

TEAM ORIENTED LEARNING IN INTERACTIVE WORKING GROUPS

Now that you are familiar with the individual theoretical approaches, we want to put them together in a meaningful way and present our model to you.

While reading the individual chapters, you may have thought here and there: "I don't know if this can work with my seminar participants! That's all well and good, but isn't that a bit over the top? Seminar participants are not trained trainers in adult education!"

We can reassure you at this point! We have applied our methodology in many different courses. And most of the time these courses have worked out wonderfully!

In order to make courses in this setting successful, you as a trainer must take care,

to the pace at which you proceed to incorporate elements of Self-Organized Learning into the daily seminar routine.

to convey the individual building blocks necessary for teaching in such a way that your participants can actually do something with them.

to always support your participants where they need help.

It has been our experience that a group needs an average of two weeks to really get started with our learning system. We will also provide you with a rough plan that includes all the important topics for these first two weeks.

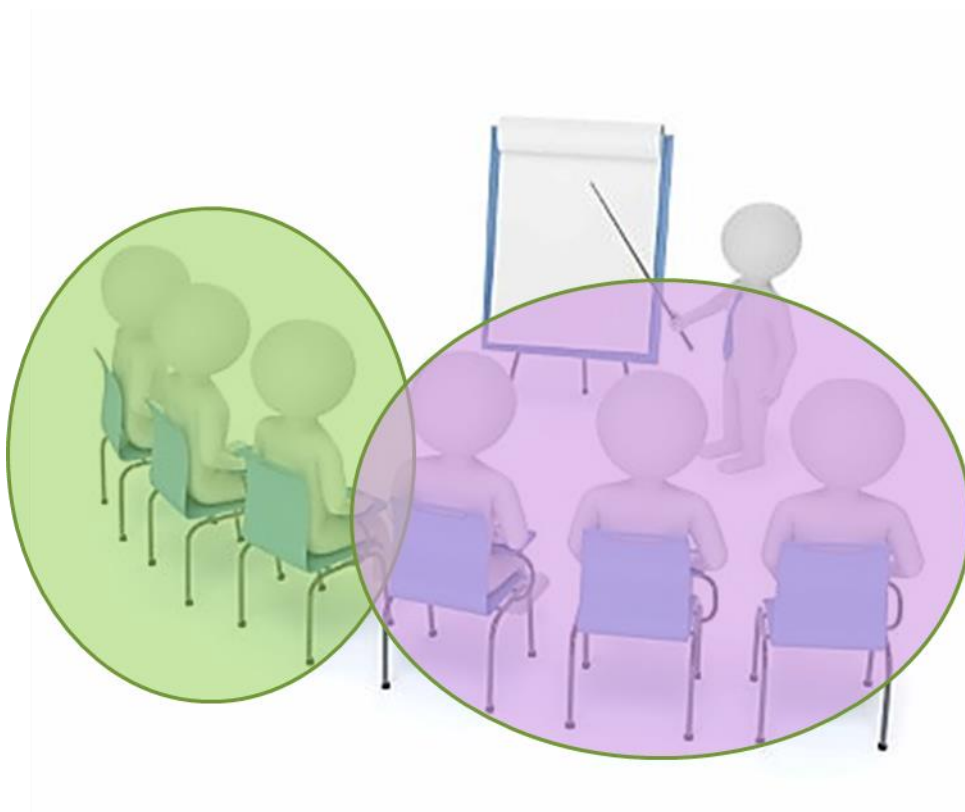
But first, let us outline what our didactic approach is all about:



