



Cards game

6 may 2006



Mapping for card game

Hypothesis	The dominant definition of culture in the world of teachers and learners has an impact on training techniques, especially through the teacher – learner relationship, the representations of techniques and technical quality, and the representations of teaching.
Theories concerned	<p>The notion of <i>culture</i> is very recent, only being detached from the concept of civilisation in 1871, whereas technical teaching is a very ancient idea: “It was during the Neolithic period that man confirmed his mastery of the great arts of civilisation: pottery, weaving, agriculture, and the domestication of animals”. In the framework of the JANUS project, it is more exact to speak of “sub-cultures”, each having a focal point (the company, or group of companies) and a referent (nationality, ethnic origin, etc.).</p> <p>The two axes can be crossed in order to study the influence of culture on teaching techniques:</p> <ul style="list-style-type: none">- The innate and the acquired, that we see developed in the debate opposing Piaget and Chomsky,- The ideal and the realised, responding to the structure of symbols, and also in the opposition drawings / manufactured article, going even to the opposition theory / practice (for Certificates of Professional Aptitude, for example)
Bibliography and website	Collective work: <i>Theories of language...</i> C.Lévi-Strauss See also: http://varenne.tc.columbia.edu/hv/ct/
Impact on technical training	The Card game has a twofold objective, to engage discussion on the importance of the cultural dimensions during technical training, and to capture the teachers’ and learners’ dominant representations as to the definition that they give to culture.

End of sheet

The Definition of culture

Hypothesis	<p>Whatever the definition adopted, culture is opposed to nature, as the acquired and the innate, as technology and the invention of the <i>do-it-yourselfer</i>. In addition, as the footprint of symbolism, culture can be approached on the two levels of the ideal and the realised, as thought and gesture. We have therefore retained four activities in which their practice illustrates the trace of a culture : Believe, Know, Act, Imagine.</p>
Theories concerned	<p>The theories on culture, after a first definition by E.B. Tylor, in 1871 are numerous and varied. The <i>activities</i> listed above make reference to the principal historical currents:</p> <ul style="list-style-type: none">• Durkheim and Mauss : culture defined as a social fact (1895 – 1922) founding values and beliefs.• Boas, Kardiner, Mead, Lévi-Strauss (for structuralism) : creation of the word “culturalism” (1920 – 1950) and research on culture as an organised body of knowledge. Culture is defined as the whole of the known rules of the community.• Malinowski and Radcliffe-Brown: culture is an adaptation to needs (1920 – 1950) guided in action (functionalism)• Bourdieu and Touraine: culture forms itself on social relations (1960 - ... ?)
Implementation	<p>The four principal currents are the subject of a worksheet here below. They define the different conceptions, of the technical trainer, the learner, of the nature of teaching, of the technique itself, of the organisational rules in a company, and of quality references.</p> <p>The conceptions are listed for each current, and described based on the works cited in the bibliography (on the worksheet itself or on the sheet “Mapping for card game”).</p>
Bibliography	<p>Jean Fleury Norbert Alter</p>

End of page.

Definition of culture

Conception of the teacher	This covers the way in which a person in a learning situation conceives the role of the teacher. It includes the habits, but also the expectations, and the immediate perception of the teacher.
Conception of the learner	This is the way in which a person in a learning situation takes on his own role: what he believes to be expected of him, the social habits, his investment in the training, etc...
Nature of teaching	This is the representation that the person in a learning situation makes of what is being taught and of the way in which it is taught (pedagogical terms, objectives, expected results and impacts,...).
Conception of techniques	This is the most general representation that the person in a learning situation makes of the technique in general: opposition to theory, new subjects or repetition, etc.
Nature of the rules	This is the relationship of the person in a learning situation with the rules, regulations and laws which regulate the learning situation and its direct environment (the department, the company).
Quality References	These are the references of the person in a learning situation for evaluating the quality of teaching, its contents, its organisation and its effects in terms of results and impacts for the learner himself.

End of sheet.



Culture and beliefs in a community

Hypothesis	<p>Culture is a heritage, characterised by the reference to shared values. The notion of « public faith » (motto of the Caisse des Dépôts et Consignations) perfectly illustrates this cultural fact.</p> <p><i>“A first conception of culture, results in the idea that culture is the reflection of artistic productions (music, literature, architecture...), history (even geopolitics), philosophy and religion...”</i></p>
Bibliography	François Laplantide Collective work <i>The companions</i>
Impact on technical training	<p>This is essentially the importance of the codes (rites, traditions, passwords,...) and the unconditional commitment to a system of values that characterise this conception of culture.</p> <p>There are the frequent attitudes of the military, or in corporations which need to annihilate personal initiative, or to reduce it to a minimum group of procedures in situations of action (football teams, underground miners, etc.).</p> <p>This type of culture is also encountered in groups of workers that constitute <i>clans</i> in the company, clans with corporatist origins, territorial or others... and which transmit insider knowledge amongst themselves (for example, being able to eliminate a clot in aluminium in fusion in an electric oven).</p>

End of page.



Culture and beliefs in a community

Conception of the trainer	The trainer is responsible for the sense given to the training by the company and by the learner, and for the appropriateness of the training by taking into account the abilities of each person. He is the one who possesses the knowledge of tradition.
Conception of the learner	Through a path which is more or less filled with rituals the learner conquers knowledge that (trans)forms him. Facing risk (and its mastery) generates behaviours said to be <i>ordalic</i> (judgement of God by water, fire, etc.)
Nature of teaching	Teaching technique conveys a tradition. “The function of teaching consists of providing models.” (S.Papert) Learning has a very strong function of integration.
Conception of techniques	The technique is a secret which is transmitted from individual to individual, or to small groups of initiates. The technique can have an effect of identity (the polish of the stamp, the gold edges of the sheet,...)
Nature of the rules	“Trade guilds are as old as the world, which means as civilisation” (Collective work, <i>The companions</i>) The laws of custom are greater than the general laws. Training is an act of citizenship.
Quality References	The quality of teaching is developed based on the past. It is guaranteed by the identity and personality of the trainer. The apprentice must finish his apprenticeship by a masterpiece, and becomes a Master ipso facto.

End of sheet.



Culture and knowledge of social groups

Hypothesis	<p>Culture is a social institution devoted to the transmission of complexity.</p> <p><i>“Culture is formed by a mix, the interactions, the crossing of social groups. There is no culture without negotiation or compromise between different items at stake. According to this conception, culture would form itself by taking into account diversity as a founding element.”</i></p>
Bibliography	Abdallah Nouroudine
Impact on technical training	<p>Three observations:</p> <ul style="list-style-type: none">- The complexity of techniques, due to the increasing involvement of science, on one hand, and, on the other hand new economic and legal questions concerning the appropriateness of techniques.- The stakes, for importers and <i>exporters of technologies</i>- Ownership: so that the techniques may be effective, this requires them to be adapted by and for the society which receives them. <p>In the conclusion of this work, the author (A. Nouroudine) compares the logics of exactness and approximation, showing the importance of the two problems in particular :</p> <ul style="list-style-type: none">- Training is always situated in a context of the logic of exactness: for example, people are not trained for versatility.- Training targets people who are already educated. <p>The notions of Resource Centres, Libraries, Specifications have a capital importance. The valorisation of the cultural good is often quantified.</p>

End of page.



Culture and knowledge in social groups

Conception of the trainer	It is the trainer who transmits knowledge modelled after his own knowledge and experience.
Conception of the learner	The learner is a social individual in a situation of knowledge acquisition, by ownership, by imitation, etc... Whatever be the method, it is the learner that builds his knowledge.
Nature of teaching	The contents of teaching are compiled in scales of reference by trade and training. These scales of reference are linked to diplomas/degrees, NVQ norms or other national systems.
Conception of techniques	As for all elements of knowledge, techniques are transmittable goods, development by research and development. This good can be stored in specialised works.
Nature of the rules	In a company, paths for qualifying positions can be developed, or informal training. Everything is analysable and can be modelled. That which cannot be transcribed in terms of procedure has no meaning.
Quality References	For a company, degrees/diplomas constitute the exterior guarantee of the quality of teaching. Training leads to an improvement of individual and collective competencies.

End of sheet.



Culture and action of the individuals

Hypothesis	Culture is an adaptation to individual needs. <i>“Culture results in exchanges among people; it is in listening to others and from one’s own convictions and differences that the cultural dimensions are expressed. According to this conception, the intercultural approach to pedagogy should centre on making explicit individual differences.”</i>
Bibliography	Philippe d’Iribarne Jean Houssaye
Impact on technical training	Technical training must allow companies to face technological changes. It is not yet innovative, but it is reactive. The needs for adaptation are felt by the trainer, the employee, and the entire company. <i>“The pedagogical situation can be defined as a triangle made up of three elements: knowledge, the professor and the students, of which two constitute the subjects whereas the third must accept the dead seat (reference to the card game of bridge) or, by default, to be the madman (which is beyond terms and common language). [...] All pedagogy is articulated around the privileged relation between two of the three elements, and the exclusion of the third with whom each elected member must nevertheless maintain contacts. Changing pedagogy means changing the basic relations, or the process.”</i> (J. Houssaye)

End of page.



Culture and individual action

Conception of the trainer	The authority of the trainer, conferred by his technical mastery of the contents taught, confer to him the responsibility for technological watch and the anticipation of change.
Conception of the learner	He is defined by his trade (carpenter, turner, programmer,...). It is by following the directives of the trainer and by making observations that he can perceive on the job that he progresses in his job.
Nature of teaching	Use of knowledge in real situations to handle real problems, or simulation with the aid of analogical models. Pragmatism is dominant in form and function.
Conception of techniques	It is defined by its instrumentality. The technique is a product of concrete science, and technology reflects the positive evolution of civilisation.
Nature of the rules	In a closed universe, the worker is “apt to execute a great number of diversified tasks [...] and the rule of the game is to always make do with the <i>means at hand</i> ”. (Lévi-Strauss)
Quality References	Quality is evaluated through the functions of efficiency. Only the result counts, measured by the learner in terms of performance.

End of sheet.



Culture and the imaginary in organisations

Hypothesis	<p>Any culture demarcates an “inside” and an “outside” for a given organisation.</p> <p><i>“Culture results from the managerial culture and the organisation of work. The culture at Danone is not that of IBM because it entails systems of work and management which are profoundly different. The intercultural approach of pedagogy according to this conception should take into account the sociology of organisations in order to adapt the pedagogical process to the day-to-day habits of learners: dress habits, relations with hierarchy, relation to time...”</i></p> <p>[This definition is a little restrictive, to the extent that the culture of an organisation also encompasses beliefs, ideals, and history. For more details, the reader should refer to all of the works in the Janus bibliography as a minimum]</p>
Bibliography	<p>Collective work <i>Le travail, quel avenir ?</i> Jean Boissonat P.G de Gennes</p>
Impact on training techniques	<p>“The acceleration of competitive dynamics determined by the shortening of the product life cycle, an accelerated rhythm of technological change and the increasing level of incorporated services in products required by clients, call upon permanent innovation. [...] The company develops its watch function, adapts to its use best practices already implemented with success by others and combines it all in an innovative way.” (C. Afriat: New technologies and sociological organisations, Note for the general Commissariat for Planning 1994)</p> <p>Training techniques become an <i>instrument of permanent modernisation</i>, which allow a company to <i>stay in the game</i>, to be one of the innovating companies that <i>surf</i> on the wave of technological change.</p>

End of page.



Culture and the imaginary in organisations

Conception of the trainer	“Learning is not the filling of a glass but the lighting of a fire” (adaptation by engineers from the CESI of a thought attributed to Aristotle). The trainer is attentive to the progress of the learners. He should teach in a way that presents the world as <i>to be constructed</i> .
Conception of the learner	The advent of new technologies and organisational changes are translated in the workshop by the operator taking distance in relation to his machine. The learner must understand and master.
Nature of teaching	Technology more than techniques. Pedagogy of discovery or pedagogy by project. Valorisation of both formal and non-formal approaches. Articulation of different social times.
Conception of techniques	“Human activity should tend to specialise itself in that which creates its specificity relative to machines [...] : - The creativity of the human mind, linked to its faculties of abstraction and imagination [...] - The management of uncertainty.
Nature of the rules	Preference for a logic of cycles to a logic of accumulation. Attempt to protect the environment, to limit pollution, etc... Drifting from the notion of qualification to that of competence can be observed.
Quality references	Total quality based on “working better together” (Renault 1990). Job quality (non-precariousness, building employee loyalty, clarification of paths of progress, permanent learning,...)

End of sheet.



	BELIEFS	KNOWLEDGE	PRAGMATISM	IMAGINATION
The trainer	1 The trainer is like a book containing the secrets of the trade.	2 The role of the trainer is to transmit true knowledge and to indicate best practices.	3 The role of the trainer is to encourage the initiative and the autonomy of the learner.	4 The trainer must develop the adaptability of the learners.
The Learner	5 Learners receive an initiation from trainers, and must pass on to others.	6 The learner must summarize, and to put it into practice, the knowledge received.	7 The learner must test the acquired knowledge against reality.	8 The learner must learn to expand his horizons and to understand the big picture.
The training	9 The training enables the transmission of models to be imitated.	10 The training allows trainers to get the scientific laws.	11 Without practical experience, there can be no acquisition of knowledge.	12 Training provides tools which allow the future to be anticipated.
Technical progress	13 Technical progress result from interaction of specialists opinions within the same field.	14 The historical evolution reflects the constant progress of scientific knowledge.	15 It is from the comparison of practices that the evolution of methods is born.	16 It is by borrowing ideas from other professions that each technique progresses.
Rules setting	17 Each profession must establish its own rules of the trades.	18 Scientific experimentation enables debates amongst professionals to be settled.	19 All procedures must prove themselves through the regularity of their results.	20 It is from the formulation of new hypotheses that science progresses
The quality of training	21 The trainer is the best judge of the quality of the learning.	22 Similar criteria must be applied to validate professional experience and diplomas..	23 The quality of training is measured by the effectiveness of its results.	24 The quality of training is measured by the learners' level of satisfaction.

Tabulation of results.

Hypothesis	The aim of this game is to open up a debate in the group at the beginning of a training course. At the end of the debate, the trainer should be able to contract the rules of the game for the future, and offer an approach to learners that is better suited to their culture, in order to move towards learning autonomy.
Bibliography	<i>Modefo RECIF</i>
Instructions	<p>“I am going to distribute 24 cards to each person that should be placed into three piles:</p> <ul style="list-style-type: none">- I agree fully with what is written on the card.- I only agree partially.- I do not agree at all with that. <p>It is simple, but be careful, each pile can only contain 8 cards.”</p>
Interpretation	<p>When all of the participants have placed their cards in piles, the trainer distributes the results sheets (following pages).</p> <p>The trainer asks the participants to attribute a score to each card:</p> <ul style="list-style-type: none">• Each of the cards from the OK pile gets a score of 2.• Each of the cards from the PARTIALLY OK pile gets a score of 1.• Each of the cards from the NOT AT ALL OK pile gets a score of 0. <p>Thereafter, the trainer records the values given to the four columns by each participant, and draws up a histogram of the averages in the group.</p> <p>To open up the debate, the trainer can use the present notebook, possibly more in-depth personal documentation, and the average of the group that can constitute a benchmark for the participants (possibility of discussion on the different representations of culture, but also on the notions of deviation from the norm, confrontation cognitive norms, etc...)</p>

End of page.



Tabulation of the results.

Results sheet:

Believe	Know	Pragmatism	Imagine
Score card 1 =	Score card 2 =	Score card 3 =	Score card 4 =
Score card 5 =	Score card 6 =	Score card 7 =	Score card 8 =
Score card 9 =	Score card 10 =	Score card 11 =	Score card 12 =
Score card 13 =	Score card 14 =	Score card 15 =	Score card 16 =
Score card 17 =	Score card 18 =	Score card 19 =	Score card 20 =
Score card 21 =	Score card 22 =	Score card 23 =	Score card 24 =
Subtotal =	Subtotal =	Subtotal =	Subtotal =

N.B.! The sum of the 4 subtotals must be 24.

End of Page.



Utilisation

Hypothesis	This card sort allows the trainer to perceive points requiring vigilance, and to take into account any warning signals. Each trainer himself has a privileged definition of culture on which he supports himself in order to contract with the group of learners. He must however take into account the other definitions present in the group.
Bibliography	<i>Variables for a card sort</i> RECIF E mail 29 September 2005
Propositions	<p>The card sort brings out a dominant in the standard deviations within the groups in training.</p> <p>To take things into account, the trainer can take into consideration several points of vigilance listed on the following pages. Generally speaking, according to the dominant representations:</p> <p><i>A1 Culture is a beam of beliefs...the intercultural approach of the trainer should be centred on taking into account unspoken information: the religious significance of a colour, the symbolism of a form, etc... In general, he needs to favour attitudes of tolerance.</i></p> <p><i>A2 Culture is a body of knowledge...the intercultural approach can be built on the diversity of contexts, the mix of sub-groups, the varying experiences within the sub-groups,... He favours the exchange of information and the sharing of knowledge.</i></p> <p><i>A3 Culture is formed through action...the trainer will be attentive to the value of giving your word. He will favour cooperation and the respect of the habits and customs in the group.</i></p> <p><i>A4 Culture is the land of dreams...the use of active methods adapted to the representations of the participants will encourage attitudes of listening and empathy within the group.</i></p>

End of page.



Taking into account the beliefs in a community.
Tolerance

Domain	Points of vigilance	Anchoring points
Conception of the trainer	Legitimacy of the trainer.	There is always a superior authority that justifies the slightest act of the trainer.
Conception of the learner	The evaluation by peers is practically excluded.	The forms and the regulations (time-keeping, the order of things,...)
Nature of teaching		The quality of teaching materials.
Conception of technique		Making explicit the ends in terms of application of the techniques presented.
Nature of the rules	The nature of rules as well as their origin is sometimes lost. "One demonstrates that..." or "We usually do it this way" resolve this difficulty.	Collection of best practices.
Quality references	The quality of teaching is less important than the quality of the teacher.	

End of page.

Managing the knowledge of social groups. Sharing

Domain	Points of vigilance	Anchoring points
Conception of the trainer	Clarity in the convergence of the requests of the group and the expectations of the company.	The trainer's experience. The qualifications of the trainer.
Conception of the learner		The experience of the employees in training.
Nature of teaching	Balance between the reality of the company and the contents of the training (modern material, qualified procedures, etc...)	Scales of reference for trades and education. NVQ norms or other national systems.
Conception of technique		Bibliography.
Nature of the rules		References to competence. References to quality norms.
Quality references	Generalisation possible of acquired competence.	Validation of knowledge through experience.

End of page.

Valuing the action of individuals and of groups.
Cooperation

Domain	Points of vigilance	Anchoring points
Conception of the trainer	Establishing the training objectives well.	Technical mastery, “gifted hands”,.... Training for autonomy.
Conception of the learner	Epistemological obstacles accentuated by possible mental rigidity.	Charts, sketches, drawings, Cognitive confrontation.
Nature of teaching	Passage to the abstract and to statement. Risk of loss of autonomy in face of unresolved issues.	Putting words on things. Links between pedagogical models and reality.
Conception of technique		[same as above]
Nature of the rules	Difficulty in the extension beyond the training room.	Collecting information on professional experience. Utilisation of familiar supports.
Quality references		Analysis of the acquisitions of the learners. Writing training reports.

End of page.



Managing the imaginary in organisations. Empathy

Domain	Points of vigilance	Anchoring points
Conception of the trainer	A group is a dream: it can go anywhere.	Maieutics. Mapping.
Conception of the learner	All participants are geniuses: the ones who are not understood become very aggressive.	Mid-point summaries. Writing on the board, displaying productions...
Nature of teaching	Concepts and projects should be translated into strategies, means and programs.	Putting things parallel to words. Links between pedagogical models and reality.
Conception of technique		Models of artificial intelligence and robotics (graphcet, diagrams, etc...)
Nature of the rules	Destruction of one idea by a new idea.	Capitalisation as things progress.
Quality references	Pseudo-novelties are magnified through an effect of fashion.	Relation to utility.

End of page.



C.Lévi-Strauss *La pensée sauvage* Plon Paris 1962

<http://varenne.tc.columbia.edu/hv/ct/>

Collective: *Théories du langage Théories de l'apprentissage* Seuil Paris 1979

François Laplantide *Clefs pour l'anthropologie* Seghers Paris 1987

Jean Houssaye *Le triangle pédagogique* Peter Lang Berne 1988

Philippe d'Iribarne *La logique de l'honneur. Gestion des entreprises et Traditions nationales* Seuil 1989

Collective *Les compagnons du Tour de France* Jean Michel Mathonière Dieulefit 1994

P.G de Gennes *Pour une éducation du bon sens* Education nationale Paris 1994

Jean Boissonat *Le travail dans vingt ans* Odile Jacob Paris 1995

Norbert Alter *Sociologie de l'entreprise et de l'innovation* PUF Paris 1996

Collective *Le travail, quel avenir ?* Gallimard Paris 1997

Abdallah Nouroudine *Techniques et culture. Comment s'approprie-t-on des technologies transférées ?* Octares 2001 (second edition)

Craig Storti *The art of crossing cultures* Intercultural Press Boston 1989 2002

Jean Fleury *La culture* Bréal Paris 2002

Manuel Castells *El Poder de la Identidad* La Era de la Información, Volúmen 2, 1997.
Alianza et *The rise of network society* 2004

