes et styles

ActiveMath

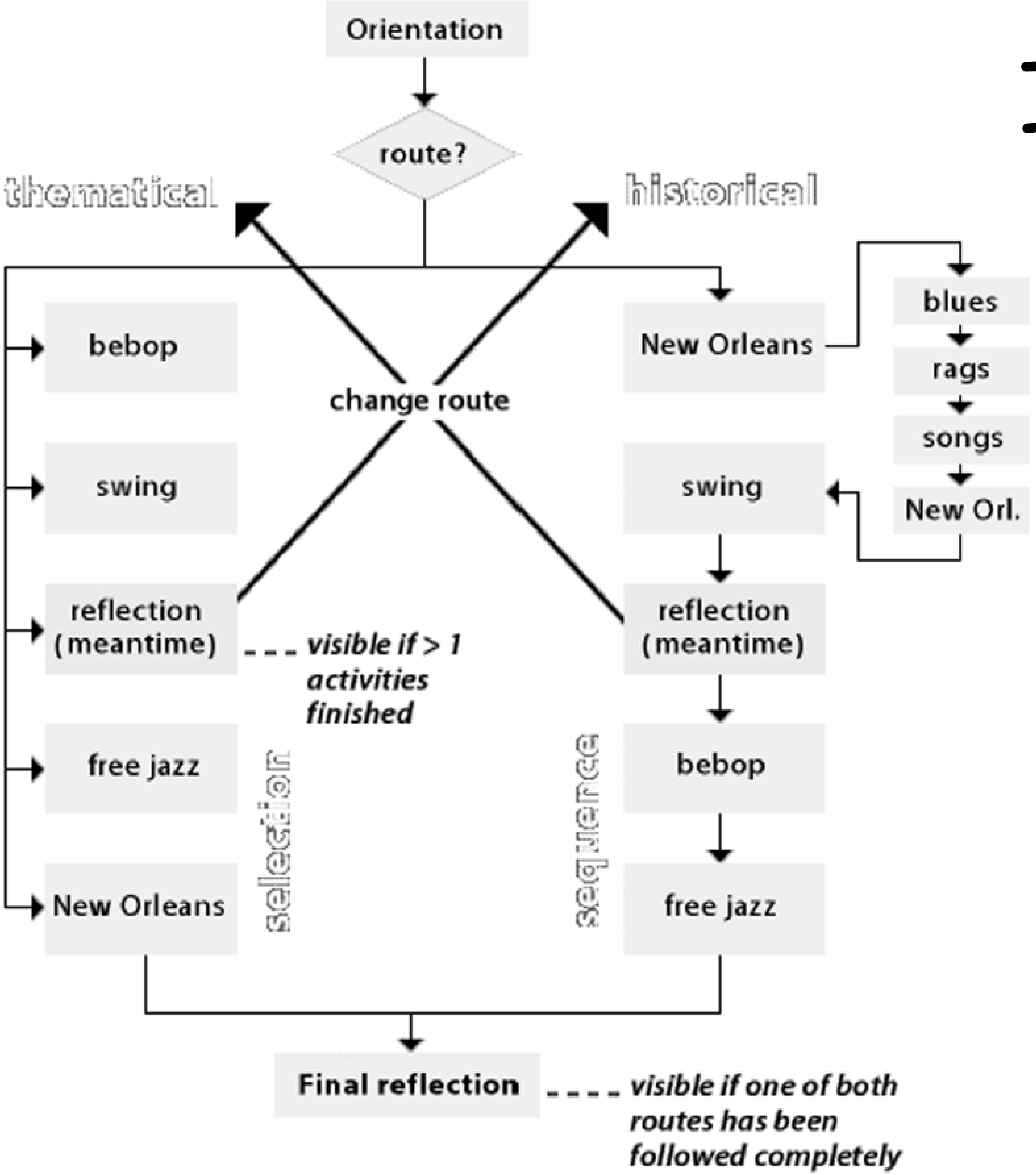
Anton
- Mathematics
- Bachelor student

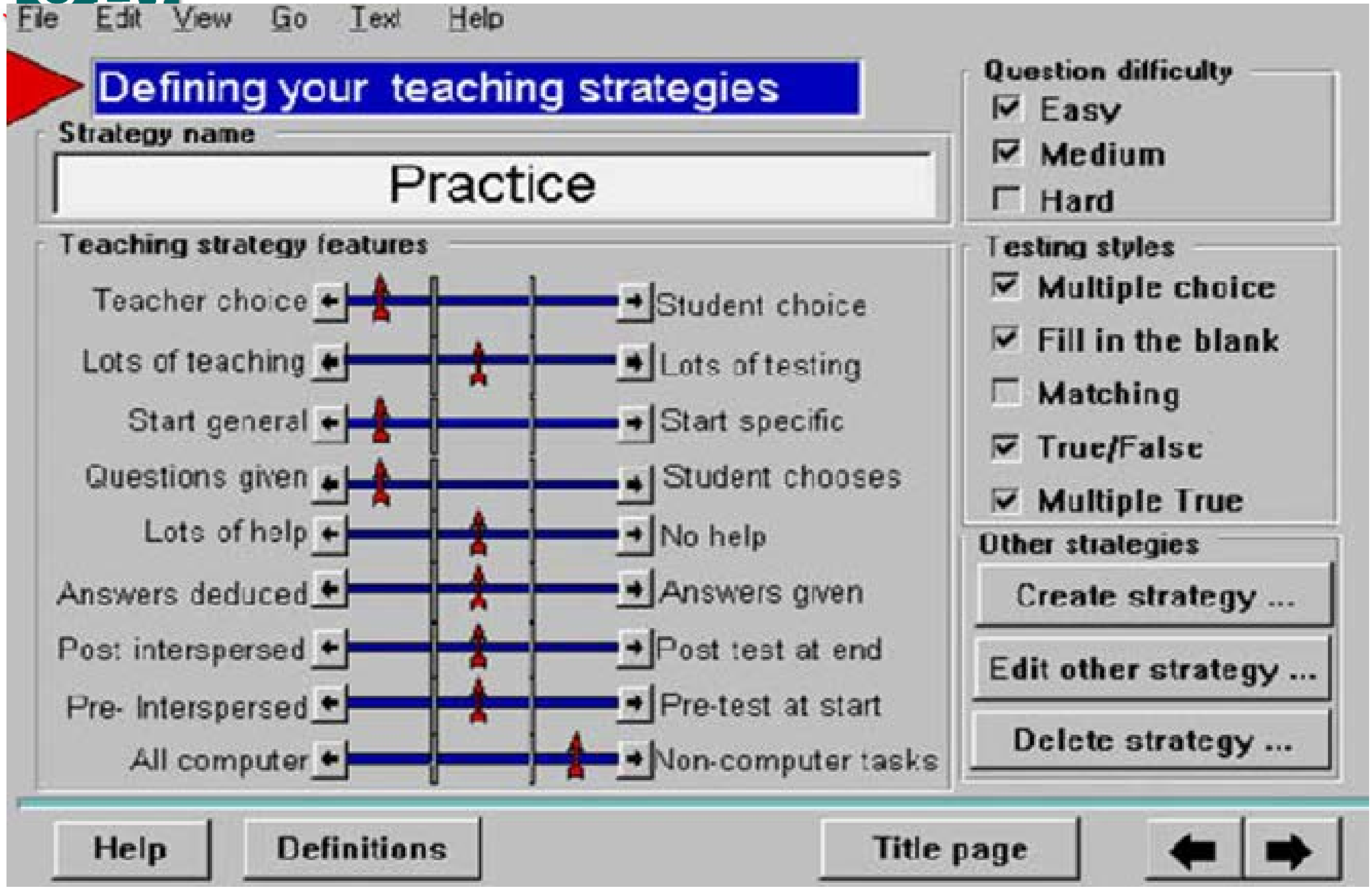
- Group theory
- Exam exercises
- Train interactively
- At home

Eva
- Computer science
- PhD student

- Group theory
- Profound knowledge
- Overview
- At university

IMS-LD


Orientation
route?
thematical
historical
change route
bebop
swing
reflection (meantime)
free jazz
New Orleans
selection
visible if > 1 activities finished
New Orleans
blues
rags
songs
New Orl.
swing
reflection (meantime)
bebop
free jazz
sequence
Final reflection
visible if one of both routes has been followed completely



File
Edit
View
Go
Text
Help
Help
Definitions
Title page
Create strategy ...
Edit other strategy ...
Delete strategy ...

Defining your teaching strategies

Strategy name

Practice

Teaching strategy features

Teacher choice — Student choice
Lots of teaching — Lots of testing
Start general — Start specific
Questions given — Student chooses
Lots of help — No help
Answers deduced — Answers given
Post interspersed — Post test at end
Pre- Interspersed — Pre-test at start
All computer — Non-computer tasks

Question difficulty

- ☑ Easy
- ☑ Medium
- ☐ Hard

Testing styles

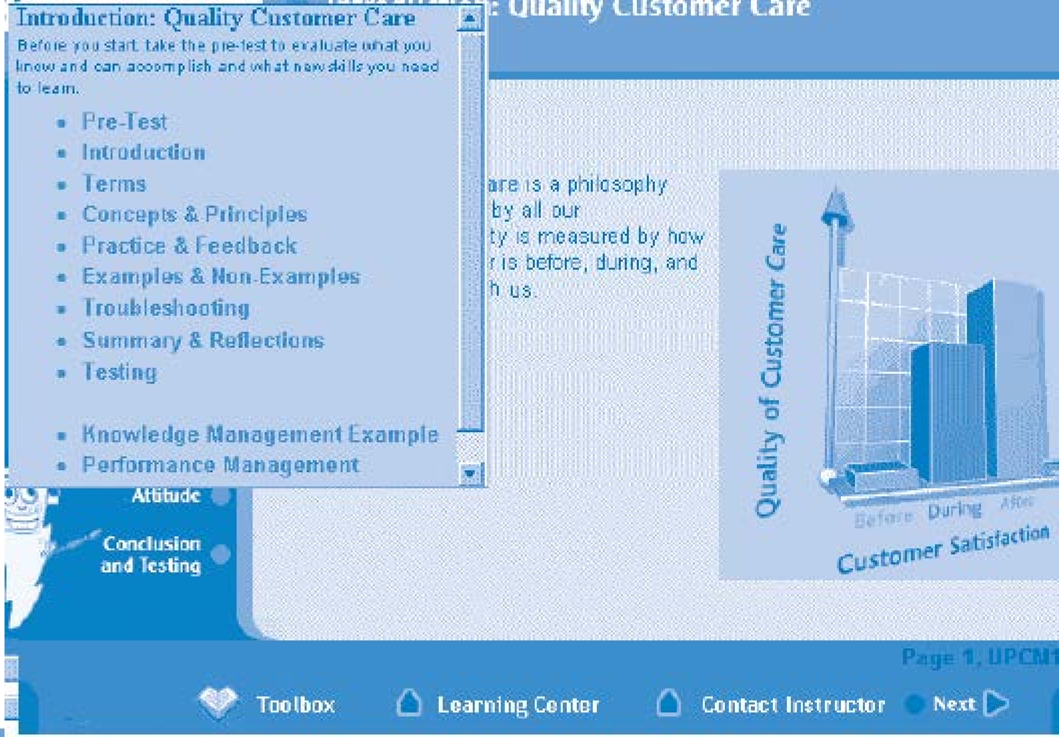
- ☑ Multiple choice
- ☑ Fill in the blank
- ☐ Matching
- ☑ True/False
- ☑ Multiple True

Other strategies

Styles cognitifs

- 1. Verbal / Iconique (Riding)
- 2. Inductif / Déductif (Carlson)
- 3. Analytique / relationnel (Kagan)
- 4. Impulsif / Réflexif (Kagan)
- 5. Dépendant / Indépendant du champ
- 6. Convergent / Divergent (Guilford – Torrance)
- 7. Multiple Intelligence (Gardner)
- 8. Créatif – non creatif (Torrance)
- 9. Superficiel / Approfondi (Marton)
- 10. Holiste / Sérialiste / versatile (Pask)
- 11. Hope of success / fear of failure (Atkinson)
- 12. Surestimateurs – réalistes – sousestimateurs (Leclercq
- 16. Attribution causale (Rotter & Wiener)
- Théoricien / observateur réflexif / expérimentateur (Kolb)
- Opposant / composant (La Garanderie)

