

CONSTRUCTIVIST DIDACTICS

Constructivism has become increasingly widespread in pedagogy and didactics in recent years, even more so in practice than in the discourses of educational theory.

We would like to introduce you to an approach¹ that our experts have had very good experience with in practice. First of all, we want to familiarise you with the individual pillars of this concept:

Please assign the correct definition to each of the topics:

Topic	Definition
Learning is construction.	Learners construct their own knowledge and skills from the material in the learning offer.
Because learning is individual and "self-organised", it can only be predicted to a limited extent and influenced from the outside.	Trainers and other teachers cannot directly "cause" learning. However, they can facilitate it: through the design of the learning offer (learning material, media), the forms of learning (methods, etc.) and the learning environment (climate, etc.) Teachers are "facilitators", as learning enablers.
Learning should be "situated".	New content is best learned when it is presented and applied in concrete situations. This is how available knowledge is created. Knowledge acquired without context - as is common in school, for example - can be reproduced, e.g. in quizzes. However, it is "inert" and hardly available in practice.
Learning should be "multi-perspective".	The learners should carry out different processes with one content. This creates "mobile knowledge" that can be applied and adapted flexibly.
Learning should be "problem-oriented".	When working on concrete, meaningful and realistic tasks, the "construction process" gets going. The learner also experiences feedback on the consequences of his actions and thus gains experience. In this way, knowledge is continuously tested and improved. In addition, there are motivating experiences of one's own effectiveness and personal success.
Learning should take place in cooperation.	People learn from each other, recognise differences, clarify and test their own knowledge by talking about it and experience the benefits of teamwork. For example, "learning by teaching" is an effective method. By teaching others, you deepen your own knowledge and understanding.

¹ Horst Siebert (2019): Pädagogischer Konstruktivismus: Lernzentrierte Pädagogik in Schule und Erwachsenenbildung. Beltz Pädagogik