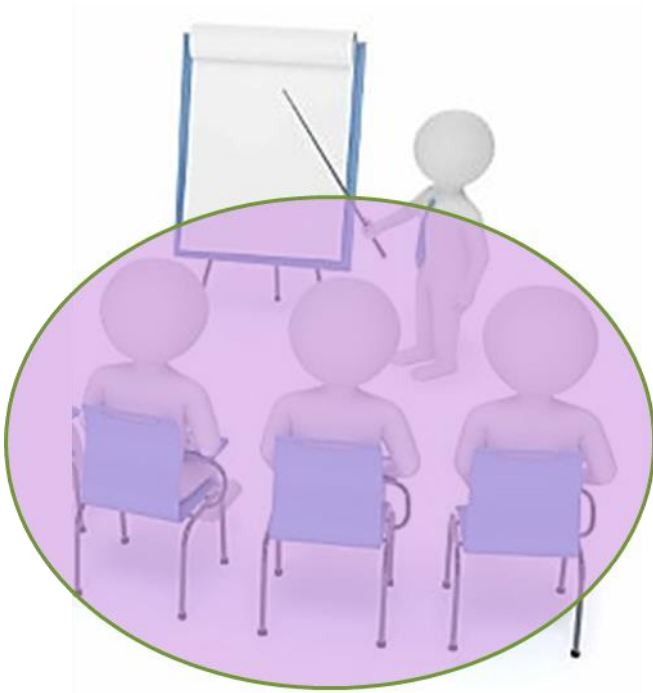
If we have depicted a conventional seminar situation here, the responsibility for imparting knowledge lies solely with the trainer. He or she will strive to ensure that the participants have different learning experiences by offering different methods. However, this does not change the fact that the planning of these steps and the provision of a suitable framework lies almost exclusively with the trainer.

Now you have already familiarized yourself with the basic principles of Self-Organized Learning and know that this does not necessarily have to be the case.

In our case, we have come to change the framework for learning in our seminars in the following way:



We divide the total group of participants into two subgroups of equal size and teach only one of the two groups, while the other subgroup is given a different task during the same time.



After this teaching unit, both groups come together again and the members of the group that was previously taught the subject matter by us now teach the other subgroup what they themselves have just learned.

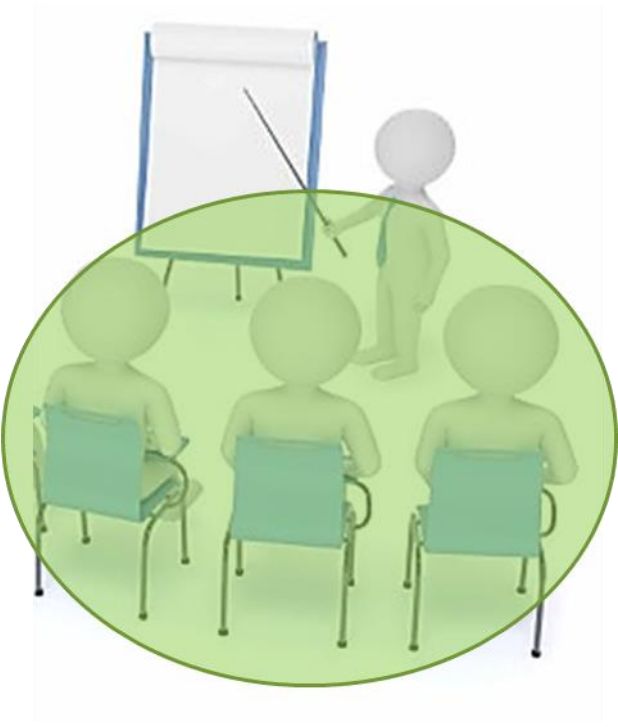


In doing so, they use all the methods described above in the chapters on brain-based learning, seminar methods, and sustainability training. Of course, in the beginning they are supported by us in the preparation of the methods. As the seminar progresses, however, most groups need our support less and less.

During the mutual teaching we accompany this process constantly and rush to help where it is necessary. But here, too, our help is needed less and less often as the seminar progresses.



The next day, the roles are then reversed. Those who were taught by us the previous day now receive a task, while the group that was not taught by us the previous day now participates in our training.



You know the rest of the story now! The learning system continues in the same way, in that now the group that received training from us that day teaches the other group.

