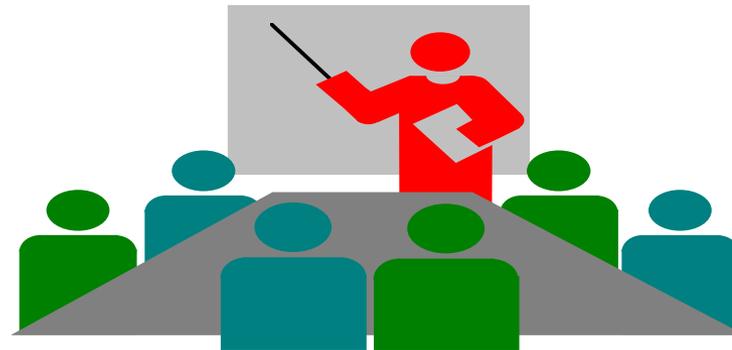


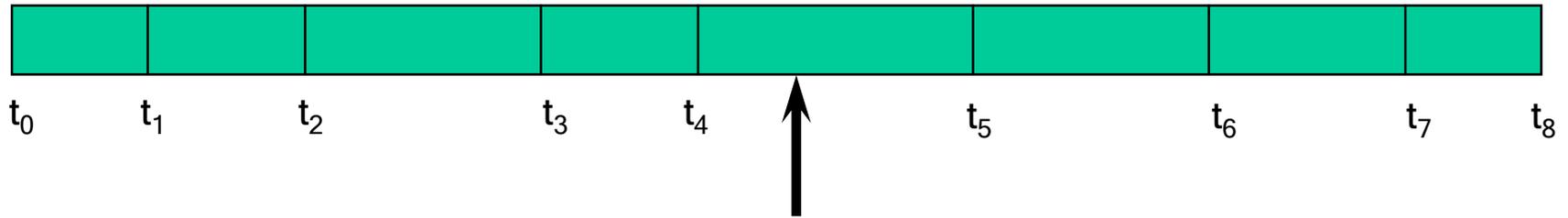
Didactics of Vocational Education

Didactic-methodical Design Elements

Dresden/Beijing, March 2022



educational unit

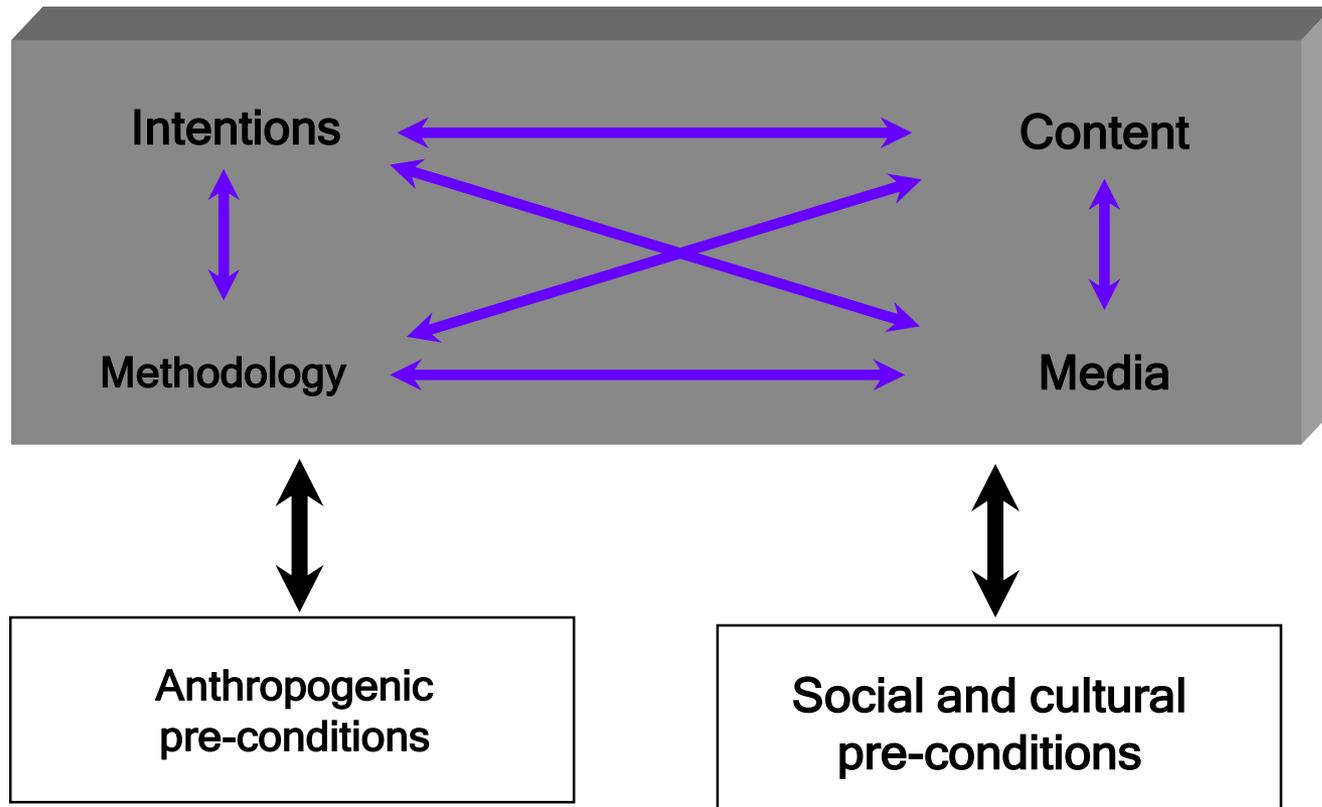


How we can describe a step of vocational lessons/
lectures to

- a) a goal-oriented planning and preparation of the lesson/lecture according the existing conditions

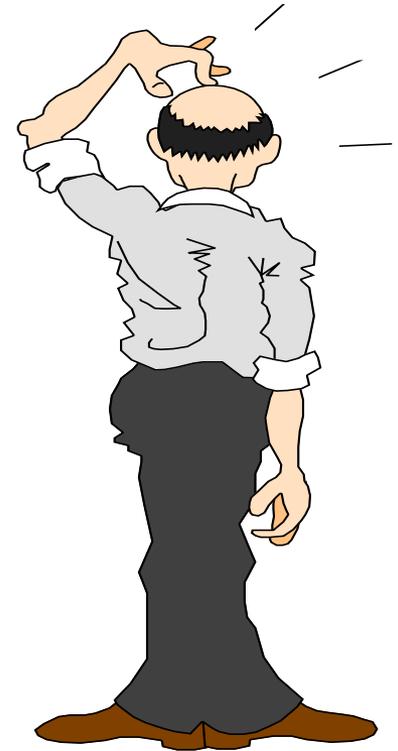
- b) evaluate the lessons/lectures

„Berliner Model“



Aspects of the design of instruction in the planning of vocational education and training?

1. What educational goals I want to achieve ●
2. With what content, these goals are realized? ●
3. What didactic and methodological design elements do I use? ●
4. What teaching materials (media) do I use?



cognitive educational goals

- knowledge
- cognitive abilities

psychomotor educational goals

- motor skills

affective/emotional educational goals

- attitudes
- intrinsic values

Taxonomy educational goals (BLOOM)

1. to know something
2. to understand something
3. to use something
4. to analyse something
5. to sythesize something
6. to assess something



Depth of object acquisition

Bloom, Benjamin S (Hrsg.): Taxonomie von Lernzielen im kognitiven Bereich.
Weinheim und Basel 1972



Descriptive matters of acquisition

- terms
- statements
- theories
- hypotheses
- ...

Regulative matters of acquisition

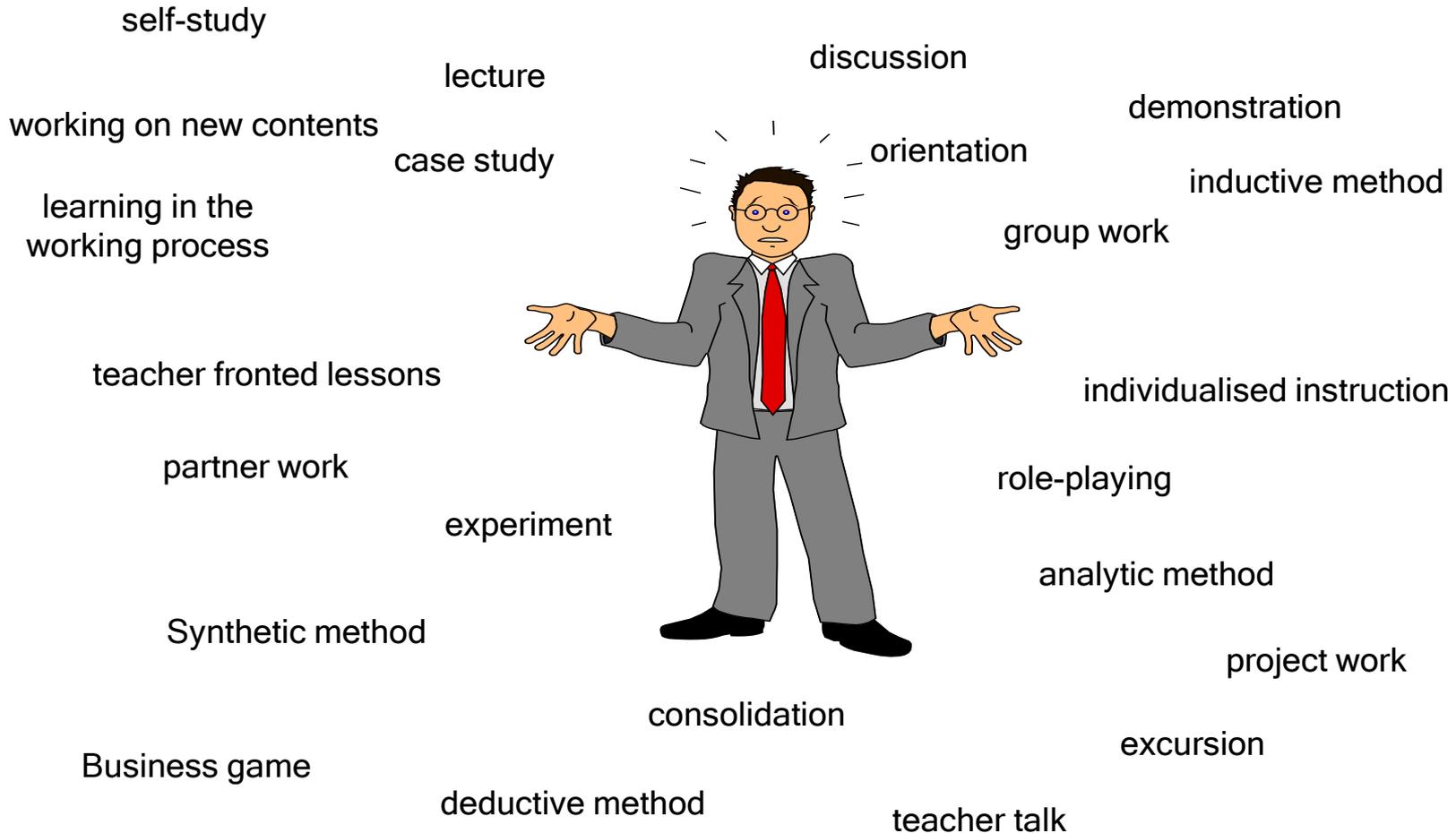
- rules
- principles
- methods
- algorithms
- ...

Normative matters of acquisition

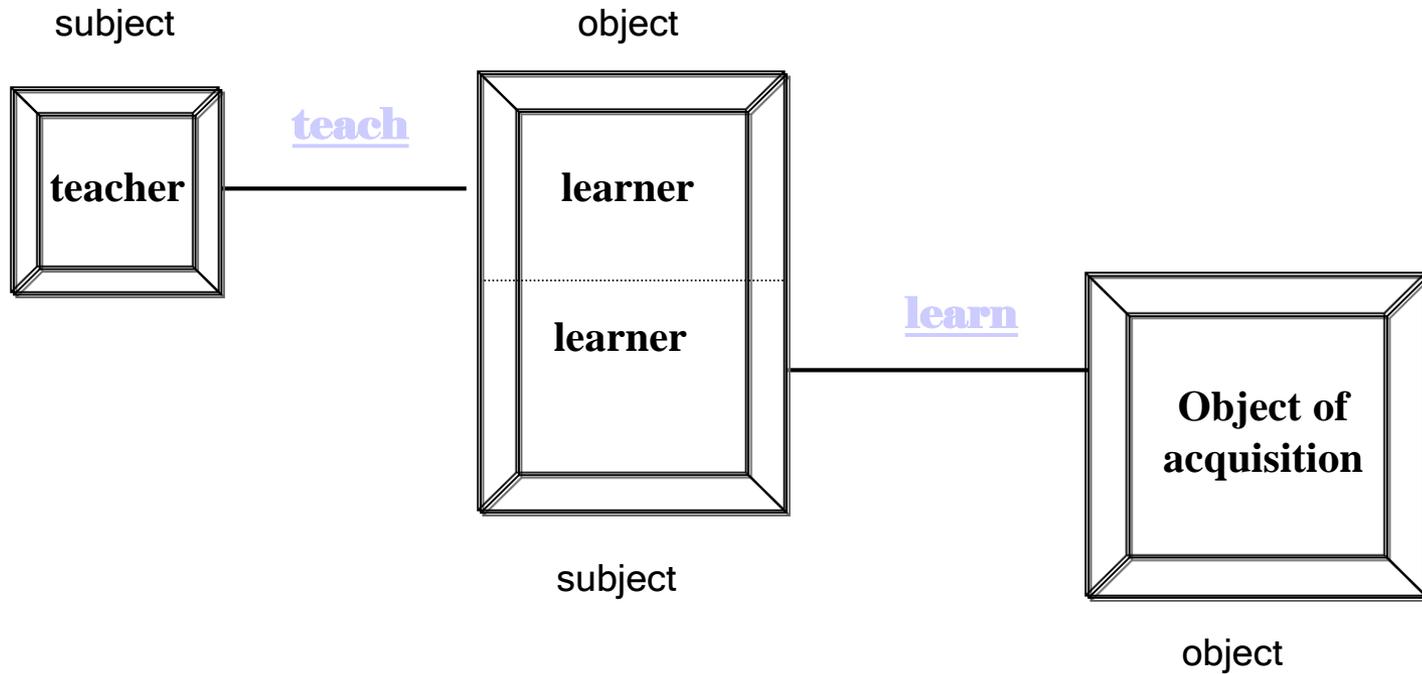
- norms/standards
- orders/instructions
- ...



Which didactic elements /design elements of vocational lessons can I use to succeed?



Basic didactic relationships



Hortsch, H.: Didaktik der Berufsbildung
Merkblätter zur Vorlesung
Dresden 1994

In which organizational context of professional education and training the basic didactic relationship is organized?

- learning in the work process
- practice
- lesson
- excursion
- homework



Which teacher- and student activities determine the learning/teaching situation?

- lecture

- demonstration

- teacher/learner talk

- class discussion

- individual work

- student experiment

presenting lessons

jointly developed lessons

independent learner act



In what social context the learning process takes place?

- Teacher fronted lesson
- Individualised instruction
- Partner work
- Team work

Forms of organisation

- (1) of vocational lessons/lectures
- (2) of vocational teaching
- (3) of vocational learning

What phases of the educational process are due to differentiated educational purposes to design?

Stage of orientation: introduction, attunement, act orientation, reactivation....

Stage of task performing:

- Working on new content
- Working on known content, consolidation

Evaluation of results: control and evaluation of learner performance

In what sequence of steps are insights of the learners to develop?

from whole to part	→	analytic way
from part to whole	→	synthtic way
from particular to general	→	inductive way
from general to particular	→	deductive way (I)

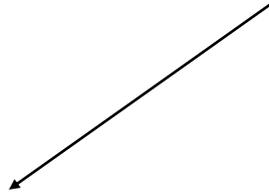
attaining true statements by truthful-logical conclusions → deductive way (II)

attaining true statements by non truthful-logical conclusions → reductive way

Complex teaching methods are didactically valuable combinations of didactic elements in which problem-solving processes are mastered through holistic and self-directed learning (mostly in teams).

- Work with projects
- Work with case studies
- Business games
- Role play

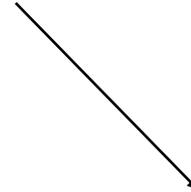
Didactic-methodical design of vocational education



external side

forms of organisation

- (1) of vocational lessons/lectures
- (2) of vocational learning
- (3) of vocational teaching



internal side

internal structuring

- (1) didactic functions
- (2) methodical procedure
- (3) complexe teaching methods

Thank you for your attention!

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