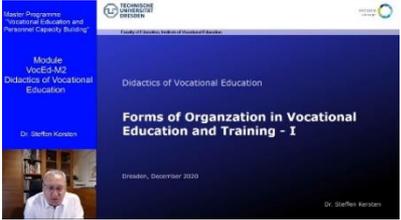


Didactics of Vocational Education

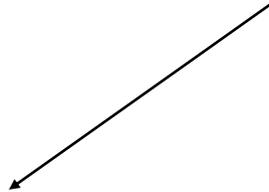
Forms of Organization in Vocational Education and Training - II

- Organization Forms of Teaching -

Dresden/Beijing, March 2022

Video-Lecture	Relevant sections in the study material	Exercises	Relevant exam tasks
Consultation via Zoom-Meeting			
 <p>Organization forms of voc. lessons (58 min)</p>	Chapter 5 p. 37	<ul style="list-style-type: none"> - Why does it make sense to coordinate the various organizational forms of vocational lessons to form a didactic arrangement? 	
 <p>Organization forms of voc. teaching (41 min)</p>	Chapter 5 p. 36	<ul style="list-style-type: none"> - Discuss the requirements for a good teacher's presentation! 	<ul style="list-style-type: none"> - Discuss the strengths and weaknesses of teacher-centered teaching and self-directed learning processes by the learners!
 <p>Organization forms of voc. learning (50 min)</p>	Chapter 5 p. 38 - 40	<ul style="list-style-type: none"> - Discuss the advantages and disadvantages of the different organization forms of learning! 	<ul style="list-style-type: none"> - Give reasons for the following thesis: Group work prepares the learners appropriately for the job requirements in modern structures of production and service! - Characterize group work as one organisation form of learning! - What learning potential group work has? What difficulties can arise?

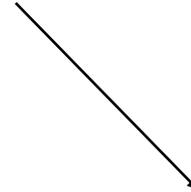
Didactic-methodical design of vocational education



external side

forms of organization

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



internal side

internal structuring

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

Forms of organization of teaching

Forms of presentation

- lecture / teacher talk
- demonstration

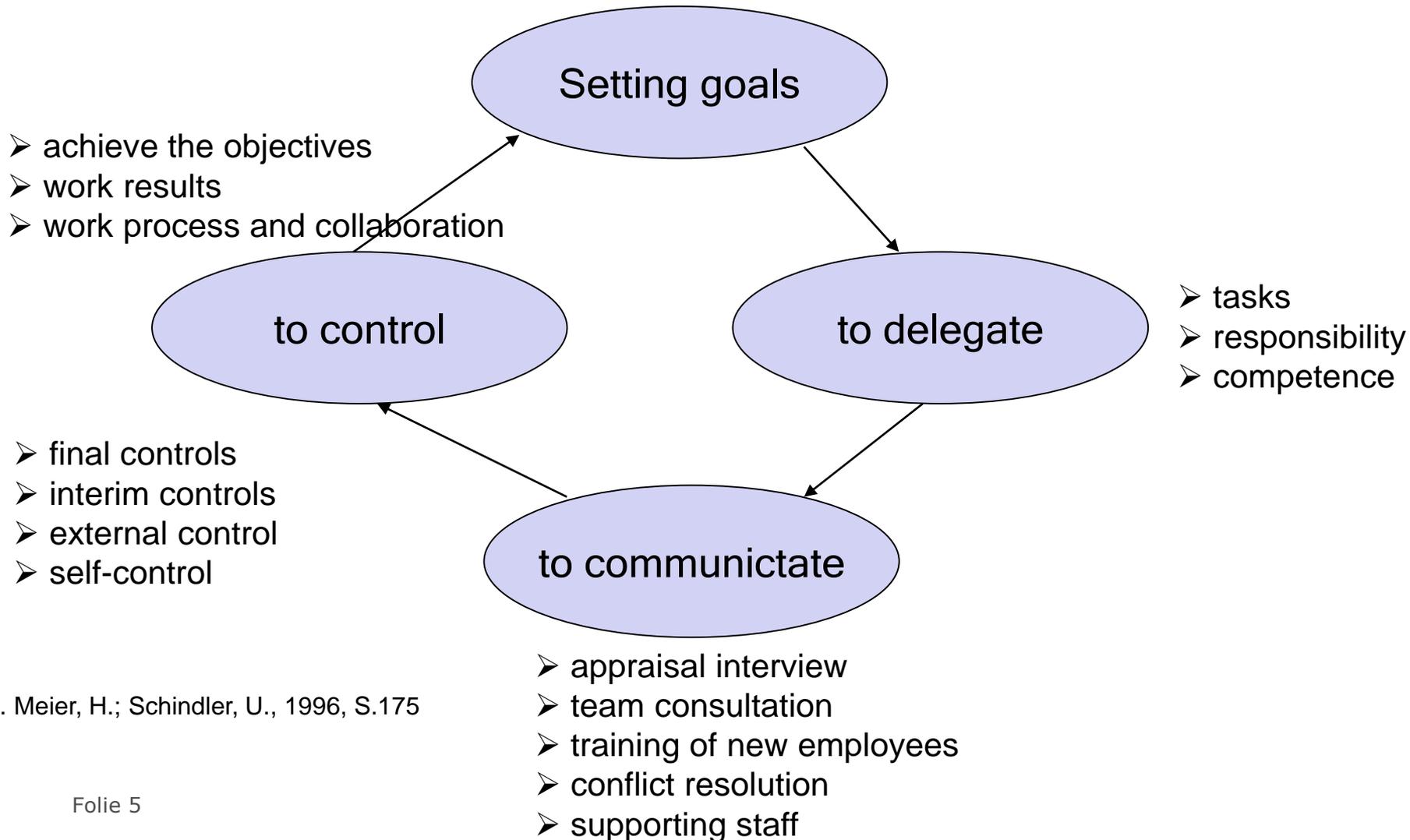
Forms of common activity (teacher and learner)

