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HOW LASALLIAN PEDAGODY ENABLES COLLABORATIVES LEARNING: THE EXAMPLE OF UNITECH DAYS

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Abstract

Lasallian Pedagogy (LP) sprouted from the initiative of Jean-Baptiste de La Salle. Dated back to the Eighteen century, he founded a community of teachers consecrated to the education of children of artisans and the poor. With time, this became a worldwide network ran by the Brothers of the Christian schools and ministering from kindergarten to university level. Crucial for LP is the inclusive education whose key goals are: i) to professionalize students according to relevant contextual business activities, and ii) to join commitment and skills both of teachers and students in a unique community for the good running of each school. A teacher is therefore considered a mentor supporting the student's own training process rather than a "knowledge bearer". Thus, LP is natively meant as collaborative learning, with strong interactions between the students, their associations and the whole teaching community (teachers and other employees). In this paper, we analyze how LP might enable collaborative learning within the agricultural knowledge and innovation system. We focus on a farming demo recurrent event organized by a students' association belonging to the oldest high education institute of the Lasallian network. The event is named "Unitech Days" and take place yearly at UniLaSalle (campus of Beauvais, northern France). Its goal is to promote exchanges of knowledge between farmers, students, teachers, and professionals in the farming sector through demonstration of innovations. We identify two levels of collaborative learning. First, the Lasallian one, via the involvement of the teaching community in the co-organization of the Unitech Days by the student association (Festival de la Terre et de l'Élevage) that promotes it. This level implies multiple interactions that stimulate mutual learning and listening and create a peer relation between two stakeholders, students and teaching community. Second, the on-farm demonstration, aimed at enhancing peer learning in a real agricultural learning situation. These demonstrations showcase farmers' and students' technological innovations, as well as agronomic innovative projects carried by teachers, in which students are involved during their education. Altogether, students' commitment to the organization of on-farm demonstrations can enrich the collaborative learning because: (a) the students' language reaches more easily farmers, namely if one considers that they are for at least at 1/3 children of farmers; (b) students' education benefit from the beginning of a multi-actors networking including farmers and other agricultural experts and advisors.

Introduction

Farmers are entrepreneurs facing complex decisions, frequently solved through a pragmatism approach. When realizing daily farming operations, they mix traditional knowledge about the agronomical and pedoclimatic context with continuous marginal innovations. Indeed, farmers develop and carry a place-based knowledge of farming management based on an evolutive multicriteria decision-making system. For that, farmers tend to privilege learning from their peers, reckoned as the most relevant actors bringing a reliable knowledge. Yet, the deep structural changes in the European farms' structure, primarily related to the growing farm size due to the decrease in the number of farmers, steadily reduce the number of accessible peers. In this regard, three projects funded by the European Commission federated to create a hub (FarmDemo.eu)

aimed at describing, understanding and promoting the peer learning in agriculture, particularly through on-farm demonstrations. But how this approach could be adopted in the educational programs in agriculture?

This paper aims to present a specific approach to pedagogy adopted by a French higher education institute. After an overview of the pedagogy background and key principles, we focus on on-farm demonstration as a relevant example of collaborative and peer-learning that could enable sustainable agriculture. On these bases, we make a reflexive analysis of UniTech Days, a case study bridging the specific Lasallian Pedagogy and the on-farm demonstrations. We conclude with a few lessons learned from the students' engagement to improve farmers involvement in educational programs towards a wider collaborative learning.

1. Lasallian pedagogy

UniLaSalle is a higher education institute in Earth, life and environmental sciences in northern France, with three campuses: Beauvais, Rouen & Rennes. UniLaSalle is member of one of the largest education networks in the world: the International Association of Lasallian Universities (IALU), sponsored by the Brothers of the Christian Schools. The Brothers' congregation (identified by the Latin abbreviation FSC) dates back to the Eighteen century. In a period of elitist teaching, where pupils were usually individually supervised by tutors, they founded a community of teachers consecrated to the collective education of children of artisans and the poor; of notice, classes were composed of children coming from a same region, so teaching was contextualized to the peculiarities of this region. Their aim was to promote a broader and collective scope of knowledge. Lasallian institutions share a common identity of design and implementation of educational processes, organizational arrangements and social integration. Fundamental values are: fraternity, dialogue, participation of all educational community actors, reception of others, struggle for justice, mutual respect and solidarity (Gils and Munoz, 2013). Membership of this network implies the continuous improvement of the teaching approach based on the input and experience of other Lasallian institutions worldwide.

Lasallian colleges and universities are located in five delimited IALU regions: Asia and Pacific Islands; Central and South America; Europe and French-Speaking Africa; Mexico; and North America, Bethlehem and English-Speaking Africa (Ramirez Barba, 2018). At one time, Lasallian institutions of higher education were considered exceptional to the mainstream activities of the Brothers, who were, initially and for the most part, involved in primary and secondary education. Nowadays, each Lasallian higher educational community is challenged to address the impact of globalization, massification, unequal access, student mobility, and information and communication technology. Yet, there is no universally applicable Lasallian solution (Schieler, 2018). The current bases of Lasallian pedagogy are similar of those from the origin: they have to be contextualized, clearly related to the socio-educational requirements of each country (i.e., *delimited state*) of the IALU network, without losing the bases that define and express its identity (Rangel, 2011). Universities implements a transformative, learner-centered approach to education. For example, UniLaSalle holistic approach is based around three components:

taking care of the needs of each and every young person entrusted to us;

recognizing that everyone has a role to play in our educational approach;

developing a sense of fulfillment based on commitment and individual responsibility.

Those components are inspired by the didactic principles of FSC Congregation founder, Jean-Baptiste de La Salle, adapted to contemporary pedagogy. In this article, as in Lasallian institutions, *pedagogy* is intended as the educational context, whereas *education* is understood as the daily

school practices, in the broadest possible sense (Munoz, 2011); finally, *didactic* is meant as the study of the educational act of teaching (Rangel, 2015).

Based on Rangel (2015) we can summarize the actualization of original Lasallian didactic in contemporary didactics through **eleven principles**, with a focus on the complementary between theory and practice in teaching-learning.

Affection - The education inclusive is based on the principle of foster care and respect for individual characteristics and their differences without discrimination. Therefore, students learning capability and sensitivity are emphasized in Lasallian didactic.

Dialog and example - The dialogue involves for teachers a role of accompaniment to mentor the students and not a limiting role of trainer. Lasallian schools create a personalized relationship between teachers and students, and environments that are conducive to community life.

"The school 'runs well'" - The valorization of coexistence (of "co-existence", the existence in collectivity) is one of the main formulations of La Salle, inserted in its democratic action. To strengthen community life, La Salle campuses offer a combination of living spaces and class, to perform knowledge, associative responsibility, relationship and sports. The development of these living spaces reaffirms their importance for learning, as an environment conducive to didactic relations and collaborations between teachers and students and among teachers.

Discipline and moderation - Discipline is a condition and a learning imperative: acquisition of knowledge requests attention and concentration. For La Salle, the less the teacher speaks better. This involves making the student active in his learning to promote his attention and his memorization. Therefore, La Salle institutions must deploy a set of conditions to promote learning, without dispersions or negligence.

Contextualization - When La Salle instituted collective preparation for life and work, he created the principle of contextualization. Contextualization fosters the relation practice-theory-practice. That relationship is especially indicated in the current didactic approach.

Didactic transposition - Didactic transposition consists in transposing the knowledge, transposing the theory to the level of learning of the student, according to the age and the study level. In this approach, the proximity between teachers and students is fundamental: a presence of the teacher close to student and an accessible language constitute principles of the Lasallian pedagogy and one of his significant contributions to teaching.

Multiple methodologies - choose from multiple methods the best one suited to the content, the student and the context. Teachers tailor their resources to the nature of knowledge and of students.

Learning as a means of social emancipation - Lasallian institutions practice teaching based on learning by doing, including try to get knowledge valor, its importance, its political implications, for the interests of all the community, and not only of social privileged groups. Education becomes a process (and right) of social emancipation.

Collective decisions: integration - Collective decisions apply to all pedagogical procedures: objectives, contents, methods, evaluation, as well as for material. Community decisions need collective awareness value of the learning-by-doing, that makes sense of the practices.

Organization and planning - The organization, with a planned teaching-learning is one of the criteria of didactic process, thus for forecasts and for the planning of practices, in their circumstances and factors. Organization, forecasting, planning help the teaching-learning process and brings flexibility, and lessen improvisations, analyzed for their effects on insecurity of students and teachers.

Competent mentor-teacher - Qualitative pedagogical practice for a democratic and not elitist learning requires a competent teaching. LaSallian institutions offer vocation training to mentor-teachers, for a teaching lead to learning, by prioritizing the *coexistence*.

To conclude on the Lasallian pedagogy, the identity of a Lasallian school deals with such “deep simplicities”, more acquired through experience than through description. The core principles have also come to articulate an accessible set of pathways for Lasallian students to recognize, appreciate and promote their personal experiences in a Lasallian school (Van Grieken, 2019).

2. Collaborative learning: focus on on-farm demonstration

Approaches to knowledge exchange, learning and innovation in agriculture are rapidly evolving. Agricultural Knowledge and Innovation Systems (AKIS) is used to describe new ways people and organizations interact. The ‘linear knowledge transfer’ model is becoming increasingly outdated and peer learning between farmers is becoming increasingly important as well as co-creating knowledge between all the stakeholders (EIP-AGRI, 2018).

2.1 Concept of participatory education in agriculture

In agricultural higher education, *inter-disciplinary* education is promoted to the detriment of *disciplinary* education (Gibbon, 2012). In a didactic inter-disciplinary approach, experiential learning constitutes an integral part of education (

Table 5).

Table 5: Differences between disciplinary and inter-disciplinary education (source: Gibbon, 2012).

DISCIPLINE BASED	INTER-DISCIPLINARY BASED
DEVELOPMENT OF BEST TECHNICAL MEANS	Adaptive performance based on adaptive learning
EXPERT BASED RESEARCH	Collaborative research, including farmers
CROP DISEASES AND CROP PROTECTION	Integrated pest management
NUTRIENT DEFICIENCIES	Integrated nutrient management
TEACHING	Adult education approaches and experimental learning
POSITIVIST-REALIST EPISTEMOLOGY	Constructivist epistemology
PROBLEM SOLVING	Situation-improving
LOGIC OF CAUSATION	Logic of reasons

In an inter-disciplinary research approach, scientists must work together as a team to share understanding and interpretation of how they see the system working and the dynamic interrelation between elements and structure (Gibbon, 2012). Tress and colleagues (2005) further specify that the inter-disciplinary approach involves several unrelated academic disciplines in a way that forces them to cross subject boundaries to create new knowledge and theory and solve a common research goal. Moreover, *trans-disciplinary* both integrates academic researchers, from several unrelated disciplines, and non-academic participants, involving

cooperation among multiple stakeholders of society (Gibbon, 2012; Tress et al., 2005). Trans-disciplinary combines interdisciplinary with a participatory approach. Participatory studies are not research exclusive and can include academic goals (Figure 5).

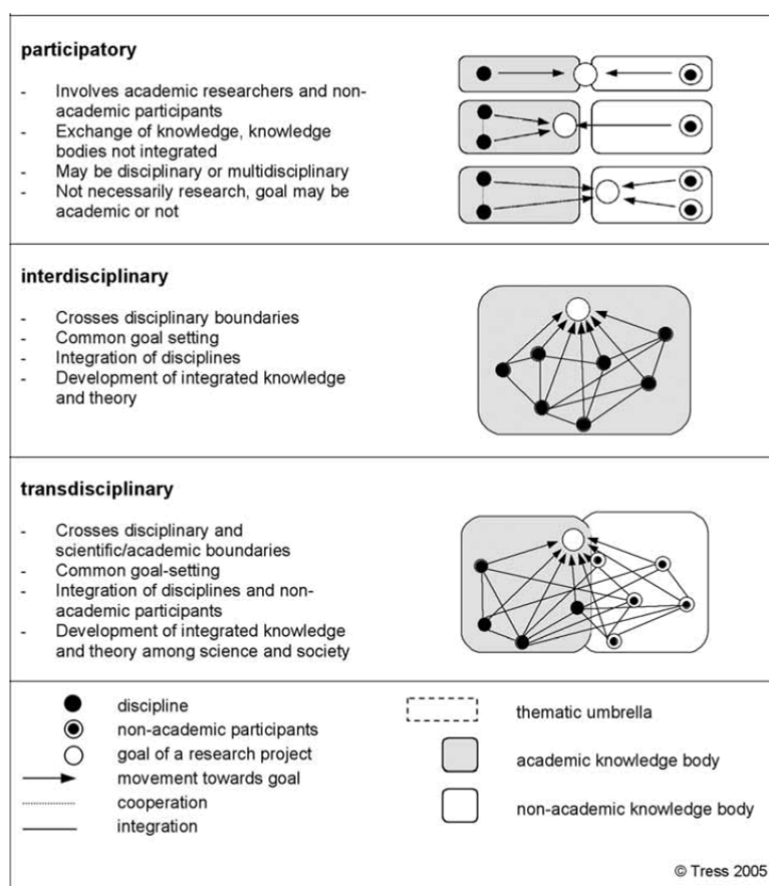


Figure 5: Overview of concepts (Tress et al., 2005)

In participatory methodologies four principles unite all agricultural contexts (Gibbon, 2012):

A systematic and group-learning process

The acceptance of the multiple perspectives of stakeholders

Facilitation leading to transformation

Learning leading to sustained action.

Those principles are quite equivalent of some Lasallian didactic principles: group and rather than individually focused; principle of dialog and collective decisions; principle of contextualization; principle of multiple methodologies.

2.2. Collaborative learning: a didactic participatory methodology

In educational research, collaborative learning (CL) refers to instructional arrangements that involve two or more students working together on a shared learning goal. CL emphasizes the importance of positive interaction among students: during CL, students are encouraged to ask questions, give elaborate explanations, exchange arguments, formulate new ideas and problem solutions, and so on. However, these positive results can only be achieved when teachers make

adequate instructional decisions. Particularly while students are collaborating, teachers are expected to monitor which problems the students may encounter so as to intervene when necessary (van Leeuwen and Janssen, 2019).

Collaborative learning involves some Lasallian didactic principles such as principle of dialog and example; principle of discipline and of moderation; principle of contextualization; principle of didactic transposition.

A declination of collaborative learning is the peer learning (also referred to as peer-to-peer learning), when learners become themselves mentors. Peer learning suggests a two-way, reciprocal learning activity. Peer learning should be mutually beneficial and involve the sharing of knowledge, ideas and experience between the participants (Bould et al., 2013) This reciprocity requires initiative, active participation and engagement of the learner towards the own learning process. Peer learning is not student exclusive and is deployed in agriculture between farmers, particularly during on-farm demonstration (Cooreman et al., 2018).

2.3. On-farm demonstration: an example of peer-learning for sustainable agriculture

On-farm demonstrations have been organized originally to introduce farmers to innovation, but more recently also to share experiences in a farmer-to-farmer setting (peer learning), and to support knowledge co-creation between farmers and other actors. As peer learning is not merely a single practice but covers a wide range of different activities (Cooreman et al., 2018), on-farm demonstrations aim at one or more of the following (Pappa et al., 2018):

research implementation: established by researchers to validate and demonstrate new technologies;

knowledge creation, development and processing on demonstration farms: results of cooperation between farmers, specialists, researchers, fields advisors;

demonstrating new technologies-innovations uptake: to make clear what is entailed in opting for a new farming innovation;

knowledge transfer, educational and training opportunities: to get advice, information and knowledge on a wide variety of topics from advisers and specialists;

policy implementation: to become aware of regulations and supply chain standards;

networking: strengthens links between producers and their markets, the food chain industry, local communities and authorities, consultants and national agencies;

locally oriented implementation, participating processes enhancement and feedback opportunities: links education provision with the needs of local farmers and ensure that researches and solutions are directly relevant and focused on farmers' needs.

3. UniTech Days: a Lasallian on-farm demonstration

To explain UniTech Days, the seven categories of an on-farm demonstration are taking back (Marchand et al., 2017). For each category, the main Lasallian didactic principle is itemized.

3.1. Context: principles of collective decision and dialog

Organized yearly, the UniTech Days represents the completion of a year of interaction between the stakeholders involved in their organization process. Co-organizers are the students, throughout a dedicated association (Festival de la Terre et de l'Élevage), UniLaSalle agricultural

academic staff and Chair in Agricultural Machinery and New Technologies (Chair AMNT) members (Figure 6). The initiative comes from the students' association and the first edition took place on April 11th, 2019.

The main goal was collectively defined to promote exchanges of knowledge between farmers, students, teachers, and professionals in the farming sector through demonstration of innovations.

3.2. Goal of the demonstration: principle of contextualization

The theme of the day was "Innovation by Farmers", to highlight farmers' levers on the farm, to turn an innovative idea into action and understand the innovation process. To incite students' participation during this first edition and create peer learning between actual and future farmers, organizers decided to select some innovations demonstrated through students' projects. The day was organized around three possible innovations:

technology: innovative soil tillage equipment demonstration, some of which engineered by UniLaSalle students and alumni;

agronomy: visit of experimental plots included in a systemic territory project of agricultural biomass valorization, involving UniLaSalle researchers and academic students' projects;

organizational: two plenary conferences and *in-situ* demonstrations.

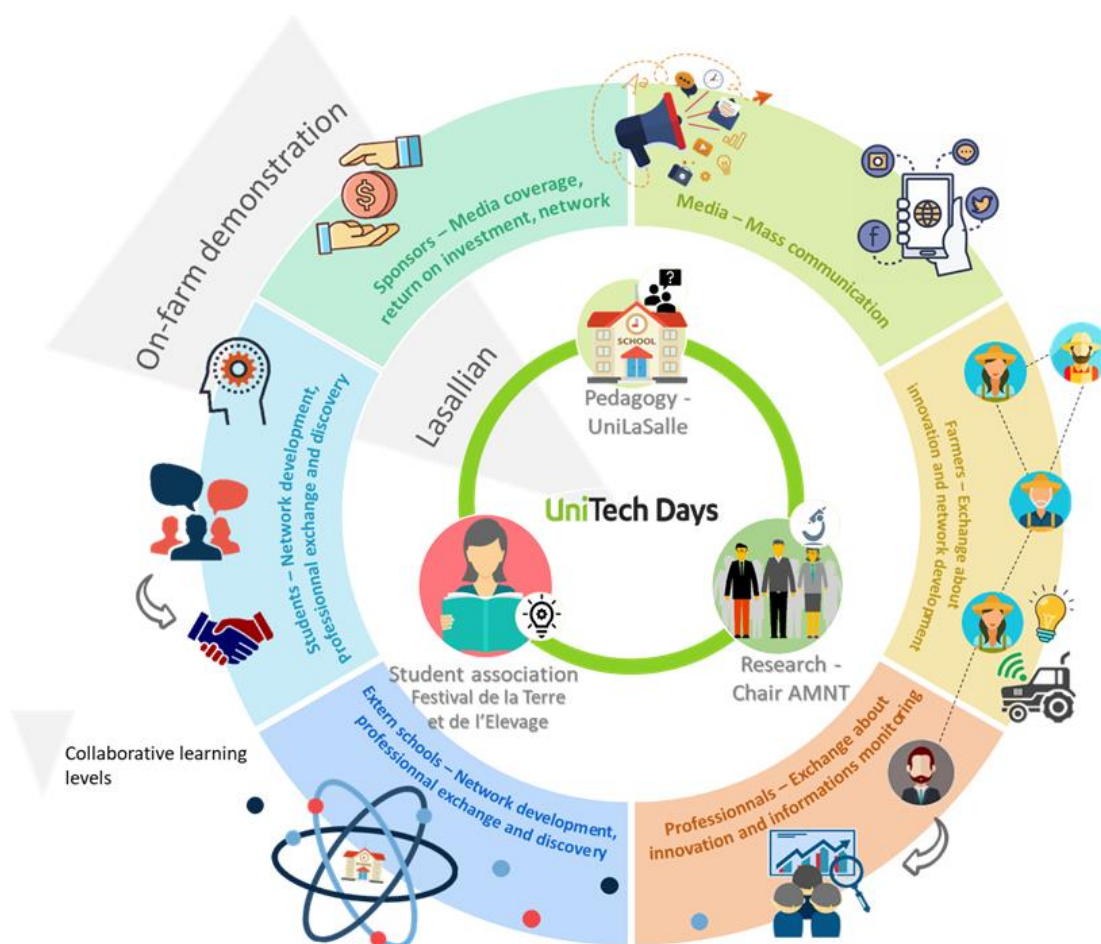


Figure 6: Unitech Days – two collaborative levels: Lasallian and on-farm demonstration

3.3. Host farm & logistics: principle of organization and planning

The locations used were tailored for the objectives of the day: farm demos have to occur on a farm to promote peer learning between actual and future farmers. The Unitech Days take place on UniLaSalle Beauvais campus, into three different spaces:

the UniLaSalle experimental farm, located on the campus;

AgriLab, a FabLab dedicated to open innovation towards sustainable agriculture, spanning from equipment to digital tools;

the academic building.

As organization was carried by a UniLaSalle student association, placed the event on campus facilitate logistics, allow to use all infrastructures (parking, university restaurant, signage ...) and strengthen relations with students during the all day.

3.4. Demonstration set-up: principle of the school 'runs well and didactic transposition

For technology and agronomy innovations demonstrations, co-existence of students', researchers', alumni', and professionals' demonstrations was favored. Groups included professionals, researchers and students, from UniLaSalle and others. We focus here only on the technology demonstration.

Technology: demonstration of 3 strip-tills, designed and prototyped by and for farmers. During demonstrations, the participants were split into three groups, and each demonstration was repeated three times for 20 minutes. The strip-till is a soil tillage tool that to prepare the seedbed only on the seed line, thus allowing to preserve the previous crops residues to cover the space between rows. It is one of the tools used in conservation agriculture, particularly targeting soil protection. The highlight was the demonstration of the strip-till designed and prototyped by UniLaSalle's students. It attracted the interest of many professionals because this type of strip-till with hydraulic driving is little known (Rizzo et al., 2018). This is a great example of a successful student farming knowledge transposition.

3.5. Recruitment: principle of learning as a means of social emancipation

Target audience is clearly actual and future farmers. Invitations have been sent to agricultural upper secondary and post-secondary non-tertiary education schools, agricultural professional organizations. Several networks were mobilized to disseminate information:

Students' network: as minimum 30% of agricultural students are sons or daughters of farmers, they mobilized their own network, especially president of the association, with high local network. Association creates a dedicated web page (<https://www.festival-terre-elevage.com/unitech-days-vegetal>);

Alumni' network: publicity was disseminated in newsletters and website. Alumni network has more than 18000 alumni around the world, with almost 200 farmers in Northern France;

Chair AMNT' network: a diffusion was published in the monthly newsletters, send to more than 200 alumni of UniLaSalle, prospects, professionals and farmers.

Altogether nearly 270 people came, including 170 students, from UniLaSalle, other schools or higher education, and 100 professionals, including 35 farmers.

3.6. Learning and facilitation methods: principle of multiple methodologies

Along with peer exchanges – students / farmers – several knowledge exchange methodologies were used:

Promoting interactions by putting the actors of innovation as center of attention: the innovative farmers were offered the opportunity to present their innovation with their own language and communicate about it. For the students presenting innovative works, they had the responsibility to communicate beyond the academic circle of usual staff, etc.

Presenting the technological innovations in the field despite the cold weather and soil humidity gathered participants around the farmers' usual dilemma of intervening in the field with hazardous climatic conditions. Even though tools could not be demonstrated running due to the humid soil conditions, participants expressed satisfaction to bond outside around innovative farm machinery;

Use of technological tools to promote live feedback from the audience during presentations (conference and panel but also and more importantly during introduction and conclusion of the day) i) generated a lot of interactions: students gained in confidence by interacting with a tool they know well (smartphone or computer) and farmers expressed interest for this interactive method; and ii) placed the participants in a perspective of bottom-up knowledge sharing.

Time management throughout the day has been guaranteed by changing of locations for each activity of the day: several rooms, fields, spaces were allocated for a specific time. There were no significant delays at the end of the day and participants expressed satisfaction about the load and repartition of activities (inside / outside) throughout the day.

3.7. Follow up and evaluation: principle of organization and planning

This event was considered a success as interactions were reckoned by all as beneficial for main targets, actual and future farmers. The role successfully taken by the students illustrates their ability to evolve from learner to mentor, in their turn.

Overall, collaborative learning was implicit and explicit throughout the whole process or organization & implementation (Lasallian level of collaborative learning) and during the day for the participants (on-farm demonstration level of collaborative learning).

The generated interest induced an availability of funding for the organization of the next UniTech Days 2020.

4. Conclusion

We proposed an interlocking collaborative learning to integrate on-farm demonstration in students' background and promote their ability of farming knowledge transposition. On these bases, we can draw a few lessons about the peer learning.

First, the implementation of Lasallian principles, in particular via the co-organization of the Unitech Days by student association and UniLaSalle staff. This level implies multiple interactions that stimulate mutual learning, dialog and collective decisions and create a collaborative relation between members of a unique community, dialed by students and mentors.

Second, the on-farm demonstration, aimed at enhancing peer learning in a real agricultural learning situation between actual and future farmers. These demonstrations showcase farmers' and students' technological innovations, as well as agronomic innovative projects carried by teachers, in which students are involved during their education. This event demonstrates that contextualization during an on-farm demonstration and co-existence of actual and future farmers can promote peer learning, when learners are not considered as student or professional but future and actual farmers.

Altogether, students' commitment to the organization of on-farm demonstrations can enrich the collaborative learning because: (a) the students' language reaches more easily farmers, namely if one considers that they are for at least at 1/3 children of farmers; (b) students' education benefit from the beginning of a multi-actors networking including farmers and other agricultural experts and advisors.

To succeed further in Lasallian pedagogy, it would be interesting to study how agricultural universities members of IALU promote on-farm demonstration by students on their own experimental farms. As all of our engineers' students study abroad in a Lasallian agricultural universities for one semester, we can include this comparison in one course of the curricula dedicated to comparative analysis of agricultural systems.

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Author contribution. All the authors conceptualized the framework and the research challenges. DR and AC curated the selection and analyses of relevant documents. AC DR and SR wrote and edited the text, students schematise the Unitech Days in a synthetic figure and all of revised the article.

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