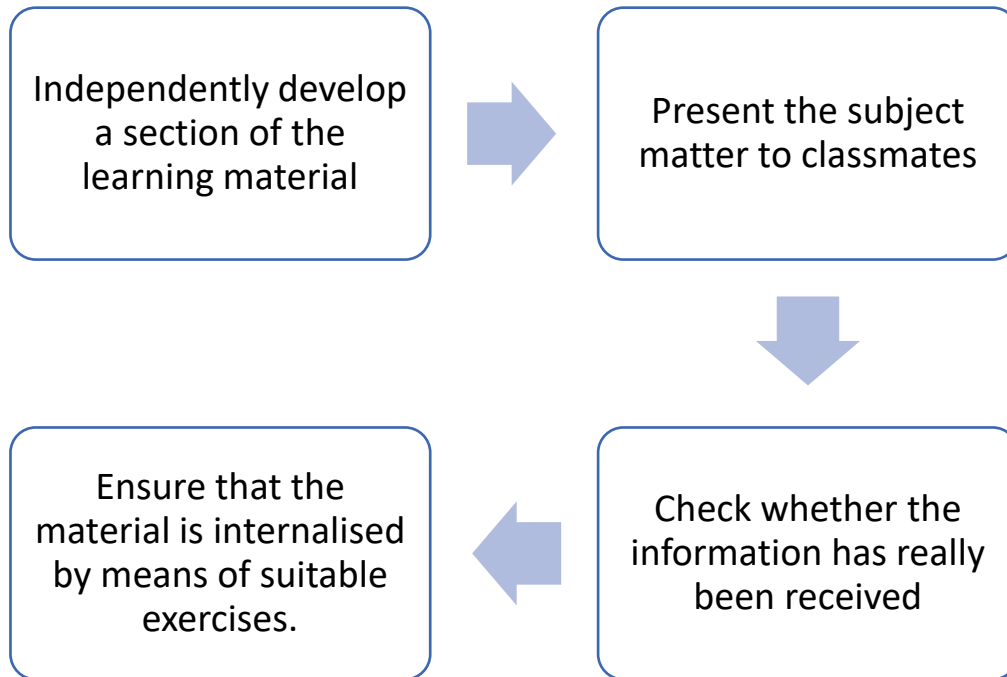


## LEARNING BY TEACHING AND CONSTRUCTIVIST DIDACTICS

"When students independently develop a section of learning material and present it to their classmates, when they also check whether the information has really been received and when they finally ensure through suitable exercises that the material is internalised, then this corresponds ideally to the method of learning by teaching (LdL)"<sup>1</sup>.

This sentence comes from the pen of Jean-Pol Martin, who developed the method of learning by teaching into an overall pedagogical concept from 1981 to 2008.

If we now look at the individual building blocks of this sentence



In this way, we can assign these sentence building blocks to the basic principles of constructivist didactics. Try this out for yourself right now. Attention! One and the same sentence building blocks by Jean-Pol Martin can also be assigned several times to different basic principles of constructivist didactics.

Constructivist didactics	Learning through teaching
<b>Learning is constructing.</b>	Independently develop a section of learning material
<b>Because learning is individual and "self-organised", it can only be predicted to a limited extent and influenced from the outside.</b>	Independently develop a section of learning material
<b>Learning should be "situated".</b>	Present the subject matter to classmates Ensure that the material is internalised by means of suitable exercises

<sup>1</sup> Jean-Pol Martin (2002): Weltverbesserungskompetenz als Lernziel? In: Pädagogisches Handeln – Wissenschaft und Praxis im Dialog. 6. Jahrgang, Heft 1, S. 71–76


	Check whether the information has really been received
<b>Learning should be "multi-perspective".</b>	Ensure that the material is internalised by means of suitable exercises.
<b>Learning should be "problem-oriented".</b>	Present the subject matter to classmates
<b>Learning should take place in cooperation.</b>	Independently develop a section of learning material  Check whether the information has really been received

As you can see, these two approaches work really well together.


