

Learning contract as a tool for learning and growth

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Tulevaisuuden työelämän keskiössä on enemmän työntekijät kuin työpaikat, ja työelämää on pidettävä enemmän ihmillisena ja sosiaalisena. Tulevaisuuden työelämä vaatii pehmeitä taitoja, kuten kykyä oppia.

Tulevaisuuden kasvavia taitoja työelämässä ovat aktiivinen oppiminen, analyyyttinen ajattelu, luovuus, aloitteellisuus ja kriittinen ajattelu. Kasvavia taitoja työelämässä ovat myös muuntautumiskyky, ongelmanratkaisu, emotionaalinen älykyys, johtajuus ja sosiaaliset suhteet ja verkostot. Näitä taitoja tuki myös Erasmus-rahoitteinen hanke LAPASSION. LAPASSION-hankkeen (Latin-America practices and soft skills for an innovation-oriented network) tavoitteena oli kouluttaa opiskelijoita reaalimaailman projektien kehittämiseen, vastaamaan yritysten tarpeisiin, innovoimaan ja yhteistyöhön muiden opiskelijoiden kanssa eri taustoista, sekä luoda ympäristö pehmeiden taitojen oppimiseen.

Opinnäytetyö käsitteili oppimissopimusta ja sen vaikutuksia oppimisessa ja kasvamisessa. Opinnäytetyön tavoitteena oli viedä oppimissopimus työkaluna, monikulttuuriseen LAPASSION-hankkeeseen tukemaan yksilön oppimista ja kasvua, sekä tukemaan tiimityön rakentamista.

Opinnäytetyö toteutettiin osana Tampereen ammattikorkeakoulun, Y-Kampuksen tutkimusryhmää - Innovatiivisen yrittäjyyden mahdollistajat. Opinnäytetyö oli toimintatutkimus, joka toteutettiin LAPASSION-hankkeessa, Goianissa keväällä 2020 ja siinä käytettiin määrällistä sekä laadullista tutkimusmenetelmää. Opinnäytetyön aineisto koostui teoriaosuudesta, kyselystä, yksilö- ja pienryhmähäastatteluista ja havainnoinnista. Tutkimuksen kyselyt, haastattelut ja havainnointi toteutettiin keväällä 2020. Tutkimuksen empiria tarjoaa rikasta ja monipuolista dataa, koska siinä on yhdistetty monimenetelmäkeinoin toimintatutkimukseen kvantitatiivinen ja kvalitatiivinen tutkimus. Teoreettinen osuus käsitteili oppimissopimusta, oppimissopimuksen viittä kysymystä sekä oppimista ja kasvamista, sisältäen itseohjautuvan oppimisen, kasvunasenteen ja tiimin jatkuvan oppimisen edellyttäjänä.

Oppimissopimuksen todettiin olevan tehokas tapa edetä kohti yksilön tai tiimin oppimista ja kasvua. Tutkimuksen perusteella oppimissopimus tuki elämän ja työn järjestämistä, itsensä tuntemista, muiden tuntemista, omien ja muiden vahvuksien ja heikkouksien tuntemista sekä luottamuksen rakentamista tiimin sisällä.

Asiasanat: oppimissopimus, itseohjautuva oppiminen, kasvunasenne, tiimi, oppiminen

ABSTRACT

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At the heart of the working life of the future, there will be more workers than jobs, and must therefore be seen as more human and social. This future working life will require soft skills, such as the ability to learn.

These future work skills include active learning, analytical thinking, creativity, initiative, and critical thinking. They also include resilience, problem-solving, emotional intelligence, leadership, and social relationships and networks. The Erasmus-funded project LAPASSION supports these skills. The LAPASSION project aims to train students to develop real-world projects, meet companies' needs, innovate and collaborate with other students from different backgrounds, and create an environment for soft-skills learning.

This thesis explores the learning contract and its impact on learning and growth. It aims to take the learning contract as a tool for the multicultural LAPASSION project to support individuals' learning and growth, and support building teamwork.

The thesis was part of the Enabling Entrepreneurial Innovativeness research group at the Tampere University of Applied Sciences, Y-Kampus. It consists of action research carried out in the LAPASSION project in Goiania in the spring of 2020, using quantitative and qualitative research methods. The research materials consisted of theory, a questionnaire, individual and small group interviews, and observation. The empirical research, questionnaires, interviews, and observations were conducted in spring 2020. The empirical part of the thesis provides rich and diverse data because it combines quantitative and qualitative research with action research through mixed methods. The theoretical part dealt with the learning contract, the five questions of the learning contract, and learning and growing, including self-managed learning, growth mindset, and the team as a prerequisite for continuous learning.

The learning contract was an effective way to move towards individual or team learning and growth. Based on the research, the learning contract supported organizing life and work, getting to know oneself, getting to know others, knowing one's and others' strengths and weaknesses, and building trust within the team.

Key words: learning contract, self-managed learning, growth mindset, team, learning

TABLE OF CONTENTS

1	INTRODUCTION	6
1.1	Background	6
1.2	The aim and purpose of the thesis	7
2	LEARNING CONTRACT.....	9
2.1	The learning contract	9
2.2	The five questions	12
3	LEARNING AND GROWTH.....	17
3.1	Self-managed learning	17
3.2	Growth mindset.....	20
3.3	Team as prerequisite for continuous learning	23
4	RESEARCH IN ACTION.....	26
4.1	Implementing the learning contract in action	26
4.2	Data collection.....	32
5	DATA ANALYSIS AND FINDINGS	36
5.1	Questionnaire for students	36
5.2	Interviews with students and with coaches	44
5.3	Summary.....	48
5.4	Towards an even better implementation of the learning contract.	49
6	CONCLUSIONS	52
6.1	Conclusions	52
6.2	Validity and reliability.....	54
	SOURCES	58
	APPENDICES.....	61
	Appendix 1. Questionnaire for students	61
	Appendix 2. The individual interview questions.	62
	Appendix 3. The small group interview for students.....	63
	Appendix 4. The small group interview for coaches.....	64

ABBREVIATIONS AND TERMS

TAMK	Tampere University of Applied Sciences
Y-Kampus	Y-Kampus offer events and additional studies to develop skills and achieve full potential and support entrepreneurial way of doing
LAPASSION	Latin-America practices and soft skills for an innovation-oriented network
Proakatemia	Proakatemia is an academy of new knowledge and expertise where the students learn about entrepreneurship in team enterprises
Learning contract	Written document created by the individual
SLC	Strategic learning contract
SML	Self-managed learning

1 INTRODUCTION

1.1 Background

The future of working life is changing. The focus will be more on workers than on jobs, and working life must be more human and social, requiring soft skills such as the ability to learn. Future working skills include analytical thinking and active learning, and the ability to seek out and digest new information. Skills such as creativity, originality and initiative, critical thinking, persuasion, negotiation, attention to detail, resilience, flexibility, and complex problem-solving will remain or increase. Emotional intelligence, leadership, social influence, and service orientation will also increase. A comprehensive approach to workforce planning, reskilling, and upskilling will be the key to positive, proactive management of such trends. (World Economic Forum 2018; Harvard Professional Development 2020). By 2030, the organization of work will have shifted to make greater use of organizations' cultural features and the diversity of people. This work will require so-called meta-skills, such as the ability to learn something new. (Sitra 2017).

TAMK Proakatemia is an academy of new knowledge and expertise where students study entrepreneurship and learn in team enterprises as part of a degree program in Entrepreneurship and Team Leadership. At the beginning of their studies, students are divided into teams, and they establish a real company. Graduates are professional team entrepreneurs who have the best skills and knowledge to face future challenges. (Proakatemia). The learning contract is used as a tool to support an individual's learning and growth, and to support building teamwork in Proakatemia. The learning contract is also used in other Team Academies in Finland and around the world.

LAPASSION is a project from the KA2 line of the Erasmus+ program, emphasizing cooperation for innovation and the exchange of good practices and capacity building in higher education. LAPASSION stands for Latin-America Practices and Soft Skills for an Innovation Oriented Network. The project involves partners from Portugal, Finland, Spain, Brazil, Uruguay, and Chile. (LAPASSION Project).

The objective of LAPASSION is to train students in the development of real-world projects by having them cooperate with other students from different areas and countries, to create the perfect environment to deal with the learning of soft skills, to respond to the needs of enterprises and other organizations, and to be able to innovate. Cooperation and collaboration between the student teams' participants are the key aspects, as emphasized in the words "co-creation and co-development". (LAPASSION Project). In 2020, LAPASSION was implemented in Manaus and Goiania, Brazil. This thesis's fieldwork took place in Goiania, where students worked in LAPASSION project teams for ten weeks from March 9, 2020, to May 15, 2020.

Students in the LAPASSION project in Goiania were from Brazil, Finland, Portugal, and Chile, and they were divided into five teams. In Goiania, there were a total of 26 students and 10 coaches, two coaches per team. The coaches in Goiania were from Brazil. Each team had a first coach and a second coach, and teams and coaches were divided in advance. In the first week (March 9, 2020, to March 13, 2020), students were physically present and working in Goiania. Due to COVID-19, the nature of the project changed after the first week when the students had to return to their homelands, but the project continued remotely, working in the same teams.

1.2 The aim and purpose of the thesis

This thesis aimed to take the tool—the learning contract from Proakatemia—abroad to study its impact, especially its impact on individuals and teams. The thesis was implemented as a part of TAMK's Y-Kampus research group, Enabling Entrepreneurial Innovativeness.

This thesis examined the learning contract in the context of the LAPASSION project in Goiania, Brazil. The thesis's goal and hypothesis were to take the learning contract to the LAPASSION multicultural project and its students and coaches, to support individual learning and growth and build teamwork. In this context, individual learning and growth meant self-managed learning, a growth mindset, and a team as prerequisites for continuous learning.

The research part of the thesis was action research that included both quantitative and qualitative methods. Action research is a research strategy that aims to influence the research object, its activities, or the environment in a way that develops and improves them (University of Jyväskylä 2015). In action research, the researcher is actively involved in the development and change process together with the research subjects. Action research is used to monitor and evaluate, for example, the suitability of a new way of working. (Heikkilä 2014, 14). The thesis's empirical part provides rich and diverse data because it combines quantitative and qualitative research with action research through mixed methods.

The quantitative research method was used for students by collecting data with an online questionnaire after they shared and discussed the learning contracts during the first week of the LAPASSION project. Qualitative research was used by interviewing one student from each team during the first week of the project after they shared and discussed the learning contracts. The qualitative research was re-conducted as small group interviews at the end of the LAPASSION project for five students and three coaches. Qualitative research also included active observation in Goiania by the facilitator/researcher.

The thesis benefits TAMK, Proakatemia, Y-Kampus, and LAPASSION by providing a tool (the learning contract) and showing how it impacts individuals and teams and how it is reproducible to individuals and teams in different projects and organizations.

In the following chapters, first, the learning contract is described (Chapter 2). This is followed by examining learning and growth (Chapter 3), including self-managed learning, a growth mindset, and a team as a prerequisite for continuous learning. Chapter 4 presents the learning contract implementations and the empirical research, followed by analysis and findings (Chapter 5) and conclusions (Chapter 6).

2 LEARNING CONTRACT

This chapter introduces the learning contract and its five questions. The five questions are the guidelines of the learning contract. In this chapter, the learning contract is also referred to as a strategic learning contract.

2.1 The learning contract

The learning contract is also called a strategic learning contract (SLC). More than just a personal development plan or an action plan, the SLC is a written document created by the individual after consideration and then negotiated with the relevant interested parties. It is a living document that individuals refer to regularly and covers long- and short-term development needs. The way to achieve development needs is to get people to answer five questions and write down their answers (Table 1). (Cunningham, Bennett & Dawes 2000, 22).

TABLE 1. The five questions of the learning contract (Cunningham 2000, 23–25; Laycock & Stephenson 1993, 24).

Where have I been?
Where am I now?
Where do I want to get to?
How will I get there?
How will I know if I have arrived

In this context, ‘strategic’ means setting learning goals that lead towards the desired life direction, and the five questions offer the guideline to set the learning goals (Table 1). Often, goals for learning and other endeavors are chosen to deal with a present situation, and the goals tend to be short-term. Once that general direction is established, the short-term steps along the way can be identified. With short-term goals, it is important to ensure that they will move into the long-term future. (Cunningham et al. 2000, 188–189).

The differences between personal development plans (PDPs) and strategic learning contracts have been presented, helping better to understand the learning contract (Table 2).

TABLE 2. Differences between PDP and SLC (Cunningham et al. 2000,190).

PDP	SLC
Tactical	Strategic and tactical
1 year	3 + years
Now	Now + future
Work	Work + life
Competency	Capability
Performance	Learning

With a strategic learning contract, individuals are encouraged to take a more holistic view of their development; their whole lives—past, present, and future—are relevant to their learning goals (Table 2) (Cunningham et al. 2000, 190).

There is research that emphasizes the importance of goals, especially for individuals, not only organizations. Cunningham et al. (2000, 192-193) used the example of a general creativity exercise that challenges individuals to come up with as many uses as possible for everyday objects such as a brick, a paper clip, or a paper cup. They wrote that psychologist Liam Hudson used that exercise in research that demonstrated the significance and efficacy of setting goals. Hudson found that only 7 percent of people could find 25 different uses for the object. However, when people were explicitly told that the exercise's goal was to find 25 different uses for the object, 65 percent could find 25 uses. This result shows the enormous difference in what was achieved when the only difference in the variable was that a goal was set.

Strategic learning contracts can be constructed in whatever way the individual finds useful. The learning contract can cover any period and can be used, with varying degrees of formality or in academics, for various institutional and off-campus learning and with individuals or groups of students. When creating the learning contract, it is useful to have certain guidelines. (Cunningham et al. 2000, 195;

Laycock & Stephenson 1993, 18). The five questions provide a framework and guidelines for the learning contract.

The history of the learning contract shows that it has been used in negotiations between students and instructors, teachers, tutors, or coaches. The learning contract is a document drawn up by a student specifying what and how to learn in a specific period. Negotiating the learning contract is itself a valuable learning experience; it matures students' thoughts about their self-development and about the relevance of a subject area for that development. (Barlow 1974). Learning contracts are not contracts in the legal sense, but they indicate a commitment by the parties to the study or learning involved (Laycock & Stephenson 1993, 18).

On a personal level, negotiated learning contracts enable individuals to model their learning and generate effective feedback about their performance. By understanding the process, individuals see learning as a skill that can itself be learned. The learning contract as an experience can mark a significant step toward further confidence in the individuals' abilities to learn, and the level of commitment can significantly change. The individuals can observe, reflect, analyze, search, formulate, review, judge, and decide for themselves. The quality of learning depends on the capacity to develop into new levels of competence. (Harrington & Augstein & Thomas 1993, 145; Barlow 1974). Finnish director of business and sports, Petteri Kilpinen (2018, 54), highlights that the most important thing is what individuals can learn, and not only what they already know, to grow towards their own potential.

Learning contracts provide a structure within which students can learn how to be responsible for their development. They help students build a strong sense of ownership of their studies and improve the quality of their learning experiences through clarifying their learning goals, reflecting on their learning, and addressing performance assessment issues. A learning contract also helps students develop a range of useful skills and build confidence in their abilities and personal effectiveness. (Laycock & Stephenson 1993, 18–20).

There is also evidence from students, teachers, and employers that involving students in the design of their study programs improves their learning quality, increases motivation, promotes understanding of fundamentals, and focuses their attention on their studies' broader relevance. The greater the scale of responsibility, the greater the potential academic and personal benefits for the students. (Laycock & Stephenson 1993, 18).

Established in 1988, Higher Education for Capability (HEC) has conducted discussions with over 70 higher education institutions. These have helped establish a consensus that an effective way of combining the development of student capability with the pursuit of academic excellence is to give students the experience of being responsible and accountable for their own educational development. (Laycock & Stephenson 1993, 20).

HEC argued that because graduates would need to flourish within ever-changing circumstances, at work, in the community, and in their personal lives, they should develop the capacity to participate in change, cope with change, and manage changing circumstances. If students were prepared to be responsible for their continuing development after graduation, they ought to have the experience of being responsibly accountable for their development before graduation. (Laycock & Stephenson 1993, 20). Success in teams, organizations, and companies depends on people and their skills and ability to learn new things. Work methods will change in many areas, and people will need to continually acquire new skills. (Otala 2018, 8).

We all need to become lifelong learners; by 2022, the skills required to perform most jobs will have shifted significantly. The skills required include analytical thinking and active learning. (World Economic Forum 2018). Despite technological advances, today's emerging skills are more about emphasizing innately human capabilities than manipulating machines (Harvard Professional Development 2020).

2.2 The five questions

When creating a learning contract, it is useful to have a framework and guidelines, and the five questions provide a solid framework for the learning contract. The learning contract's themes and perspectives can be a present job, career, self-development, family and social life, organization, industry and market, or life in general. (Cunningham et al. 2000, 195, 214–215; Laycock & Stephenson 1993, 24).

Where have I been? This question helps the individual make sense of past experiences. How has their career progressed? What are the primary lessons from past experiences? The question invites a critical review of life, work, and educational experience and is a good place to start because everyone is a product of their past. People are shaped by their past; they were either born or learned to be a certain way or had accidents that changed them. To move on, people need to explore where their current capabilities, values, and beliefs have come from. The first question reviews the results of past learning. The influences of past learning contexts such as family, schools, work, or life in general, can be identified here. Within this review of the past lie recurring patterns of thinking and action; some are beneficial, while others may limit the future and need to be resolved. (Cunningham et al. 2000, 23, 195–203; Laycock & Stephenson 1993, 24).

An individual's past can be their greatest asset. Everything an individual has experienced, whether it has been good or bad, can also be used as a resource for a better future to be built (Hannila, Hoisko & Juurinen 2015, 68).

Where am I now? This question pinpoints the individual's current situation. What kind of person are they? What are their strengths and weaknesses? What are their guiding values and beliefs? This involves the individual in evaluating strengths and weaknesses in their knowledge, skills, and experience. The individual may have a range of sources to help them address this, like education, applying for jobs, friends and family, personal reflection, training and feedback. This second question invites the individual to audit their current situation, including knowledge, abilities, qualities, and possibilities. It provides the basis for the individual's goal, so it makes sense to do a thorough and broad audit to ensure that all the relevant factors of the present situation are considered. The present is essential as a baseline when considering the future. (Cunningham et al. 2000,

23, 195–203; Laycock & Stephenson 1993, 24). When defining needs and values, it is easier to find one's own goals (Larssen 2014, 72).

Where do I want to get to? This question focuses on the future. What kind of person would the individual like to be? What strengths can they develop? What weaknesses do they want to address? What are their goals? This requires the individual to set out longer-term aims and objectives. Too often, people focus on just learning skills related to narrow job requirements. These narrow requirements need to be balanced with longer-term needs. Answering this question (where do I want to get to?) can lead to three kinds of learning goals: job goals, career goals, and life goals. This third question is where the goals are set, and it is helpful to think about the three kinds listed above. People are more used to thinking about goals in terms of performance goals, but here the focus is on learning. (Cunningham et al. 2000, 24-25, 195–203; Laycock & Stephenson 1993, 24).

Goals help channel energy, increase motivation, and focus. Good goals are precisely formulated, if possible, in writing. When goals are good, just thinking about them increases motivation. Goals can also be changed and corrected as needed. (Larssen 2014, 71).

How will I get there? The answer to this question provides the individual's own plan of action. What actions must they take to progress from where they are to where they would like to be? What will they need to learn, and how will they go about learning it? This question requires the individual to describe an action plan: the specific content, the context, the skills development required, a timetable, and the resources. Individuals may draw on a whole range of methods to achieve their goals, including training, coaching and mentoring assistance, reading, projects, and courses. With this fourth question, the goals have been identified; now, it is a matter of how they are to be accomplished. The only limits are usually imagination and creativity, resources available, and social, cultural, legal, or policy constraints. People tend to overestimate policy and resource constraints and underestimate their imagination and creativity. When choosing learning tools, the most important thing is to be clear about what the individual needs or wants to learn. (Cunningham et al. 2000, 25, 195–203; Laycock & Stephenson 24).

How will I know if I have arrived? How will the individual demonstrate the achievement of their goals? What will be the measure of achievement? What evidence will they be able to show? This question invites the individual to propose how the achievement of their goals will be demonstrated. The individual is committed to learning the specified goals and must show that this has happened. This fifth and final question adds considerable bite to the self-managed learning process and is one example of a difference between a strategic learning contract and formulations of development goals. Here, they establish the criteria and standards against which the achievement of the goals will be evaluated. Two aspects are required here: the evidence or demonstration of the goal being achieved, and the level or standard to which it is achieved. (Cunningham et al. 2000, 25, 195–203; Laycock & Stephenson 1993, 24).

These five questions provide the framework and guidelines for the learning contract. Each of the five questions has content (Figure 1), meaning what the question is focused on. The first question focuses on the individual's past experiences and the second question on their present moment. The third question examines the individual's goals, the fourth question their action plan, and the fifth how the individual will measure the goals achieved.



FIGURE 1. The five questions with their contents based on the theory of Cunningham et al. (2000, 1952–03) and Laycock & Stephenson (1993, 24).

The learning contract allows individuals to take responsibility for their learning and development through the five questions and their contents and the systematic progress between them (Figure 1). The contract is the key factor of self-managed learning (SML) because it involves the individuals in their own learning and development. Self-managed learning is a developmental process in which individuals take on full responsibility for their learning. It is about individuals managing their own learning, including what, how, when, where, and why they learn. (Cunningham et al. 2000, 21; Peckham 1995). Many potential self-organized learners cannot manage their learning, not because they do not wish to, but because they do not know how (Harri-Augstein & Thomas 1993, 146).

When individuals are involved in their learning, they enjoy work and life more; they feel more alive and find themselves looking forward to work. They want to learn, and they learn more easily. They can make sense of their job and are interested, seeking feedback and having more ideas. They think more about what they do and reflect more about the long term. Individuals also understand how much experience, skills, and knowledge they have. They find themselves worthy of being part of the team and fitting in more easily. (Harri-Augstein & Thomas 1993, 145–147). Learning happens faster and more effectively in interaction with others. Insights and learning require interaction, and many ideas and insights are born from interaction. (Otala 2018, 48).

Several factors must be considered when sharing and discussing learning contracts, not just the learning contract's content. Every individual must remember to value the other person or persons involved; they must remember to listen more than they talk, be neutral, seek mutual acceptability, and identify and employ a colleague with whom to discuss issues. The area where the sharing and discussion of the learning contracts will take place must also be considered. (Laycock & Stephenson 1993, 36).

3 LEARNING AND GROWTH

This chapter introduces learning and growing, which in this context includes self-managed learning, a growth mindset, and a team as prerequisites for continuous learning.

3.1 Self-managed learning

Self-managed learning (SML) is a developmental process in which individuals take full responsibility for their learning. It is about individuals managing their education, including what, how, when, where, and why they learn. (Cunningham et al. 2000, 21; Peckham 1995).

Students should be active participants, not passive bystanders, in their learning process. They should exercise some responsibility for managing their learning; the term used to express this responsibility is ‘self-managed learning’. (Ottewill 2002).

The roots of self-managed learning are already in ancient Greece and the Socratic method. Guglielmino and Guglielmino (2001) use the word self-directed learning, considered the same as self-managed learning. It involves problem-solving, critical thinking, initiative, and integration of thought and resources. The idea of the learner as a thinker and creator of knowledge, rather than a passive recipient of others’ knowledge, already existed in ancient Greece. Socrates was an innovative teacher who developed a method based on interactive dialog. His teaching method used a series of questions to stimulate students’ thinking, forcing them to defend their positions or prompting them to develop new ideas. As in dialog, in self-managed learning, individuals are active participants.

Self-managed learning has the same features as student-centered learning. Student-centered learning means giving students more responsibility to choose, plan, organize, and implement their own learning activities. Student-centered learning aims to foster effective learning, take effective action to achieve a goal, work effectively in teams, and improve communication. The aim of student-cen-

tered learning is also to foster students' willingness to take responsibility for organizing learning activities, a willingness to be innovative, and confidence in their own abilities. (Gosling 1993, 58).

Self-managed learning is a process in which the individual identifies what is to be learned, when it is to be learned, and how it is to be learned (Guglielmino & Guglielmino 2001). SML is an approach in which other training and development activities can be linked, and it can be used for the development of any staff at any level in an organization. SML offers individuals and organizations an approach that is in tune with the world of today and tomorrow by enabling learning that matches the seven S's. (Cunningham et al. 2000, 19). The seven S's, presented in Table 3, help to understand SML.

TABLE 3. Self-managed learning's seven S's (Cunningham, et al. 2000, 19).

Strategic	Long term with the big picture in mind.
Syllabus-free	Driven by the real needs of individuals and organizations.
Self-Managed	People take responsibility for their own learning.
Shared	Integrating learning with others and the organization's needs.
Supported	Supporting people in achieving their goals.
Structured	Provide a clear structure for learning
Stretching	Demands real, significant learning

SML is for the individual and the organization; the individual needs the organization, and the organization needs the individual. Organizational needs cannot be met without individuals feeling a personal sense of commitment to what is required by the organization. It is possible to compel someone to sit in a classroom, but it cannot guarantee what they will learn. (Cunningham et al. 2000, 21).

In any business or organization, the active force is people. Organizations learn through individuals. The individuals' learning does not guarantee organizational

learning but without it, the organizational learning would not happen. Individuals have their own way of thinking and if the employees are not motivated to growth, there will be no growth. (Senge 2006, 129–130).

As the world becomes more interconnected and business more complex and dynamic, so work must become more “learningful.” Learning organizations are organizations where people continually expand their capacity to create results: where new and expansive patterns of thinking are nurtured, collective aspiration is set free, and people are continually learning how to learn together. The organizations that will excel in the future will be those that discover how to tap into people’s commitment and capacity to learn. (Senge 2006, 3–4).

In managing learning, the individual uses different learning opportunities, including learning from others, traveling, reading, projects, or the support of a coach or mentor. Self-managing learners use the ways that suit them. Unstructured, unplanned learning is very inefficient; research on successful top managers and leaders shows that they set clear goals for themselves in relation to their learning. (Cunningham et al. 2000, 22).

There is nothing more important to an individual committed to their own growth than a supportive environment. A key factor in self-managed learning is an environment where people can take responsibility for their learning. Elements of this environment include helping learners isolate what they really need, changing perceptions of learning, and coping with feelings of vulnerability in the new setting. It gives them skills to learn and take on that responsibility, provides support, and creates the right atmosphere. In short-term programs, creating an atmosphere that embodies all these components is a tremendous challenge. (Peckham 1995; Senge 2006, 162).

Guglielmino and Guglielmino (2001) wrote about Peter Senge’s insights. According to Senge, learning organizations are skilled in five areas: learning from their own history, learning from the best practices of others, systematic problem-solving, experimenting with new approaches to getting things done, and transferring what is learned quickly and accurately throughout the organization (Guglielmino & Guglielmino 2001).

Self-determination theory is connected to self-managed learning, and it views all people as affected by the satisfaction of the basic psychological needs for competence, relatedness, and autonomy. The satisfaction of these three needs is essential to optimal development, integrity, and well-being. Having support for autonomy plays a critical role in allowing individuals to satisfy all their needs actively: to gravitate toward, make relevant choices about, and employ optimizing strategies for satisfying each basic need. (Ryan & Deci 2016, 242, 247). SML is about individuals managing their own learning and taking responsibility for decisions about learning and development, and here autonomy plays a critical role.

3.2 Growth mindset

An individual's attitude and thinking have an impact; mindset is one of the key factors for learning and growing. Stanford University psychologist Carol S. Dweck has discovered the power of mindset. She shows how individuals' success in school, work or hobbies, and life in general is influenced by how they think about their talents and abilities, either through a fixed mindset or growth mindset. (Dweck 2016, 4–14).

A fixed mindset is based on the individual's belief that their qualities are carved in stone, and they only have a certain amount of intelligence, a specific personality, and a particular moral character. This belief creates an urgency to prove themselves over and over. People are all born with a love of learning, but the fixed mindset can invalidate it. (Dweck 2016, 6, 53).

Most people hold one of two contradictory beliefs that limit their ability to create what they want. The more common belief is powerlessness, the inability to bring into being all the things they care about. The other belief is unworthiness, that they do not deserve to have what they truly desire. (Senge 2006, 145). Senge (2006, 95) highlights that people should not push growth; instead, they should remove the factors limiting growth.

The growth mindset is based on the belief that the individual's essential qualities can grow through effort, strategies, and others' help. People may differ in many

ways, in their initial talents and aptitudes, interests, or temperaments; they can change and grow through application and experience. Individuals with a growth mindset believe that a person's true potential is unknown; it is impossible to see what can be accomplished with years of passion and work. (Dweck 2016, 7). Based on Senge (2006, 4) and Dweck (2016, 6), people are all learners; they are born with a love of learning, and deep down, they love to learn.

Senge (2006, 131) use the phrase "personal mastery" for the personal growth and learning. Individuals who have a high level of personal mastery are constantly expanding their ability to create the results in life they really seek. The spirit of the learning organization comes through the individuals who have the high personal mastery. Individuals who have the high level of personal mastery, live in continual learning mode, they are aware of their growth areas and they never arrive. (Senge 2006, 132–133).

Based on Dweck's ideas (2016, 7), the passion for stretching is the hallmark of the growth mindset. Individuals should find challenges that stretch them. People with growth mindsets might stretch themselves so far that they do the impossible.

Christopher Reeve, an actor, thrown from a horse in 1995, is an example of stretching. His neck was broken, his spinal cord was severed from his brain, and he was completely paralyzed below the neck. Despite the desperate situation, Reeve started an exercise program that involved moving all parts of his paralyzed body with the help of electrical stimulation. Five years later, Reeve started to regain movement, first in his hands, then his arms, then legs, and then the rest of his body. He was not cured, but brain images showed that his brain was once more sending signals to his body, and the body was responding. Reeve stretched his abilities and changed the way science thinks about the nervous system and its potential for recovery. (Dweck 2016, 22).

People with growth mindsets believe they can develop themselves. They are open to accurate information about their current abilities, even if it is unflattering. If they are oriented toward learning, they need accurate information about their

current abilities in order to learn effectively. (Dweck 2016, 11). The learning contract (Section 2.1) and self-managed learning (Section 3.1) offer an opportunity to discuss and develop current abilities.

Dweck (2016, 12–13) presents a way to test which mindset an individual has. The idea is to read the statement below about intelligence and then decide to agree or disagree.

1. Your intelligence is something very basic about you that you cannot change very much.
2. You can learn new things, but you cannot really change how intelligent you are.
3. No matter how much intelligence you have, you can always change quite a bit.
4. You can always substantially change how intelligent you are. (Dweck 2016, 12–13).

The above questions 1 and 2 are fixed mindset questions, and questions 3 and 4 are growth mindset questions (2016, 12–13). Next, an individual can read the statement below about personality and character and then decide to agree or disagree.

1. You are certain kind of person and there is not much that can be done to really change that.
2. No matter what kind of person you are, you can always change substantially.
3. You can do things differently but the important parts of who you are cannot really be changed.
4. You can always change basic things about the kind of person you are. (Dweck 2016, 12–13).

The above questions 1 and 3 are fixed mindset questions and questions 2 and 4 growth mindset questions (Dweck 2016, 12–13).

Dweck (2016, 24, 27–28) highlights research asking grade-schoolers to young adults when they feel smart. Individuals with a fixed mindset answered that they feel smart when they do not make any mistakes, and when they finish something fast and it is perfect. Individuals with a growth mindset answered that they feel smart when something is hard, and they try hard and can do something they could not do before, and when they work on something a long time and start to figure it

out. Individuals with a fixed mindset also thought that tests or experts could tell them their potential, what they are capable of, and what their future will be. Individuals with a growth mindset thought that potential is a person's capacity to develop their skills with effort and coaching over time.

If individuals have something in their past that measured them (a test score, a dishonest or callous action, being fired from work or being rejected), they need to focus on that. Focusing on past experiences and feeling all the emotions are critical to the growth mindset. The next step is the chance to have a growth mindset perspective and to challenge their current mindset. What did they learn or can still learn from their experience? (Dweck 2016, 53). The idea of going through every experience and emotion is connected to the learning contract when individuals reflect on past experiences, the present, and plans the future.

3.3 Team as prerequisite for continuous learning

These days, a team is an essential part of dealing with the learning and growth of an individual. When teams are truly learning, they produce extraordinary results, and the individual members grow more rapidly than they could have otherwise (Senge 2006, 9).

Mikko Aalto, a work community trainer, and developer of work experience methods, has more than thirty years of experience working with various groups of young people and adults. Aalto (2002, 4) emphasizes that individuals need safe groups for their growth and working life. An individual must have emotional intelligence, interaction skills, connection to the dimensions of their own personality, and the ability to express them. Society is too focused on the power of one instead of the power of one made stronger by others. The power of one made stronger by others seems to be the future, and the main actor in releasing everyone's potential (Achor 2018, 19).

Work communities are becoming more group- and team-based, and it can be argued that most success in working life is based on interpersonal relationships and creativity. Learning these skills requires groups where it is possible to express opinions safely. A safe group is also a prerequisite for resilience, creativity,

and problem-solving. In safe groups, mistakes are not punished, and the daring to suggest incomplete and crazy ideas is deemed necessary. In short, safe groups are a prerequisite for continuous learning. (Aalto 2002, 4–5).

A safe group brings out the best in individuals. In a safe group, individuals feel they can be exactly who they are, along with their strengths and weaknesses. In a safe group, individuals dare to experiment with dimensions in which they may not have believed. Here, individuals may reveal even painful things, and experience deep acceptance, caring, and appreciation. In a safe group, self-esteem is strengthened, and individuals also think about the best in others. (Aalto 2002, 8).

In a group or a team, safety arises from five components. The first of these is trust, which can be divided into having trust and proving trustworthy. Trust means surrendering to physical or mental vulnerability in relation to other members of the group. The second component is approval: the more vulnerable areas are subject to approval, the greater the sense of security. The third component is vulnerability exposure, which requires transparency. The safer a group is perceived; the more open individuals are. The more open individuals are, the more they are exposed to others' trust and thus allow for an increase in trust. The fourth component is the provision of support. Trust and security grow from providing support. Giving support means communicating to another person a confidence in their ability to evolve and survive. The fifth component is commitment. Increasing trust and security also includes a willingness to cooperate; commitment is a message of trust for a group. (Aalto 2002, 6–7).

Trust creates a strong base for teamwork and is based on understanding the different team members' personalities, characteristics, and behaviors. Team members need to know the personalities behind the work roles so everyone can be genuine in every situation. (Kilpinen 2018, 99–100).

Dismantling emotions is important because it is essential for the formation of a safe group to communicate on an emotional level and maintain it. Talking about emotions (positive and negative) facilitates the group process. (Aalto 2002, 26–27). Going through emotions is a part of the individual's learning and growth and

a part of the group's or the team's learning and growth, and it supports building teamwork.

In almost every field, teams are working, as issues and problems require diverse information. In a multidisciplinary team, multidisciplinary expertise can be used to achieve a common goal and can be achieved by working with much more than one person. In a team, it is possible to create such team spirit and enthusiasm that it increases everyone's energy. People who work in teams achieve better results than those who work alone. (Otala 2018, 135).

Learning is no longer seen as a transfer of information from teacher to student but as an interactive event where the learner is the learning subject. That is why groups are needed; the group serves as a basic starting point for expression and creativity. (Aalto 2002, 4). Through the group or the team, the individual can learn and grow. Likewise, through the individual, the group or the team can learn and grow. Courses in schools must aim to teach both understanding and skills or abilities and encourage the development of certain attitudes in students towards their learning, themselves, and their capabilities (Gosling 1993, 58).

The team is a prerequisite of learning, and it can also be seen as a prerequisite of general well-being. Otala (2018, 50) highlights a study by professors at the University of California that examined the effects of a lack of interaction on human health and brain function. Social exclusion is a genuine disease risk; social pain travels very close to physical pain and may feel like physical pain. People who interact more with other people are more resilient to mental adversity.

4 RESEARCH IN ACTION

The research part of the thesis consisted of action research that included both qualitative and quantitative research methods. This chapter describes the learning contract's implementation in Section 4.1 and the implementation structure of the data collection and research methods in Section 4.2.

4.1 Implementing the learning contract in action

Action research is a research strategy that aims to influence the research object, its activities, or the environment in a way that develops and improves them (University of Jyväskylä 2015). In action research, the researcher is actively involved in the development and change process together with the research subjects. Action research is used to monitor and evaluate, for example, the suitability of a new way of working. (Heikkilä 2014, 14).

Influencing the action research strategy takes place through the researcher's participation in the research object's activities. Influence and development are based on research carried out by the researcher in the research object's environment. The strategy combines science and practicality. (University of Jyväskylä 2015).

Before LAPASSION started, the coaches participated in all phases related to implementing the learning contract (presentation, writing, sharing, and discussion). When the LAPASSION project began, students participated in all phases of implementing the learning contracts (presentation, writing, sharing, and discussion).

The coaches learning contract orientation and exercise were conducted one week before the LAPASSION project started (Picture 1). The coaches tested the learning contracts in action by writing their own learning contracts and then sharing and discussing them in small groups. The coaches' exercise differed from the student learning contracts in that its goal was to provide coaches with an understanding of the tool that was going to be used with the students.



PICTURE 1. Presentation of the learning contract and the five questions for the coaches in a part of coaches' training.

Before the LAPASSION project started, there was one weeklong coaches' training. This coaching included presenting the learning contract, writing and sharing and discussion (Picture 1). First, there was a 20-minute presentation to show coaches what the learning contract was. The presentation was made and presented by the thesis author, who was the facilitator. After the presentation, every coach had time to write their own learning contract. It was possible to write the learning contract on a computer or paper, and it was recommended that it be written concretely to make it easier to share and discuss. Everyone chose a way to write that suited them, such as marking bullet points or writing an entire story. A shared time was used for writing the learning contracts; in this case, it was time allocated for 30 minutes of individual and quiet work.

The coaches' learning contracts were shared and discussed in groups divided on average into three people. The sharing and discussion involved all the group members; each one had 10 minutes to describe their learning contract, followed by 10 minutes for the other group members to ask questions. Thus, the maximum time per person was 20 minutes. It was one of the group members' job to keep track of the time. This activity was conducted in the same space for all the groups.

After the sharing and discussion of the learning contracts, a few insights and comments from the coaches emerged, such as that it was good to stop and think about the past and think about who they really are. It turned out that sharing and discussing the learning contract also helped members get to know each other,

beyond merely sharing goals. It also emerged that the learning contract was already seen as a good tool for students, but that time could be a challenge; there was a concern that there would not be enough time.

"There is also personal life, not only work life." (Coach 1).

"It was very emotional." (Coach 2).

"It was good to think and discuss the goals but even more about to have time to just discuss and get to know each other." (Coach 3).

After the coaches' learning contract orientation and exercise, coaches appeared to be also interested in participating in the student's learning contracts. It is natural for the team coach or coaches to participate in the teams' learning contracts and discuss and share their own learning contract with the team. According to the original plan, coaches' participation in teams' sharing and discussion of the learning contracts was not mandatory. Due to the coaches' great interest, most of them shared and discussed their own teams' learning contracts when the LAPASSION project started the following week.



PICTURE 2. LAPASSION coaches after the one-week-long coach training.

The students learning contract orientation and exercise were conducted in the first week of the LAPASSION project. The first week's schedule included time for learning contracts as a presentation of the learning contract, writing and making the learning contract, and then sharing and discussing the learning contract with

every team. In the first week's schedule, there was also time to implement the questionnaire and the first interviews after the learning contracts (Picture 3).

SCHEDULE LAPASSION@GOIÂNIA					
Week 1					
Introduction, Methodology, Team building, Challenge launch					
TIME	MONDAY MARCH 09	TUESDAY MARCH 10	WEDNESDAY MARCH 11	THURSDAY MARCH 12	FRIDAY MARCH 13
AM		(9h00) Programm Presentation	(09h00) Lapassion@Uberaba Student Presentation	(09h00) Team time and Learning contract	(09:00) Team time and Interviews
	(09h30) Opening Ceremony	(10h00) Sub-Challenges Presentation	(10h00) Team time and Learning contract		
	(11h30) - Brunch				
PM	(14h00) - Spaces Presentation	(14:00) Presentation about learning contract and Write of learning contract	(14h00) Design Thinking Workshop	(14h00) Team time and Learning contract	(14h00) Design Thinking Workshop
	(14h30) Dynamics: formation of teams; kits delivery				

PICTURE 3. Screenshot of the LAPASSION first week schedule in Goiania.

When the LAPASSION project started in the first week, there was a 30-minute presentation of the students' learning contract at the beginning of the week by the thesis author, who was the facilitator. After the presentation, students had time to write their own learning contracts. It was possible to write the learning contract on a computer or paper, and it was recommended that it be written concretely to make it easier to share and discuss. Everyone chose a way to write that suited them, such as marking bullet points or writing an entire story. A common time for individual and quiet work was used from one hour to two hours. If the learning contract was still in progress or the individual wanted to make changes to it, it was possible to extend it in their own time.

Learning contracts were shared and discussed in five teams divided for the project. The sharing and discussion involved the team and its members, the team's coach(es), and the thesis author as the facilitator. Each team member had 10 minutes to describe their learning contract, followed by 10 minutes for the other team members to ask questions. Thus, the maximum time per person was 20 minutes. It was the facilitator's job to track the time and to remind participants at the beginning that all the things shared and discussed were completely confidential. The sharing and discussion of the learning contracts were conducted in a

space where there was only one team at a time, plus the team coach(es) and the facilitator.

As a facilitator during the two weeks in Goiania (March 2, 2020, to March 13, 2020), I made continuous observations and recorded comments and observations. The general observation over the two weeks was that the learning contract as a topic and related theories and themes aroused much interest. Coaches and students asked for books or articles on the learning contract and related themes. Questions and discussions also arose about my experiences with the learning contract. Based on these observations, it appeared that the learning contract was a new, interesting tool and an effective experience for both individuals and teams (Picture 4).

Day 1 - Learning Contract "Our past, present and future on a piece of paper"

by Sanna Tahlo

These types of activities helped us to get to know each other better and understand certain attitudes of each other. Understanding that something unites us and we are more than people a team

- > Where have I been
- > Where am I now
- > Where do I want to get to
- > How will I get there
- > How will I know if I have arrived



PICTURE 4. Screenshot of the LAPASSION Team 3 blog post.

As mentioned earlier, the students' learning contracts were shared and discussed in teams divided for the project. Discussions were conducted in a space with only one team at a time, plus a team coach or coaches and the facilitator. After each team member and the coach(es) had shared and discussed their learning contract, two teams also asked me, the facilitator, to share my own learning contract. To support an atmosphere of openness, equality, and transparency, I shared and discussed my learning contract with the two teams who asked.

The learning contract was a tool that helped the students get to know each other better and increase understanding within the team, and the students seemed to be sincerely grateful for the new experience and the tool (Picture 5).

The learning contract was a tool which helped the students to get to know each other better and increase the understanding inside the team, and the students seemed to be sincerely grateful for the new experience and the tool (picture 5).



PICTURE 5. Screenshot of the LAPASSION student comment about the learning contract.

Based on the observation, as a facilitator, I saw that the sharing and discussion of the learning contracts was very emotional for students and coaches. Very personal past experiences and goals were shared and discussed in each team. Each of the teams laughed, and various teams additionally cried while sharing and discussing the learning contracts. Strong emotional reactions, especially crying, were usually the result of telling one's own history and sharing and discussing even painful things. Based on observation, the learning contract was perceived as a very valuable tool for individuals and teams.

"I think the learning contract was one of the most valuable things I take with me of the program." (Student 1).

The answer to the first of the five questions—where have I been—is usually the one that evokes the strongest emotions. Sharing one's history, present and future, caused a lot of smiles and laughter. Answering the five questions created an open and relaxed atmosphere within the teams after sharing and discussing the learning contract.



PICTURE 6. LAPASSION Team 5 and the facilitator at the last day of the first week.

Through the learning contract, individuals can outdo themselves, and confidence in themselves and others increases. There was an increase in courage and self-confidence when sharing and discussing the learning contracts with each LAPASSION team.

4.2 Data collection

The quantitative research method was used for students by collecting data with an online questionnaire after implementing the learning contracts. The qualitative research method was used by interviewing one student from each LAPASSION team after implementing the learning contracts. The qualitative research was re-conducted as a small group interview after the LAPASSION project for five students and three coaches. This method was also used as an active observation for two weeks in Goiania during the implementation of learning contracts.

Quantitative research addresses issues related to numbers and percentages and requires a sufficiently large sample. Data collection normally uses survey forms with ready-made answer options; results can be described in tables and figures. Quantitative research usually helps to clarify the existing situation, but it is impossible to sufficiently determine the causes of the issues. Qualitative research helps to understand the object of research and explain its behavior or decisions. Qualitative research is usually limited to a small number of cases and does not aim for statistical generalizations. It is suitable for developing activities, searching for

alternatives, and studying social problems, and can be used to stimulate further research. (Heikkilä 2014, 15).

It is possible to use both quantitative and qualitative methods in research, and they can complement each other. Mixed methods research involves collecting and/or analyzing quantitative and/or qualitative data in a single study in which the data are collected concurrently or sequentially and are combined at one or more stages in the research process (Hurmerinta & Nummela 2015). As a trend in science, mixed methods research is mostly based on pragmatism, emphasizing the practical nature of knowledge. Mixed methods research has achieved a well-established position in several disciplines. (Sormunen, Saaranen, Tossavainen & Turunen 2013).

TABLE 4. Differences between quantitative and qualitative research (Heikkilä 2014, 15).

Quantitative research	Qualitative research
Answer questions: What? Where? How much? How often?	Answer questions: Why? Who? What kind of?
Numerically large, representative sample	A small, discretionary sample
Description of the phenomenon based on numerical information	Understanding the phenomenon based on so-called soft knowledge

The quantitative research method answers the questions: What? Where? How much and how often? Quantitative research is usually a numerically large, representative sample, and the main goal is to get a description of the phenomenon based on numerical information (Table 4). Qualitative research answers the questions: Why? Who? and What kind of? Qualitative research is usually a small, discretionary sample, and the main goal is understanding the phenomenon based on soft knowledge (Table 4). (Heikkilä 2014, 15).

Quantitative research methods include questionnaires and surveys, internet surveys, structured interviews, systematic observation, and experimental studies.

Qualitative research methods include personal interviews, group interviews, participatory observation, empathy methods, ready-made materials, and documents. (Heikkilä 2014, 13).

In this thesis, which examined the impact of the learning contract for the individual and team in the LAPASSION project, was seen the advantage of using both quantitative and qualitative research methods. The quantitative research sought to hear each student's thoughts and experiences related to the learning contract. The qualitative research aimed to delve deeper into the thoughts and experiences of five students and three coaches related to the learning contract. The qualitative method also included two weeks of active observation in Goiania as a part of the action research. The purpose was to observe the feelings and thoughts of coaches and students more broadly and informally during the LAPASSION project to better understand the coaches' and students' considerations related to the learning contract.

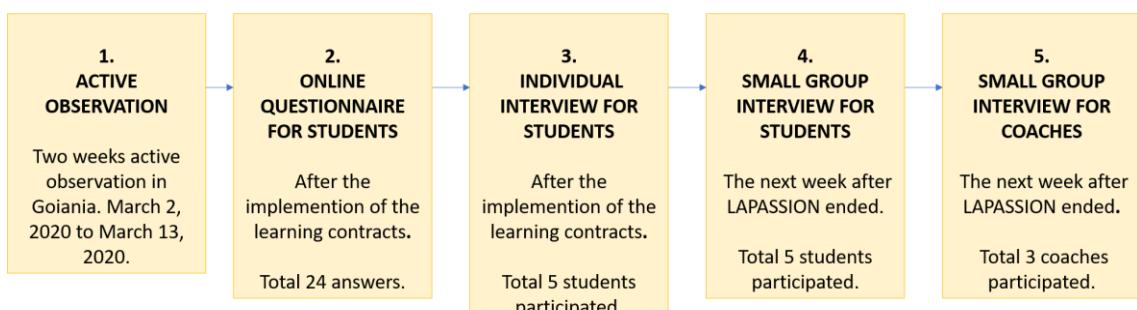


FIGURE 2. Steps of the data collection.

The quantitative research method was used for students by collecting data with an online questionnaire after implementing the learning contracts (Figure 2). The online questionnaire was sent on Friday, March 13, 2020, the last day of the first week. A common time of 10-30 minutes was used for answering the questionnaire; in this case, it was time destined for individual and quiet work. The purpose of the online questionnaire was to determine the impacts of the learning contract after implementing the learning contracts. The online questionnaire was sent as a link in a students' WhatsApp group on Friday, March 13, 2020. A total of 24 students answered the online questionnaire, which was for students who participated in the LAPASSION project and in the implementation of the learning contracts.

Qualitative research was used by interviewing one student from each LAPASSION team after implementing the learning contracts, on Friday, March 13, 2020, the last day of the first week (Figure 2). There was a total of five teams, so a total of five interviews were conducted. Each interview lasted between 15 and 30 minutes. Since the interviews could only be conducted on the last day, the time to implement the interviews was limited, as the author of the thesis/facilitator departed from Goiania on Friday.

The purpose of the interview for individuals was to further examine their thoughts about the learning contracts after their implementation. In the interview, the students were called into a quiet room one by one on Friday, March 13, 2020, a day after implementing the learning contracts. Five students participated in the interviews, one student from each LAPASSION team.

The qualitative research was re-conducted as a small group interview after the LAPASSION project for students and coaches (Figure 2). Five students were invited and participated in the student group interview, and three coaches in the coaches' group interview. Groups for these interviews were kept small to go as deep as possible in the interview and allow the voice of the participants to be heard. The LAPASSION project ended on May 15, 2020, and the group interviews were conducted on May 18, 2020, and May 19, 2020.

The purpose of the small group interview for students was to examine their thoughts on the learning contract and its impacts more in-depth. The interview time was agreed upon among the participants; it was conducted using the Zoom application on Monday, May 18, 2020, the week after LAPASSION ended. Five students participated in the small group interview for students: four students in the Zoom meeting and one student in WhatsApp due to a delay.

The purpose of the small group interview for coaches was to examine further their thoughts on the learning contract and its impacts. The time of the interview was agreed upon among the participants. The interview was conducted using the Zoom application on Tuesday, May 19, 2020, the week after LAPASSION ended. A total of three coaches participated in this interview.

5 DATA ANALYSIS AND FINDINGS

This chapter describes the analysis and findings based on the empirical research. The quantitative research method was implemented for students by collecting data with a questionnaire after implementing the learning contracts. The qualitative research method was implemented by interviewing one student from each LAPASSION team after the implementation of the learning contracts. The qualitative research was re-conducted as a small group interview with five students and three coaches at the end of the project. The qualitative research also included active observation during the two weeks of the LAPASSION project in Goiania.

5.1 Questionnaire for students

This section will go through the main points of the questionnaire. An online questionnaire (see Appendix 1) was created for the students who participated in the LAPASSION project and were also involved in the implementation of the learning contracts. The students were sent a link to the online questionnaire in a WhatsApp group for the LAPASSION students. Twenty-four students responded to the questionnaire. The total number of students participating in the LAPASSION project was 26, so 24 of the 26 students responded to the questionnaire, a response rate of 90%. The students who participated in the LAPASSION project were from different backgrounds (Figure 3).

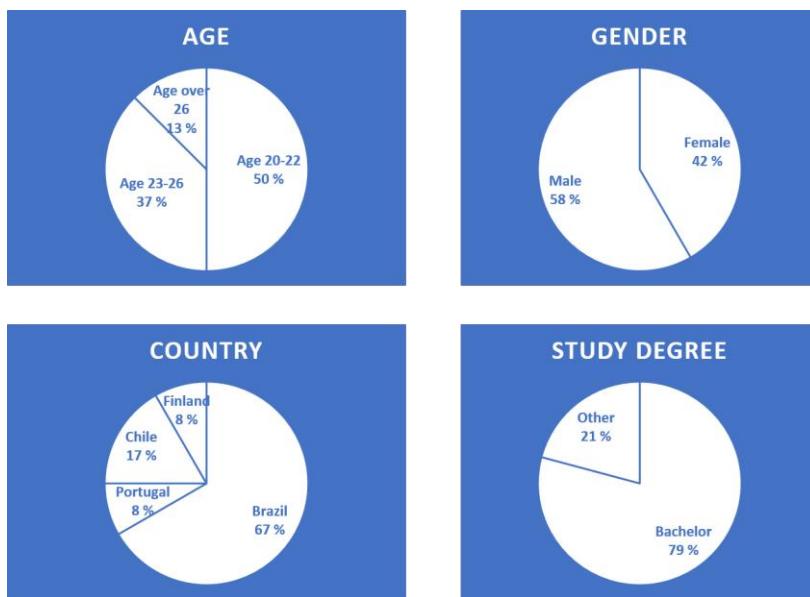


FIGURE 3. Background information on respondents (24 students responded).

The students who participated in the LAPASSION project were from Portugal, Finland, Chile, and Brazil, and included both males and females. The students were all over 20 years old, and most were 20-22 years old. Most of the students' study degree was a bachelor's degree.

The learning contract as a tool was familiar to 8% of the students, and for 92% of the students, it was a new tool and methodology. 87% of the students would use the learning contract again, and 13% would maybe use the learning contract again in some situations. None of the students thought they would not reuse the learning contract.

Are you used to discussing your past experiences? According to the answers, 79% of the students sometimes discuss their past experiences (figure 4).

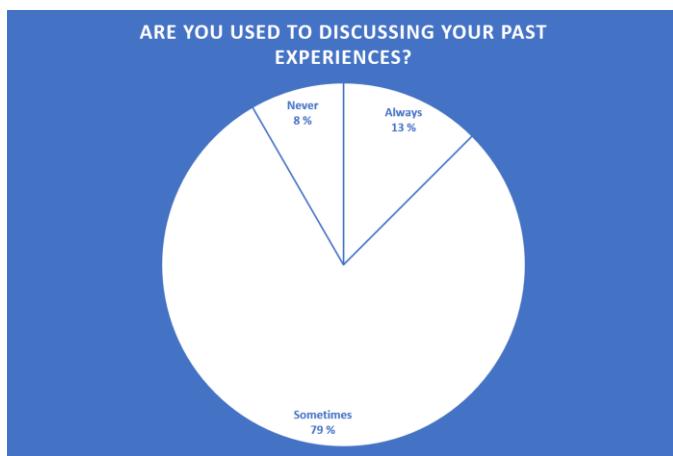


FIGURE 4. Question and answers about discussing past experiences (24 students responded).

According to the answers, the students sometimes discuss their past experiences. Responses also indicated that some students always discuss their past experiences, and some never discuss their past experiences. The highest response rate was for the answer, “sometimes.”

What do you think was the benefits of discussing your past experiences with your team? When asked about the benefits of discussing past experiences the students raised key points like making the team closer, helping connect deeper, building trust, helping get to know each other better and helping to understand each other.

“Sharing experiences like that leave us vulnerable and then bound us, creating a safe space between us increasing trust and teamwork.” (Respondent 1).

“Discussing about this with my team made them know me better, and I learned about them too. I could also reflect about me and what I'm expecting for my future. I think that this is going to be very important in our work as a team.” (Respondent 2).

Based on the answers, discussing past experiences improves teamwork, and for individuals, discussing past experiences offers a new perspective and gives the individual a chance to understand other people. Based on the answers, discuss-

ing past experiences also helps the individual learn to reflect, and after discussing, the team can help and support the individual. It also helps the individual to be more confident and less shy.

Are you used to setting goals for your own learning? According to the answers, 63% of the students sometimes set goals for their own learning (figure 5).

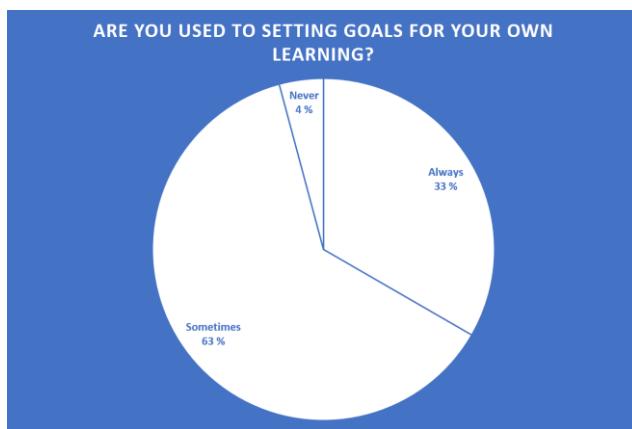


FIGURE 5. Question and answers about setting goals for own learning (24 students responded).

According to the answers, the students sometimes set goals for their learning. Responses also indicated that some students always set goals for their learning, and some students never set goals for their learning. The highest response rate was for the answer, “sometimes.”

What do you think are the benefits of setting goals for your own learning? When asked about the benefits of setting goals for their learning, students raised key points like organizing their own life and planning, which helps focus. Based on the answers, setting goals helps to know better how and what to improve, increasing motivation. Based on the answers, it also helps to understand more about an individual’s own life and makes it clearer and gives peace of mind because it offers focus and direction.

“Knowing better how to improve my skills so I can grow more in my personal life and also in my career.” (Respondent 3).

Are you used to discussing your learning goals with your coworkers, fellow students or coaches or teachers? According to the answers, 54% of the students sometimes discuss their learning goals.

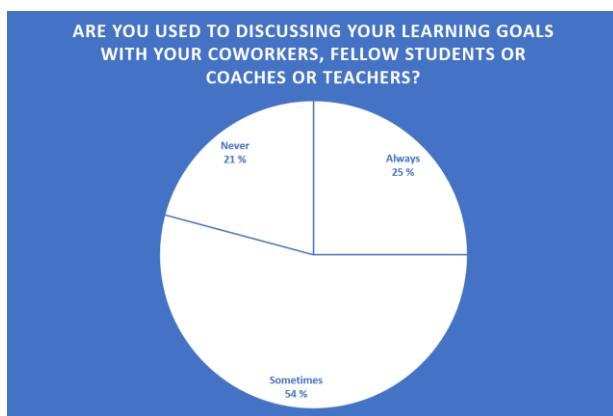


FIGURE 6. Question and answers about discussing learning goals (24 students responded).

According to the answers, the students sometimes discuss their learning goals. Responses also indicated that some students always discuss their learning goals, and some students never discuss their learning goals. The highest response rate was for the answer “sometimes.” The answers were most evenly divided for this question.

What do you think are the benefits of discussing your learning goals with others? When asked about the benefits of discussing learning goals, students raised key points like helping to build trust within the team, helping to understand each other in the team, and helping to get to know each other better. Based on the answers, discussing learning goals offers the team the chance to help each other and find common points that lead to working together. Based on the answers discussing the learning goals, the team can support the individual and offer ideas, advice, and feedback, and the individual can learn to see other perspectives. Based on the answers, discussing the learning goals supports understanding within the team and increases the individual’s understanding of themselves.

“The feeling of sharing something you only kept for yourself, maybe because you are shy, ashamed, afraid or you just get uncomfortable with it, saying it out loud feels so good in a way hard to explain, it

feels a little more real, maybe you could actually reach it because you can say it. It makes you a little braver, build a little of self-esteem, self-confidence. And for some people a little of those is a lot.” (Respondent 4).

What impacts do you think learning contract have if you think about your teamwork? When asked about the learning contract impacts in teamwork, students raised key points like making communication better and helping create dynamics. Based on the answers, the learning contract offers the chance to work with strengths. After sharing and discussing the learning contracts, the team has a toolbox because they know the skills, strengths, and weaknesses of every individual in the team. Based on the answers, the learning contract opens minds, binds the team closer, and offers more understanding, which leads to more respectful discussions within the team. Based on the answers, the learning contract makes it easier to help others; it grows empathy inside the team and increases team spirit.

“Much impact. Before we talked about our past experiences, we knew few. Now, we know how to respect others, their pain and their goals and dreams.” (Respondent 5).

What kind of atmosphere would better support you to discuss your learning goals? When asked about what kind of atmosphere would better support the discussion, students raised key points like a quiet space with no distractions, a small and comfortable space without other people. Based on the answers, the situation should be informal with a friendly and supporting atmosphere without pessimism or judgment. Based on the answers, it is also important to see each other, so sitting in a circle is the best way.

Do you agree or disagree with the following statement? No matter how intelligent you already are, you can always become even more intelligent. This question is based on Dweck's (2016, 12 – 13) way to test which mindset an individual has. According to the answers, 96% agreed, and 4% disagreed (Figure 7).

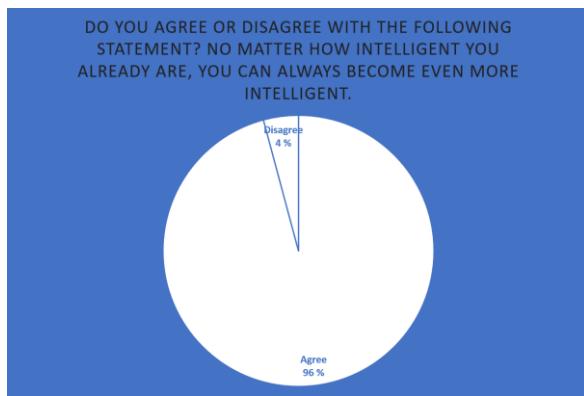


FIGURE 7. Question and answers to agree or disagree the statement (24 students responded).

Based on the answers and Dweck's theory, most of the students have a growth mindset. The students see that they can always become more intelligent.

Do you agree or disagree with the following statement? You can learn new things, but you cannot really change how intelligent you are. This question is based on Dweck's (2016, 12 – 13) way to test which mindset an individual has. According to the answers, 17% agree, and 83% disagree (Figure 8).

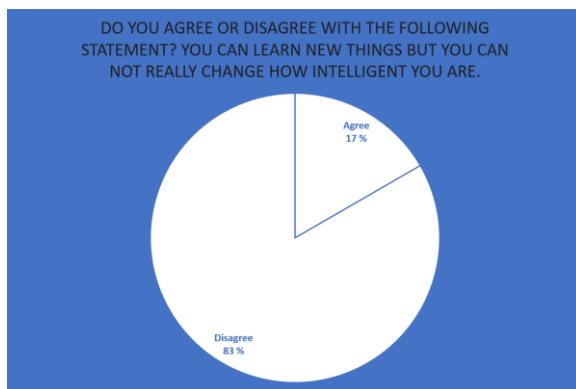


FIGURE 8. Question and answers to agree or disagree statement (24 students responded).

Based on the answers and Dweck's theory, most of the students have a growth mindset. The students see that they can change how intelligent they are.

Free feedback about the learning contract? When asked for free feedback about the learning contract, students offered a lot of positive feedback about the methodology and impacts for individuals and teams.

"This was an interesting and a very useful tool regarding working in a team. Would definitely use it again and I think this could easily be implanted to healthcare environment." (Respondent 6).

"I really, really liked to use learning contract to my career goals. It helped me to organize even more my life this year (I already stacked my "how can I get there" in my mirror to remember every day). When I have some time, I'm going to try it to my spiritual life goals that is really important to me and definitely is leading me till here." (Respondent 7).

"I really think this is an amazing tool to jobs in groups, and to improve their results. Because, teams have to trust and believe in the others." (Respondent 5).

"Good experience. And I really felt nervous about it but then when I started to write and then talk the nervous started to fade away, the courage that people from my group had to talk about past experiences and explain that somethings changed them really had left a mark on me. It is very good to get to know a lot about someone you just meet and to understand and share their feels, their pain and their goals. We all, unfortunately, had passed through a lot, and in my case, I just isolate and keep it to myself. So, it is great to have the right conditions to share with a small group." (Respondent 8).

The learning contract was seen as an interesting and useful tool that could easily be implemented in some other environment. It was seen as a tool that helped to organize life and goals and as a way to support teamwork and understand each other, share feelings, and get to know each other's goals.

The learning contract's implementation received surprisingly little feedback about what to improve or what did not work at all. According to the answers, scheduling was one point for development—not too tight a schedule for the same day when the learning contracts are shared and discussed. Another point of development was cultural differences—not everyone is used to the same kind of openness, so the idea arose as to whether the learning contract could be implemented by videotaping the sharing of the learning contract.

5.2 Interviews with students and with coaches

This section will go through the main points of the individual interviews for students and the small group interviews for students and coaches. Individual interviews were conducted with one student from each LAPASSION team. There were five teams, so five interviews were conducted during the first week of the LAPASSION project. After the LAPASSION project, five students were invited for the students' small group interview, and five students participated. Three coaches were invited for the coaches' group interview, and three coaches participated.

In the individual interviews with students (see Appendix 2), the following points emerged. The students were asked what went well in terms of learning contracts, what could have gone better, what they learned, and the impacts of the learning contract on teamwork. According to the interviews, the learning contract was a good experience. It offered the chance to get to know each other better inside the team, know each other's strengths, and understand that every individual is different.

According to the interviews, the learning contract increased trust within teams by helping them share and discuss past experiences and goals. The learning contract as a tool was easy to understand, and the learning contract basics were clear. After implementing the learning contract, based on the interviews, the students felt that they had learned a new methodology, even though some of the students had done something similar before. The students said that they learned to think more of their own goals and organize their lives. The five questions of the learning contract were good ways to think about their own life and organize.

As a tool, the learning contract was clear, but according to the interviews, not all the teams used the full potential of the learning contract because it was their first time doing it. The sharing and discussion of the learning contracts was an emotional activity. According to one student, there should be a time for rest after sharing and discussing the learning contracts, instead of immediately continuing with other activities. According to another student, it was also challenging to see someone crying during the sharing and discussion of the learning contracts.

Most importantly, based on the interviews, the students learned to listen, not only talk, and really learn about the other individuals and their team members. The students said that the biggest impact in teamwork is knowing everyone in the team, knowing their strengths and weaknesses, and building trust inside the team. According to one student, their team had already become a more empathic team because everyone knew something about everyone.

In the small group interview for the students (see Appendix 3), the following points emerged. The biggest achievements and learnings during the LAPASSION project, according to the interview, were the project itself, working remotely and multinationally, as well as communication in teams; for example, how to make schedules compatible or how to have a sensible discussion. The students also came to the fore with the idea of organizing their own work, and this, like communication, was strongly linked to the learning contract.

Based on the interview, other learnings included improving English language skills, teamwork, and sharing responsibilities, trusting that others can do work, and the individual alone cannot control everything. According to the students, it would have been difficult to continue working on the project remotely without the learning contract. The learning contract taught them to share emotions and guided the team and individuals through the challenges. According to the students, the biggest challenges during LAPASSION were concentration, productivity, working hours due to time differences, availability of team members, acceptance of different working methods and working hours, common language, and decisions made in the team without sufficient communication.

"I think the learning contract was the key to have trust in our group, to know each other strengths and weaknesses. And that's was the main reason we could develop the project from the distance." (Student 1).

Based on the interview, the learning contract opened the door to an acceptance of oneself and others. The learning contract supported teamwork; it taught to understand and get to know others and why everyone works the way they do. Based on the interview, the learning contract allowed for openness from the beginning, so it was unnecessary to go through previous experiences and goals during the

project, and the team and its students were able to focus more on the project itself. The students said that the learning contract helped them remember that everyone is working with people, and people have feelings.

From an individual perspective, according to one student, the learning contract increased acceptance, understanding, and even love of oneself. According to another student, the learning contract also emphasized that if a person does not follow what they are doing, they can return to their old self, which is not a good option.

Based on the interview, the learning contract supported the individual in understanding that private life also affects working life and that it is important to understand and discuss previous experiences. In this project, previous experiences and goals were discussed in the first week, but in a regular school, for example, these may never be discussed. According to the students, without the learning contract and the physical presence of the first week in LAPASSION, the project would have been difficult to implement.

“I think it is a powerful tool to generate commitment with a group of people. To understand what is happening to the other and empathize with their reality.” (Student 1).

“I feel I’m alive and kind of love myself more.” (Student 2).

“Past is important, in LAPASSION we went through that in the first week but in normal school – ever?” (Student 3).

In the small group interview for the coaches (see Appendix 4), the following points emerged. The biggest achievements and learnings during the LAPASSION project, according to the interview, were overcoming long distances and continuing to work remotely and working despite the changes and remote connection, and the project enabled the learning of new tools. Learning about people and teamwork also came to the fore; it is more common to pay attention to the project than the people themselves. Communication also came up; the learning contract supported communication between coaches and their teams. In addition to learnings and achievements, there were also challenges, and one of the biggest challenges was solving problems and challenges remotely.

From the coaches' point of view, the learning contract as a tool was not so practical. For example, according to one coach, one student had significant changes after the sharing and discussion of the learning contract, but equally strong effects were not seen in all students. One coach mentioned the idea of sharpening the learning contract and clearly dividing it into a short-term learning contract and a long-term learning contract; they also mentioned that the name could also refer more to self-knowledge than learning. According to the interview and all the coaches, the learning contract as a tool was difficult to put into practice and measure, as were its impacts and results.

Based on the interview, the learning contract as a tool was good, especially initially, but difficult to measure and monitor during the project. According to coaches, despite these challenges related to the learning contract, the learning contract broadened the idea that the students and the teams are also persons, and the learning contract shakes mindsets and ways of thinking.

"Before I didn't know her, even I have known her for 10 years. I didn't think her as a person before the learning contract." (Coach 1).

According to the interview, the coaches would reuse the learning contract and recommend it to their colleagues. The coaches said that the learning contract provides a new way of thinking; instead of only results and numbers, it can help better understand each other and help and support with goals. The learning contract helps to get to know oneself better and reflect on one's own actions and allow time to really be open and share and discuss one's own past experiences and future goals.

According to coaches, it must be remembered that the learning contract is challenging to measure and monitor. The learning contract can be a confusing experience and requires the courage to be open, and it is not easy for everyone. Based on the interview, it must also be remembered that the environment must be trusting and safe when implementing learning contracts. It is also good to think about how this learning contract works in the most practical way possible, such as monitoring it during the project and collecting feedback during and after the project.

Even though the learning contract's practicality was highlighted in the interview, the main themes for all the interviews were getting to know oneself, getting to know others, knowing others' strengths and weaknesses, and building trust inside the team.

5.3 Summary

Based on the questionnaire and the interviews, a few clear points were raised about the learning contract's benefits and what should be considered when implementing the learning contract. Despite the background of the respondents or interviewees, the thoughts on the benefits and challenges of the learning contract were quite unanimous.

The following sections gather the insights based on the online questionnaire and the individual interviews, as well as the small group interviews with students and coaches. The learning contract itself binds together self-managed learning, a growth mindset, and a team. The effects of the learning contracts can be seen in these three areas (Figure 9).

Self-managed learning	Growth mindset	Team
<ul style="list-style-type: none"> • Organize life • Organize work • Goal-setting • Reflection • Feedback 	<ul style="list-style-type: none"> • Personal growth • Strengths and weaknesses • Trust • Understanding • Love 	<ul style="list-style-type: none"> • Listening, not talking • Trust • Understanding • Knowing • Strengths and weaknesses • Communication • Basis for teamwork • Support • Focus

FIGURE 9. The effects of the learning contract in the self-managed learning, the growth mindset, and the team.

In terms of the individual, the learning contract offered better organization of life and work, goal setting, and reflection for one's actions, and got the individual to seek feedback. The learning contract supported one's own personal growth and learning, and it helped identify and accept one's strengths and weaknesses. The learning contract also increased trust, understanding, and even love for oneself.

From a team perspective, the learning contract taught the skill of listening, rather than only speaking. The learning contract increased trust, understanding, and knowing each other inside the team; it helped identify strengths and weaknesses. The learning contract opened the door to better communication, and it provided a strong basis for teamwork. Getting to know each other within the team increased empathy and offered the chance to support each other. Sharing and discussing the learning contract also helped to focus more on work and the project itself later because each one's strengths and weaknesses, especially past experiences, had been shared and discussed from the beginning.

5.4 Towards an even better implementation of the learning contract

This chapter discusses development suggestions and considerations for implementing the learning contract based on theory and empirical research.

The learning contract needs to be explored through the five questions: where have I been, where am I now, where do I want to get to, how will I get there, and how will I know if I have arrived. Implementing the learning contract, especially sharing and discussing, requires courage and probably jumping out of one's comfort zone. For some individuals, it is easier, and for others, more challenging depending on what kind of person one is. Attitudes are influenced by cultural differences, how accustomed individuals are to show their emotions and sharing and discussing their past experiences, present moments, and goals.

TABLE 5. Three main things that needs to be considered when implementing the learning contracts.

Needs to be considered with the learning contracts
Schedule
Environment and atmosphere
Measuring

When moving towards an even better implementation of the learning contracts, we need to consider how to schedule the learning contracts, the type of environment and atmosphere to establish for sharing and discussing, and how to measure the learning contract (Table 5).