Personnalizing learning styles

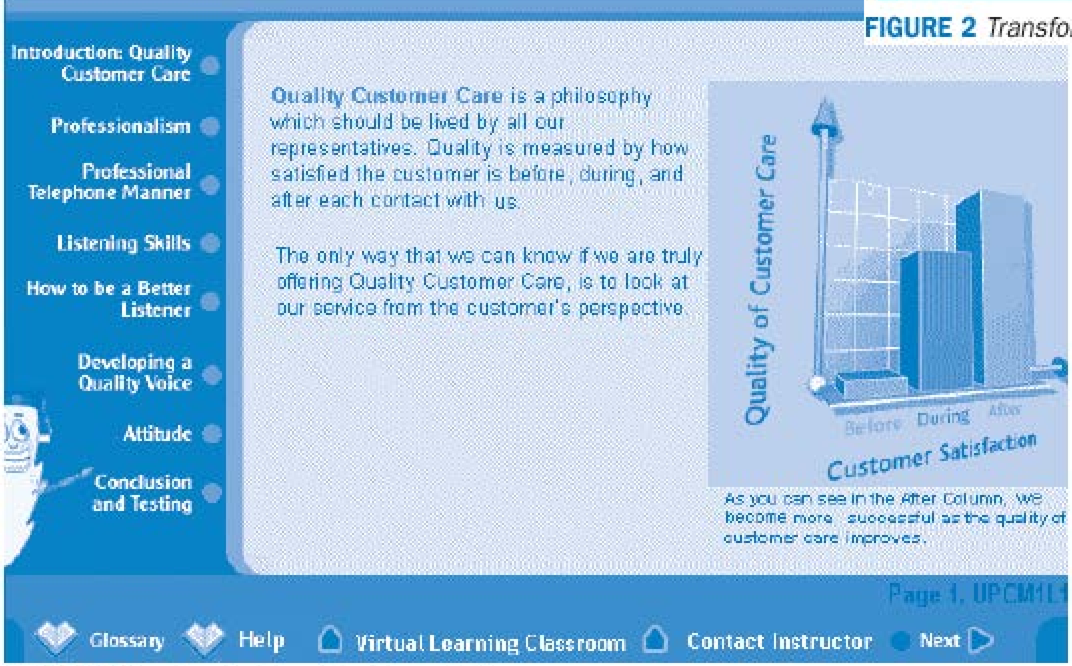


Introduction: Quality Customer Care

Before you start take the pre-test to evaluate what you know and can accomplish and what new skills you need to learn.

Pre-Test
Introduction
Terms
Concepts & Principles
Practice & Feedback
Examples & Non-Examples
Troubleshooting
Summary & Reflections
Testing
Knowledge Management Example
Performance Management
: Quality Customer Care
are is a philosophy
by all our
ty is measured by how
r is before, during, and
h us.
Attitude
Conclusion and Testing
Quality of Customer Care
Before
During
After
Customer Satisfaction
Page 1, UPCM1
Toolbox
Learning Center
Contact Instructor
Next

FIGURE 2 *Transforming Learning Presentation.*



Quality Customer Care is a philosophy which should be lived by all our representatives. Quality is measured by how satisfied the customer is before, during, and after each contact with us.

The only way that we can know if we are truly offering Quality Customer Care, is to look at our service from the customer's perspective.

As you can see in the After Column, we become more successful as the quality of customer care improves.

Introduction: Quality Customer Care
Professionalism
Professional Telephone Manner
Listening Skills
How to be a Better Listener
Developing a Quality Voice
Attitude
Conclusion and Testing
Quality of Customer Care
Before
During
After
Customer Satisfaction
Page 1, UPCM1L1
Glossary
Help
Virtual Learning Classroom
Contact Instructor
Next

FIGURE 1 *Conforming Learning Presentation.*

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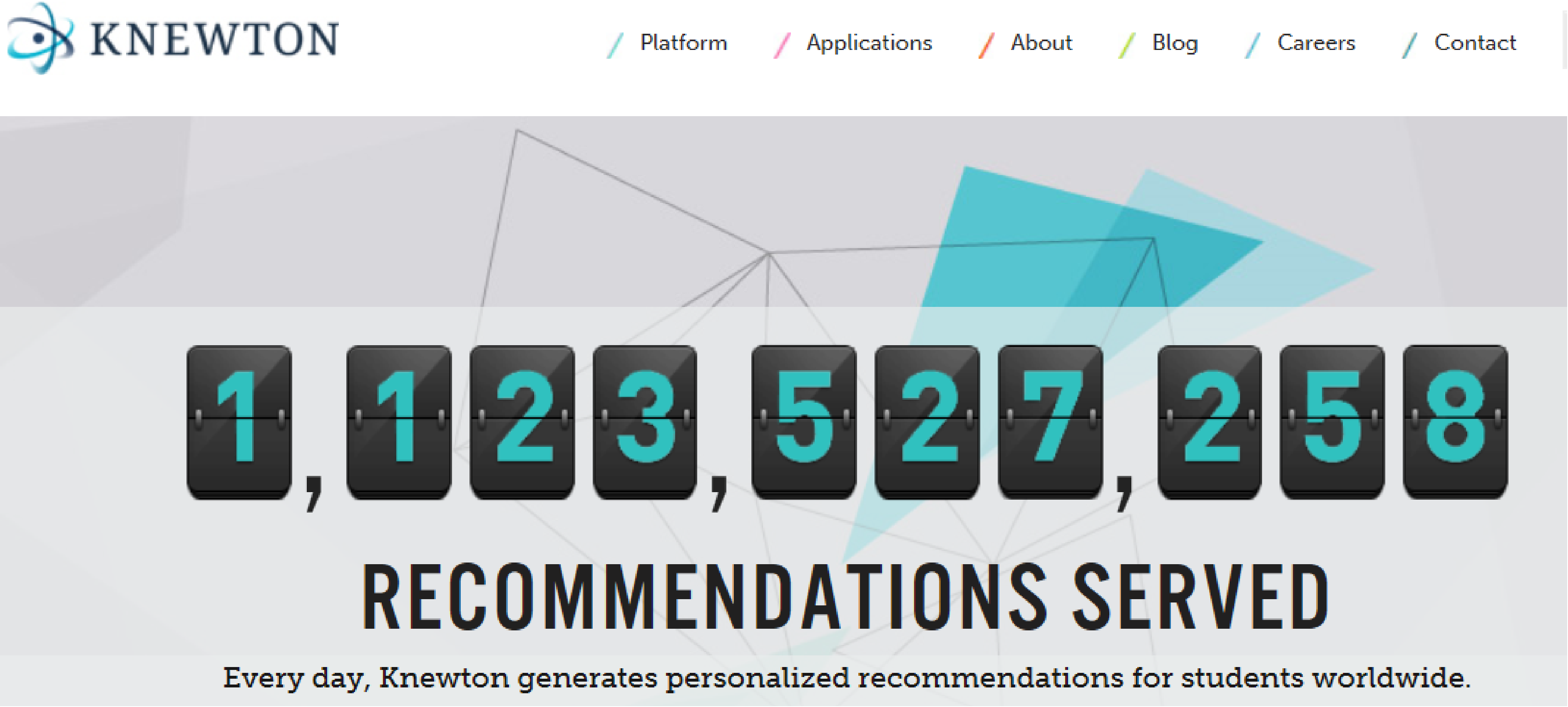

KNEWTON
Platform
Applications
About
Blog
Careers
Contact

1,123,527,258

RECOMMENDATIONS SERVED

Every day, Knewton generates personalized recommendations for students worldwide.

Limites

- Fatigue/pression nerveuse liée à la gestion de séances plus sophistiquées
- Traduction du diagnostic “psychologique” en stratégie d’apprentissage
- Réconciliation du programme valable pour tous et des variations individuelles

Personnalisation version implication

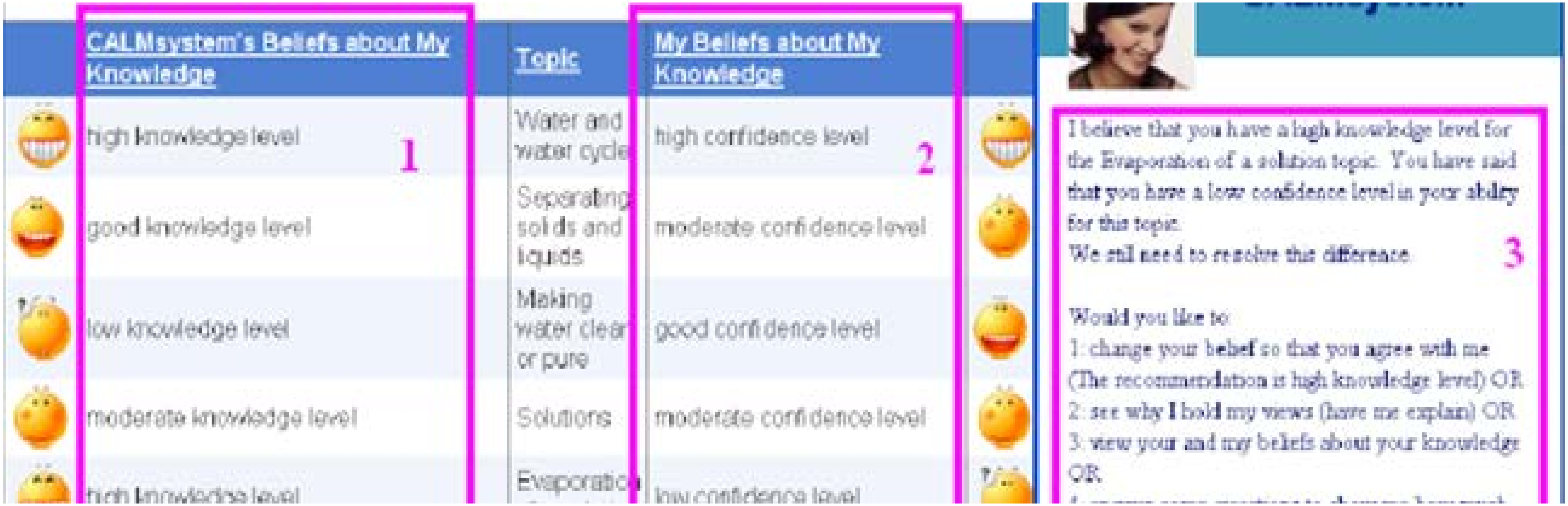
"A large part of the personalisation agenda in education and wider society is about self-realisation, self-management and self-provision and about moving from seeing education as meeting external yardsticks, to working on internal motivation and aspiration". Leadbeater, 2004

Implication, engagement, investissement dans son apprentissage

Constat

- L'expérience d'apprentissage est de facto personnelle
- Stimuler l'appropriation, le sens que « c'est pour moi », le sens du contrôle, la (méta-) réflexion, la vision de soi comme un apprenant, la responsabilité (empowerment, ownership, committment)
- In contrast to individualized learning, *personalised* learning emphasizes the notion that learners consider given settings for learning as *personally* relevant. The personal perspective implies that learners take *ownership* and *responsibility* of their learning processes and of the tools that they use [1], [2]. This approach allows developing courses and services for personalised learning *without* necessarily taking the individual differences of each learner as a starting point. (Verpoorten, Glahn, & Specht, 2009)

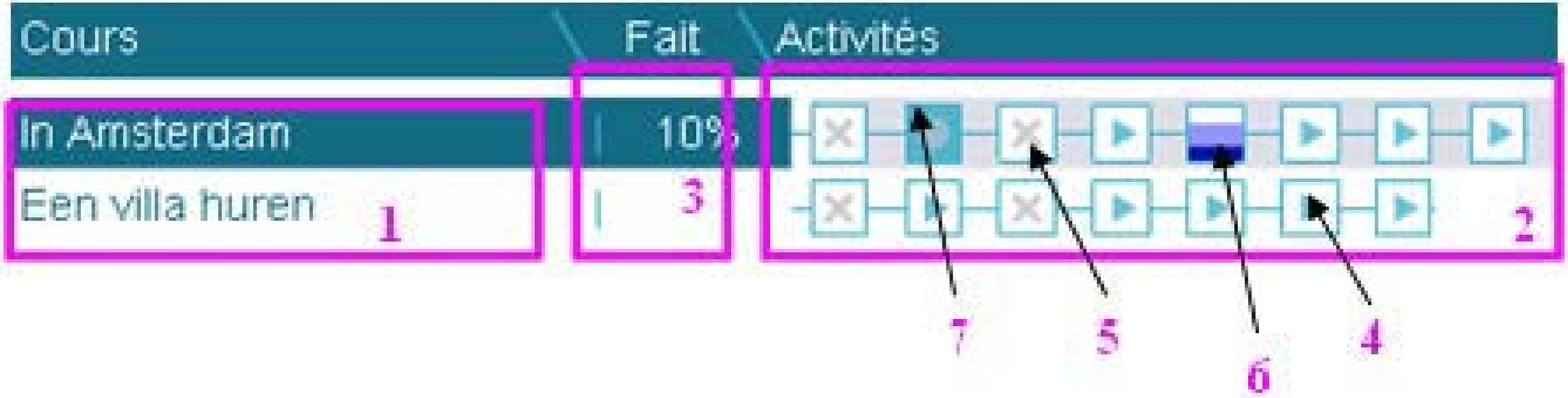
Tableaux de bord



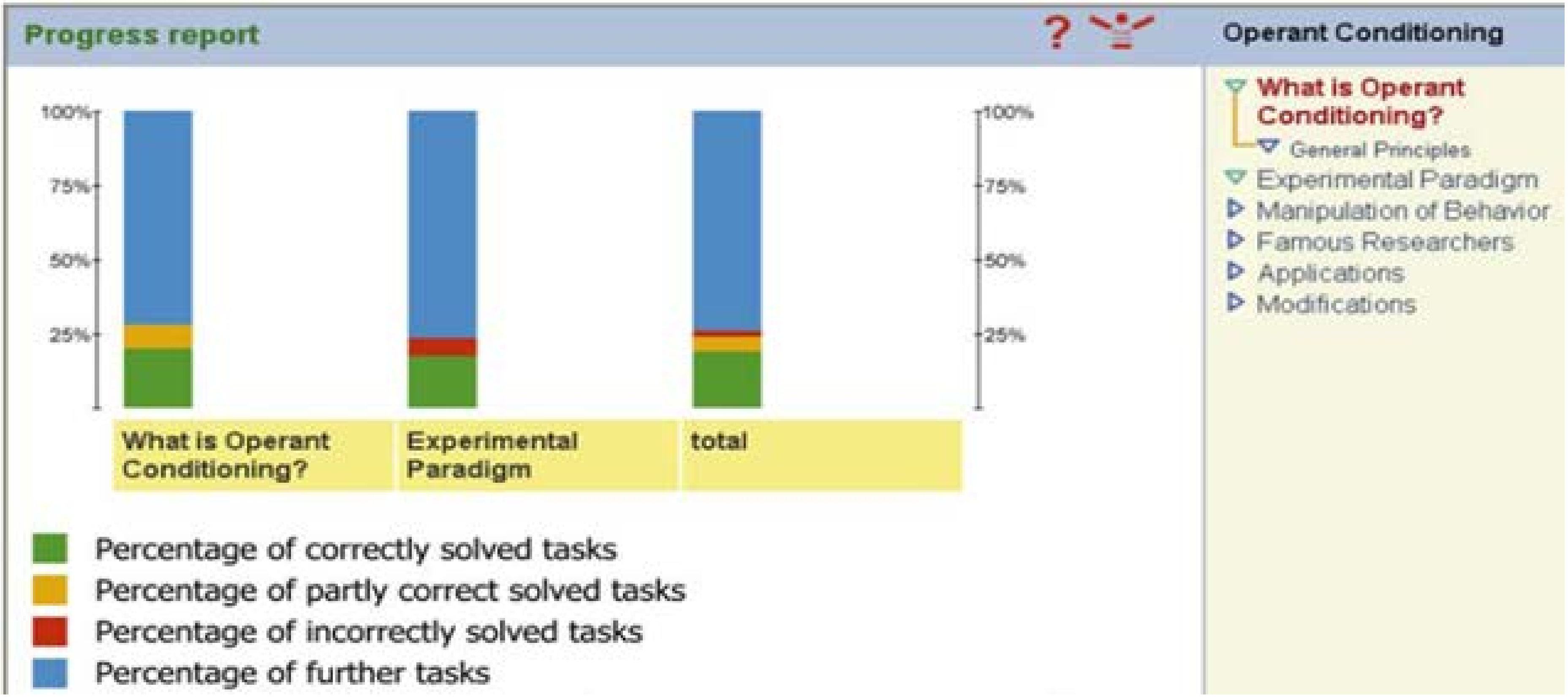
CALMsystem's Beliefs about My Knowledge	Topic	My Beliefs about My Knowledge
high knowledge level	Water and water cycle	high confidence level
good knowledge level	Separating solids and liquids	moderate confidence level
low knowledge level	Making water clean or pure	good confidence level
moderate knowledge level	Solutions	moderate confidence level
high knowledge level	Evaporatio	low confidence level

I believe that you have a high knowledge level for the Evaporation of a solution topic. You have said that you have a low confidence level in your ability for this topic.
We still need to resolve the difference.

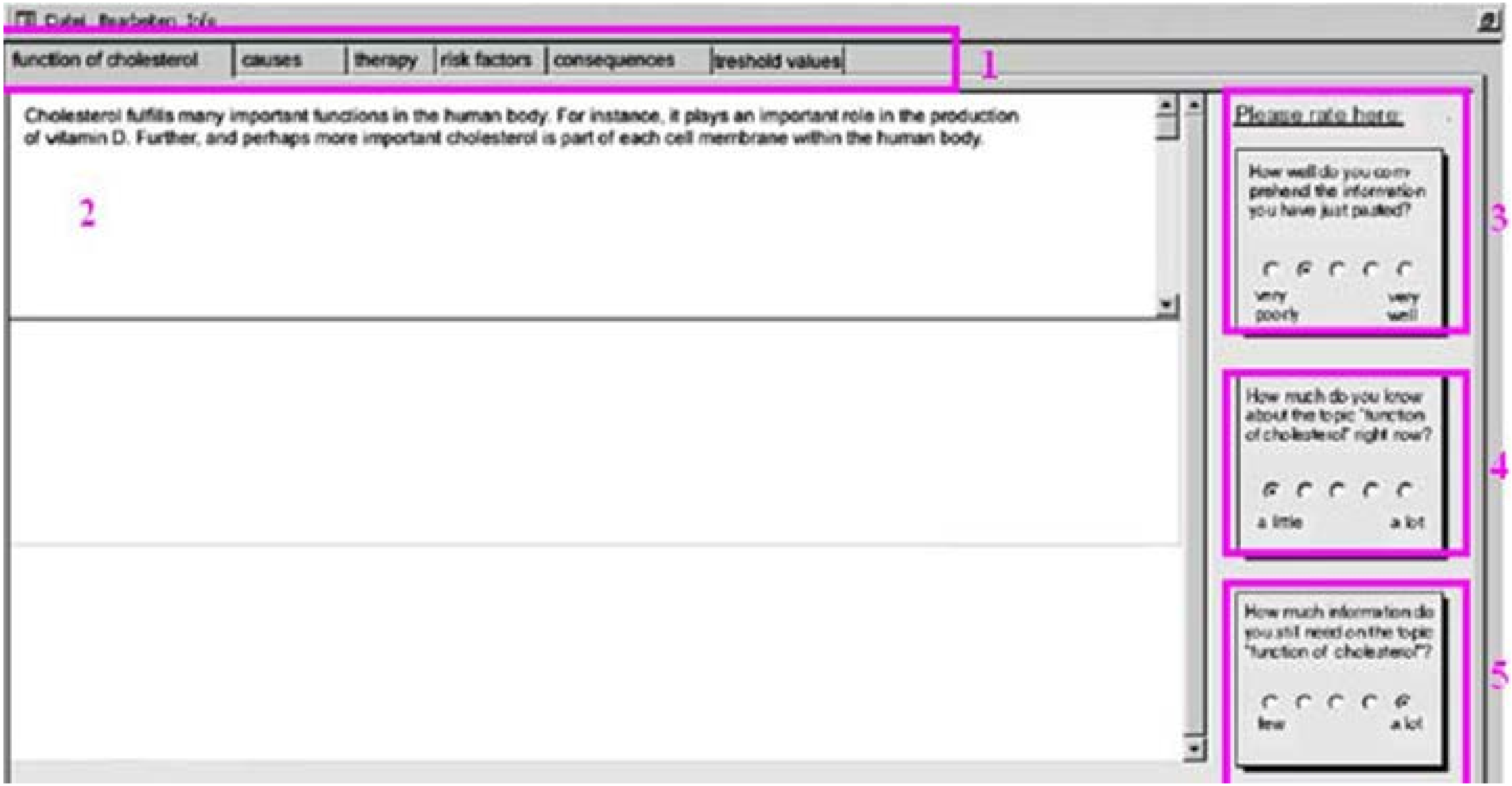
Would you like to
1: change your belief so that you agree with me (The recommendation is high knowledge level) OR
2: see why I hold my views (have me explain) OR
3: view your and my beliefs about your knowledge OR



Cours	Fait	Activités
In Amsterdam	10%	
Een villa huren		


Progress report
?
Operant Conditioning
100%
75%
50%
25%
What is Operant Conditioning?
Experimental Paradigm
total
What is Operant Conditioning?
General Principles
Experimental Paradigm
Manipulation of Behavior
Famous Researchers
Applications
Modifications

🟩 Percentage of correctly solved tasks
🟨 Percentage of partly correct solved tasks
🟥 Percentage of incorrectly solved tasks
🟦 Percentage of further tasks


Datei Bearbeiten Info
function of cholesterol
causes
therapy
risk factors
consequences
treshold values
1
2
3
4
5

Cholesterol fulfills many important functions in the human body. For instance, it plays an important role in the production of vitamin D. Further, and perhaps more important cholesterol is part of each cell membrane within the human body.

Please rate here:

How well do you comprehend the information you have just pasted?

○ ● ○ ○ ○
very poorly — very well

How much do you know about the topic "function of cholesterol" right now?

● ○ ○ ○ ○
a little — a lot

How much information do you still need on the topic "function of cholesterol"?

○ ○ ○ ○ ●
few — a lot

Critiques

- Ne pas faire de l'université une école
- Les profs ne sont pas des assistants sociaux
- Psychologisation du rapport au savoir
- Exaspération car irréaliste
- Efficacité de la personnalisation pour l'apprentissage

Personnalisation/différentiation

- régulation proactive (en amont de la situation d'apprentissage)
- régulation rétroactive (remédiation et soutien pédagogique)
- différentiation participant du dispositif didactique et de l'action pédagogique quotidienne.

Linda Allal (1988)