

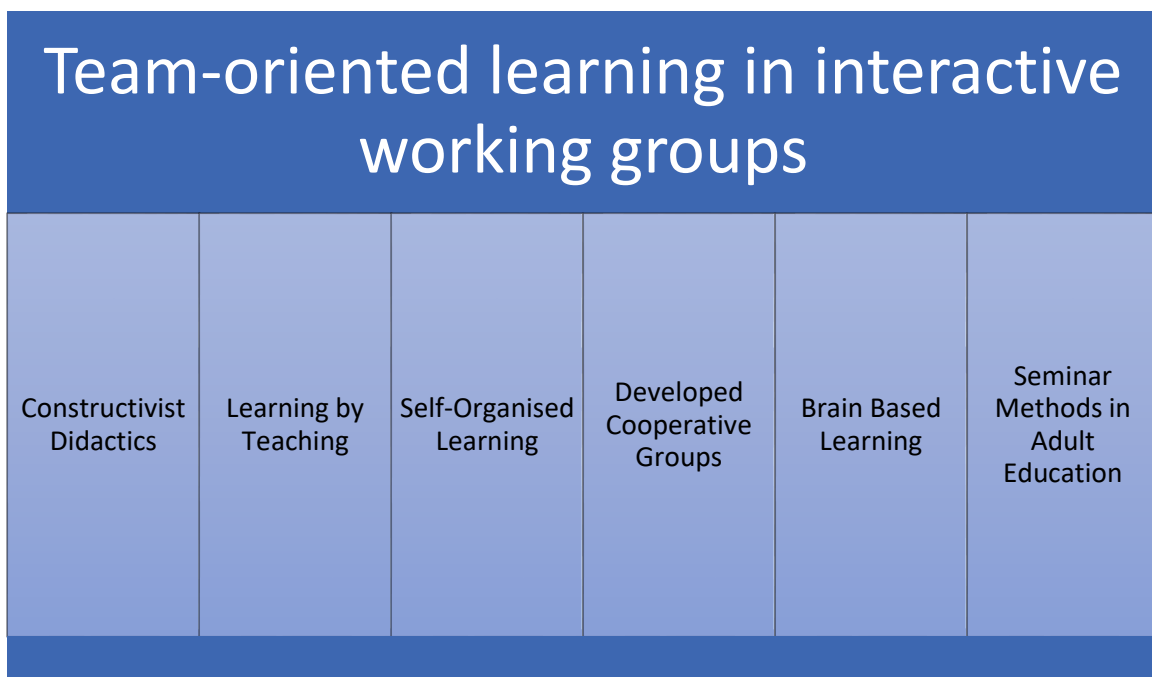
INTRODUCTION

Dear trainer in adult education,

welcome to this first part of the Team2Share-App!. In the project partnership, we have now jointly written this interactive book. It's aim is to prepare you as well as possible to design your own courses in which your participants become active mediators of knowledge.

The experts of the project partner Blickpunkt Identität have been teaching people to teach each other in seminars for many years. Our concept of "team-oriented learning in interactive working groups" is about course participants passing on the knowledge they have just acquired in the seminar to other seminar participants.

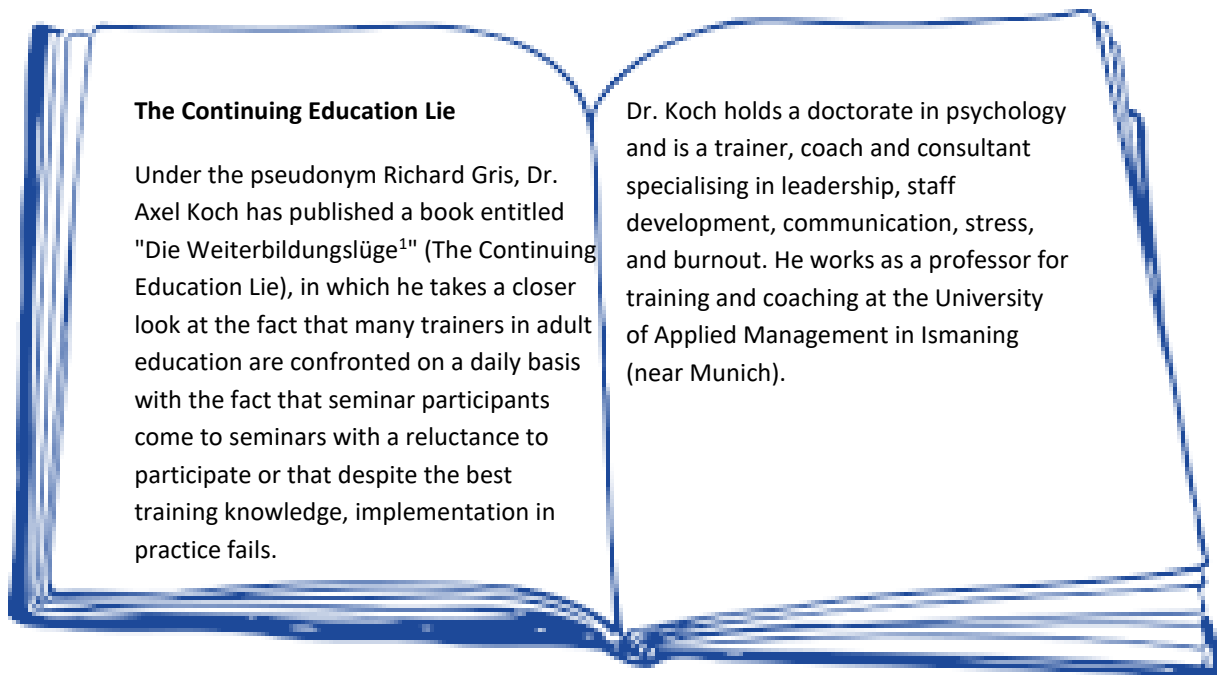
The concept of team-based learning in interactive working groups is essentially based on the following pillars:



These topics are not new, but what we are presenting here is not old hat, because many of these insights have not yet found their way into the practice of adult education. As already mentioned at the beginning, our experts have held various courses over many years - language courses, personality development measures, IT courses - and all these courses have been based on the concept of team-oriented learning in interactive working groups. Their course participants have also included people who tend to come from educationally disadvantaged groups. In other words, people who sometimes had a rather negative educational career behind them, with many disappointments and breaks in their biographies, people who, because of these experiences, were not very motivated to "go back to school" and acquire new specialised knowledge. This special eye-to-eye approach provided them with a new educational experience and motivated them to further efforts.

In the following chapters you will learn more about how course participants become peers who actively pass on knowledge to other course participants. Of course, we will also present the theoretical concepts on which our educational approach is based in more detail.

But now we would like to encourage you to reflect a little. We said earlier that we could not reach all course participants with our educational offer. We think that this is an important fact that should inspire us to critically question ourselves as lecturers and knowledge mediators and how we hold and organise trainings, in order to be able to actively reach as many of our participants as possible.



Dr. Koch has deliberately polarised with his book by claiming that the training landscape is teeming with lies around learning and change. According to his own statements, he wants to initiate a discussion about the practice and encourage people to rethink. We would now like to get you to think about this too, and at the beginning we will present the 7 hypotheses that Dr. Koch has described in his book as so-called continuing education lies. The author has juxtaposed each of these "lies" with a so-called "truth".

Take some time and think about these statements. Do these things sound familiar to you from your own practice?

¹ Richard Gries (2008): Die Weiterbildungslüge: Warum Seminare und Trainings Kapital vernichten und Karrieren knicken. Campus Verlag

1. Lie

Learning and change happens very quickly, easily and without effort. People are competent after one to two days of behavioural training and behave in the desired way.

•Truth

To change habits, you first have to reflect on what your previous behaviour looks like and then, step by step, with training and feedback, build new behaviours until they are just as automatic as the old habits. This all takes time, work, motivation and discipline.

2. Lie

Attitudes can be changed "just like that" in a seminar.

•Truth

Many attitudes are deeply anchored through life experiences and often even signify personal patterns of success. Working on fundamental attitudes is millimetre work.

3. Lie

The trainer is responsible for the participants learning something and putting it into practice.

•Truth

You cannot change other people. They can only do that themselves. The most you can do is create suitable framework conditions.

4. Lie

The implementation of seminar contents in practice is unconscious and automatic. Knowledge does not have to be crammed, repeated or applied immediately, it sticks by itself. If necessary, it can be called up immediately.

•Truth

After 24 hours, 80 percent of the details are forgotten. Over a period of two days, one week, one month and four months, the memory of what has been learned rapidly goes to zero without repetition and frequent application.

5. Lie

Supervisors do not need to worry about employees implementing seminar content. Employees do this all by themselves and on their own responsibility.

•Truth

People need a supportive environment to put new ways of thinking and behaving into practice and to stabilise them. Because relapses into old ways of thinking and behaving are normal. And people's willingness to put up with shortcomings is greater than their willingness to remedy shortcomings.

6. Lie

One can learn everything if one only wants to.

•Truth

Genetic characteristics and one's own biography determine how much a person can really learn. There are natural limits. Therefore, it is better to recognise and use a person's talents and strengths instead of trying to make something out of him that he is not.

7. Lie

Satisfaction questionnaires at the end of a seminar are the most common evaluation tool to measure a seminar's success. The assumption is that if there are A's everywhere as the best rating, this ensures learning success for the practice.

•Truth:

Trainers who come across as humorous, entertaining, competent and practical can inspire participants and thus achieve optimum scores in satisfaction questionnaires. This has nothing to do with implementation success. Because the training euphoria fades just as quickly as good New Year's resolutions.

How did you feel about these reflection exercises? We think they are pretty tough exercises that Axel Koch has published in his book. But we also believe that it is extremely important, especially in our profession, to keep asking oneself critical questions about one's own actions. Perhaps it is also quite important at this point to deal with the cornerstones of constructivist didactics, because in a certain sense it has some answers to the hypotheses formulated by Axel Koch and can guide us to make our training more effective.