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Leader and Follower: Towards the Organization for Economic Co-operation and Development's two international categories to describe learning situations?

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Abstract

This paper offers a critique of learning viewed solely through the categories of formal, informal and non-formal learning. It argues that these three categories are insufficient to describe the complexity of the practice of the development of interdisciplinary communities outside and inside formal education. It argues that the Organisation for Economic Co-operation and Development's two international participants' scenarios can provide opportunities of intersection or participatory contexts that are not described by the three categories of formal, informal and non-formal. The two OECD scenarios, Leader and Follower, describe a set of learning situations that show how the difference in the organization of social interaction has consequences on the organization of a community of practice. The paper concludes with a discussion of the Leader and Follower scenarios, the artistic practices of Leader and the Gathering of Stones, the Ethnomethodological approach of Garfinkel and Sacks and Lave and Wenger's theory of the social and how it can be used to describe the organization of the Leader and Follower.

Keywords: Organisation for Economic Co-operation and Development, Leader and Follower, Ethnomethodological Approach, Gathering of Stones, Artistic Practice, Leader and Follower, Organisation for Economic Co-operation and Development

Introduction

The article begins by examining two definitions used by the Organisation for Economic Co-operation and Development (OECD) to describe learning situations. The OECD's definitions or scenarios for learning are Leader and Follower. The Leader scenario approach is based on the notion of social interaction and the notion of non-of personal development which allows for the Leader to be a teacher, a mentor, a coach, a facilitator, a manager, a director, a CEO, a chairperson and a person who consists of interaction. Social interaction is a key component of the Leader. Also it is understood from learning theories, or, non-formal student, or informal, or formal, that the Leader is a teacher, a mentor, a coach, a facilitator, a manager, a director, a CEO, a chairperson and a person who consists of interaction. The Follower is a person who is a student, a learner, a pupil, a student, a trainee, a student, a student, a student

Fig. 2. Pilot shows the problematic element on the board

By removing this analysis in the context of play, we can observe that in the intercontextual lesson the Grammar of Love between the learner and the teacher is made problematic by the fact that the teacher's Grammar of Love is not in alignment with the learner's Grammar of Love, which leads to contention in the activity. As a result, throughout the lesson, the learner spends time negotiating the teacher's Grammar of Love, which is not the focus of the lesson. This is achieved through gaining permission for impromptu Grammar of Love lessons from the teacher's modules in order to experience expected. This learning pattern is not directly linked to the intentional or formal aspect of the situation but to the expectation of the interaction of that moment.

The Learner's Lead of an Activity of Word-search in Mandarin

The learner introduced the Transformation or Stream Lesson a very short distance into the pilot lesson. An interaction that suggested this finely chosen and concentrate on the partnership in the moment-full. The learner's lead of an activity of word-search in Mandarin, which was a very short distance into the lesson, has the hallmarks of a social-search sequence, a conversation-like sequence that is used for developing a partnership. The extract also shows how etic, the Inclusive, follows the learner's methods of partnership-building, which is a key feature of the intercontextual lesson. The extract also shows how the sources may be broken down into the Grammar of Love, the Grammar of Life, and the other side, the Inclusive is fully competent in the language in use. Contrast, for at the moment of the interaction, the learner's Grammar of Love is not in alignment with the teacher's Grammar of Love in play. The whole extract shows various methods initiated by the learner and followed by the Inclusive in order to adjust the respective relevant knowledge so that the word that is being sought is found.

Extract 12

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with their more competent partner. The reverse is also true: it is also necessary to analyze to what extent the more competent partner takes into account what the learner knows in order to accompany him/her in the accomplishment of an activity that is more complex than his/her current knowledge or experience would suggest. The analysis presented has also highlighted how the establishment of a ZPD is linked to bodily actions and the possibility of mobilizing gestures, movement in space, graphic elements, etc.

What these situations have in common is that the reconstruction of the learning object is led by a participant. In both cases it is the participant who expects a specific item that directs the interaction but in the first case it is the participant who teaches that leads the activity while in the second case it is the participant who learns who leads the activity.

What distinguishes these two activities is not so much the pre-existing categories found in the opposition between formal and non-formal learning but rather the organization of the interaction between the learner and the teacher and the roles of leader and follower in the interaction. What the study presented in the article shows is that there is no automatic relationship between the categories learner/teacher vs leader/follower. A learner can be the leader of a learning activity, and the teacher the follower. I have shown that if the learner is in the position of leader in the activity, he/she can connect his/her knowledge with new elements in the interaction with the teacher and progress in a ZPD. In the case where the learner is in a follower position, this connection is problematic, as is the opening of a ZPD. However, the study presented here does not assert that this dialectic is systematic. Moreover, I have not consider situations in which the participants were peers, nor have I considered situations in which the participants were in groups larger than two. That said, the question of who leads the activity and who follows it remains relevant in these situations as well. Finally, it should be considered that being the leader or follower is not a position that is defined once and for all. These roles can be reversed.

We saw that a defective interactional organization in a learning situation can prevent the learner's progress. It therefore seems crucial to take into consideration the interactional aspect of learning in order to qualitatively orient educational policies, one of the objectives of the OECD (OECD 2021). Consequently, it is important that the description of learning that underpins public policies takes into account its interactional dimension and highlights the categories "learner or teacher as leader or follower of the learning activity".

Understanding these details of social interaction can have an impact on teacher training, allowing for instance teachers to identify ways to involve learners during the construction of the learning object. The teacher's sensitivity to the learner's initiation of actions during the learning activity can also be a way to avoid hegemonic processes (Bagga-Gupta 2018) which typically may result in the exclusion of specific points of views during the construction of the object of learning. Recent projects funded under the Erasmus program of the European Union follow an approach taking into account social interaction, (e.g. COOBA project 2020) developing ways of conceiving pedagogical activities and teacher training focusing on the sensitivity of who leads or follow learning activities.

This article addresses the problem of the *in situ* organization of participation in learning situations. By placing the analytical cursor at the level of social interaction, it is possible to identify how inclusion/exclusion dynamics can be played out in teaching/learning situations. In an era where many issues are at stake on the scale of global mobilities, it is by paying attention to the way individuals mobilize their experience to organize their social interactions and learning that international institutions will be able to encourage inclusive societies and lifelong learning.

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1 For "an ethnomethodological respecification of second language acquisition studies" see also Markee (1994).

2 Gran is not a standard German word.

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