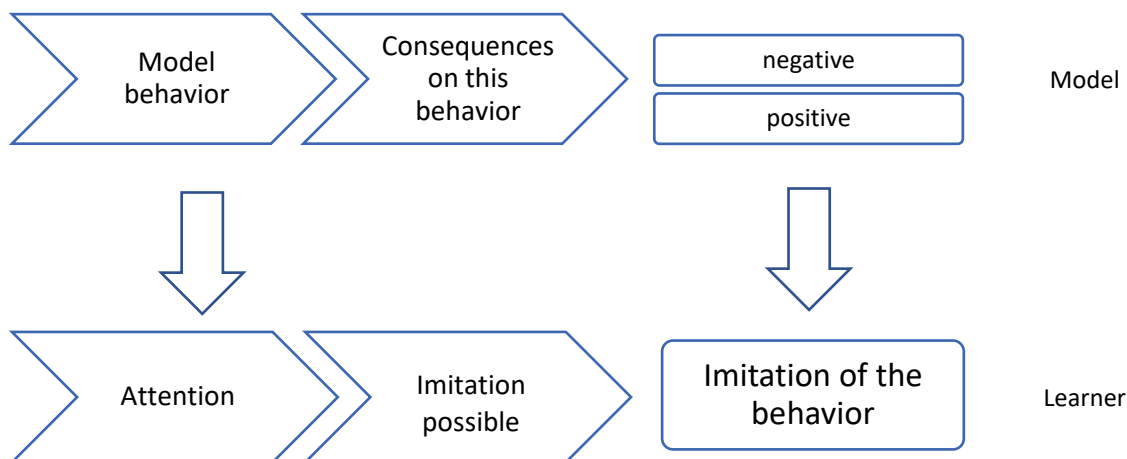


BRAIN-BASED LEARNING - WHAT YOUR PARTICIPANTS SHOULD KNOW ABOUT BRAIN-BASED LEARNING IN THE SEMINAR

In the following, we would like to share with you a few methods from brain research that are extremely relevant for successful learning in seminars. In the context of the training system presented here, it is not only important that you as a trainer have these methods down pat, but also that your participants, who are also supposed to take on the role of teachers, master these methods.

How can this work? Does Albert Bandura mean anything to you? Or rather his approach of "learning from the model¹?"



The first two weeks of the seminar must be reserved for familiarizing your participants with the different skills they will need for teaching later on. We will come back to this later when we present a model seminar design for the first two weeks.

As a trainer in adult education, your participants can learn best from you if you explain what you are doing, i.e. the methods you are using, and also make your participants understand why you are using exactly this method. In addition, we always find it very helpful to reflect on the methods used in the seminar together with the participants afterwards.

Please be attentive, we will use the second method, the reflection afterwards at some point in the following points. You can do the same with your participants if you want to clarify how a method works and how to apply it.

SITUATE


At this point, let us recall the basic principles of constructivist didactics. One of the basic principles is Situating: 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. But it is "inert" and hardly available in practice.

Authentic contexts in particular should help to avoid the formation of inert knowledge by always constructing knowledge in those contexts in which it is also to be applied, so that it can later be associated with the

¹ Albert Bandura (1977): Social learning theory. Englewood Cliffs, NJ: Prentice Hall

respective contexts and recalled more easily. In addition to avoiding inert knowledge, authentic contexts can also have a positive effect on learning motivation if they make the relevance of the knowledge to be learned clear.

In seminars, people are constantly checking whether it is worth their while to remain active and pay attention because something interests them, or whether they are more likely to mentally switch off and inwardly distance themselves from the seminar because they cannot do anything with the content presented. We like to call this checking off the "pays off sensor".



Does it pay off sensor

Therefore, work with your participants' "pays off sensor" as often as possible. Set the content of your seminar in the context of your participants' lives and work environments. This creates mobile knowledge that can also be called up in several contexts!



Situating in the plenum

Take a thick Sharpie as a microphone and ask one of the participants in the seminar if she/he finds what she/he just heard in the seminar also in her/his everyday life.



Situating in pair interviews

Form groups of 2 and have your participants discuss whether they can also find the content they have just heard in their environment. Evaluate the conversations afterwards in the plenary, if necessary.



Playing situations

After an input, conduct a short role play with your participants to situate the material just brought in the context of their participants.



Group of 3

One participant tells how he/she will put into practice what he/she has just heard in the seminar, the others give feedback - then they swap.

WORST CASE SCENARIO

worst case situation

Participants describe a worst-case scenario and then consider how they can act in accordance with the content they have just been given.

Situate



•Bring an overview slide after each knowledge unit. This will reduce the load on your participants' working memory and help them to remember the content better.



Fantasy journey

Put on some appropriate music (relaxation music).

Guide the fantasy journey in such a way that you describe exactly the concrete behavior that is to be shown in a specific situation.

Have your participants imagine how this concrete behavior will affect the specific situation.

Also introduce an outside perspective by having your participants also imagine how others in this situation are now feeling when they, the participants, exhibit this concrete behavior.

Also consider what would happen if everything stayed the same.

Creating a keyword mindmap



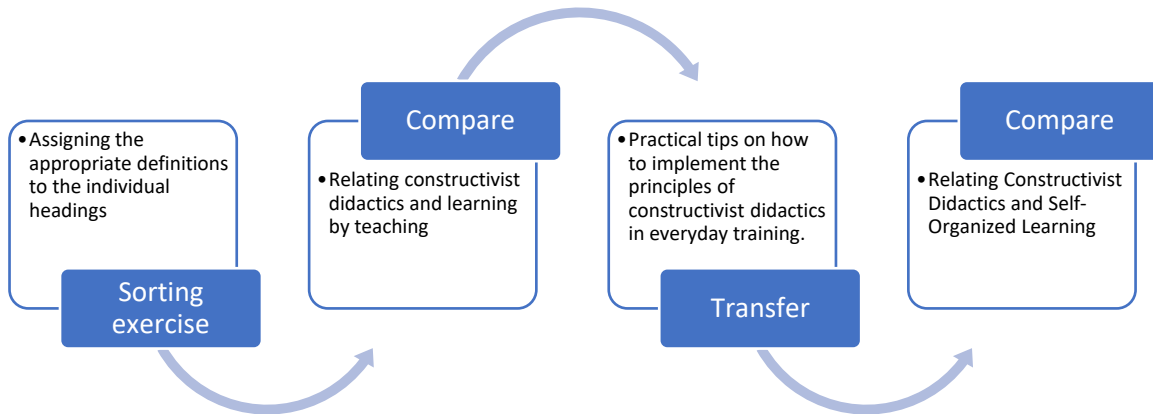
Mind-map

Divide participants in group of 4-5 people and ask them to create a mind-map, placing the information they just heard in the middle and reflecting on how they can use this information in different aspects of their personal, social and work life.

MULTICODING

Create multiple tracks in the brains of your participants for important content so that this content is protected against rapid forgetting. Multicode!

At this point, remind yourself of the different ways in which we have presented the principles of constructivist didactics, for example. What processes have you carried out with these principles?



Through this different way of presentation, we have achieved that different traces have been created in your brain and that your brain has dealt with the learning material "Constructivist Didactics" in different ways. We want to call this method "brain chewing".

Have you noticed it? Here we have now used the method we mentioned earlier, that we have reflected together with you afterwards on a method we have already used.

But let us now return to the topic of brain chewing!

Brain chewing
Bring multiple perspectives to an important topic so that your participants' brains grapple with it in different ways more often in succession.

What other possibilities do you have to support your participants in brain-based learning through suitable methods?

Head cinema
Tell stories, anecdotes, descriptions, experiences that are related to the seminar topic. This creates an inner film in the minds of your participants, which helps them to process the content better.

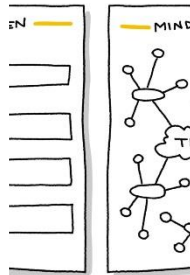
RELIEVING THE LOAD ON THE WORKING MEMORY

With longer inputs, it is particularly important to pay attention to the receptivity of your participants. Therefore, provide a short repetition after each knowledge unit. This will reduce the load on your participants' working memory and help them to remember the content better. The following methods help your participants to stay attentive during longer PPT presentations:



beamed

Make Big Point slides no later than 5 to 8 minutes into your PPT presentation, where you briefly summarize the essentials again, or present clear maps.



Flipchart

Ask one of the participants to write down the most important points of your PPT presentation on a flipchart and go through these flipcharts in the plenary or create a flip with the most important points (red thread) before your presentation.

DEALING WITH IMPATIENT BRAINS

Earlier we talked about the so-called "pays off sensor". Do you remember at which point we mentioned this? Right, it was when we were on the topic of "situating". According to this, people in seminars are constantly checking whether it pays off for them to remain active and pay attention because they are interested in something, or whether they are more likely to switch off mentally and distance themselves inwardly from the seminar because they can't do anything with the content presented.



Does it pay off sensor

Therefore, it definitely pays off to work with the "pays off sensor"! How to do that? Here we have two methods for you:



One minute info

Before each knowledge unit, bring a brief overview of what you are going to talk about. If you don't manage to get this done in 1 minute, it's a sign that you need to scale down the next knowledge block.



Would you like a little more? - Tactics

Ask your participants if they would like to hear more and then provide them with the relevant content.

This gives participants the opportunity to quickly find out if the upcoming content is interesting to you - again, you are working directly with your participants' "does it pay off sensor" with this method.

LEFTOVERS FROM THE DAY BEFORE

At the beginning of each new day of the seminar, give your participants the opportunity to address in the plenary session things that have been going on in their minds.

In this way, you can ensure that important insights that emerge only gradually are heard by everyone and that questions and ambiguities that were not addressed the day before can now be clarified.

This method also supports you in picking up your participants at the beginning of each new seminar day from where they are (mentally) at the moment.