So, let's consider together how the principles of constructivist didactics can support us in designing learning opportunities for our participants in such a way that learners can also become teachers in this setting.

## LEARNING IS CONSTRUCTING


Learners build their own knowledge and skills from the material in the learning offer.




Ask how much each participant already knows about the topic so that you can take this knowledge into account when teaching and providing learning materials!




Support participants in learning to learn! Many participants do not have learning techniques that are suitable for them!



Make sure that texts in learning materials are kept simple so as not to create barriers!



Make sure that the scope of learning is adapted to the ability of your participants! Avoid excessive demands!



Create a safe and nurturing environment, where participants feel comfortable utilizing their own knowledge and skills!

because learning is individual and "self-organised", it is only predictable to a limited extent and can be 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.



Support the group in becoming a cooperative group by conducting appropriate team-building exercises right from the start!



Help the participants to reflect on whether they have really mastered the learning material! Use methods that do not shame the participants but show them clear learning areas!



Use different learning materials that are adapted to the different learning types! Make your participants aware that different learning types can be addressed through different materials!



Use different methods! Stimulate the brains of your participants with different methods! This will create different pathways that make the acquired knowledge available in different situations!

### LEARNING SHOULD BE "SITUATED".

New content is learned best 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. But it is "inert" and hardly available in practice.



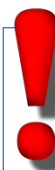
Due to the special setting, your participants are faced with the challenge that, once they have acquired knowledge, they must immediately slip into the role of teachers! They must therefore be able to apply it immediately! Make use of this framework and support your participants in acquiring knowledge with suitable methods!



Train your participants in presentation techniques! Your participants must be able to master different presentation media in such a way that they can communicate their acquired knowledge well to other participants!




Familiarise your participants with suitable teaching methods! Make sure that your participants are also able to teach in changing and differently sized groups!




Regularly reflect with your participants where and in which situations they will be able to apply the knowledge they have acquired!

## 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.




Show your participants methods to deal with the same learning material in different ways! This will lead to them being able to apply their knowledge in different situations later on!



Make sure that the teachers use different training methods and that content is repeated in different ways! This consolidates the acquired knowledge on both sides, for the teachers and for those who are being taught!




Familiarise your participants with different evaluation methods! This will encourage them to apply their knowledge in different situations!




Make sure to emphasise that the use of different learning methods in the educational process is important as it leads to more efficient and sustainable learning outcomes.

## 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 or her actions and thus gains experience. If concrete tasks are mastered, this boosts motivation: "I am able to solve this task!" In this way, knowledge is continuously tested and improved.




Familiarise your participants with feedback rules and make sure that they are always respected by yourself and your participants!



Make sure that feedback can be given on both the learning outcome and the way in which it is given.



Support both, the teachers and those being taught! Both get constant feedback in this setting! This can make your participants feel insecure! Address these insecurities on both sides and help your participants to have motivating experiences!



Support your participants in checking their acquired knowledge themselves! Provide them with tools to reflect in a structured way on what they have learned in a training session and what they need this newly acquired knowledge for!

## LEARNING SHOULD TAKE PLACE WITH EACH OTHER.

You learn from each other, recognise differences, clarify and test your 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.



Pay special attention to the composition of the group! Each group must include participants who can explain well!



Mix up the different groups again and again! This not only promotes learning from each other, but also strengthens the participants' ability to work together with very different people.



Be especially supportive of those who find teaching a little more difficult! Those who find teaching a little more difficult can also learn from those who are particularly good at it!



Support learning from each other! Make sure that everyone has their say! Especially shy participants need your support as a trainer!

We have now dealt extensively with constructivist didactics because it is, so to say, the basis for both Learning by Teaching and Self-Organised Learning. We have already established this correspondence with regard to Learning by Teaching. Now we want to turn to Self-Organised Learning. Let us start with a definition: