

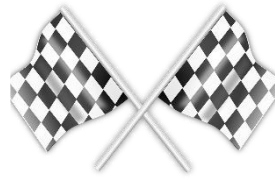
## SELF-ORGANISED LEARNING AND CONSTRUCTIVIST DIDACTICS

Let us now check whether the individual parameters of self-organised learning can also be assigned to the basic principles of constructivist didactics! If the learning dimensions or parameters are not fixed in principle, but can be flexibly co-determined by the group of learners, which of the principles of constructivist didactics can be supported by them?

Please assign the individual parameters to the principles of constructivist didactics. Attention! The individual parameters can also be assigned to the basic principles more often!



Access to Education



Aim



Content



Methods



Time



Composition of Learners



Evaluation of Results

Principles of Constructivist Didactics	Learning Dimensions of Self-Organised Learning
<p><b>Learning is construction.</b></p> <p>Learners construct their own knowledge and skills from the material in the learning offer.</p>	<p>Content</p> <p>Methods</p> <p>Location</p>
<p><b>Because learning is individual and "self-organised", it can only be predicted and influenced from the outside to a limited extent.</b></p> <p>Trainers and other teachers cannot directly "effect" learning. They can, however, promote it: through the design of the learning offer (learning material, media), the forms of learning (methods, etc.) and the learning environment (climate, etc.) The teachers are "facilitators", as learning enablers.</p>	<p>Methods</p> <p>Location</p> <p>Time</p> <p>Composition</p>
<p><b>Learning should be "situated".</b></p>	<p>Access to Education</p>

<p>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. But it is "inert" and hardly available in practice.</p>	<p>Aim</p> <p>Content</p> <p>Methods</p> <p>Location</p> <p>Time</p> <p>Composition</p> <p>Evaluation of Results</p>
<p><b>Learning should be "multi-perspective".</b></p> <p>The learners should carry out different processes with one content. This creates "mobile knowledge" that can be applied and adapted flexibly.</p>	<p>Methods</p> <p>Location</p> <p>Time</p>
<p><b>Learning should be "problem-oriented".</b></p> <p>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.</p>	<p>Methods</p> <p>Composition</p> <p>Evaluation of Results</p>
<p><b>Learning should take place in cooperation.</b></p> <p>People learn from each other, recognise differences, clarify and test their own knowledge by talking about it and experience the advantages of teamwork. For example, "learning by teaching" is an effective method. By teaching others, you deepen your own knowledge and understanding.</p>	<p>Access to Education</p> <p>Composition</p> <p>Location</p> <p>Time</p>

As you can see, these two concepts also fit together very well. In the following, we would like to give you a brief overview of the basics of self-organised learning. When our experts started with this methodology in 2003 in the course of an EU project, we were able to test many different areas of application of Self-Organised Learning with different target groups. In our experience, this methodology is also suitable for many different target groups and objectives. But please read here for yourself what is important and what the beginnings of this approach have been: