

Integrated Training & Teaching for Learning further aiming Knowledge Sharing across Generations - Team2Share -

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**Intellectual Output 1: Training programme for trainers/trainers/mentors
working with low skilled adults**

A1.1 Learning through teaching - Training Curriculum and Content development

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TEAM-ORIENTED LEARNING IN INTERACTIVE WORKING GROUPS, part A - THEORETICAL BASIS



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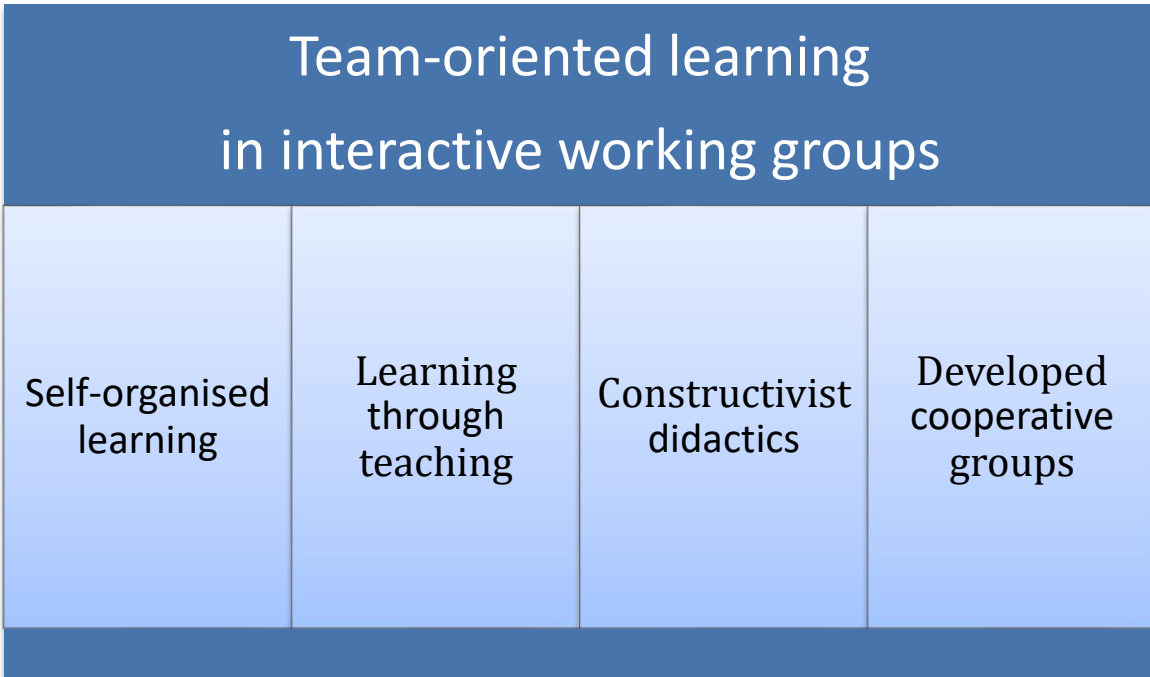
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INTRODUCTION

You are a trainer in adult education and are just starting to read our publication. We have been guiding people to teach each other in our seminars for many years. In the project partnership we have now jointly written this interactive book. -We would like to be an interactive companion for you in the near future with this interactive book. There are numerous exercises built into this book. All with the aim of enabling you to design your own courses as well prepared as possible, in which your participants become active mediators of knowledge.

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



These theories 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, we have held various courses over many years - language courses, personality development measures, IT courses - and all these courses have been based on our concept of team-oriented learning in interactive working groups. Our 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. Of course, we also had quite a few course participants who had previously completed quite successful educational careers, i.e. who were definitely interested in education. We can justifiably claim that we have reached many, but certainly not all, of the people who have attended our courses.

In the following chapters you will learn more about how course participants become people 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 and our avatar will also be helpful to you from time to time.

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, as well as the way we organise trainings, in order to be able to actively reach as many of our participants as possible.



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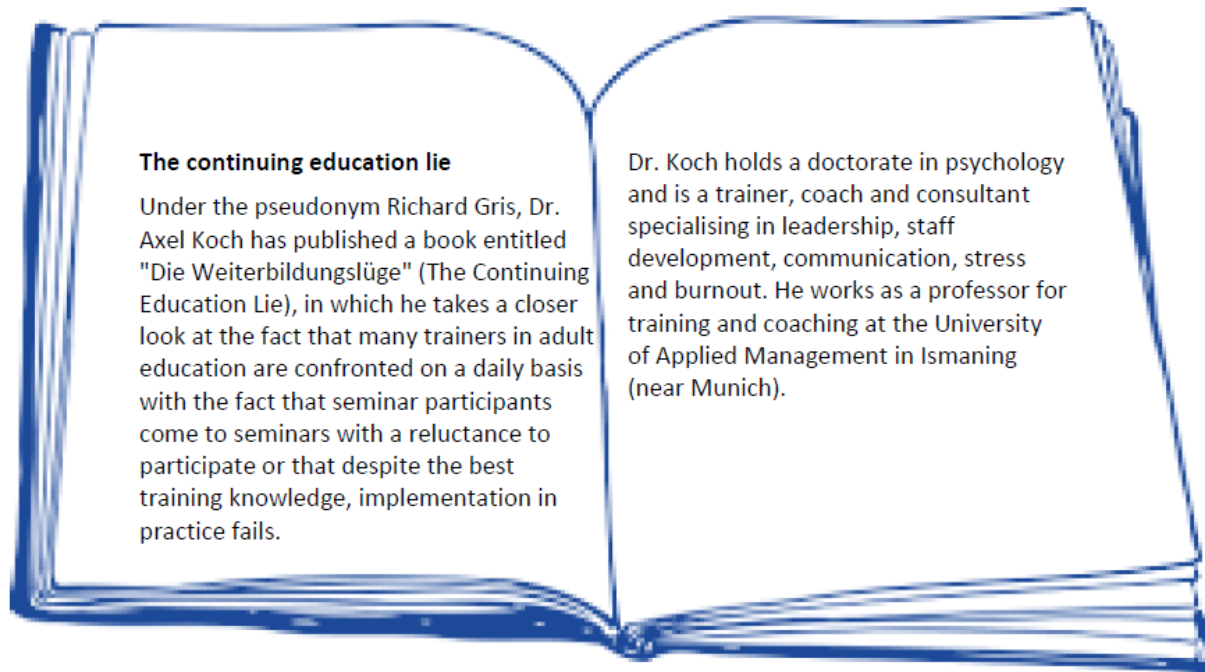


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Reflection at the beginning



Lifelong learning has become a must in today's society in order to keep up with rapid technical and social progress. The importance of this is undisputed. Within the EU, the state and the economy are also paying a lot for continuing education.

On the other hand, there are various studies, articles and books that show that about 80% of seminars and trainings, especially in the soft skills area, fail to transfer into practice. The money invested is therefore regularly wasted. And this sum is not even the main problem. The real damage results from the fact that companies train their employees to make a better contribution to the company's success. But if you don't apply anything, you don't add value and thus higher turnover, profits, or efficiency.

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? **Animation:** Each lie is shown individually



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.

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. However, it is by no means easy to describe this entry exactly, because in many cases the constructivist justifications change very strongly.

We would like to introduce you to an approach that we 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:

Animation

The topics are already shown. The participants have to correctly assign the appropriate definition

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



	<p>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.</p>
<p>Learning should be "multi-perspective".</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>Learning should be "problem-oriented".</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>Learning should take place in cooperation.</p>	<p>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.</p>

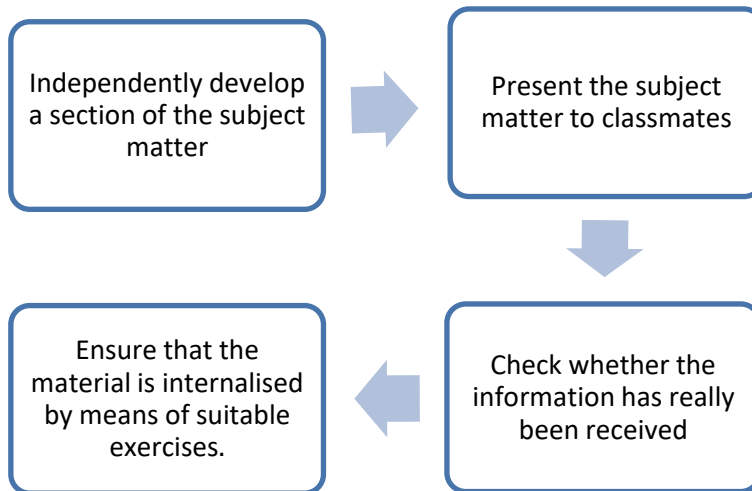


LEARNING THROUGH TEACHING

"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 through teaching (LdL).

This sentence comes from the pen of Jean-Pol Martin, who developed the method of learning through 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.

Animation

The individual sentence components must be assigned to the headings of constructivist didactics.

Constructivist didactics	Learning through teaching
Learning is constructing.	Developing a section of subject matter independently
Because learning is individual and "self-organised", it can only be predicted to a limited extent and influenced from the outside.	Independently develop a section of learning material
Learning should be "situated".	Presenting learning material to classmates



Learning should be "multi-perspective".	Ensure that the material is internalised by means of suitable exercises.
Learning should be "problem-oriented".	Check whether the information has really been received
Learning should take place in cooperation.	Ensure that the material is internalised by means of suitable exercises.

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.

Animation

Headings are already present, individual sub-headings will be faded in bit by bit.

LEARNING IS CONSTRUCTING


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


 <p>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!</p>	 <p>Support participants in learning to learn! Many participants do not have learning techniques that are suitable for them!</p>
 <p>Make sure that texts in learning materials are kept simple so as not to create barriers!</p>	 <p>Make sure that the scope of learning is adapted to the ability of your participants! Avoid excessive demands!</p>





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!





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. In this way, knowledge is continuously tested and improved. In addition, there are motivating experiences of one's own effectiveness and personal success.

 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, as it were, the basis for both Learning through Teaching and Self-Organised Learning. We have already established this correspondence with regard to learning through teaching. Now we want to turn to Self-Organised Learning. Let us start with a definition:

SELF-ORGANISED LEARNING

When learners control their own learning and make decisions about the way they organise their learning, given content and goals, this is called self-organised learning.

This clearly distinguishes self-organised learning from self-directed or self-determined learning. In general, the term self-directed learning means that learning children or adults decide themselves about the goals and contents, the forms and ways, results and times as well as the places of their learning.



In the following, we want to deal exclusively with self-organised learning, because this approach fits better to our setting. In our setting, some of the parameters of learning are already fixed, while others are quite flexible and can be changed more often.

Let us first take a closer look at the individual parameters:

PARAMETERS (DIMENSIONS) OF SELF-ORGANISED LEARNING

- **Access to education**

Why does one learn

This includes all framework conditions such as age, social class, education, etc., which in their totality result in different access to education.

- **Aim**

Why do people learn?

This includes personal as well as externally determined goals (intrinsically or extrinsically motivated).

- **Content**

What is to be learned?

This can be understood as the subject matter as well as personality-building content.

- **Learning methods**

How to learn

Methods include the different teaching styles as well as the different ways of learning.

- **Location**

Where you learn?

Places can be usual seminar rooms, workshops etc. as well as nature with all its resources.

- **Time**

When, how long and how often one learns?

- **Persons**

With whom do you learn?

This refers to the size of the group as well as the composition of the learning group.

- **Evaluation of the results**

What criteria determine a success?

Is there an evaluation system like school grades or another system and who does the evaluation.



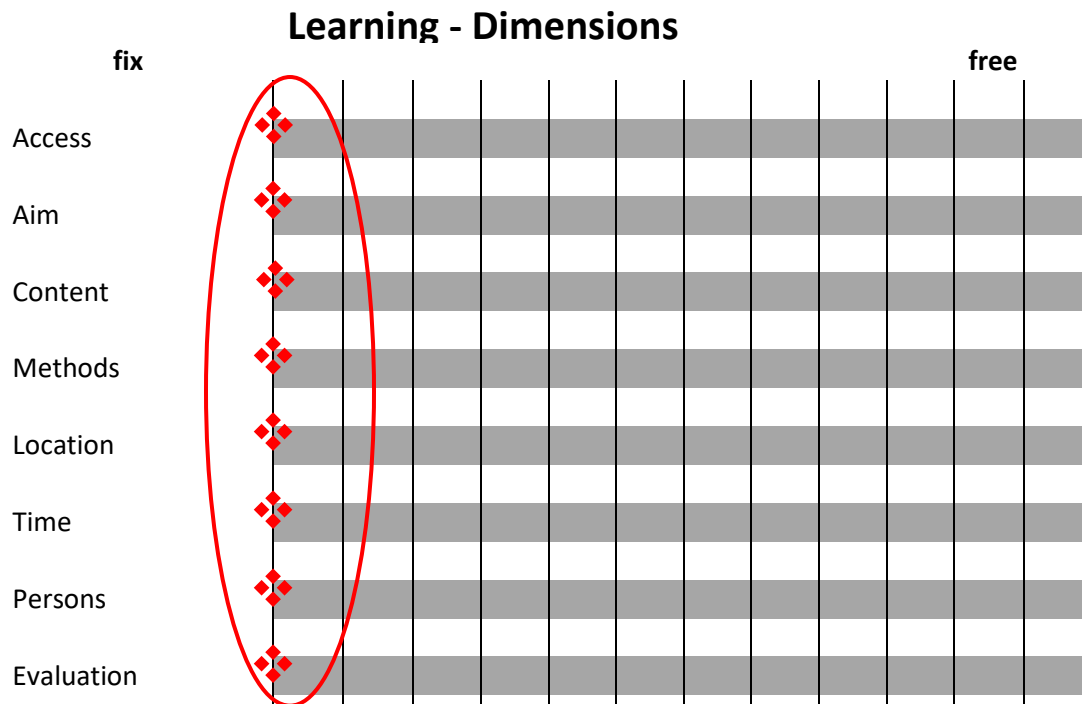
DIFFERENCE BETWEEN CONVENTIONAL TRAINING AND TRAINING IN A SELF-ORGANISED SETTING

In order to gain an understanding of self-organised learning, it is useful to understand these dimensions as variables that are either fixed or more or less freely configurable.

In conventional teaching, the learning dimensions, which can also be understood as framework conditions in the broadest sense, are fixed.

As a rule, educational institutions and/or their clients determine these framework conditions and there is something like a tacit agreement between teachers and learners that the teachers are also the experts for the design of these dimensions and that it is therefore also their sole responsibility to change these conditions in consultation with decision-makers.

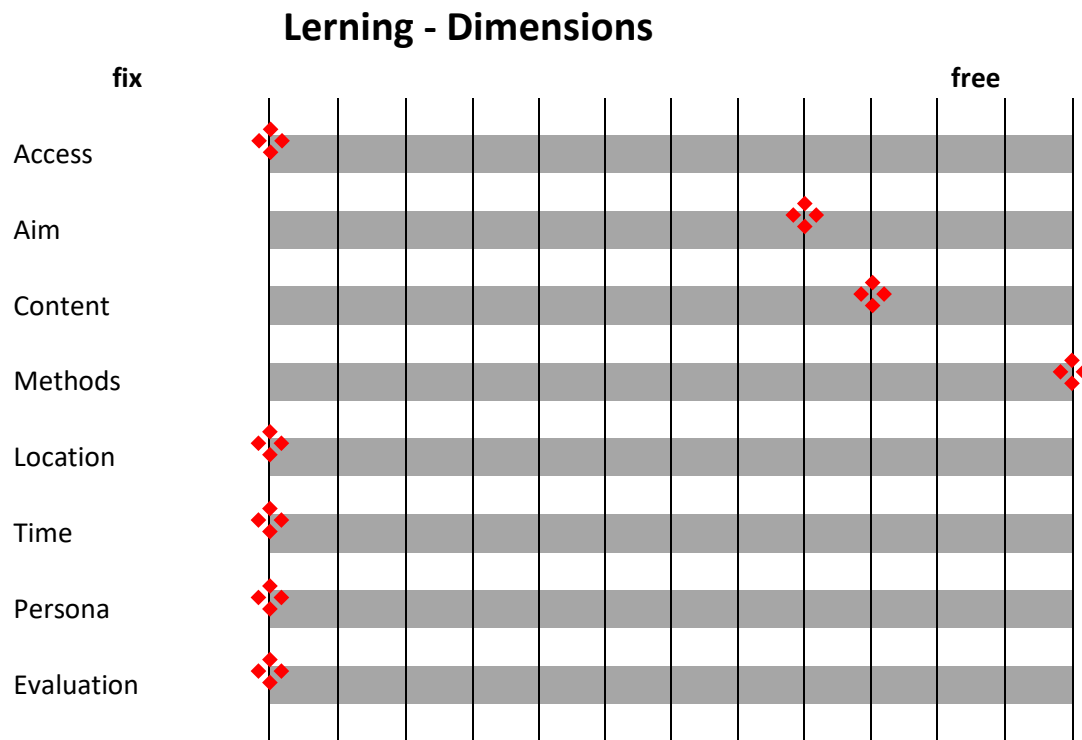
Figuratively speaking, it would be like this. If the individual parameters were available on a mixing console, all sliders would be set to the "fixed default" setting:



The idea of self-organized learning is to understand these dimensions not as fixed quantities, but as variables that can be designed more or less freely by the teachers in conjunction with the learners.

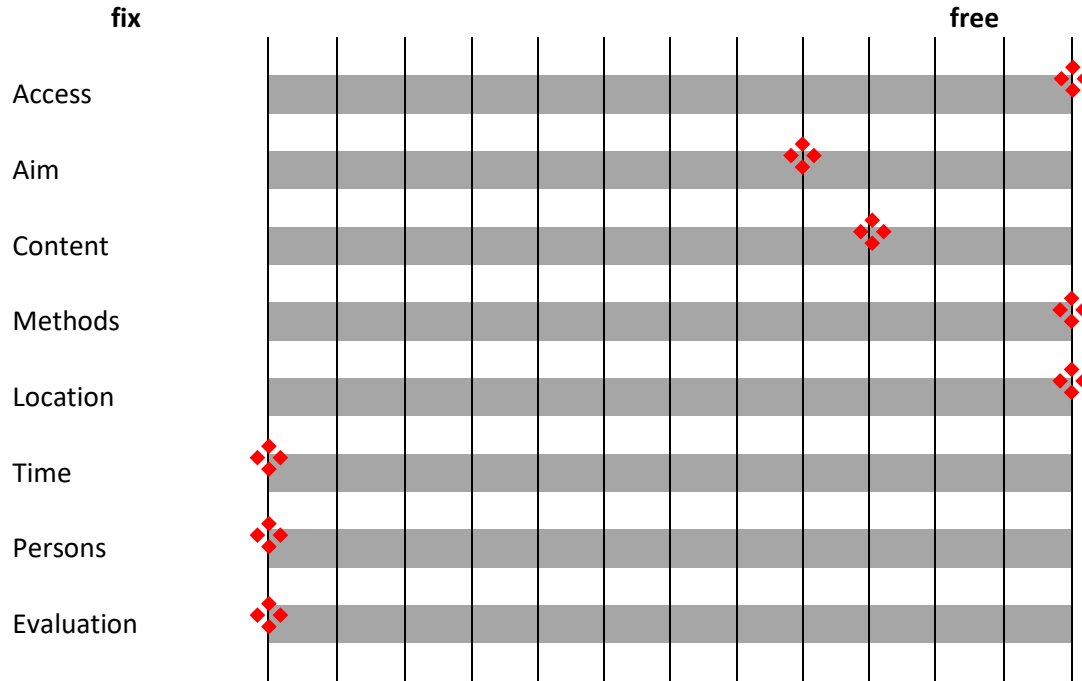
EXAMPLES OF SELF-ORGANISED LEARNING

In this example, the content as well as the pace at which learning takes place and the associated teaching style are relatively free to choose, while the space in which and the time at which learning takes place are quite fixed.



In the following example, the places where learning takes place can be determined relatively freely, e.g. whether learning takes place in a seminar room, in nature through outdoor exercises or in premises at other cooperation partners, while the content of the seminar is strongly predetermined.

Learning - Dimensions

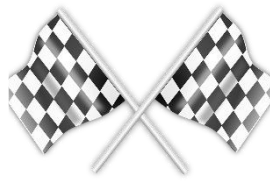


Let us now check whether the individual parameters of self-organised learning can also be assigned to the basic principles of constructivist didactics! If the learning dimensions or parameters are not fixed in principle, but can be flexibly co-determined by the group of learners, which of the principles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



Persons



Evaluation of Results

Animation

Participants assign the learning dimensions to the principles of constructivist didactics.

Principles of Constructivist Didactics	Lern-Dimensionen Selbst Organisierten Lernens
Learning is construction. Learners construct their own knowledge and skills from the material in the learning offer.	Content Methods Location
Because learning is individual and "self-organised", it can only be predicted and influenced from the outside to a limited extent. 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	Methods Location Time Persons

<p>environment (climate, etc.) The teachers are "facilitators", as learning enablers.</p>	
<p>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.</p>	<p>Access to Education Aim Content Methods Location Time Persons Evaluation of Results</p>
<p>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.</p>	<p>Methods Location Time</p>
<p>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.</p>	<p>Methods Persons Evaluation of Results</p>
<p>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 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 Persons Location 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 we ourselves 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:



BASICS OF SELF-ORGANISED LEARNING

Among the essential foundations of Self-Organised Learning is the research of Albert Bandura since the early 1940s, especially his Social Cognitive Learning Theory and his work on self-regulation. These works and findings have helped to draw the attention of experts to an important problem: Until the end of the 1970s, it was common to attribute learning success to individual abilities such as intelligence, motor skills, memory or the learning environment. In fact, however, it turned out that many students did not perform convincingly or even failed despite such qualities. In contrast, competencies of self-regulation proved to be much more important for learning success. These include skills such as self-motivation, forward planning and self-assessment (feedback); in addition, particularly successful learners were able to shape their learning environment in a meaningful way and apply goal-oriented learning strategies. According to their self-image, they were autonomous, competent and self-confident. A current empirical research project on the promotion of giftedness and high ability in Germany also came to the conclusion that self-direction was more important for school success than intelligence. These research findings lead to the question of how teachers and trainers in adult education can promote these skills.

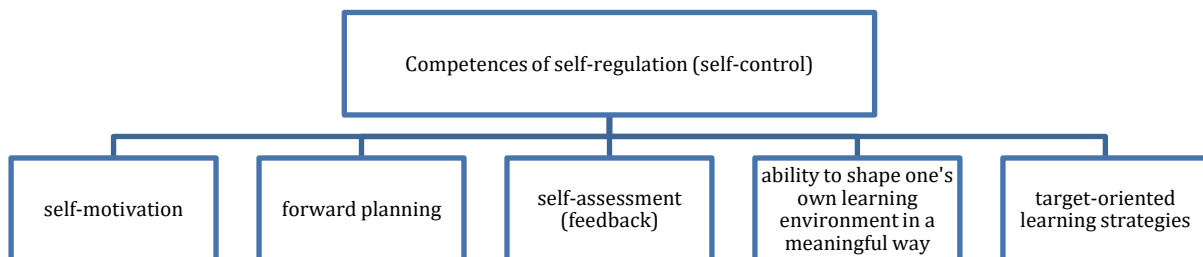
Here are the most important keywords from the text above:

SKILLS OF SELF-DIRECTION

Essential for learning success

Animation

Individual points are faded in one after the other.



If we now take these individual points as a mission, we can consider together in a next step how we can promote these skills in our participants!

SELF-MOTIVATION

How capable a person is of learning depends, among other things, on what experiences he or she has had with learning in his or her life so far. If someone associates learning with success, these associations evoke pleasant feelings. This positive mood promotes the motivation to want to acquire new knowledge and thus has a direct influence on learning processes. Ultimately, emotions control our attention and thus also how and what we want to learn.



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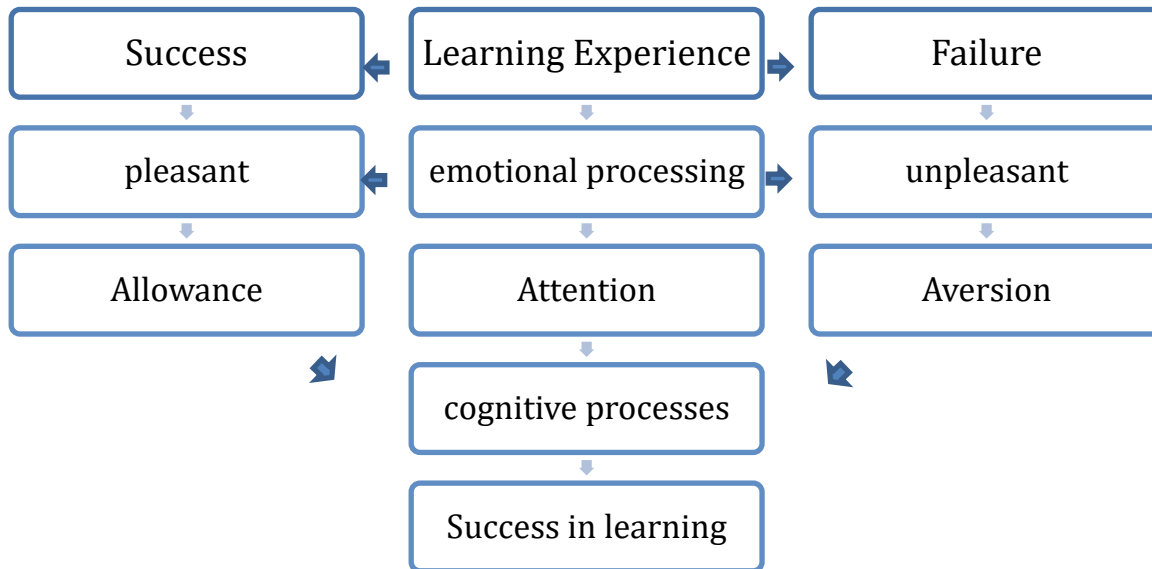
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INFLUENCE OF PREVIOUS LEARNING EXPERIENCES ON CURRENT LEARNING

The following graph illustrates the relationship between experiences, associated emotions and the impact on motivation and learning.






This fact that previous learning experiences have a massive influence on educational motivation is often overlooked. Motivation models often aim - as the word suggests - at goals, what someone wants to achieve and which partial steps are necessary for this. We have made the experience that especially educationally disadvantaged groups are once again disadvantaged by such motivation models, because these models do not take into account the obstacles standing in the way of learning.

Therefore, we recommend at this point to first reflect with biographical methods on the experiences that someone has had in connection with learning. This makes it easier to deal with emotions that interfere with learning and pave the way for new experiences.

The following exercises have proven successful in practice:

Animation:

Clicking on the two buttons opens the respective descriptions of these two methods

<ul style="list-style-type: none"> • Tree of life 	<ul style="list-style-type: none"> • Beliefs 	<ul style="list-style-type: none"> • Class reunion
<p>Biography work</p> 	<p>Biography work</p> 	<p>Biography work</p> 

PLANNING AHEAD

Erinnern wir uns an dieser Stelle noch einmal an die Parameter oder Lerndimensionen Selbst Organisierten Lernens. Können Sie an dieser Stelle noch alle benennen?

Hier ein kleiner Checkup für Sie. Bitte ordnen Sie die Definitionen den entsprechenden Parametern zu!

Animation:

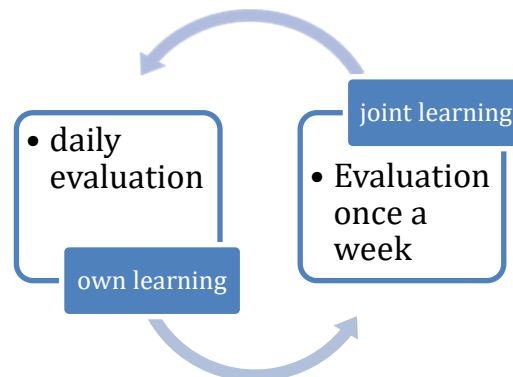
List of parameters is given. The participants have to correctly assign the corresponding definitions by drag and drop.

framework conditions such as age, social class, education	personal as well as externally determined (intrinsically or extrinsically motivated).	subject matter as well as personality-building content
different teaching styles as well as different ways of learning	The course should be understood in terms of seminar rooms, workshops, etc., as well as nature with all its resources.	When, how long and how often one learns

Parameters of Self-Organised Learning	Definitions
Access to education	General conditions such as age, social class, education

Goal	personal as well as externally given (intrinsically or extrinsically motivated).
Content	subject matter as well as personality-building content
Methods	different teaching styles as well as different ways of learning
Location	The course should be understood in terms of seminar rooms, workshops, etc., as well as nature with all its resources.
Time	When, how long and how often one learns

For forward planning, the participants must have sufficient decision-making possibilities regarding the following parameters: Goal, content, methods, place and time. In order to ensure that each participant in the group is well involved in this design process, the participants need to regularly and in a structured way evaluate their own learning as well as reflect on the common learning path and plan further steps together.



Instruments that make this possible are:

Animation:

Clicking on the two buttons opens the respective descriptions of these two methods

The learning
diary

The learning
conference



FEEDBACK

Self-organised learning needs feedback right from the start. Therefore, it is essential that you as a trainer prepare this instrument at the beginning of a seminar in such a way that your participants understand its meaning and purpose and can also use feedback. Our experience has shown that you as a trainer are constantly challenged here because although the rules for constructive feedback are very simple and therefore easy to understand, very few people really succeed in implementing and adhering to them. It therefore makes sense to practise the application of these simple rules with your participants.

In self-organised learning, feedback is not only used to facilitate individual learning experiences. In this method, feedback is also used to control processes, i.e. it has an effect on the further planning and content of the seminar.

FEEDBACK CULTURE - LEARNING FROM EACH OTHER

When giving feedback and especially when taking feedback, people usually leave their comfort zone and immediately enter their growth zone, where new things can be experienced and learned.

We have had good experience with the following tool to make the potential of lived feedback clear to participants:

THE JOHARI WINDOW - WHY INDIVIDUALS CAN BENEFIT FROM FEEDBACK AND WHY THE WHOLE LEARNING GROUP CAN BENEFIT FROM IT:

The Johari Window is a proven tool in group dynamics. It consists of the following four quadrants:



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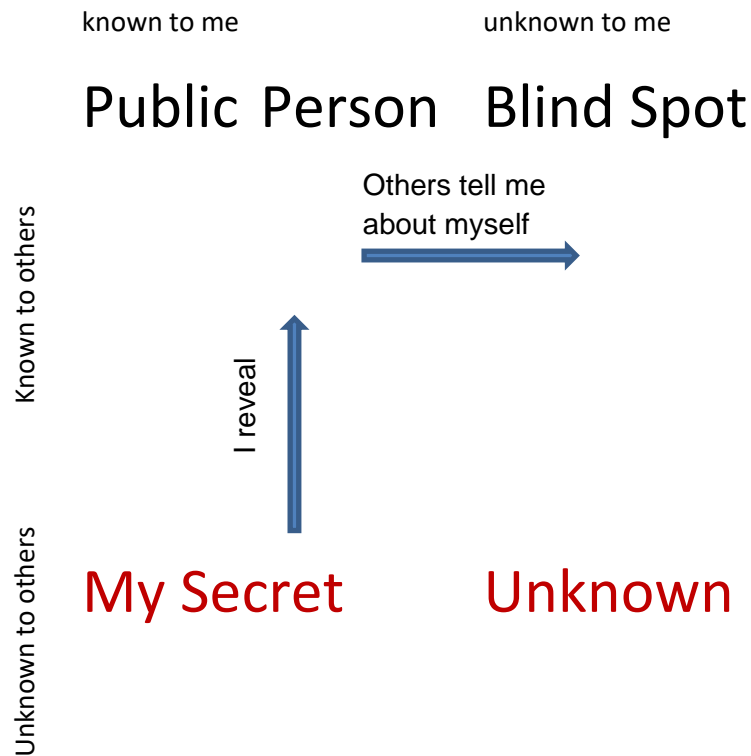
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The individual quadrants of the Johari Window are shown in more detail below.

Public person

Public is everything that a person reveals about him/herself, i.e. what is known to him/herself and to others, in other words: the parts of the personality that are made visible to the outside and perceived by others. This includes

- external characteristics, such as appearance, manners or physical reactions
- as well as - insofar as these are outwardly apparent - personal characteristics, such as ambition or timidity, and
- inner attitudes, such as religiosity, morality and ethical values.

This part of the "window" is usually rather small compared to the other parts. This is because it is mainly the non-public areas, in other words, the non-conscious factors that determine the interactions between people.



My Secret

Secret is everything that the person concerned knows and is aware of - i.e. what he or she is aware of but either unwittingly does not make accessible to others or deliberately hides from them.

Blind Spot

The "blind spot" is everything that is emitted by the affected person and perceived by the receiver without the affected person being aware of it. Others recognise behaviours and characteristics that the affected person does not perceive in themselves. Through feedback from others, information can be transported from the blind spot into the "public" quadrant.

Unknown

Unknown is everything that is neither known to the person concerned nor to others.

Joseph Luft, one of the developers of the Johari Window, describes one goal of learning in group dynamics as making the common scope of action more transparent and wider. In the Johari window, the upper left field becomes larger and larger, the other three become smaller.

Revealing oneself

- Communicating and sharing one's own reflections, experiences and motives with others reduces the effort that had to be put into secrecy.
- This increases the freedom and scope of action of each individual in public.

Sharing observations

- By sharing observations about blind spots directly with those affected (feedback), they gain knowledge about themselves!
- In this way, he/she can perceive and fill his/her private and public scope for action more consciously.

Both ways complement each other and also help to make the unconscious conscious and thus manageable.

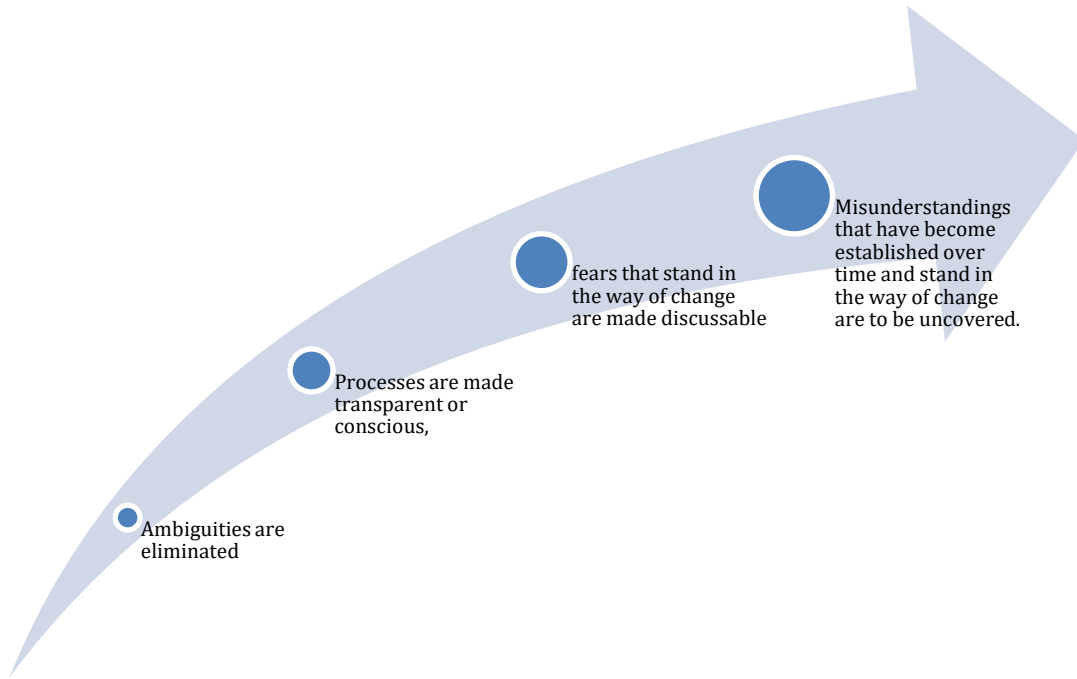
Furthermore, another important purpose of feedback in the context of self-organised learning is that the participants learn something about the way they work together. Such learning experiences serve to help everyone learn how to best contribute to the group, thus enhancing the teamwork skills of your participants.



So we are talking about feedback for working groups.

FEEDBACK AS A STEERING INSTRUMENT FOR WORKING GROUPS, TEAMS AND GROUPS

Just as with individuals, feedback can also be used in seminar groups when



In short: When it is a question of reducing the blind spot within the seminar group and thus increasing the scope for action of all actors.

The prerequisite for this is that the feedback is constructive and can be accepted by all concerned.

FEEDBACK GUIDE FOR WORKING GROUPS, TEAMS AND GROUPS

In order for whole teams to have learning experiences in the sense of self-organised learning, a certain structure is needed for giving and receiving feedback. The focus of such events is on two main points:

- Recognise and appreciate what has proven to be good
- Identify the need for change

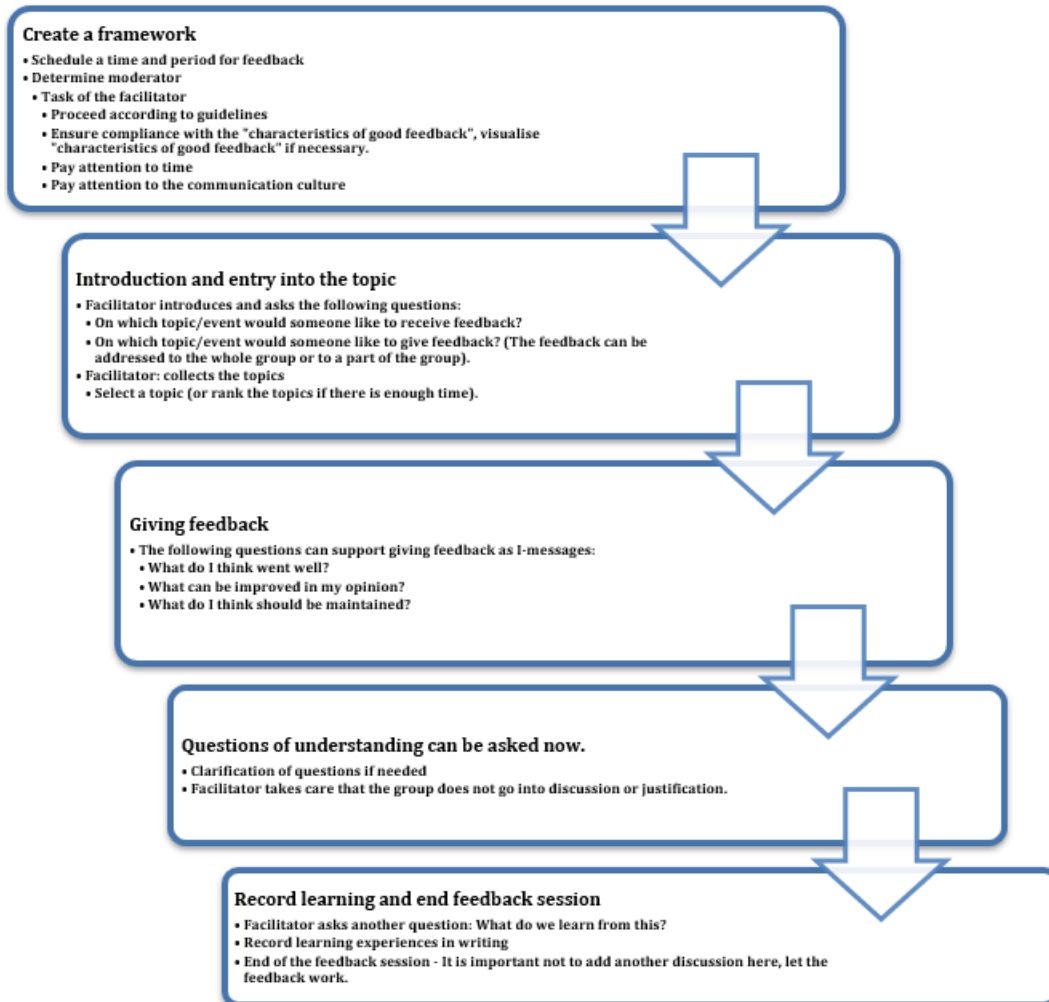


Below you will find a guideline on how feedback works within teams but also between individual teams. In any case, such a session needs a moderator who takes care of the process and adherence to the rules. This task can be taken over by seminar participants, but at the beginning it is advisable that you as a trainer take on this role until your participants are well acquainted with the tasks of moderation. As a supporting force, however, you will always remain approachable even after your participants have taken over the facilitation.

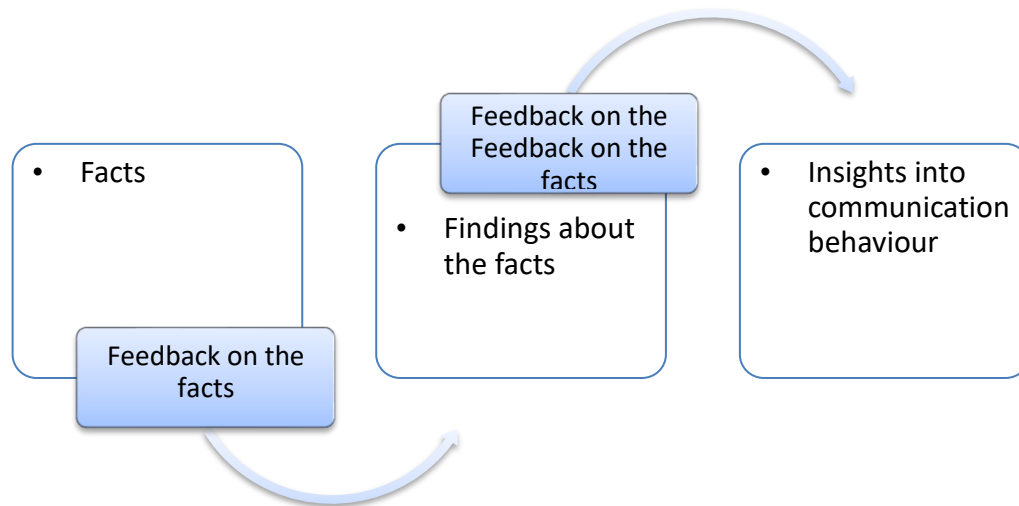
Animation:

The individual steps are only released gradually.

The following is the structure for feedback for working groups:



After the feedback on one or more issues, the participants reflect on the whole meeting. This means that the participants now give feedback on the whole feedback session. This allows for further learning about what goes well in giving and receiving feedback and what could be improved.



If there is still time, a second round of feedback can take place on another topic.

Feedback as a steering instrument for processes also means that a person assesses his or her own actions and can thereby discover new learning areas for him or herself. In the following, we will take a closer look at this self-assessment:

SELF-ASSESSMENT

For self-assessment, we use two proven tools in our seminars:

Animation:

Clicking on the two buttons opens the respective descriptions of these two methods



While the learning diary helps your seminar participants to reflect on the basis of structured questions at the end of each seminar day whether and how they can deepen what they have learned on that day, the learning conference helps to keep an eye on the overall process and to transparently plan the next learning step for the group.



ABILITY TO MEANINGFULLY SHAPE ONE'S OWN LEARNING ENVIRONMENT

Let us recall the different parameters of self-organised learning. Parameters that relate to the design of the learning environment are:

Parameters	Definition
Methods	different teaching styles as well as the different ways of learning.
Location	The definition of learning must be understood in terms of different teaching styles, different ways of learning, seminar facilities, workshops, etc., as well as nature with all its resources.
Time	When, how long and how often does one learn?

Depending on how much freedom your participants have to participate in the seminar, the following useful activities can be derived for the design of the learning environment Support your participants in any case, depending on their possibilities, to design their workplace in the seminar in the best possible way!





•A good workplace should provide the opportunity for quiet so that you can concentrate for a longer period of time.

Distraction-free environment



•On the one hand, it is important to have enough light to avoid fatigue, and on the other hand, the lighting mood can have a great influence on how we feel.

Good light



•A good filing system not only makes work much more efficient, but also helps you to find what you need quickly when in doubt.

Good filing system



•If you don't have the right materials to hand immediately, you not only lose time, but also focus. Every time you have to look for something, it takes some time to get into the flow again!

Work material ready to hand





• Show your participants different methods of learning that make use of the spatial conditions. Learning can also take place on the move, for example by walking in pairs from learning poster to learning poster and discussing the content together.

Diversity of methods



• A good workplace offers enough space to develop and distracts as little as possible. Our brains are absolute masters when it comes to scanning the environment for exciting distractions. For this reason, it is advisable to design your own workspace to be relatively sparse and functional, but open to your own sprawl.

Creative sparseness



• You should feel comfortable at your workplace - especially if you want to learn there! Give your participants the opportunity to make their workspace functional but personal. This is a fine line, but it is very important. Particularly suitable are, for example, a few plants or a few less distracting pictures that give the whole thing its own stamp!

Don't forget the feel-good factor



• If you want to or have to work creatively, you need the possibility to quickly put your thoughts down on paper. It is especially nice to have the chance to work with the space and develop thoughts on a small whiteboard or pinboard, for example. Other possibilities are: static notes that stick to the wall; poster paper that you can hang up; a roll of flipchart paper that turns the floor into a blackboard; a few water-soluble markers and a window!

Visualisation and structuring possibilities





TARGET-ORIENTED LEARNING STRATEGIES

Many adults have to learn to learn at their age. Here again, educationally disadvantaged groups are particularly affected. So before you can start with a group with self-organised learning, it is more than advisable to work out different learning techniques with the participants.

As a trainer in adult education, you naturally have a variety of different learning techniques at your disposal. We have only listed a small number of methods that are helpful in practice.

- Most seminar participants find it helpful to summarise a text or the contents of the seminar folder and to reproduce it in their own words. Colours and notes mark the most important passages and help the eye to orientate itself.

Summaries



- Suggest to your participants to collect difficult words with a corresponding definition in a list. If a participant forgets the word or its meaning, he/she can quickly look it up. In addition, your participants will learn the unknown words while looking them up and copying the explanations.

Collect technical terms



- Mindmaps, diagrams or tables are an excellent way of structuring and illustrating the learning material. Participants can draw them on a large poster and hang it up in a visible place.

Learning posters



- Help your participants to divide the learning material into portions. It must be possible to process what has been learned. This requires time and division.

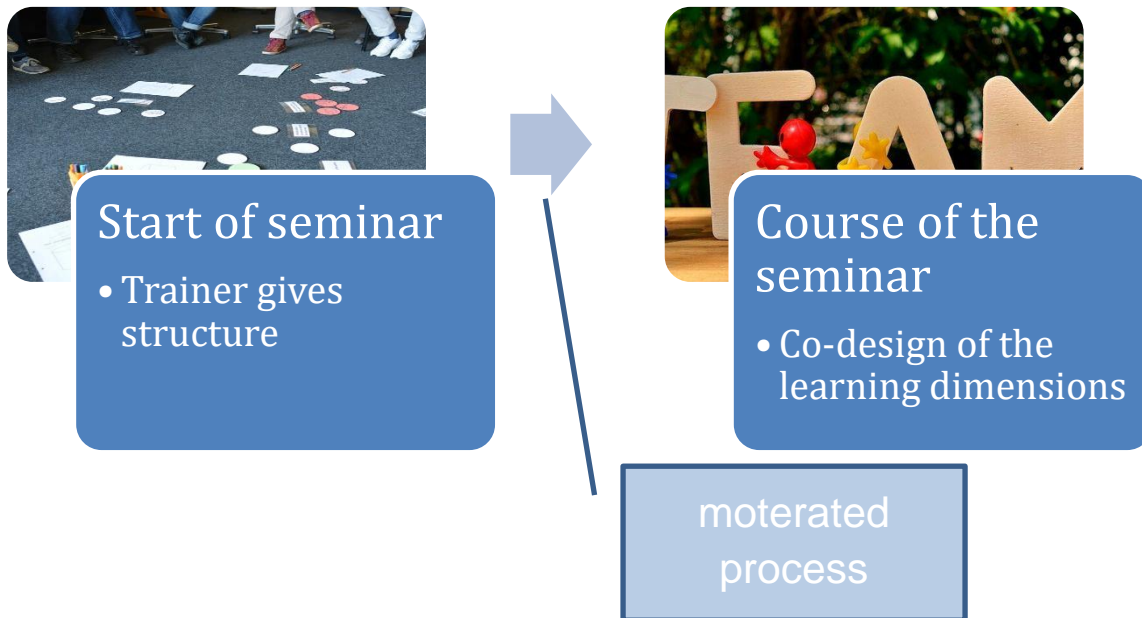
Division





SELF-ORGANISED LEARNING AND COOPERATIVE GROUPS

In order to establish self-organised learning in a group, it is necessary to consciously introduce the group to this topic and the tasks associated with it. It has been our experience that it is highly recommended to start with classical methods that the participants are already familiar with from other seminars. It is advisable to gradually introduce elements of self-organised learning only after the participants have really arrived well at the seminar, by releasing the individual dimensions of self-organised learning for the group in consultation with the participants.



At the beginning of every seminar it is important to give the group security by providing elementary structures. This is best done by filling the initial situation with familiar and clear elements:

- Round of introductions
- Getting to know goals and focal points
- Provide a clear time structure
- Recording the interests and expectations of the participants

If you want to work fully with the methods of self-organised learning in a group right at the beginning of a seminar, you run the risk of overtaxing the participants and in this way provoking resistance to this learning setting.

Start of seminars



A newly formed group is completely overwhelmed when it is confronted with little leadership and has to make decisions independently in a way that takes into account the needs and wishes of as many people as possible. From your experience as a trainer you know that in every new seminar group the individual participants first have to find their place in the group structure. In such a situation, self-organised learning would be completely overwhelming for many.

As a facilitator, you are familiar with the different phases that a group ideally goes through - unfortunately, many groups do not go through all the group phases and therefore never reach a proper working capacity - and you can also actively support your participants in becoming a cooperative group, which is essential for Self-Organised Learning.

Let's take a closer look at the ideal group phases as they are known from group dynamics and consider how you can actively support the group in these phases in order to quickly reach a good working capacity.

GROUP FORMATION PHASES

Each group goes through different phases in the course of its life cycle. Tuckmann differentiates between four phases:

Forming (orientation phase)

- In this phase, the participants get to know each other and determine the goals of the cooperation and the working methods. Group members orientate themselves on how they can behave in the group. The working energy is mainly put into feeling out and finding the group.

Storming (conflict phase)

- This is the phase in which conflicts arise between the members and opinions polarise. The team members try out different roles and put their energy into finding their own position.

Norming (phase of regulation)

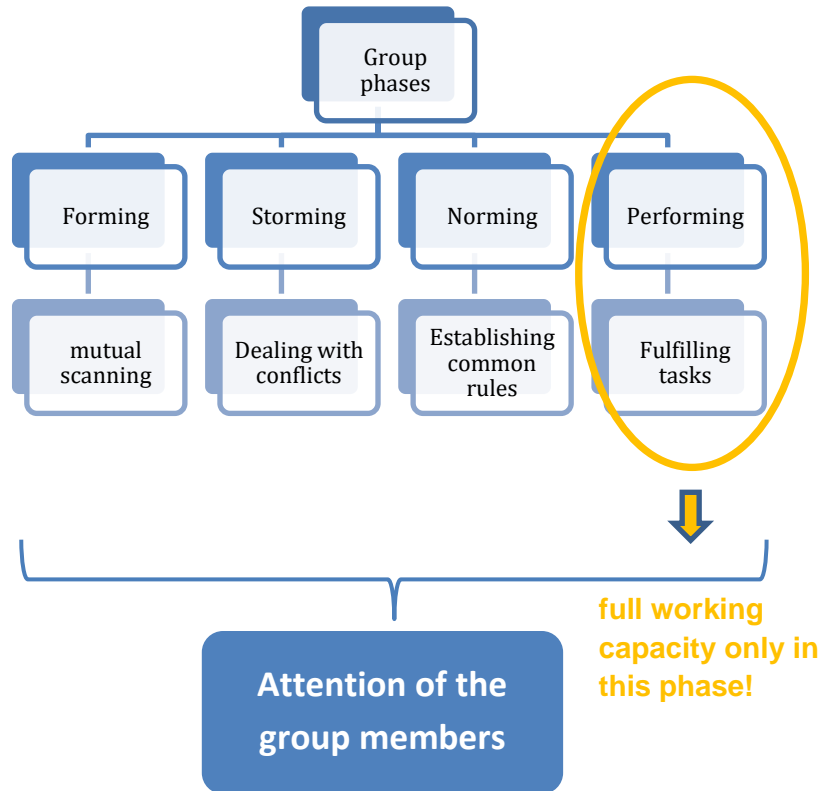
- It is only in this phase that the actual group is formed. Strengths and weaknesses of the individual group members are clarified and implicit and explicit rules of cooperation are developed. Trust develops between the participants.

Performing (work and implementation phase)

- The members of the group have found their role and are fulfilling it. A group feeling has been established and the energy of the group members can flow into the development of the actual tasks.

None of these individual phases can be skipped without a massive drop in performance within the group. Many groups get stuck in phase one or two and never reach their full capacity. The process of group formation can be significantly influenced by Moderation (the task of the trainer).

In each phase, the main attention of the group members is on a different topic. The following overview summarises this focus of attention once again:



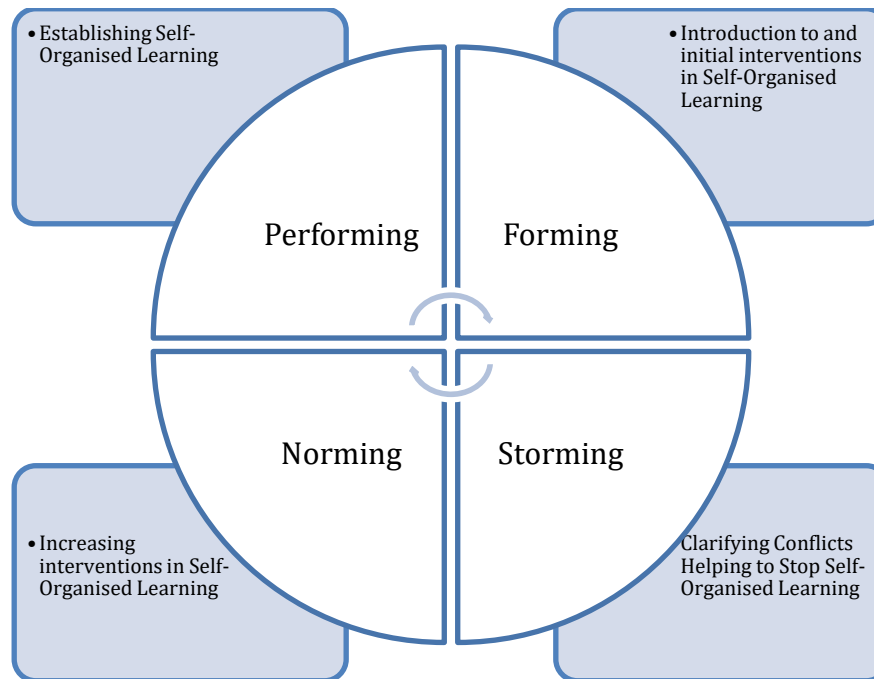
If we now look at these group phases with the respective main topic that a group deals with during its formation, it quickly becomes clear that Self-Organised Learning must be introduced carefully and trainers in adult education are well advised to support groups and not to overburden them too quickly with tasks that in the worst case are then misused to carry out subliminal conflicts and to secure their own position within the group.

So when should one start with self-organised learning?

The answer: from the beginning, but in portions and adapted to the group. You can only really get started with your participants when they have reached their full working capacity in the group and are willing to cooperate with each other.

There is no secret recipe that we can give you here, because every group is different and behaves differently, but the following overview chart can give you an indication of how you can create a situation in which your group participants can gradually become enthusiastic about self-organised learning:

INSTALLING SELF-ORGANISED LEARNING TAKING INTO ACCOUNT THE GROUP FINDING PHASES



So, things really get going when the group is in the process of regulating itself, establishing norms that are binding on all group members and clarifying the status and sphere of influence of each individual member within the group.

With these exercises you can intervene within the group to help establish Self-Organised Learning:



Introducing Self-Organised Learning

Adding up the age and work experience of all participants

This exercise usually triggers amazement at the existing group potential



Interventions for Self-Organised Learning

Open learning workshop - Duration 3 hours

The participants are given the opportunity to discover and explore the unknown in a curious and fun way. This is intended to promote educational motivation.



Interventions für Self-Organised Learning

Learning diary *Duration 15'*

The participants reflect on the respective course day with the help of a structured diary and subsequently plan the integration of the acquired knowledge and help decide the course of the further course.



Establishing Self-Organised Learning

Learning conference *Duration 2 hrs*

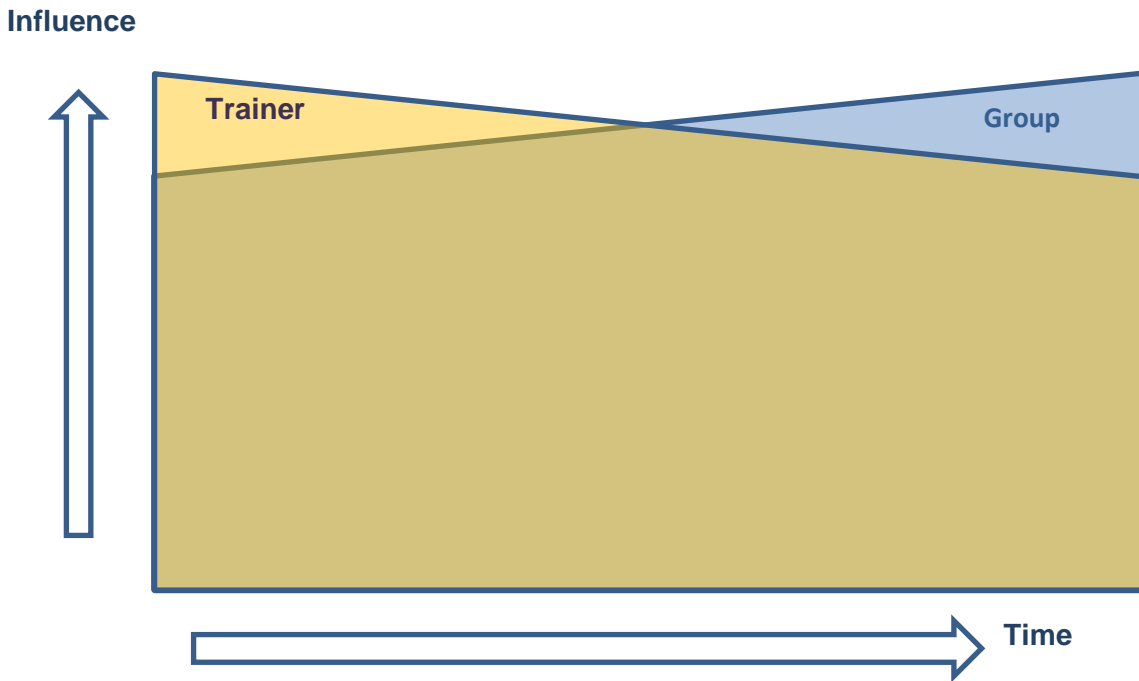
Weekly fixed point for orientation and taking stock of the course progress, at which the coming week is planned, and the learning objectives are defined.





POSSIBILITIES FOR INTERVENTION OVER TIME

Installing Self-Organised Learning can also be seen as a diametrically running process of influencing group events, from which the possibilities of intervention for the teacher can be derived on the basis of a temporal axis.



At the beginning of a seminar, you as a trainer are strongly challenged to provide structure, especially in terms of content. The group members are in an orientation phase - the environment is new, they hardly know each other, if at all. Here it is advisable to use the team-building exercises familiar from conventional trainings and thus support the group in its constitution. In the course of the seminar, your influence decreases steadily in favour of the group's room for manoeuvre.



INTERVENTION POSSIBILITIES OVER TIME DEPENDING ON THE GROUP FINDING PHASES

This model harbours some dangers. If one blindly follows this approach, the task of the seminar leader is to constantly withdraw his/her own influence on the group. This is supposed to expand the group's sphere of influence. However, a group only becomes fully functional in the last phase (performing). The facilitator is supposed to accompany this process through moderation and yet constantly hand over competences and areas of responsibility to the group. This can lead to great uncertainty among the participants. Of course, group development is not a linear process but is subject to fluctuations and dynamics that require a flexible response from the course leader. It is clear from this that this model represents an ideal course that must be adapted in practice to the needs and framework conditions of the group.

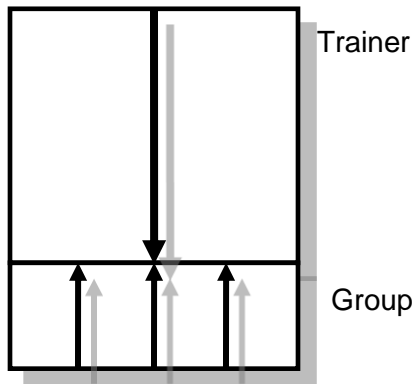
The following considerations can be quite helpful here:

INFLUENCE OF THE GROUP LEADERSHIP ON GROUP ACTIVITIES

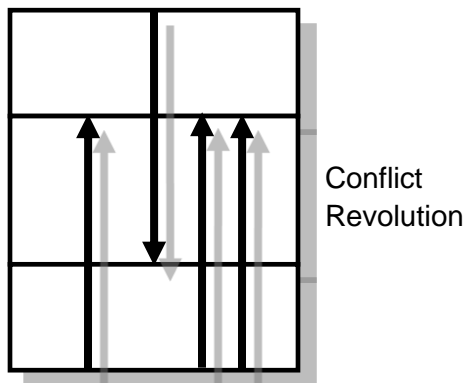
In general, several styles of group leadership can be distinguished from each other. In this script, the suggestion is made to understand these styles not as fixed variables, i.e. not as something that is primarily dependent on the personality structure of the presenters, but as didactic intervention possibilities that can be changed by the presenters and adapted to the group events. Basically, it is assumed that lecturers have enough self-reflection to use different styles appropriately. In general, the implementation of self-organised learning requires a high degree of professionalism and self-reflection from trainers.

Direct leadership style



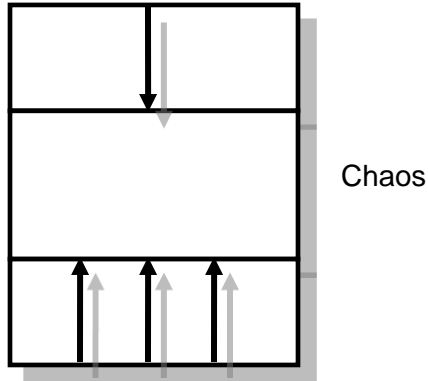


This way of leading groups may be quite helpful in the forming phase because it provides security and structure for the group, but it runs the risk of compromising the growth and development of the group in the further phases or provoking additional conflicts in the storming phase.



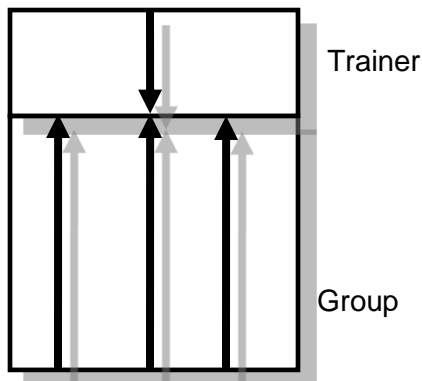
If a trainer announces in the forming phase to introduce Self-Organised Learning, but in the further course of the seminar holds on to a directive leadership style, this contradiction of announcing and holding out the prospect on the one hand and wanting to hold on to one's own position on the other hand can lead to conflicts and resistance against the trainer.

Giving up competences to the group too early



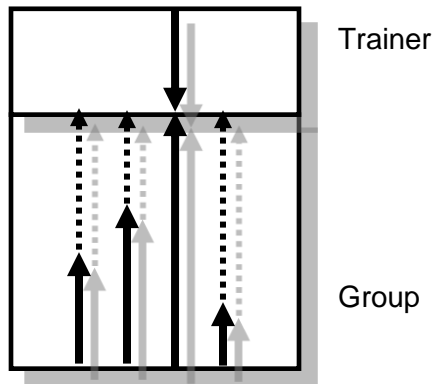
If one wants to start with Self-Organised Learning immediately, i.e. in the forming phase, this will lead to a strong overload for the participants, who are very busy at this time carefully feeling each other out and getting to know each other, and subsequently to chaos and resistance to this seminar.

Cooperative group leadership



This form of group leadership gives the participants a lot of scope to develop but requires a high degree of maturity and self-responsibility on the part of the group. Groups that are optimally supported in their work by this style of group leadership are called developed cooperative groups (see also Types of Groups)

Situational group leadership



This type of group leadership demands a high degree of professionalism from the course leaders and involves the trainer giving each participant the space they are comfortable with, with the aim of leading participants to even greater independence.

TYPES OF GROUPS

The teaching style of presenters is also closely related to the way a group is constituted. The nature of a group depends on the one hand, on the phase the group is currently in and, on the other hand, on the attitudes of the members. Johnson & Johnson distinguish four types of groups.

Pseudogroups

The members of a pseudo-group are supposed to work together but have no interest in doing so. The result is that there is little communication and coordination in the group, that the problem of free riders increases and that ultimately the group achieves less than the individual would have achieved.

Traditional groups

The members of this group work together but do not see any added value in this cooperation. Information is exchanged, but the work is done individually. Only individual group members benefit from this type of cooperation; others would be more productive on their own.



Cooperative groups

Members of a cooperative group want to maximise their group's success as well as their own. They see added value in the work of the group and believe that they can only achieve their goals in the group. To increase the work success of each member, they share resources, support each other and coordinate their work. Here the result of the whole group is greater than that of the individual members.

Developed cooperative groups

These are groups in which the members make the most of the opportunities the group offers them.

SELF-ORGANISED LEARNING DEPENDING ON THE TYPE OF GROUP

Self-organised learning in groups requires a high degree of cooperation between the group members. On the one hand, participants in this setting have to take on different roles, assume responsibility, expose themselves and actively contribute to the group's activities. On the other hand, they must also be prepared to step back and give other members space and time for their interventions.

Pseudogroup	Traditional group	Cooperative group	Developed cooperative group
Direct group leadership style	Situational group leadership style	Self-Organised Learning	

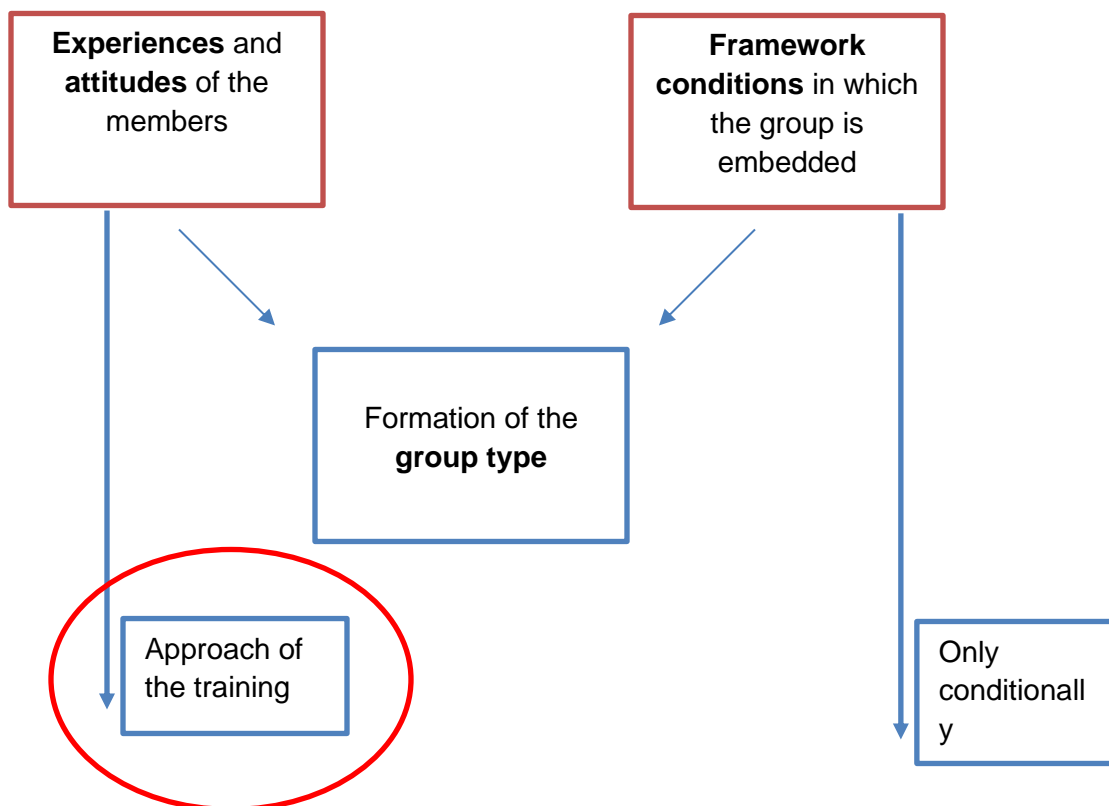
Self-organised learning therefore requires at least cooperative groups. Therefore, one of the main tasks of the course leader is to support a group in its development. They can do this by sensitively adapting their leadership style to the group's activities and by positively accompanying the constitution of the group with team-building exercises.



FORMING COOPERATIVE GROUPS

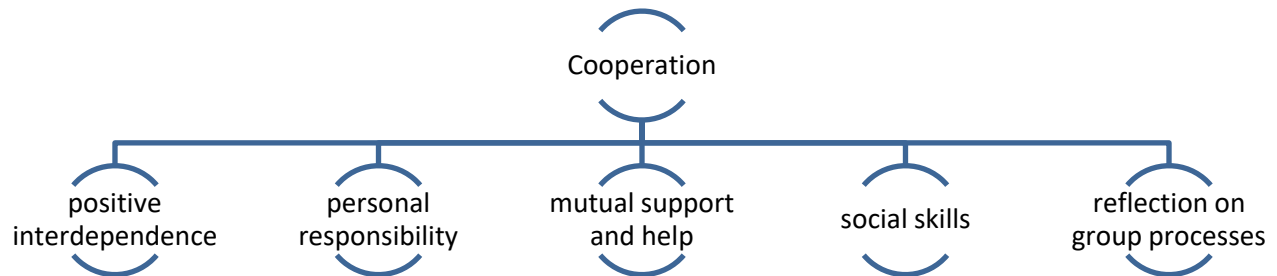
Training Approach for Self-Organised Learning

Self-Organised Learning, as described above, can only be established in groups with a high level of ownership. How individual members behave in a group depends on their experiences and attitudes. And this is exactly where the training comes in, in order to be able to lead a group to self-organised learning.



The following components promote cooperative work in a group and thus self-organised learning:

COMPONENTS OF COOPERATIVE ACTION



Match the definitions to the appropriate headings:

Animation:

Headings are displayed: Users must correctly assign the corresponding definitions

positive interdependence	Participants should realise that they can only achieve their goal together. If a group member knows that his/her own efforts have a positive influence on the progress of the other group members, he/she will increase his/her efforts.
personal responsibility	If the individual work cannot be clearly assigned, the member's sense of responsibility for his or her part of the work decreases. Especially in larger groups, this quickly leads to the phenomenon of free-riding, as the individual can hide in the overall group.
mutual support and help	This includes sharing important resources and information, giving each other feedback, actively seeking judgement on one's own actions and helping each other to achieve the common goal.
social skills	Group members must learn to trust and respect each other. The greater the mutual trust, the more effectively a group can work. This point also includes being able to communicate appropriately with each other and to resolve conflicts.
reflection on group processes	Regular reflection on group processes benefits the group feeling and resolves underlying conflicts.



As a trainer in adult education, how can you concretely promote these components of cooperative action?

reflection on group processes

Group processes can be reflected in a very effective way with the instrument of the learning conference. Step 1 of this four-step process is particularly suitable for addressing issues that take place at the level of the group process and subsequently working on them in a structured way.

Animation:

Clicking on the two buttons opens the respective descriptions of these two methods

The Learning
Conference

A second important instrument in this context is the feedback method already discussed in the Feedback chapter. Especially the last step of this method offers the possibility to address and work on processes that are just noticeable on the group level.

Animation:

Clicking on the two buttons opens the respective descriptions of these two methods

Feedback in
working
groups

SOCIAL SKILLS

At this point we would like to mention how important a sound communication training is at the beginning of a seminar in which one wants to establish Self-Organised Learning. We would like to refer in particular to the work of Paul Watzlawick and Friedemann Schulz von Thun. When



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participants have developed a common understanding that communication is ALWAYS ambiguous, many misunderstandings can be eliminated and instead trust and mutual respect for each other can develop. In this context, we have had particularly good experience with Schulz von Thun's "Four Sides of a Message" model, which shows how easily misunderstandings can arise in communication.

Animation:

By clicking on the individual buttons, the explanations are displayed



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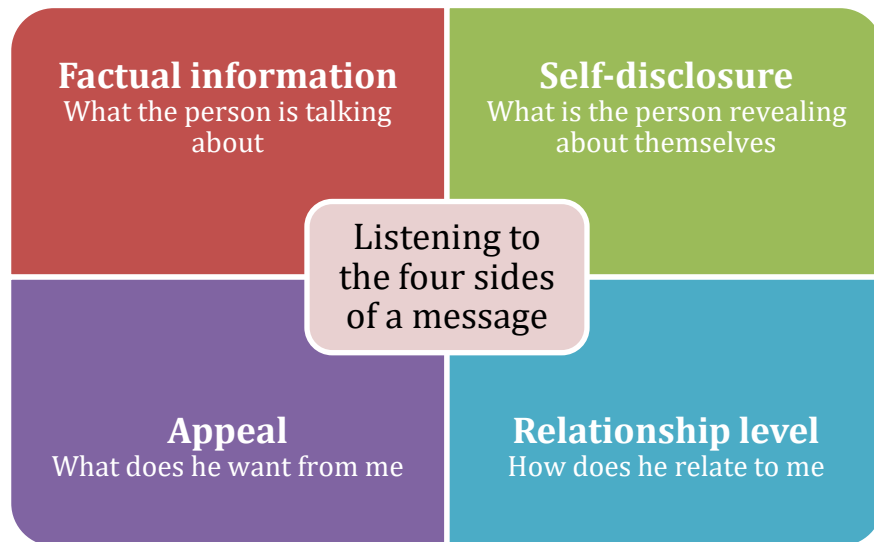
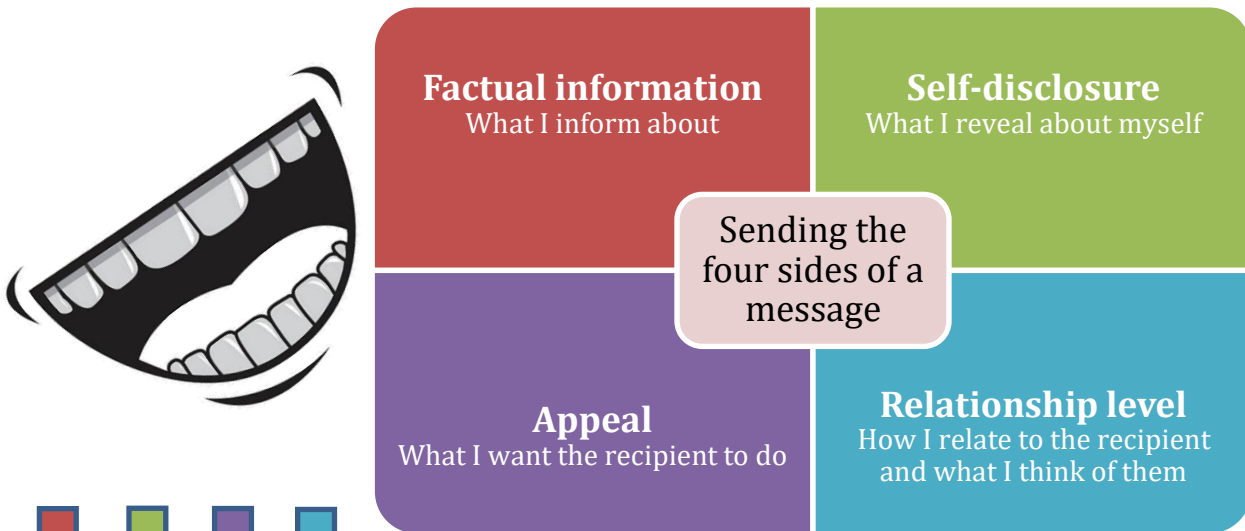
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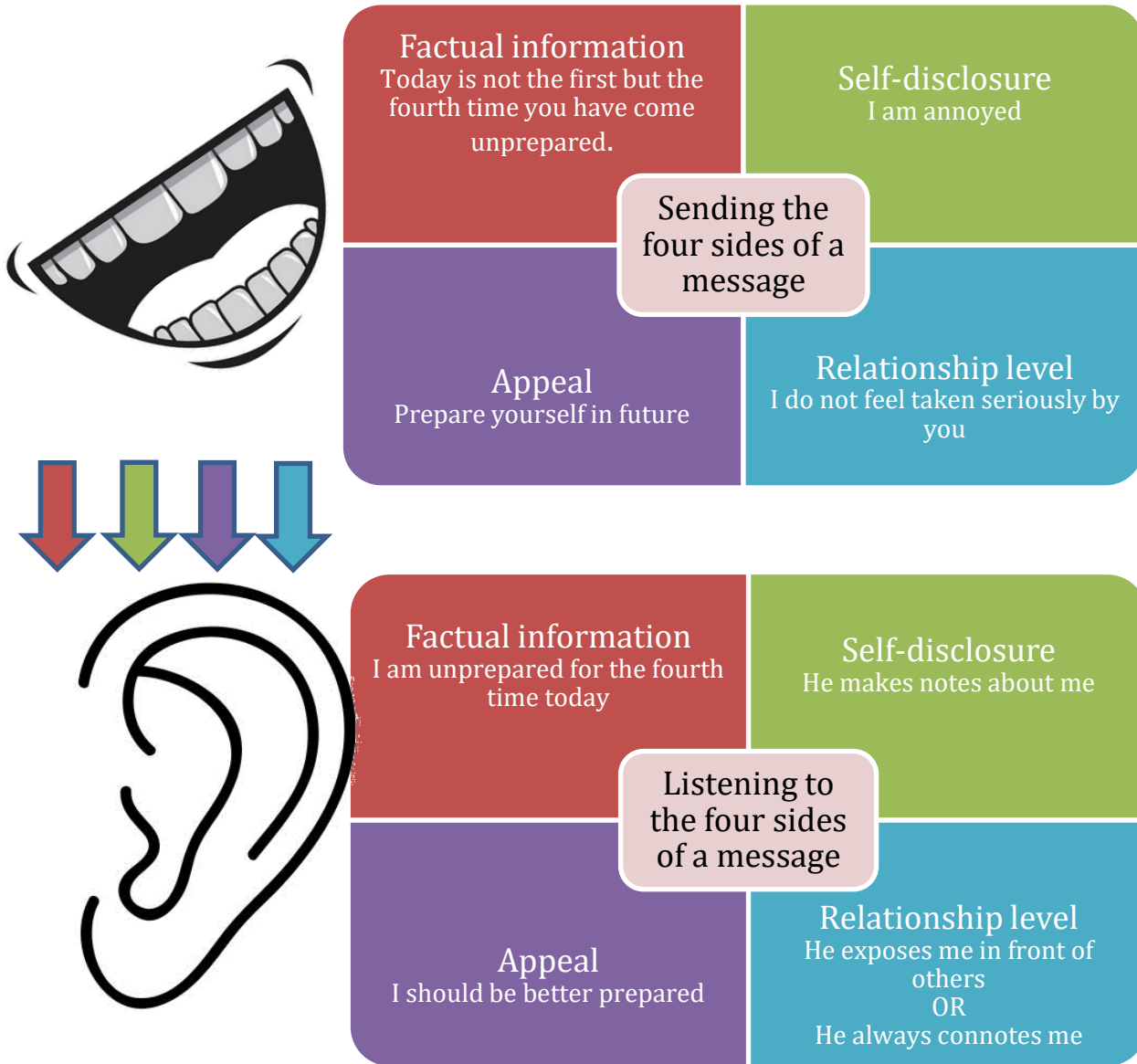


Example

A seminar leader says the following sentence to a participant: "This is the fourth time today that you have come to the seminar unprepared!"

Animation:

By clicking on the individual buttons, the explanations are displayed



ENCOURAGE AND HELP EACH OTHER

How can you convince your participants that there is enormous potential within the group to learn from and with each other? The following exercise usually triggers amazement at the existing group potential. On a piece of flipchart paper, simply write down the age and, next to it, the number of years of work experience of the individual seminar participants and add these numbers to two total scores. This is the combined life experience plus the combined work experience present in the seminar. Have this poster clearly visible for all in the seminar room and refer to it again and again if necessary!

Animation:

Clicking on the two buttons opens the respective descriptions of these two methods

Addition of the age
and work
experience of all
participants

Another important point to promote mutual trust is feedback. We have had particularly good experiences with the following methods in self-orientation learning groups:

The following methods, which you can use in the course of events to quickly give you and, above all, the group an impression of how certain topics are received/understood/viewed in the group, show that giving feedback can be a bit more animated and still be very efficient:

ONE-POINT-QUESTION

This instrument is used to determine the spectrum of opinions and moods on a topic by having each participant stick one point on a given scale with two extreme values to the scale value that reflects his/her current opinion/mood.

Examples of one-point questions with corresponding scale:

"How important is...?"

not at all - a little - medium - strong - very strong

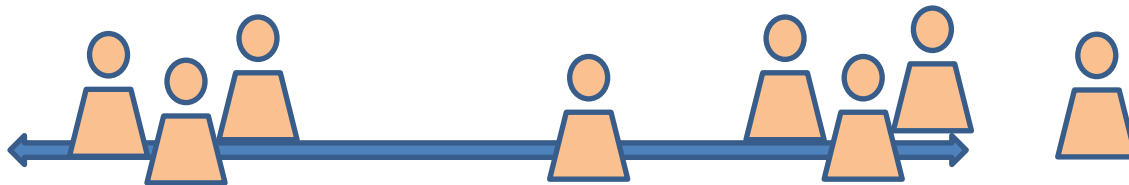
"How satisfied am I with ...?"

not at all - a little - medium - strong - very strong



SOCIOMETRIC DIFFERENTIATION EXERCISES

Sociometric differentiation exercises are a useful technique from psychodrama which, among other things, are excellent for getting quick feedback from a group. In general, this exercise makes differences in a group visible and tangible; it immediately lets everyone present know what opinions/distributions exist in the group on given topics. You start this exercise by instructing the group participants to line up along an imaginary line in the room according to their current opinion. The end points of this imaginary line represent the two extremes of this topic, which are connected by a continuum, the imaginary line:

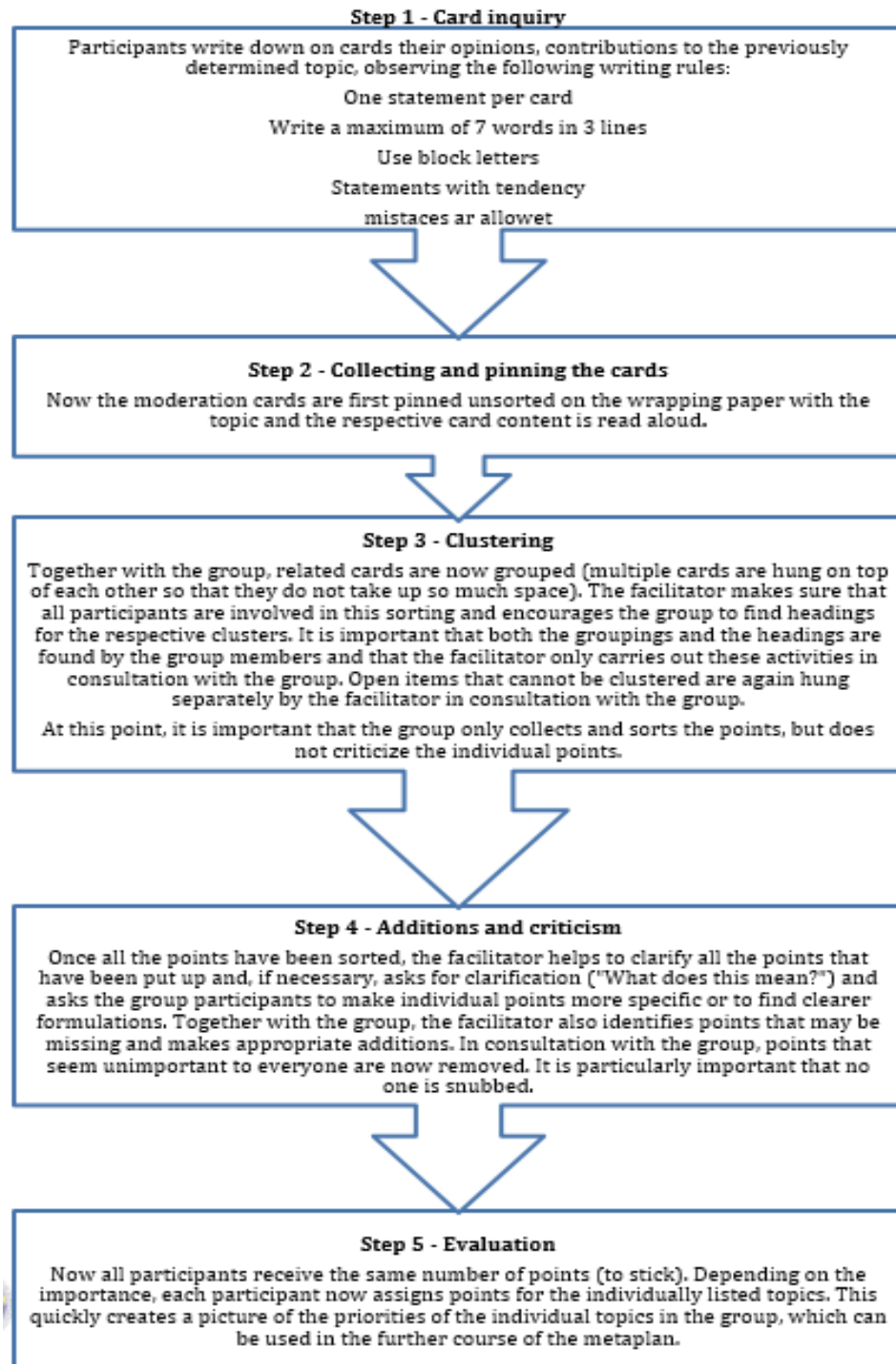


One advantage of this method is that without having to say many words, it becomes immediately apparent to everyone present who has which point of view on a particular topic, who is of the same or similar opinion (these people are close together), and who is more likely to have the opposite opinion.

As the leader of the differentiation exercise, you can ask individuals or groups of people to make a short statement so that viewpoints in the group become even clearer.

Depending on the distribution, you as the leader can also see immediately whether the group members are more likely to be of the same opinion or whether the opinions differ greatly.

Card inquiry



MANUAL

You can also use this simple tool to quickly find out whether participants agree or disagree with certain topics and to make this transparent in the group.

FLASH LIGHT

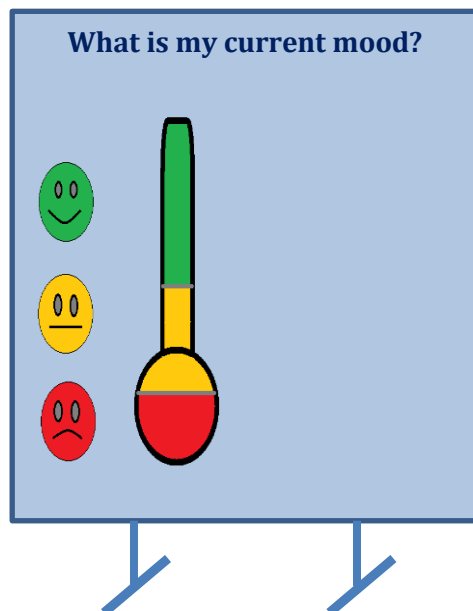
Each participant in turn briefly comments on a given question in one or two sentences. (e.g., What do I like so far?) The "I" message should be used. All other participants listen and may only ask questions of understanding.

PERSONAL QUERY

In contrast to the flash light, each participant has a longer opportunity to comment on a certain topic. Visualize two to three key questions (on a flipchart/board or projected) and ask the participants to take turns to comment on them. Caution. This method is rather unsuitable for larger groups!

MOOD BAROMETER

The mood barometer is a variant of the one-point survey.



On a flipchart or whiteboard, write the question "What is my current mood?" and run a scale vertically along the left edge with a barometer and smileys with smiling, neutral, and bad mood faces. Now ask your participants to make a dot to the right of the barometer that best reflects their current mood. Alternatively, you can ask the participants to briefly comment on the respective position.

If an event takes a longer period of time, you can also record the course of the mood of the participants by attaching the paper in landscape format to a pin board and drawing several columns next to the barometer, which allow the survey to be conducted at different points in time.

Note: A negative score on the smileys does not necessarily mean that certain participants* are dissatisfied with the event. There are also other backgrounds such as headaches or private problems that cause a bad mood.

You can also use this method to evaluate the mood towards and satisfaction with given content.

ANONYMOUS FEEDBACK

Sometimes circumstances require that feedback should be provided anonymously. Create a suitable setting for this that also gives your employees the security of being able to express themselves freely, for example by setting up a box in which feedback can be deposited in written form.

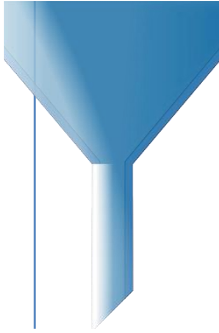


PERSONAL RESPONSIBILITY

If the individual work cannot be clearly assigned, the member's sense of responsibility for his/her part of the work decreases. Especially in larger groups, this quickly leads to the phenomenon of free-riding, since the individual can hide in the overall group.

POSITIVE INTERDEPENDENCE

Participants should realize that they can only achieve their goal together. If a group member knows that his or her own efforts positively influence the progress of the other group members, he or she will increase his or her efforts.



Summary

The establishment of Self-Organized Learning depends on various factors and is directly related to the time course, which is identical to the group development phases. Both the teaching style of the seminar leaders and the type of group are of decisive importance in determining whether Self-Organized Learning can be anchored. In the beginning, a more directive style should be applied, which is transformed into a cooperative or situational style in the course of the seminar. Self-organized learning also requires highly developed groups. This means that facilitators must contribute significantly to the maturity and growth of a group, and the training provided must address the experiences and attitudes of group members in order to foster cooperation among members.



THE META MODEL OF SELF-ORGANISED LEARNING

This model provides a concise overview of how each phase of group formation relates to the presenter's ability to interact with and support the participants.

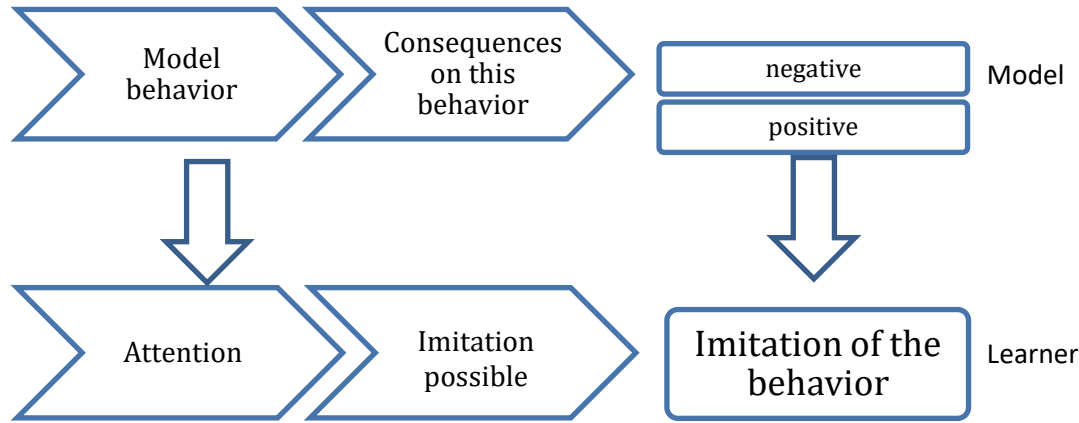
Group phase	Forming	Storming	Norming	Performing
Interaction possibilities Trainer	directive	directive /cooperative	cooperative	situational
Support opportunities of the individual	Self-esteem Biography work	Self-esteem Biography work	Self-presentation	Self-presentation

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 model?"





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 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.

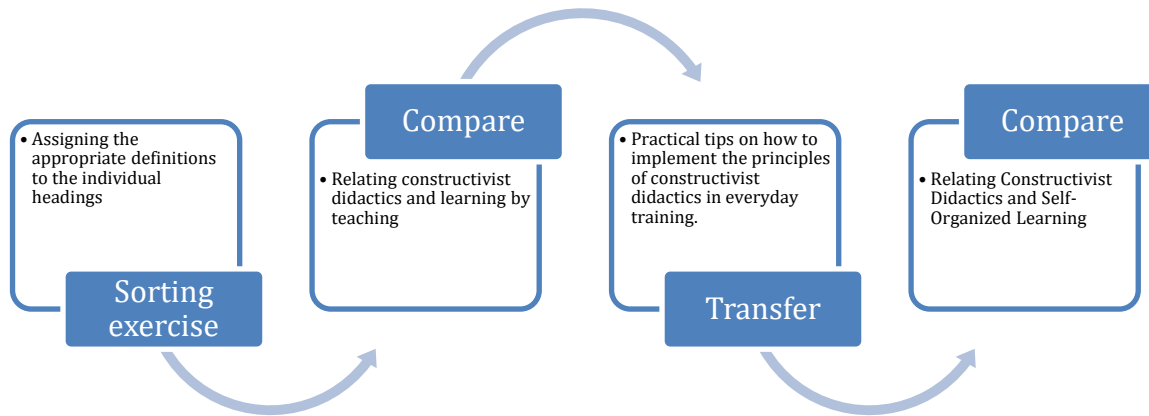
Also consider what would happen if everything stayed the same.

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.





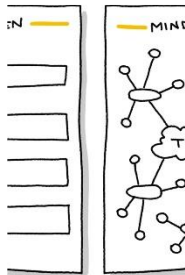
RELIEVING THE LOAD ON THE WORKING MEMORY

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.

SEMINAR METHODS - WHAT DIFFERENT METHODS YOUR PARTICIPANTS SHOULD BE ABLE TO USE

As a trainer in adult education, you are of course familiar with the various methods for activating a seminar group. However, we want to take a closer look at these methods and discuss together in which settings the individual methods are best suited to support people in learning in seminars. Remember. Albert Bandura and his model learning. You have to bring your participants in two weeks so far that they can also use these methods specifically!

METHODS FOR ACTIVATION

INDIVIDUAL WORK

Intentionally use individual work in your training to

Give participants the opportunity to review what they have just learned and to assess whether this content is relevant to them. In this case, you are again working with the "pays off sensor" of your participants

To give special meaning to the learning. This method is useful when you want your participants to deal with a topic in a very personal way

Give your participants the opportunity to make resolutions about how they will apply the material they have just learned in practice (transfer).





WORK IN PAIRS

Working in pairs is suitable for intensive and familiar processing of content.

Marbles

- **In the case of longer inputs, you form groups of 2 (left or right neighbor) at neuralgic points of your presentation, in which the participants have the opportunity to discuss again what they have just heard and to detect possible ambiguities on the basis of predefined structured questions.**

From coach to coach

- **Participants discuss personal matters in private and give each other feedback**

Realising resolutions

- **Participants support each other in transferring learning (What do I want to implement?)**

Resolving difficulties

- **In case of ambiguities or tensions in the seminar, solutions can be worked out in a team of 2 in an intimate atmosphere.**

WORK IN THREES

When working in threes, there is also a very intensive examination of the topic, another perspective is added!

Idea generation

- **Use this method when ideas are to be developed and participants are to work intensively with each other.**

Short role plays

- **Here one participant can take on the role of an observer and give feedback. A suitable setting when all participants should do a short role play and receive feedback.**

Consulting

- **In this setting, 2 coaches sit opposite the person bringing the concern and provide advice. In contrast to the 2-person setting, another perspective is added here!**



FOUR AND MORE - THE STANDARD GROUP

Groups working in parallel

If you conduct group work in which all groups have the same task, you have the difficulty in the subsequent plenary situation that the participants quickly become bored because each group has worked on the same topic and is now presenting. You can counter this by forming 2 groups before the presentations, with one group finding all the commonalities on the posters and the other group pointing out all the differences.



Vernissage with 2 glasses

The posters created by the groups hang on the walls like in a vernissage and the two groups find differences or similarities by marking all similarities on the posters with red color and all differences with green color.



Group meeting

2 groups each go through their posters for similarities and differences before the presentation and then present the result in plenary.

... with different tasks

When groups have to present different topics in plenary, this often leads to the fact that the whole attention of the participants is only with their own group and the other presentations rather down. Here you can **proceed** as follows:



Press conference

The audience becomes reporters. Create a setting like a press conference! The audience is invited to actively ask questions to the presenters.



Hearing

Each group presents its results to potential clients. The listeners therefore have to weigh up carefully whether what they have just heard makes sense to them and therefore have to listen carefully because they have to come to a conclusion afterwards.

PLENARY WORK

If you work with the entire seminar group, you face the challenge of involving as many participants as possible. Therefore, keep the plenary situations as short as possible! In case of longer inputs, make sure that you do not interrupt your presentation at meaningful points and that your participants can consolidate the learning material through suitable exercises!





Educational discussion

Work through the material with the group using prepared questions that encourage participants to think and contribute.



Flash Light

... is a method to quickly find out the current mood/sensitivity with one sentence from each participant.



Expert questioning

Your participants work out questions on a topic on moderation cards, which you, as the expert, then answer. Afterwards, you can also bring in those topics that are also important but were not on the cards.

ROLE PLAY TECHNIQUES FROM PSYCHODRAMA

Let's think about Situate together again here. You surely remember. Situating is one of the basic didactic principles of constructivist didactics. 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.

Authentic contexts in particular help to avoid the accumulation of inert knowledge by always constructing knowledge in those contexts in which it is to be applied, so that it can later be associated with the 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 this context, role-playing with its role-playing techniques, as they are known from psychodrama, is of course particularly suitable.

Here we have briefly summarized these techniques for you once again:



Role reversal

When asked, the participants switch roles. This allows different perspectives to be experienced.



Doubling

Participants or the trainer step behind a role-playing person and express observations and/or feelings, assumptions. The role-playing person decides whether or not to include these suggestions in his/her role-play.



Mirroring

A role-playing person is taken out of the game and replaced by another person who repeats the last sentences/actions and thus gets the opportunity to look at his/her own behavior from the outside. An intensive form of mirroring is video feedback.



Freeze

A scene is abruptly stopped by the trainer, the role players remain in their current position. This makes feelings particularly clear and facial expressions, gestures and body language can be observed more closely.

SUSTAINABILITY TRAINING

Just as important as teaching new content, however, is the consolidation of this content in the training and checking whether all participants are really up to date. This is rather a delicate matter! Many adults still struggle with the aftermath of unpleasant school experiences. Situations in which they have been shamed. The more educationally disadvantaged your participants are, the more likely they are to carry around such negative experiences. It can happen that such a person, who has struggled to maintain his or her dignity in school, experiences a flashback when you want to check in your seminar whether your participants have really mastered the subject matter.

So what to do? Do not conduct any checks?

We think that is the wrong way.

At this point we would like to introduce a systemic view. The term reinterpretation from English Reframing, more rarely also Neurahmenmung or reference transformation, describes a technique that became known from the systemic family therapy and is attributed to Virginia Satir. Reframing was already used by Milton H. Erickson in his hypnotherapy. In Neuro-Linguistic Programming, Motivational Interviewing as well as in Provocative Therapy, the reinterpretation methodology (reframing) is also given high priority.



Reinterpretation assigns a different meaning or sense to a situation or event by trying to see the situation in a different context (or "frame") (see framing (social sciences)). The metaphor behind the expression goes back to the fact that a picture frame defines the section of the whole picture, just as someone's point of view does with respect to reality. Frame also means a concept that limits our view. If we leave this mental definition, new ideas and possibilities of interpretation can arise.

A person trained in reinterpretation is able, through communication, to make scenes appear in a different point of view (frame), making it easier for participants to deal with the situation.





This is exactly what we suggest if you want to conduct a knowledge check with your participants:

PARTICIPANTS CHECK EACH OTHER

In this approach, you change the situation in such a way that it is not you as the trainer who checks the knowledge, but your participants themselves who take on this role. There are different methods for this:



Participants test each other

Participants prepare questions about the material they have just learned on moderation cards and either go together in pairs to test each other or ask each other these questions in plenary.



Under the magnifying glass

The examination situation in the plenary session can be defused somewhat if the participants' knowledge is "scrutinized" playfully and pictorially with a large magnifying glass. One participant begins by taking the magnifying glass in his/her hand and going to another participant in the plenary and asking a prepared question. After this participant has answered the question, he/she now gets the magnifying glass and asks the next participant.



Zipper

The participants form 2 rows. The first two participants ask each other their prepared questions, the other participants can help. Once the questions are answered, the two participants go to the back and the next two in the rows take their turn.



TRAINER TESTS PARTICIPANTS

For very important topics, it is advisable for you as the trainer to conduct the knowledge check. Again, a suitable reframing can be quite useful for you to create a relaxed atmosphere for this situation.

We would like to introduce you to two proven methods at this point:



Tests

Have the advantage that the participants have to answer several questions. However, since many people have had bad experiences at school, it is advisable to create a suitable setting: It is not about pass or fail, but about making sure that participants* leave the seminar with as much knowledge as possible.

At this point, you can also use the metaphor of a car repair, in which a check is made at the end to see whether the car really works well. If this is not the case, it simply means that some areas need to be improved.



Interview surprise guest

Announce a surprise guest who will take the opportunity to interview the experts (participants). Go out the door, change your appearance slightly (hairstyle, small accessories) and come back to the group as this guest and ask your questions. In doing so, feel free to probe a bit in this role. You are curious and want to take the opportunity to learn as much as possible from the experts.

PARTICIPANT CHECKS HIMSELF/HERSELF

It is also very effective if you include short sessions in your training as often as possible, in which the participants have the opportunity to review the knowledge they have just acquired. One form of this is the learning diary already presented.

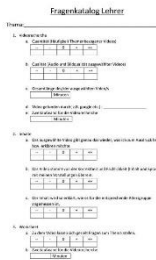
Animation:

Clicking the button opens the description of this method



learning diary

Here we would like to introduce you to two more methods:



1 Minute Paper

... is a method in which the participants work individually to answer questions about the learning material they have just gone through, which are aimed at their "pays off sensor". The 1 Minute Papers can either remain with the participants or serve the trainer as a basis for process control.



Cheat sheet

The participants write down on a moderation card which points in the previous learning material were particularly important for them. Similar to the Schummel note, the most important points have to be summarized again in a compact way. In groups of 2, the Schummel notes can then be compared with each other again.

TEAM ORIENTED LEARNING IN INTERACTIVE WORKING GROUPS

Now that you are familiar with the individual theoretical approaches, we want to put them together in a meaningful way and present our model to you.

While reading the individual chapters, you may have thought here and there: "I don't know if this can work with my seminar participants! That's all well and good, but isn't that a bit over the top? Seminar participants are not trained trainers in adult education!"

We can reassure you at this point! We have applied our methodology in many different courses. And most of the time these courses have worked out wonderfully!

Where you and your knowledge as a trainer are required is to be assessed,

the pace at which you proceed to incorporate elements of Self-Organized Learning into the daily seminar routine

How well you are able to communicate the building blocks necessary for teaching in a way that your participants can relate to them

how much they stick to supporting their participants where they need help

It has been our experience that a group needs an average of two weeks to really get started with our learning system. We will also provide you with a rough plan that includes all the important topics for these first two weeks.

But first, let us outline what our didactic approach is all about:



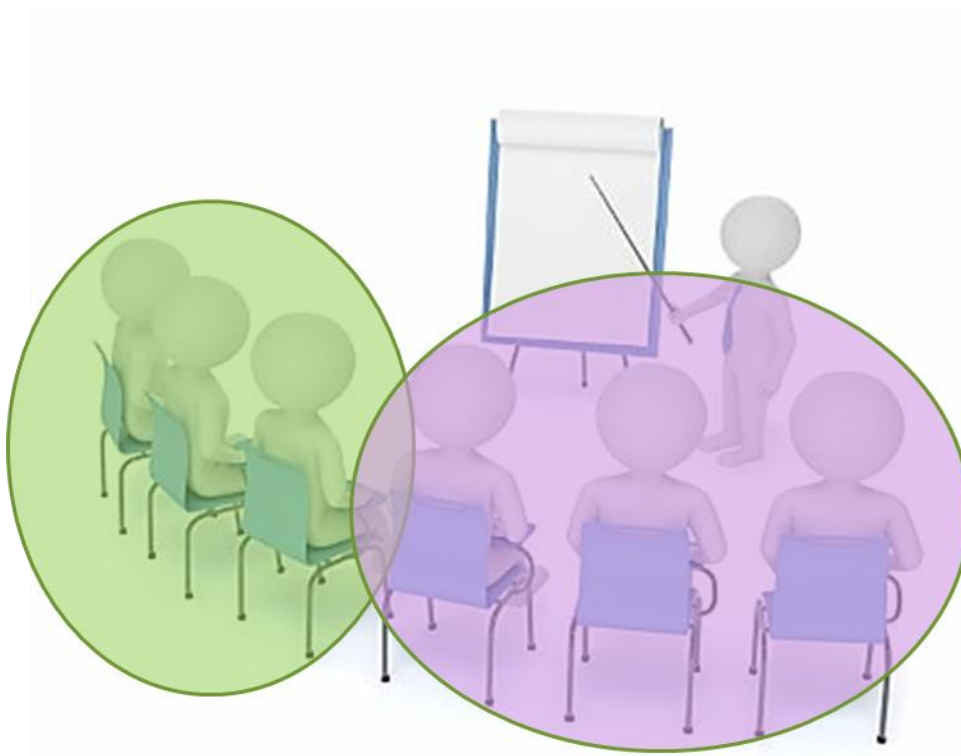


If we have depicted a conventional seminar situation here, the responsibility for imparting knowledge lies solely with the trainer. He or she will strive to ensure that the participants have different learning experiences by offering different methods. However, this does not change the fact that the planning of these steps and the provision of a suitable framework lies almost exclusively with the trainer.

Now you have already familiarized yourself with the basic principles of Self-Organized Learning and know that this does not necessarily have to be the case.

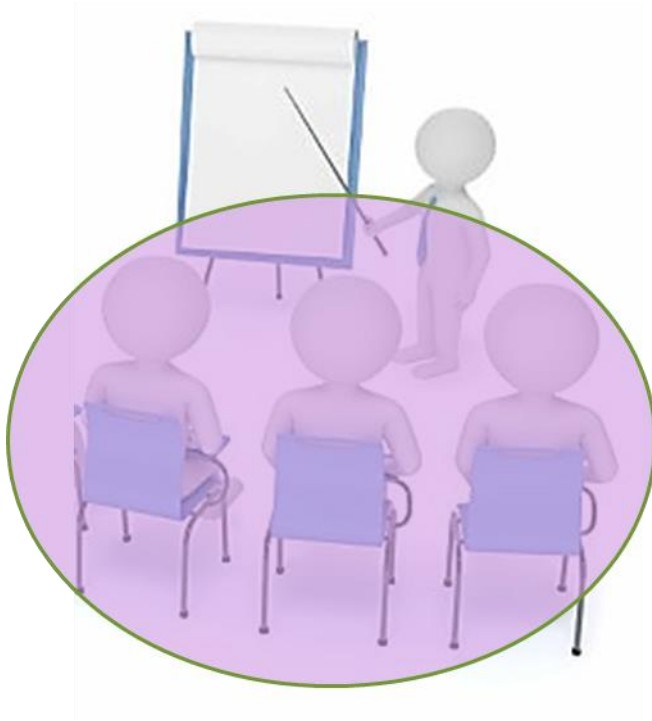
In our case, we have come to change the framework for learning in our seminars in the following way:





We divide the total group of participants into two subgroups of equal size and teach only one of the two groups, while the other subgroup is given a different task during the same time.





After this teaching unit, both groups come together again and the members of the group that was previously taught the subject matter by us now teach the other subgroup what they themselves have just learned.





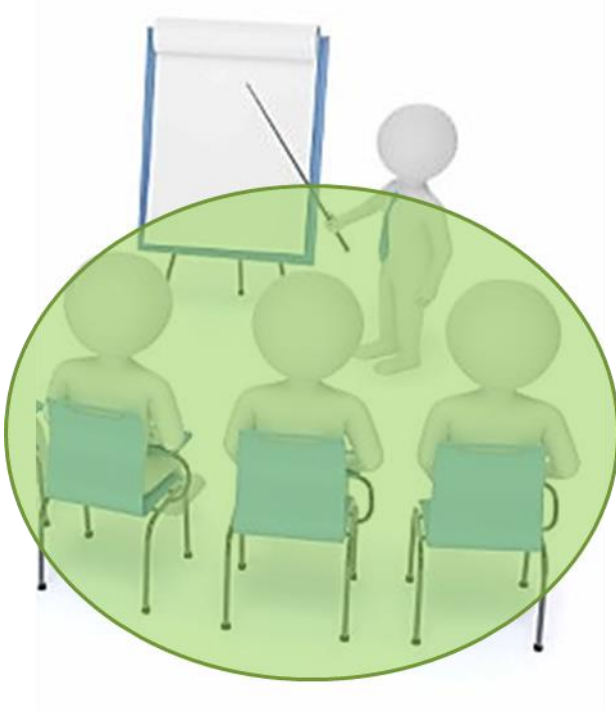
In doing so, they use all the methods described above in the chapters on brain-based learning, seminar methods, and sustainability training. Of course, in the beginning they are supported by us in the preparation of the methods. As the seminar progresses, however, most groups need our support less and less.

During the mutual teaching we accompany this process constantly and rush to help where it is necessary. But here, too, our help is needed less and less often as the seminar progresses.





The next day, the roles are then reversed. Those who were taught by us the previous day now receive a task, while the group that was not taught by us the previous day now participates in our training.





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Project financed by the European Commission, Education, Audiovisual and Culture Executive Agency, through the Erasmus+ strategic partnership projects in the field of adult education (KA204), Key Action 2 - Cooperation for innovation and the exchange of good practices.



You know the rest of the story now! The learning system continues in the same way, in that now the group that received training from us that day teaches the other group.



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TEAM ORIENTED LEARNING IN INTERACTIVE WORKING GROUPS, part B - PRACTICAL IMPLEMENTATION



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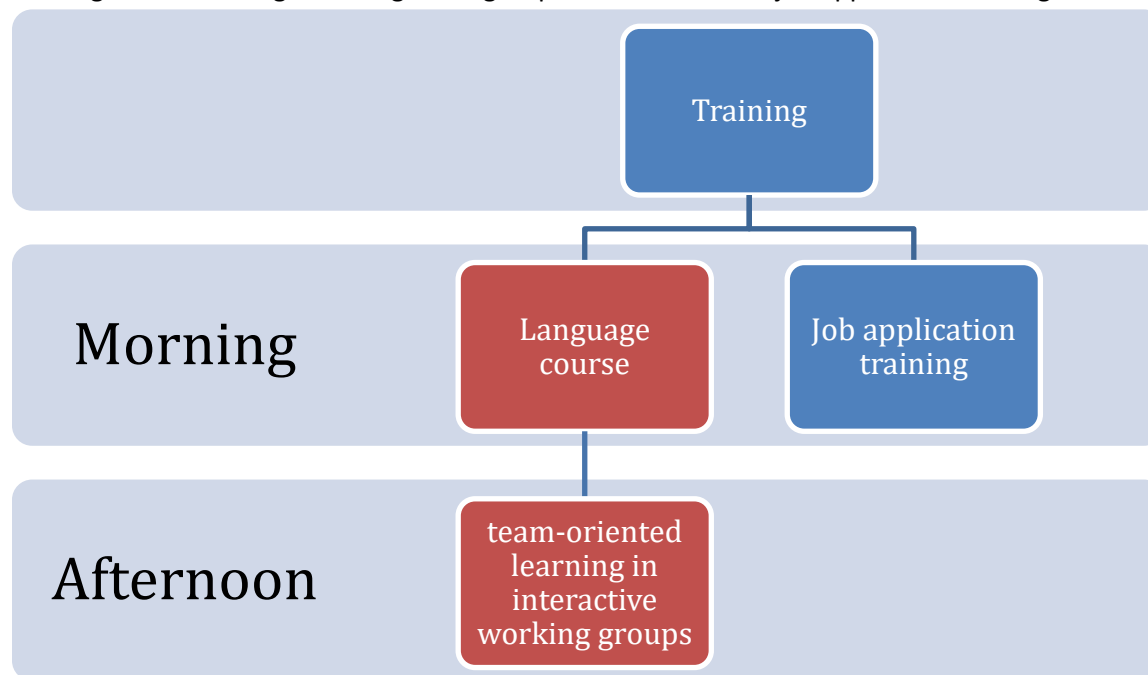
STRUCTURE OF A TRAINING COURSE - IMPORTANT CONTENTS OF THE TRAINING COURSE

Below you will now find a compilation of those contents that we have brought in a language course. Pay attention here especially to the structure!

The focus of this measure is on the acquisition of language skills. On the basis of this structure, however, you can easily design other courses, such as computer courses, accounting courses, etc.

In this measure, in addition to the acquisition of new language skills, there was also another focus, namely job application training. This means that one group received language training in the morning, while the other received job application training.

In the afternoon, the focus was exclusively on language training, and the group that had received language training in the morning now taught the group that had received job application training in the morning.



A BRIEF OVERVIEW

Team-oriented learning in interactive working groups using English as an example

day 1	day 2



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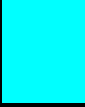



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	Gr 1	Gr 2	Gr 1	Gr 2
Morning				
Afternoon				

In the morning, group 1 has language training in English, group 2 a module in personality training. In the afternoon, group 1 teaches group 2 the material learned in the morning with the support and supervision of the trainers. This takes place in different group sizes with different methods.

The next day the groups change. In the morning, group 2 has language training in English, while group 1 has a module in personal development. In the afternoon, group 2 teaches group 1 the material learned in the morning with the support and supervision of the trainers.

Through this method, newly learned knowledge is not only stored in the long-term memory, but also immediately implemented and thus deepened. Reproducing what has been learned in one's own words is equivalent to a positive learning-psychological digestion process. The knowledge becomes easier to recall and is thus available more quickly, which is particularly useful in the use of language.

Since this new method is unfamiliar at the beginning, the participants need special guidance and support from the trainers.

In week 2, the participants are prepared in detail for this learning system through training in communication, passing on information, learning psychology basics and methodology.

In this process, the participants train the following competencies:

methodical knowledge	social skills	personal competencies
<ul style="list-style-type: none"> ○ Dissemination of information ○ Preparation of factual content ○ Presenting and presentation techniques 	<ul style="list-style-type: none"> ○ the ability to integrate into a team ○ the ability to contribute to a team ○ the ability to work together with others towards a common goal ○ the ability to take responsibility for a sub-process 	<ul style="list-style-type: none"> ○ Empathy ○ Leadership competence ○ Self-competence

TEAM-ORIENTED QUALIFICATION PHASE

This phase lasts two weeks. The following contents are taught during these two weeks:

Team oriented qualification phase	
Week 1	<ul style="list-style-type: none"> • Getting to know the measure • Team building • Clarification of expectations and goals • working attitude • Conversational culture / feedback • Identity and self-worth • Self-image - external image
Week 2	<ul style="list-style-type: none"> • Communication • Learning and teaching, learning techniques • Preparation for the language weeks • Establishment of a mentor network • Motivation • Outdoor day • First goal definition

During these two weeks, our participants are supposed to come together as a group. In different group compositions (see "Special social support")



the participants consciously experience group dynamic processes and are able to name them

receive basic training in the culture of conversation and feedback

and are introduced to team-oriented learning in interactive working groups.

In our experience, these first two weeks create a spirit of optimism; the potential of the individual participants becomes visible and can be used profitably for the group. During this phase, the trainers support the group process. They pick up the individual participants where they are at the moment and encourage one or the other participant to represent his or her point of view in the group. In this way, the participants should grow together to form a group that is capable of working. Individual consultations (see "Didactics and Methodology" point 1, p.38) offer course participants the additional opportunity to discuss personal matters and to determine their position in the group and in their current life situation.

At the end of the second week, each participant should

have signed a learning contract with the trainers, thus confirming their willingness to actively participate and contribute to this course

have formulated an initial personal goal definition

be able to start implementing Team Oriented Learning in interactive learning groups

be able to give constructive feedback based on the communication training

feel co-responsible for a respectful conversation culture

CAREER ORIENTATION AND ENGLISH

	Vocational orientation	English
Week 3	<ul style="list-style-type: none"> • Biographical work and location determination • Learning conference 	<ul style="list-style-type: none"> • Repetition and consolidation of grammar • Vocabulary specific to the profession
Week 4	<ul style="list-style-type: none"> • Potentials and resources • Key qualifications • Orientation and creative vision work 	<ul style="list-style-type: none"> • Typical professional conversation situations • Telephone training
Week 5	<ul style="list-style-type: none"> • Curriculum vitae • Self-competence • Orientation and creative vision work 	<ul style="list-style-type: none"> • Job interviews • Business correspondence
Week 6	<ul style="list-style-type: none"> • Competence portfolio 	<ul style="list-style-type: none"> • Curriculum Vitae
Week 7	<ul style="list-style-type: none"> • Motivation • Visit to the BIZ 	<ul style="list-style-type: none"> • Text work • Letter of application
Week 8	<ul style="list-style-type: none"> • Job orientation • Learning conference • 2. target definition 	<ul style="list-style-type: none"> • Grammar review and consolidation • Presentations

Total number of hours per participant:

English 132 units

Vocational orientation 102 UE



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TEAM-ORIENTED LEARNING IN THE ENGLISH COURSE

From week 3 onwards, **team-oriented learning** is implemented in interactive working groups in English language classes.

In the morning, the trainer presents or consolidates partly familiar but mainly new job-relevant content for the participants of one group, which they are to convey to the other group in English in the afternoon. In general, the training is based on "learning by doing" and attaches great importance to practical and demand-oriented examples.

At the beginning of the English training, the participants reflect on their learning biography and their own learning behaviour. In the course of the measure, deficits are to be identified and remedied.

REDUCING THE LINGUISTIC INHIBITION THRESHOLD

For the majority of participants, the biggest barrier is the initial inhibition typical of foreign language learning processes. However, experience has shown that this barrier is overcome relatively quickly through the support of the group and the first feelings of success within the team.

Parallel to this, comprehensive career orientation takes place in the mornings and on Fridays. Here, too, the strengthening of self-confidence as well as the exchange between the participants are extremely important to us.

SELF-ORGANISED LEARNING FOR ADULTS

In order to lead the participants as far as possible to self-determined and self-organised learning (see "Didactics and methodology"), the methods are selected in such a way that they allow the participants the greatest possible freedom of action and promote synergy effects among the participants.

Also in this phase of the course, individual discussions with all participants are planned in order to support the individual orientation processes and to give expert feedback. We are aware that the complex process of personal orientation cannot be squeezed into a time frame. However, on the one hand, we trust in our experience that the group dynamics and mutual support have a very beneficial effect, and on the other hand, there is still enough time in the course to let the impulses take effect.

GAIN IN SELF-CONFIDENCE

We have often observed that dealing with one's own life story in the context of writing a CV is a great challenge for one or the other participant. This makes the gain in self-confidence after the biography work is completed all the greater.



CREATIVE VISIONING

One Friday each will be dedicated to creative vision work in the small group. This training will be delivered by an artist and creativity trainer. He guides the participants to expand their individual creative potential. The aim is for each participant* to develop his/her personal vision.

Contents:

- ✚ News from modern creativity research
- ✚ Promotion of one's own talent
- ✚ Bringing the talent into the community
- ✚ Developing a personal vision
- ✚ Creating a picture (acrylic paint on paper) as a symbol for the vision.



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At the end of the ninth week of the programme, all participants should have

- have created a personal competence portfolio
- have formulated a goal definition with regard to his/her professional orientation
- be able to conduct conversations competently in a professional context
- be able to design and conduct presentations in English
- have increased their linguistic ability in English to such an extent that this qualification can be reflected in their letter of application as "English fluent".

INTERNSHIP SEARCH

In the middle of this course, a three-week internship in a company is also planned. We have set aside a whole course week for the internship search.

	Internship search	IT
Week 9	<ul style="list-style-type: none"> • - Internship search • - Preparation of application documents • - Analysis of company advertisements • - Matching personal applications to company advertisements 	<ul style="list-style-type: none"> • File management with Windows • Creating up-to-date application documents in Word • Job research on the Internet • Sending e-mail applications

Total number of hours per participant:

IT: 8 units





Application training: 16 units

Week 9 is reserved for the internship search. During this time, the participants should train all the skills they still need for this. During the internship search, the infrastructure of the seminar rooms such as PC, printer, internet, telephone, photocopier and work tools such as telephone books and yellow pages, as well as current job advertisements and daily newspapers are of course available to the participants in order to promote their own initiative.

Companies that require language skills in English and/or Czech are particularly attractive for us as internships.

EXCURSION TO THE CAREER INFORMATION CENTRE

An excursion to the VOCATIONAL INFORMATION CENTRE will provide the participants with additional information.

At the end of week 9, all participants shall

- can research independently on the Internet
- have prepared individual, attractive application documents themselves
- know in which industry they want to complete their internship



CAREER ORIENTATION AND CZECH

In the second part of the course, the focus of the language teaching is on acquiring basic knowledge of the Czech language.

	Self-marketing	Czech
Week 10	<ul style="list-style-type: none"> • Use of body language and voice 	<ul style="list-style-type: none"> • Pronunciation • Introduce yourself • Family, colleagues
Week 11	<ul style="list-style-type: none"> • Working on one's own expression • Expanding the repertoire of roles • Style and type advice 	<ul style="list-style-type: none"> • Simple dialogues • Question and negation • Describing pictures, people
Week 12	<ul style="list-style-type: none"> • Telephone training • Questioning techniques • Style and type counselling 	<ul style="list-style-type: none"> • Time, date, numbers • Regional studies • Train station, hotel, shops • Meals, restaurant
Week 13	<ul style="list-style-type: none"> • Application training • Role play / application situation • Learning conference 	<ul style="list-style-type: none"> • Vocabulary • Personal and possessive pronouns • Occupations and leisure activities
Week 14	<ul style="list-style-type: none"> • - Video training / application situation 	<ul style="list-style-type: none"> • Country and culture • Vocabulary • - Excursion
Week 15	<ul style="list-style-type: none"> • Assessment Centre 	<ul style="list-style-type: none"> • Grammar • Simple telephone conversation
Week 16	<ul style="list-style-type: none"> • - Assessment Centre • - 3. target definition 	<ul style="list-style-type: none"> • Letters • Tenses

Total number of hours per participant:



Czech 156 units

Self-marketing 120 UE

In weeks 10 - 16, team-oriented learning is continued in interactive working groups in Czech language lessons.

In the mornings, the trainer presents or consolidates new content for the participants in one group, which they then pass on to the other group in the afternoon. In general, the training is based on "learning by doing" and attaches great importance to practical and demand-oriented examples. Czech geography and special features of Czech culture and mentality are taught and our participants are introduced to them through a planned excursion.

Self-marketing

In personality training, the focus is on self-marketing. A lot of emphasis is placed on the implementation of the learning content. In the sense of self-organised learning, the trainers increasingly become moderators and observers who support the participants with their feedback and give them impulses.

In week 15, both groups will prepare an assessment centre, which will be carried out for the other group in week 16. Parallel to this content, the participants will be given sufficient time and support for the internship applications.

At the end of week 16, all participants should have

be able to hold simple conversations in Czech

have acquired a basic understanding of Czech culture

have extensive experience of team-based learning in interactive working groups and can credibly communicate team competence

be able to express self-competence through their skills and areas of learning

are able to show their own personality to best advantage in a job application situation

know how to deal with uncertainty and nervousness in a positive way in job application situations

have a suitable internship



BUSINESS INTERNSHIP

	Internship
Week 17 until Week 19	3 Week BUSINESS INTERNSHIP

SUPERVISION DURING THE INTERNSHIP

To ensure optimal support during the internship period, our office is staffed every weekday from 0830 to 1230. During the three weeks, all participants are visited by their reference trainers at their internship sites. On the one hand, this serves to establish contact with the internship providers and to obtain their feedback on the participants, on the other hand, we also want to give the participants the opportunity to talk about their current experiences.

ALTERNATIVE: PROJECT WORK

Basically, we assume that all participants will find a suitable internship. Should one or the other participant not be able to complete an internship in this form for personal, health or other reasons, there is the possibility of project work. Of course, this project work should also bring the participant closer to the goal of finding a job.

For this purpose, we offer several topics to choose from:

One possible topic is comprehensive research on companies in the region with contacts to the Czech Republic.

Another topic is, for example, comprehensive research on companies in the region where English is required as a qualification.

A paper can deal with intercultural topics: Similarities and differences of Austrian and Czech culture using examples from literature, interviews, testimonials, etc.

After consultation with the responsible trainers, participants concerned are also welcome to suggest another paper that is meaningfully related to the topic of work - language - culture - understanding.



ACTIVE JOB SEARCH

	Active Job Search
Week 20 until Week 21	<ul style="list-style-type: none"> • Intensive application • Reflection on the internship experience • Exchange of experiences and any problems encountered • Development of possible solutions • Individual consultation • Learning conference

Total number of hours per participant:

Active job search 60 hours

Experience has shown that many personal experiences have to be exchanged and classified when returning from the internship. In this phase it is important to remain active and to make use of the motivation boost that was initiated by the internship. The synergy effects in the group are very supportive here:

- Mutual support in job research
- exchange of experience
- Mutual motivation
- Development of solution strategies in small groups

The one or other readjustment in orientation can become an issue.

AFTERCARE

	Aftercare
Week 21 and Week 22	<ul style="list-style-type: none"> • Use of the infrastructure for research and applications • Individual interviews



The aftercare phase serves to create a transitional zone between the course and the participants' release into private life. Above all, those participants for whom the structure and social network of the measure has offered new support should be guided with special care into their new independence and supported in building their own networks.

The offer for the participants during these two weeks:






Use of the infrastructure of the seminar rooms PC, printer, internet, telephone, photocopier

Use of work equipment, telephone books and business directories, current job advertisements and daily newspapers, envelopes, stamps

Individual discussions and individual coaching of up to three hours for each participant.

ORGANISATIONAL FORM

The following is a graphical illustration of the course procedure:

	=	personality-forming contents
	=	Language training English
	=	Team-oriented learning in interactive working groups English
	=	Language Training Czech
	=	Team-oriented learning in interactive working groups Czech


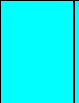



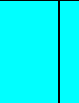


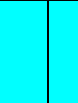
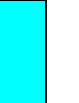









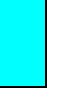
Legende

Course schedule week 1 - 2

Week 1 - 2	MO		TU		WE		TH		FR	
	Gr 1	Gr 2	Gr 1	Gr 2	Gr 1	Gr 2	Gr 1	Gr 2	Gr 1	Gr 2
Morning 08:30 – 11:30										
Afternoon 11:30 – 14:30										

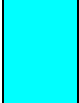
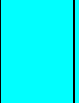
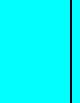

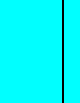
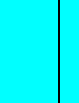

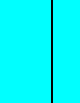
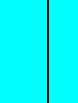
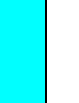
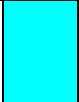
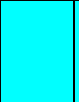
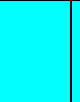

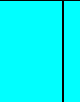
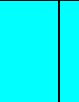

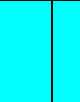
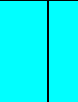
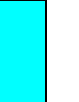
Content	Number of weeks	Participants:Trainer	Organisational Form
personality-oriented Team-oriented qualification phase	2	10:1	Closed course / Small group

Course schedule week 3 - 8

Week 3 - 8	MO		TU		WE		TH		FR	
	Gr 1	Gr 2	Gr 1	Gr 2	Gr 1	Gr 2	Gr 1	Gr 2	Gr 1	Gr 2
Morning 08:30 – 11:30										
Afternoon 11:30 – 14:30										





















Content	Number of weeks	Participants:Trainer	Organisational Form
English	6	10:1	Closed course / Small group
Persönlichkeits-orientiert Berufsorientierung	6	10:1	Closed course / Small group
Team-oriented learning in interactive working groups	6	10:1	Closed course / Individual learning groups

Course schedule week 9

Week 9	MO		TU		WE		TH		FR	
	Gr 1	Gr 2	Gr 1	Gr 2	Gr 1	Gr 2	Gr 1	Gr 2	Gr 1	Gr 2
Morning 08:30 – 11:30										
Afternoon 11:30 – 14:30										

Content	Number of weeks	Participants:Trainer	Organisational Form
personality-oriented Search for an internship	1	10:1	Closed course / Small group

Course schedule week 10 - 16

Week 10 - 16	MO		TU		WE		TH		FR	
	Gr 1	Gr 2	Gr 1	Gr 2	Gr 1	Gr 2	Gr 1	Gr 2	Gr 1	Gr 2
Morning 08:30 – 11:30										
Afternoon 11:30 – 14:30										

Content	Number of weeks	Participants:Trainer	Organisational Form
Czech	7	10:1	Closed course / Small group
persönlichkeits-orientiert Self-Marketing	7	10:1	Closed course / Small group
Team-oriented learning in interactive working groups	7	10:1	Closed Course Individual learning groups

Course schedule week 17 - 19

Week 17 - 19	MO	TU	WE	TH	FR
Morning	INTERNSHIP				
Afternoon					

Course schedule week 20

Week 20	MO		TU		WE		TH		FR	
	Gr 1	Gr 2	Gr 1	Gr 2	Gr 1	Gr 2	Gr 1	Gr 2	Gr 1	Gr 2
Morning 08:30 – 11:30										
Afternoon 11:30 – 14:30										

Content	Number of weeks	Participants:Trainer	Organisational Form
Active search job	2	10:1	Closed course

Follow-up support week 21 - 22

Week 21 - 22	MO	TU	WE	TH	FR
Morning	Follow-up support in the form of individual coaching				

Afternoon	
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Content	Number of weeks	Participants:Trainer	Organisational Form
Follow-up support	2	1:1	Individual support

SPECIAL SOCIAL SUPPORT

Die Aufteilung der Teilnehmer*innen in 4 homogene Gruppen macht es möglich, dass Frauen wie auch Männer sowie junge und ältere Personen in einem geschützten Rahmen die Gelegenheit haben, ihren spezifischen Zugang zu verschiedenen Themen zu erarbeiten.

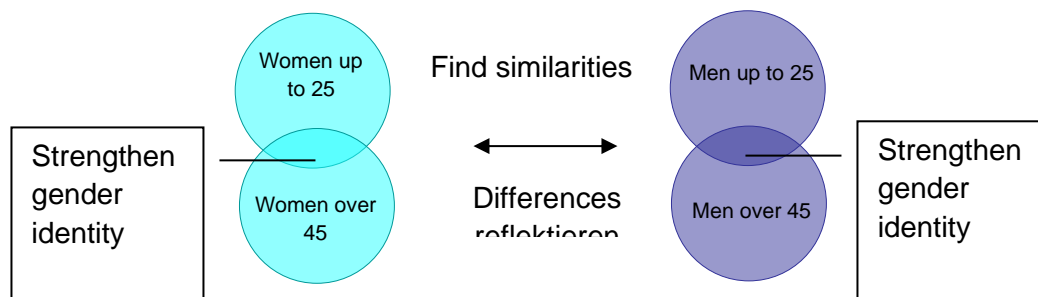
Die Arbeit mit verschiedenen Gruppenbildungen erfolgt in zwei Schritten:

Step 1: Exchange about the worlds of experience within the respective small group.

Step 2: Exchange and discussion of the results of the small group work within the large group

In addition to the large group, the following working groups can be formed based on the composition of the group:

GENDER HOMOGENEOUS INTERGENERATIONAL GROUPS

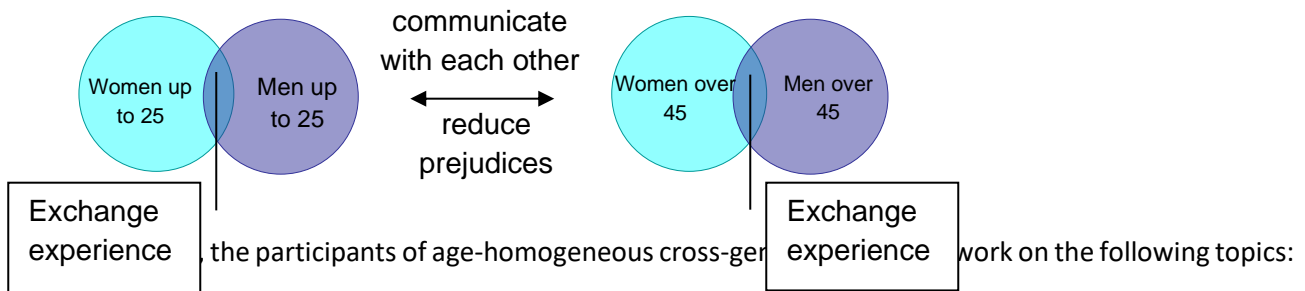


In a first step, the participants of gender-homogeneous intergenerational groups can work on the following topics:

- Reflection on one's own gender role in the immediate living environment
- Reflection on one's gender role in the previous professional and/or school context.
- Reflection on one's own gender role in career orientation
- Generational differences in the perception of one's own gender role

In a further step, these two groups can work together to find commonalities and differences that have been worked out in the above-mentioned questions within the respective group and reflect on them together. Both generational and gender issues can be worked on together. Thus, this setting ensures both a deep exchange of experiences within the genders as well as between the genders and an exchange of experiences between the generations within one gender.

AGE-HOMOGENEOUS CROSS-GENDER GROUPS



Exchange of experience about professional experiences within one's own generation

Exchange of experience about different strategies in job search within one's own generation

Reflection on the influence of social and temporal framework conditions on the individual life biography

In a further step, the participants in the large group can examine their specific view of the other generation. In this context, different communication styles and patterns can be examined and prejudices about the experiences and behaviour of the other generation can be addressed.



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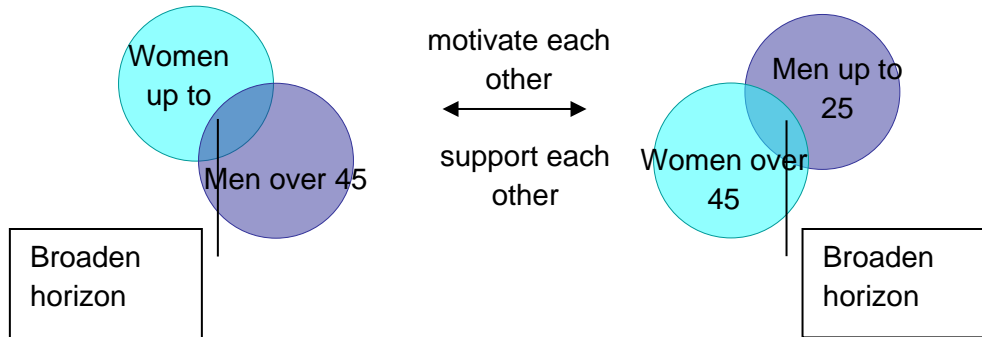


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INTERGENERATIONAL AND CROSS-GENDER GROUPS



In a first step, the participants of intergenerational and cross-gender groups can work on the following topics:

Differences in socialisation with regard to typical female and male occupations.

Transfer of experience from the experienced age group to the young people about job profiles and work experiences. As this group constellation is the opposite sex, the young people receive first-hand accounts of mostly gender-atypical occupations.

In a further step, the participants in the large group can motivate and support each other to also consider gender-atypical career goals and review these career goals together.

CARE RATIO 1:10

The supervision ratio of 1 trainer to 10 participants plus 1 trainer to 10 participants makes it possible that our participants are always well looked after in every constellation and on every topic, and that new ideas, various synergy effects, as well as personal questions are given space and taken seriously and can be dealt with if necessary.



COACHING AND ONE-TO-ONE INTERVIEWS

In order to support the course participants personally and to be able to provide them with targeted support in their current situation, regular individual coaching sessions are offered, as described in more detail in the sections "Content" and "Didactics and Methodology".

During the course, 6 - 10 individual coaching sessions or individual conversations are planned per participant, depending on need, for the following topics:

• **During the first two weeks**, personal expectations, opportunities and possible obstacles are to be worked on. Learning goals are to be formulated, self-responsibility and critical faculties as well as the expression of one's own needs are to be promoted.

At the beginning



• Experience has shown that it makes sense to offer individual coaching during the **orientation process** in order to be able to respond to the participants' individual situation with concrete questions and impulses.

Orientation process



• In the process of writing a CV **and dealing with one's own biography**, individual participants may remember experiences that stir them emotionally. In these cases, the offer of a personal discussion and, as a result, perhaps also the reference to specific professional counselling centres, is very gladly accepted.

Biography work



• In our experience, there is a critical phase in any course, as in any team building, which group dynamics practitioners refer to as the **"storming phase"**. During this time, individuals take the final and very conscious step into the social structure "group". This is often associated with the fear of losing one's own individuality and autonomy. Old, perhaps negative work experiences (keyword: "mobbing") can surface. We consciously support our participants in this process through individual discussions in order to strengthen our individual support approach and with the awareness that a good way of dealing with this critical phase is trained in the sense of teamwork.

Supporting the formation of groups





•During the active internship and job search, obstacles and problems that have so far stood in the way of taking up a job can be discussed. Through a systemic-constructivist orientation in coaching, participants can be invited to try out new perspectives, detect behavioural patterns and check them for their suitability in the present and generally approach new challenges with openness and courage.

Active job search



•In addition, all those participants who have not yet found a job after completing the active job search are offered two weeks of individual coaching.

Follow-up support



MEASURES TO PROMOTE GENDER EQUALITY

Im Sinne von Gender Mainstreaming wollen wir auf folgende Punkte verweisen:

alle Trainer*innen sind in der Genderthematik geschult und wissen über das Gleichbehandlungsgesetz Bescheid

bei allen Schulungsunterlagen achten wir auf geschlechtsneutrale Formulierungen bzw. sprechen wir beide Geschlechter explizit an

Fallbeispiele werden so gewählt, dass sie der Gender Mainstreaming Thematik entsprechen

Grundsätzlich ist uns gerade in der Gender Mainstreaming Thematik unser Bildungsauftrag und unsere Vorbildwirkung bewusst



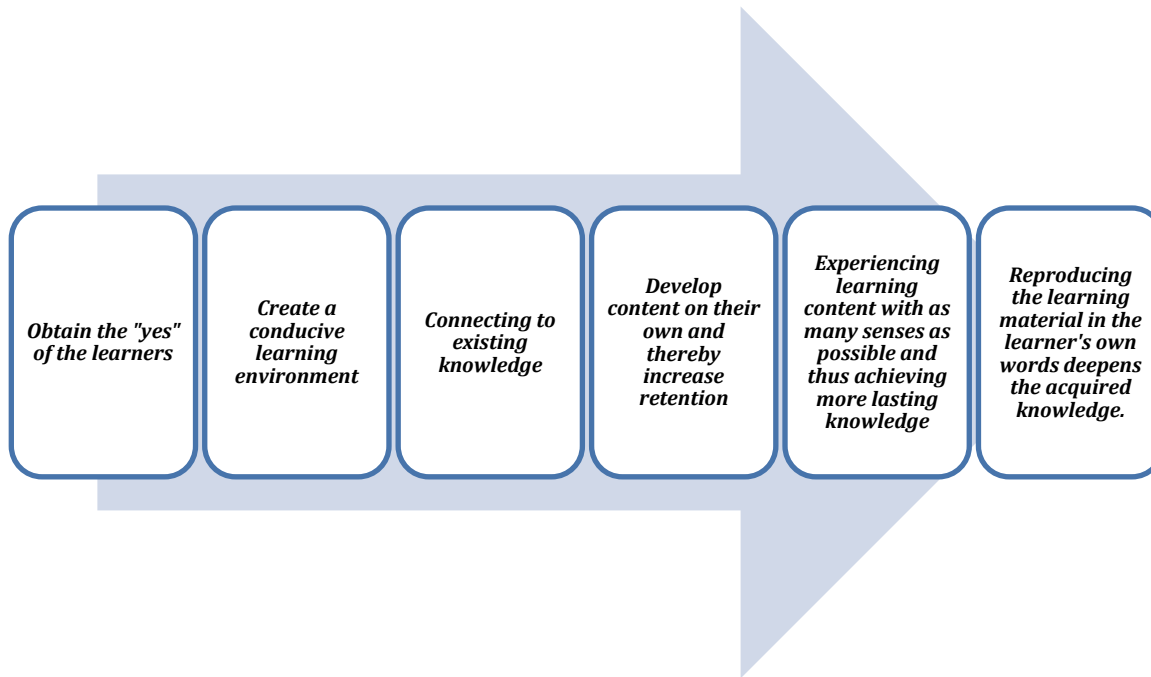


DIDACTICS AND METHODOLOGY



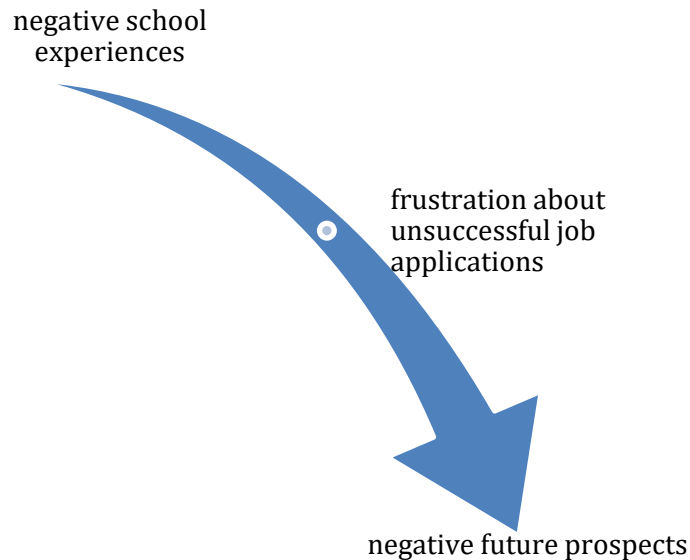
*"Tell me, and I forget,
show me and I'll remember,
let me do it and I'll know forever!"
(Confucius)*

This millennia-old saying has been repeatedly proven by findings of modern learning psychology. Our didactics are based on the following learning psychology findings:



OBTAINING THE "YES" OF THE LEARNERS

One of the main reasons why learning content is not taken up or implemented is the lack of consent of the participant. This can manifest itself in resistance and sabotage up to withdrawal and refusal. With regard to the individual target groups of this measure, we see the following starting points:



Our trained team of trainers supports the participants individually (one-to-one coaching) and empathically on their way to yes. Detailed information about the training measure and transparency are the first step. Sometimes encouragement is needed so that one or the other participant has the confidence to overcome the individual thresholds (getting involved in the measure, speaking foreign languages, dealing with one's own biography, the internship, up to the step into the new working phase of life).

This requires both extreme sensitivity and appreciative motivation on the part of the trainers as well as a sustainable culture of discussion in the group. A trusting and appreciative relationship with both the trainer team and the learning group is extremely important for the agreement. The goal should be the conclusion of a learning contract (see content at the end of the second week), in which the participant sees him/herself as a self-responsible and self-determined part of the measure.

The following methods are derived from this:

Individual coaching



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In a one-to-one meeting, individual goals are defined with the participants and advantages or obstacles regarding the measure on the way to the primary labour market are discussed.

In general, we have chosen the systemic constructivist coaching approach. This means, among other things, that we proceed in a resource- and solution-oriented way.

In the sense of transparency, the reference to the definition of the goal and the feasibility of the learning content is repeatedly established, and the implementation is reflected and practised in a practical way.

In this process, the participants train the following competences:

Self-responsibility	
Reliability	
Perseverance	
Defining goals	
Overcoming difficulties	
Self-motivation	
Frustration tolerance	

CREATING A CONDUCIVE LEARNING ENVIRONMENT

We consider the nature and furnishing of the seminar rooms, the learning atmosphere and the discussion culture to be a supportive learning environment. The aim is that each participant feels jointly responsible for the conversation culture and learning atmosphere. In weeks 1 and 2, the following topics are worked on with the participants:

Feedback and conversation culture

non-violent communication

Group dynamics



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In weeks 8 to 11, the participants will refine and expand their repertoire of expressions and behaviour patterns with competent guidance.

The following methods are derived from this:

Feedback

Through feedback, the participants should expand their world of experience and learn to communicate more consciously. In this context, it is important to distinguish between observation and interpretation. In special communication exercises, the participants should practise respectful and attentive interaction with each other.

Group sociogram

Individual conversations

With the help of group sociograms as well as in individual conversations, each participant has the opportunity to reflect on his/her status or role within the group.

In this process, the participants train the following competences:

- Ability to express own needs
- Ability to contact and relate
- Ability to criticise and deal with conflict
- Team competence
- Sharing responsibility for the culture of conversation
- Responding to the needs of the opposite sex
- responding to the needs of different age groups

CONNECT TO EXISTING KNOWLEDGE

Building on the personal learning and professional biographies of the participants, potentials and resources are identified and strengthened and supplemented with new experiences from the training.

Different people have different approaches to their life and career biographies and their potentials. Taking this diversity into account, we offer several ways to reach the goal.

The following methods are derived from this:

Methods from creativity training

Methods from outdoor training

Working with the Qualibox

Individual work using the Swiss Qualification Book

COMPETENCE PORTFOLIO

The aim is to create a personal competence portfolio, which in turn serves as a basis for further orientation and application processes.

SYNERGY EFFECTS

Through the exchange within the small groups about personal life, learning and professional experiences, additional synergy effects arise.

In this process, the participants train the following competences:

Self-competence

Ability to self-reflect

Increase of self-confidence

WORK OUT THE CONTENT YOURSELF AND THEREBY INCREASE YOUR RETENTION RATE

The concept of self-organised learning for adults enables participants to

- actively participate in shaping the teaching process
- to co-determine content
- to contribute their interests and skills
- to prepare topics independently for others



Through targeted inputs and exercises, the participants are enabled to acquire learning content themselves. They are provided with the necessary material:

Specialist literature

Newspapers

Internet

The following methods are derived from this:

Research

Interviews

Presentations

In this process the participants train the following competences:

The ability to do your own research

The ability to acquire content by oneself

to represent one's own opinion in a group

to work independently

to take responsibility for parts of a work process

EXPERIENCE LEARNING CONTENT WITH AS MANY SENSES AS POSSIBLE AND THEREBY ACHIEVE A MORE LASTING KNOWLEDGE

Humans learn through perceptions of different sensory modalities:

Visual Auditory Kinesthetic

Different types of perception are always represented in a group. In order to make the lessons as efficient as possible, the trainers use a broad repertoire of methods.

The following methods are derived from this:

Learning in motion through:

Experiential education

Theatre education

Outdoor education



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Increased use of visual presentation techniques
Increased use of acoustic presentation techniques


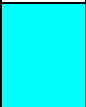
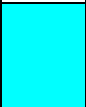




In this process the participants train the following competences:



REPRODUCTION OF THE LEARNING MATERIAL IN YOUR OWN WORDS DEEPENS THE ACQUIRED KNOWLEDGE

A well-known phenomenon at school is that learning content is forgotten after the exam at the latest. By repeating and reformulating, learning content can be stored more effectively in the long-term memory.

Team-oriented learning in interactive working groups using English as an example

	day 1		day 2	
	Gr 1	Gr 2	Gr 1	Gr 2
Morning				
Afternoon				

In the morning, group 1 has language training in English, group 2 a module in personality training. In the afternoon, group 1 teaches group 2 the material learned in the morning with the support and supervision of the trainers. This takes place in different group sizes with different methods.

The next day the groups change. In the morning, group 2 has language training in English, while group 1 has a module in personal development. In the afternoon, group 2 teaches group 1 the material learned in the morning with the support and supervision of the trainers.

Through this method, newly learned knowledge is not only stored in the long-term memory, but also immediately implemented and thus deepened. Reproducing what has been learned in one's own words is equivalent to a positive learning-psychological digestion process. The knowledge becomes easier to recall and is thus available more quickly, which is particularly useful in the use of language.

Since this new method is unfamiliar at the beginning, the participants need special guidance and support from the trainers.

In week 2, the participants are prepared in detail for this learning system through training in communication, passing on information, learning psychology basics and methodology.

The following methods can be derived from this:

To increase retention and improve sustainability, Blickpunkt Identität has developed a system that integrates implementation-oriented learning into the subject modules English, Czech and IT:

In this process, participants train the following competences:

methodological knowledge

- passing on information
- preparation of factual content
- presentation and presentation techniques

social skills

- the ability to integrate into a team
- the ability to contribute to a team
- the ability to work with others towards a common goal
- the ability to take responsibility for a sub-process

personal skills

- empathy
- leadership skills
- self-competence



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