HR+S
More active citizens for a better society
EAC/A02/2019
Grant Decision No 622350-EPP-1-2020-1-BE-SPO-SSCP
With the support of the Erasmus+ Programme of the European Union

Education, training, teaching: the teaching-learning process.

Regardless of the discipline used in pedagogical project, a useful method is needed to achieve the goal.

Over the centuries, different teaching methods have been developed, so the work I propose to you does not want to produce a new method, but rather I would like to offer you a series of reflections that will allow you to develop your method.

Let's go by order:

1) Do we know the student? Do we know the teacher?

Before making a suit, the tailors take the customer's measurements, which leads to think about the needs of the learner, his motivations for learning, his desire to experience the emotions of discovery, comparison, the joy he feels in 'gaining awareness of their ability seeing their sense of self-worth grow.

A good researcher must know how to investigate in every direction, so let's try to imagine being the tailor who has to make a suit for a very demanding customer. Himself!

Not being a tailor I have no certainties to expose, but I can use my ability to ask myself some questions and check if they are consistent with the problem we are facing.

2) I have the right technical information and skill:
- to take the measurements
- to elaborate the paper pattern
- to cut the fabric
- to sew the fabric
- to choose and match the covers, padding and accessories
- to plan the work
- to carry out the individual operations
- to have an overview of the garment tailoring project
- to have the vision of the details that make up the tailoring of the dress
- to choose the tools correctly and useful for the purpose
- to be able to communicate correctly with the customer and the suppliers of raw materials

3) I have the right information regarding:
- the intended use of the dress
- how long it will be used for
- in which environment the dress will be used
- the age of the client and his emotional and functional expectations
- the image that the customer wants to convey when wearing the suit
- what personality profiles the dress will relate to when the customer wears it .....

4) What are my emotions in order to make the dress

5) What are my emotions in relation to the relationship with the customer and how they interact / influence my work as a tailor.

If the questions asked for example are, except for the discipline details, applicable to your pedagogical project we have identified what we can call

FIRST LEARNING THEOREM

Each teaching / learning method is a two-way relationship in the TEACHER / Learner couple

HR+S
More active citizens for a better society
EAC/A02/2019
Grant Decision No 622350-EPP-1-2020-1-BE-SPO-SSCP

With the support of the Erasmus+ Programme of the European Union

From engineering knowledge to knowledge useful for teaching

Over the centuries, man's houses have become more and more refined. From the caves where our ancestors found refuge and shelter from the dangers of nature, to the villas of Palladio *(note: Palladianism or Palladian architecture is an architectural style inspired by the works and drawings of the Venetian architect Andrea Palladio 1508–1580. In a short time, Palladianism spread from Veneto to all of Europe and other parts of the world. ..) to reach the residential views that form the skyline of modern metropolises.*

What makes the Royal Palace of Caserta unique, evocative and exciting, distinguishing it from the destruction of the sails of Scampia?
(Le Vele di Scampia is a residential complex built in the homonymous district of Naples between 1962 and 1975; [1] they take their name from their triangular shape, which resembles that of a sail: wide at the base, the construction gradually shrinks going up to the upper floors.

The complex was designed by the architect Franz Di Salvo and was originally composed of 7 buildings on an area of 115 hectares; four of these buildings were demolished in 1997, 2000, 2003 and 2020; [2] [1] of the three remaining, two will be demolished while the last one will be redeveloped. [3] Over time, the neighborhood and the common areas of the complex became infamous places for illegal trafficking and the sails themselves became a symbol of the deterioration of the Naples neighborhood)

Architectural choices make sense, as they produce different emotions, from the consternation of the ugly to the joy and happiness of beauty.

Architecture is the discipline that has as its purpose the organization of space at any scale, but mainly that in which the human being lives.
Science has neither positive nor negative value, it is simply a useful tool for the design and construction of a building or built environment. In it technical and artistic aspects concur.

Since man has such cognitive abilities that he can organize himself in civilization, architecture has always existed. Architecture was born above all to satisfy the biological needs of man such as protection from atmospheric agents, and for this reason it is among the most present disciplines in all civilizations. Only later, with the development of the division of labor in society, were secondary functions added in increasing numbers to the primary function.
With the appearance of aesthetic characteristics, architecture too was born as a visual art, but with its own characteristics. It would also be reductive to speak of aesthetic values since good architecture is above all the result of ethical values and an anthropological study that tends to enhance the evolution of the species.

Why reflection on architecture?

Just as the introduction of aesthetic characters and ethical values in architecture allows to express the evaluation of the unit / housing complex from destruction to a single, suggestive and exciting residence, as well as the introduction of ethical values and anthropologically evolved behavioral models distinguish the quality of the process from poor / boring to good / participatory.

From the comparison of ARCHITECTURE - TEACHING / LEARNING contexts we observe that the transition from the algorithmic procedure (i.e. a process that solves a given problem through a finite number of elementary steps in a reasonable time) to the heuristic ** / participatory procedure allows to increase the qualitative value of the work carried out as long as we do not neglect to recognize the absolute importance of the details (details) that make up the overall vision of the project.

**

The heuristic from the Greek language εὑρίσκω, literally "I discover" or "I find" is a part of the epistemology and of the scientific method.

It is the part of the research whose task is to facilitate access to new theoretical developments or empirical discoveries. Indeed, a heuristic procedure is defined as a method of approaching problem solving that does not follow a clear path, but which relies on intuition and the temporary state of circumstances, in order to generate new knowledge. It is opposite to the algorithmic process. In particular, the heuristic of a theory should indicate the ways and possibilities to be explored in an attempt to make a theory progressive, that is, capable of guaranteeing an empirical development such as to foresee new facts not known at the time of the elaboration of the core of the theory

SECOND LEARNING THEOREM

Each teaching / learning method is a "whole"
of technical details united by ethical values
If we teach through a didactic rich in detail, precision of realization and ethical values we can have a higher quality in the learning process and the student increases his knowledge

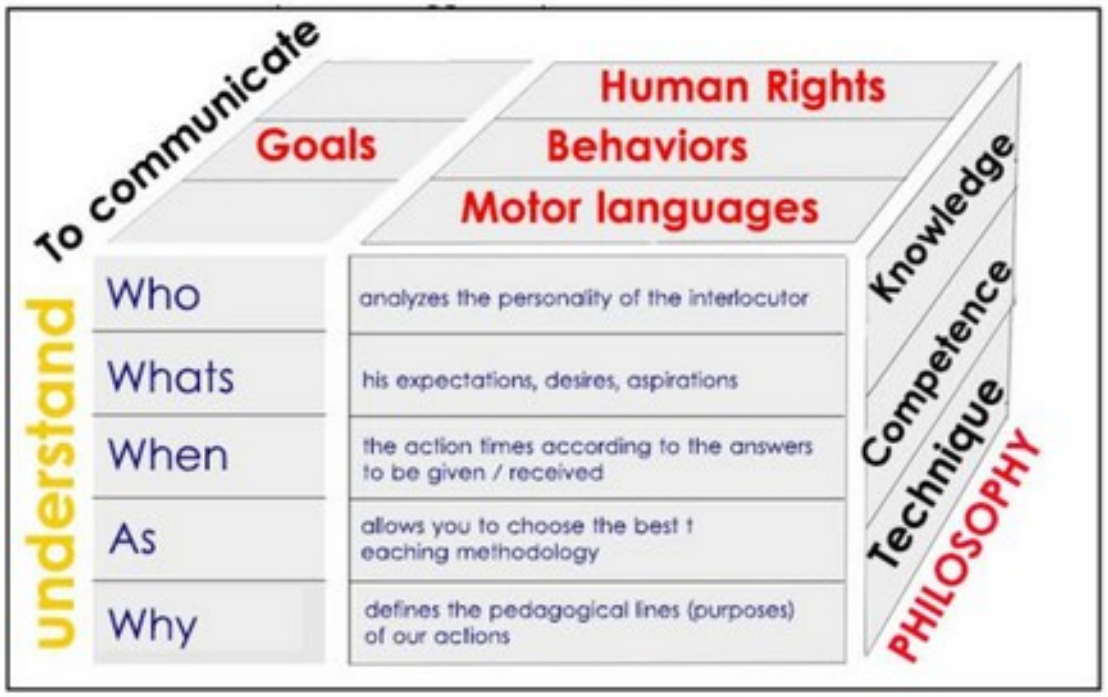
HR+S
More active citizens for a better society
EAC/A02/2019
Grant Decision No 622350-EPP-1-2020-1-BE-SPO-SSCP

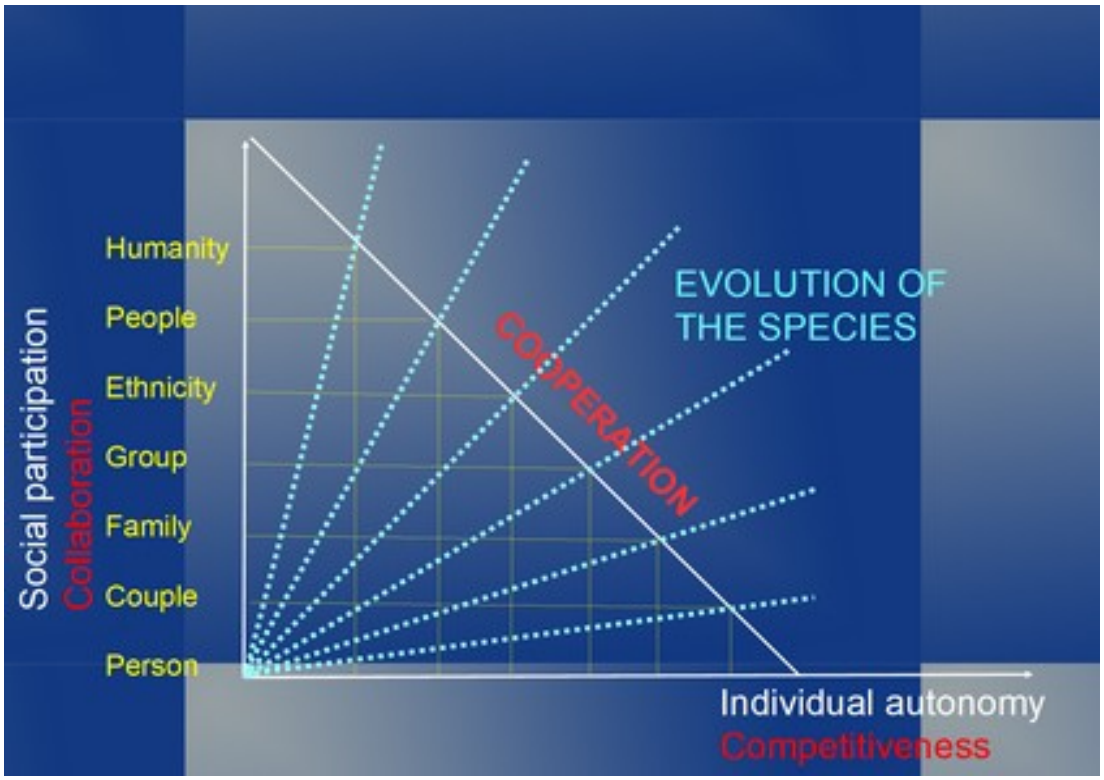
With the support of the Erasmus+ Programme of the European Union

MAPS

Each method of teaching / learning is a set of technical details united by ethical values

To greater details, precision of realization and ethical values corresponds to higher quality of knowledge





360° FEEDBACK TEACHER

TEACHER		
Disciplines and Association		
Years of practice		
Number of students and presence of disabled people in the courses		
Phone and e-mail		

Self-analysis table of training needs		
Area of the "Understand"	**Rating from 1 to 10**	**Abstract**
Knowledge of the elements that characterize the area of "Understand"		
Knowledge of the function of tools in the educational process		
Ability to evaluate the effective application of the tools in one's work		
Describe the training needs: - informative - action program - research and experimentation		
Knowing how to define the goal to be achieved		
Knowing how to design action and planning a program to achieve improvement		

Self-analysis table of training needs		
Communication area	**Rating from 1 to 10**	**Abstract**
Knowledge of the elements that characterize the area of Communicating		
Knowledge of the function of tools in the educational process		
Ability to evaluate the effective application of the tools in one's work		
Describe the training needs: - informative - action program - research and experimentation		
Knowing how to define the goal to be achievedKnowing how to design action and planning a program to achieve improvement		
Knowing how to design action and planning a program to achieve improvement		

Self-analysis table of training needs		
Area of the "Communication”	**Rating from 1 to 10**	**Abstract**
Knowledge of the elements that characterize the area of the **"Motoria and Neurosciences”**		
Knowledge of the function of tools in the educational process		
Ability to evaluate the effective application of the tools in one's work		
Describe the training needs: - informative - action program - research and experimentation		
Knowing how to define the goal to be achieved		
Knowing how to design action and planning a program to achieve improvement		

Self-analysis table of training needs		
Area of the “Communication”	**Rating from 1 to 10**	**Abstract**
Knowledge of the elements that characterize the area of the **"Human Rights”**		
Knowledge of the function of tools in the educational process		
Ability to evaluate the effective application of the tools in one's work		
Describe the training needs: - informative - action program - research and experimentation		
Knowing how to define the goal to be achieved		
Knowing how to design action and planning a program to achieve improvement		

Self-analysis table of training needs		
Area of the Communication	**Rating from 1 to 10**	**Abstract**
Knowledge of the elements that characterize the area of the **"Behaviors mechanisme”**		
Knowledge of the function of tools in the educational process		
Ability to evaluate the effective application of the tools in one's work		
Describe the training needs: - informative - action program - research and experimentation		
Knowing how to define the goal to be achieved		
Knowing how to design action and planning a program to achieve improvement		

Self-analysis table of training needs		
Area of the "Communication”	**Rating from 1 to 10**	**Abstract**
Knowledge of the elements that characterize the area of the **"Technical discipline and specific program for different evolutive ages for people"**		
Knowledge of the function of tools in the educational process		
Ability to evaluate the effective application of the tools in one's work		
Describe the training needs: - informative - action program - research and experimentation		
Knowing how to define the goal to be achieved		
Knowing how to design action and planning a program to achieve improvement		

Self-analysis table of training needs		
Area of the "Phikosophy”	**Rating from 1 to 10**	**Abstract**
Knowledge of the elements that characterize the area of the "Philosophy"		
Knowledge of the function of tools in the educational process		
Ability to evaluate the effective application of the tools in one's work		
Describe the training needs: - informative - action program - research and experimentation		
Knowing how to define the goal to be achieved		
Knowing how to design action and planning a program to achieve improvement		

Note