Consideration should be given to schedule: what happens before and after the learning contract. Sharing and discussing the learning contract can be very emotional, and because of that, individuals might need their own space and time to recover rather than continue working. The learning contract can be a very emotional experience, and it probably also takes a lot of time to share and discuss all the team members' learning contracts, so scheduling needs to be considered. Individuals can get tired mentally and physically after discussing the learning contracts.

Consideration should be given to the environment and atmosphere. The environment is a key factor; the space for the sharing and discussion of the learning contracts should be peaceful, quiet, and with no distractions. The atmosphere should be safe and supportive, and the moment of sharing and discussing should be private. Therefore, only the team and coach(es) and, if necessary, the facilitator should be present. Coaches, facilitators, and participants should pay attention to behaving in a trustworthy manner: show empathy, respect others, really listen, and be present. Because the learning contract can be confusing and requires courage, the environment and atmosphere are critical factors. A safe and supportive atmosphere also allows the team and its individuals to use their potential when sharing and discussing the learning contract. When an individual feels safe, it is probably easier for them to share and discuss their own learning contract and ask questions and discuss others' learning contracts.

Consideration should be given to measuring. With the learning contract, the most challenging part is how to measure it. Because there is no clear answer to how

to measure the learning contract and its results, the contract is perceived as impractical. When using the learning contract, we should consider how to measure it, collect feedback, and make it as practical as possible. Measuring the learning contract and answering the question "How do I know I have arrived?" seems to be the most challenging part. In addition to the individual's own reflection, it would be good for the students and the team and coaches or teachers to discuss how the learning contracts are measured and how and when, for example, feedback is collected.

6 CONCLUSIONS

6.1 Conclusions

In the future, the focus will be more on workers than on jobs and working life must be more human and social. Future working life requires soft skills, such as the ability to learn. The growing skills in future working life include active learning, analytical thinking, creativity, initiative, critical thinking, resilience, and networks. The LAPASSION project also supports these skills; the project aimed to train students to develop real-world projects, meet companies and organizations' needs, innovate and collaborate with other students from different countries and backgrounds, and create an environment for soft-skills learning.

This thesis aimed to take the learning contract from Proakatemia to the LAPASSION project in Goiania, Brazil. The goal was to study its impacts and examine the effects of the learning contract on individuals and teams. This thesis's goal and hypothesis were to take the learning contract to the multicultural LAPASSION project, its students and coaches, to support individuals' learning and growth and support building teamwork. In this context, individual learning and growth meant self-managed learning, a growth mindset, and a team as prerequisites for continuous learning.

This thesis's theoretical part included the learning contract, the five questions of the learning contract, and learning and growth, including self-managed learning, growth mindset, and the team as prerequisites for continuous learning. The learning contract itself binds together self-managed learning, a growth mindset, and a team, and the effects of the learning contracts can be seen in those areas. The empirical research part included the action research, questionnaire, interviews, and active observation conducted in spring 2020.

Based on the research, the learning contract's implementation was successful in the multicultural LAPASSION project, where the common language was English, which was not the mother tongue of any of the participants. As a facilitator and a researcher, I am convinced that the learning contract can be applied to other

multicultural projects. The learning contract can be applied in different organizations, workplaces, and teams. The optimal situation would still be one where participants can use their own mother tongue to make it as easy as possible to express themselves, their feelings, and their thoughts.

When heading towards even better implementation of the learning contracts, the optimal situation is where the individual already has experience with self-managed learning, a growth mindset, and a team around them. Still, it is not necessary because the learning contract can be a start for an individual towards the self-managed learning and growth mindset, and the learning contract will support building teamwork.

Based on the empirical research, from an individual perspective, the learning contract offered better organization of life and work, goal setting, reflection for one's own actions, and increased request for feedback. The learning contract supported individual growth and learning, and it helped identify and accept individual strengths and weaknesses. The learning contract also increased trust, understanding, and even love for oneself. From a team perspective, the learning contract taught listening and increased trust, understanding, and knowledge of others within the team; it also helped identify strengths and weaknesses. In a team, the learning contract opened the door to better communication, and it offered a strong basis for teamwork.

Thinking about one's own life—past, present, and future—was a new experience for many individuals in the LAPASSION project. The learning contract forced individuals to focus on thinking and seeing for themselves; and later, when sharing and discussing, to see others as holistic people, not just through the lens of work. It was surprising how new the experience of thinking about the past, present, and future was and how big and emotional its effects were for individuals and teams.

When thinking about an individual's or team's learning and growth, the limiting factors can be a fixed mindset or not knowing how to manage their own learning. As mentioned, the future working life requires soft skills such as the ability to learn. Individuals, teams, and organizations need the ability to learn. One way to

move towards an individual's or team's learning and growth is the learning contract.

In the context of a further research proposal, it would be interesting in the future to study, for a more extended period, a team and its individuals who adopt the learning contract. The focus could then be mainly on the impacts of the learning contract for the team and building trust through it, a topic that emerged several times in this thesis's empirical research. Research could also be undertaken between different teams, organizations, schools, or countries, and the results could be compared.

6.2 Validity and reliability

The significance of the thesis is recognizable. The skills for the future of working life require continuous learning, and the learning contract supports it according to the theory and empirical research.

The most significant emphasis of the empirical research is on the questionnaire and the interviews. The questionnaire was conducted digitally, making it easy to process and return to responses. The interviews were recorded, and notes were taken during them, so it was easy to process and return to the interviews' content.

The reliability of research methods is addressed by the concepts of validity; the study has examined what has been promised and the research results' reliability and reproducibility. The validity and reliability mainly meet the needs of quantitative research. (Tuomi & Sarajärvi 2018).

The validity of research is evident if it measures what it was intended to measure, does not contain systematic errors, and gives, on average, correct results. The validity of the study must be ensured in advance by careful planning and carefully considered data collection. The right things need to be measured with unambiguous questions that cover the whole research problem. The population must be clearly defined and comprehensively listed or registered. The sample must be representative, and the response rate high. (Heikkilä 2014, 11).

The reliability of the study gives accurate, non-random results that are reproducible in similar settings. To obtain reliable results, it must be ensured that the sample is large enough, that it is representative, and that the data collection, input, and processing of the results are carried out with care. (Heikkilä 2014, 12).

The quantitative research method was implemented for students by collecting data with an online questionnaire after the implementation of the learning contracts. The total number of students participating in the LAPASSION project was 26. Twenty-four of the 26 students responded to the questionnaire, so the response rate was 90%; the sample was large enough and representative. The data collection and processing of the results were carried out with care. A lot of open-ended questions were used in the questionnaire, which made data processing and presentation challenging. However, the same themes were repeatedly raised in the questionnaire responses, which facilitated the interpretation of the results.

Qualitative research raises questions about truth and objectivity, as well as the researcher's impartiality (Tuomi & Sarajärvi, 2018). Qualitative research is assessed as a whole, with an emphasis on its internal coherence. Qualitative research is influenced by the object and purpose of the research, one's own commitment as a researcher, data collection, research informants, the researcher-informant relationship, research duration, research reliability, and research reporting. (Tuomi & Sarajärvi, 2018)

The qualitative research method was implemented by interviewing one student from each LAPASSION team after implementing the learning contracts. The qualitative research was re-conducted as a small group interview at the end of the project for five students and three coaches. The qualitative research also included active observation during the two weeks of the LAPASSION project in Goiania. Planning and processing the interviews was carried out with care. Many open, clear, and objective questions were used in all the interviews, which did not overly limit the interviewees or guide them in a particular direction. The same themes were repeatedly raised in the interviews, which facilitated the interpretation of the results. Active observation was not done with a disciplined approach, in which

case, the observational data mainly supported the survey and interviews. The facilitator/researcher was a natural and active part of the events in Goiania during the LAPASSION project. This built trust in students and coaches, making it easier to get more in-depth with the questionnaire and interviews.

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APPENDICES

Appendix 1. Questionnaire for students.

1. Age
2. Gender
3. Country
4. Study degree
5. Was the learning contract a familiar tool for you?
6. Are you used to discussing your past experiences?
7. What do you think was the benefits of discussing your past experiences with your team?
8. Are you used to setting goals for your own learning?
9. What do you think are the benefits of setting goals for your own learning?
10. Are you used to discussing your learning goals with your coworkers, fellow students or coaches or teachers?
11. What do you think are the benefits of discussing your learning goals with others?
12. What impacts do you think learning contract have if you think about your teamwork?
13. What kind of atmosphere would better support you to share your learning goals?
14. Do you agree or disagree with the following statement? No matter how intelligent you already are, you can always become even more intelligent.
15. Do you agree or disagree with the following statement? You can learn new things, but you cannot really change how intelligent you are.
16. Would you use learning contract again for example in another project or studies.
17. Free feedback about the learning contract

Appendix 2. The individual interview questions.

What do you think went well with the learning contract?
What could have done better with the learning contract?
What did you learn with the learning contract?
Would you take the learning contract in practice again?
Do you have previous experience in teamwork?
What impact do you believe the learning contract have with teamwork?

Appendix 3. The small group interview for students.

BIGGEST ACHIEVEMENTS DURING THE LAPASSION?
BIGGEST LEARNINGS DURING THE LAPASSION?
DO YOU FEEL THOSE WERE SOMEHOW RELATED TO THE LEARNING CONTRACT? IF SO, HOW?
BIGGEST CHALLENGES DURING THE LAPASSION?
IS IT POSSIBLE THAT THE LEARNING CONTRACT COULD SOMEHOW HELP (COULD BE USED AS A TOOL) TO OVERCOME OR TO MINIMIZE THAT KIND OF CHALLENGES IN THE FUTURE?
WHAT IMPACTS DO YOU THINK THE LEARNING CONTRACT HAD IF YOU THINK ABOUT YOUR TEAMWORK? NOW AFTER ALL THE WEEKS, NEW IDEAS, THOUGHTS OR INSIGHTS?
WHAT IMPACTS DO YOU THINK THE LEARNING CONTRACT HAD IF YOU THINK ABOUT YOUR INDIVIDUAL WORK? NOW AFTER ALL THE WEEKS, NEW IDEAS, THOUGHTS, OR INSIGHTS?

Appendix 4. The small group interview for coaches.

Biggest achievements during the LAPASSION?
Biggest learnings during the LAPASSION?
Do you feel those were somehow related to the learning contract? If so, how?
Biggest challenges during the LAPASSION?
Is it possible that the learning contract could somehow help (could be used as a tool) to overcome or to minimize that kind of challenges in the future?
What impacts do you think the learning contract had if you think about the students?
Would you use the learning contract again?
Would you recommend another coach or teacher to use the learning contract?
What would be the benefits about using the learning contract?
What should be considered when using the learning contract?