- conversation
- discussion

Forms of independent learner act

- exercise
- experiment

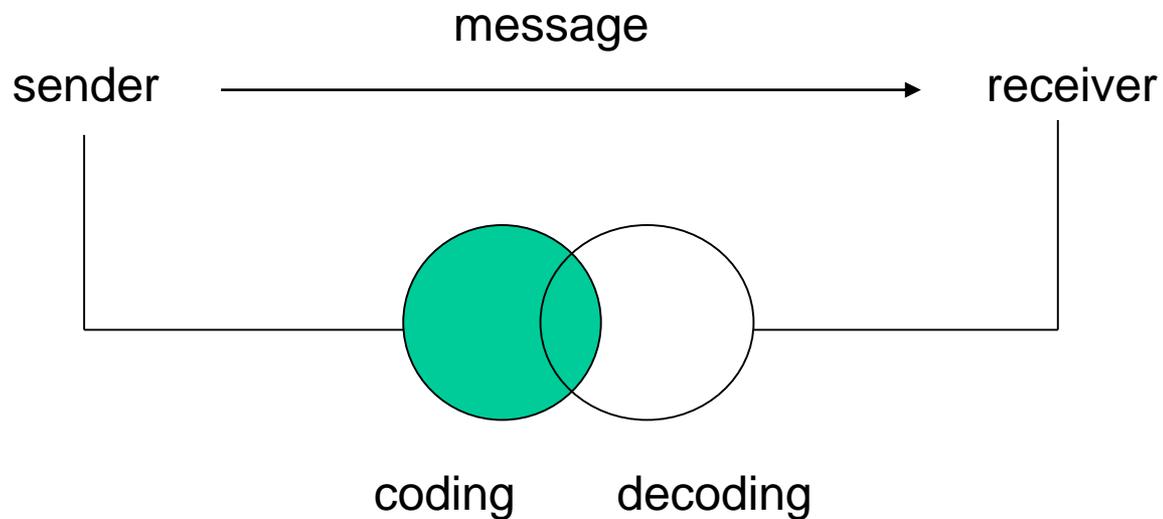
- accessibility
- checkability (indicators)
- challenging goals
- accepted goals



vgl. Meier, H.; Schindler, U., 1996, S.175

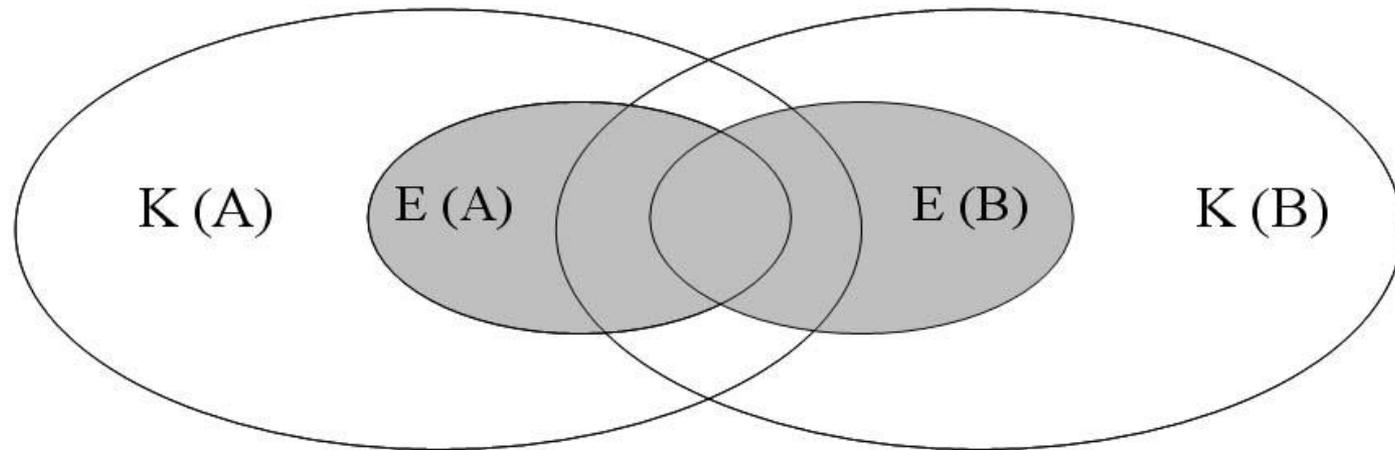
Tannenbaum and Schmidt - Model of Delegation and Team Development

scope for decision-making of supervisor				scope for decision-making of the members of staff		
The Manager decides and announces the decision	The manager decides and then 'sells' the decision to the group	The manager presents the decision with background ideas and invites questions	The manager suggests a provisional decision and invites discussion about it	The manager presents the situation or problem, gets suggestions , then decides	The manager explains the situation, defines the parameters and asks the team to decide	The manager allows the team to identify the problem, develop the options, and decide on the action, within the manager's received limits
Authoritarian	Patriarchic	Informatory	Advisory	Cooperative	Delegating	Autonomic



- problem of different coding
- problem of different interpretation

Communication between A and B



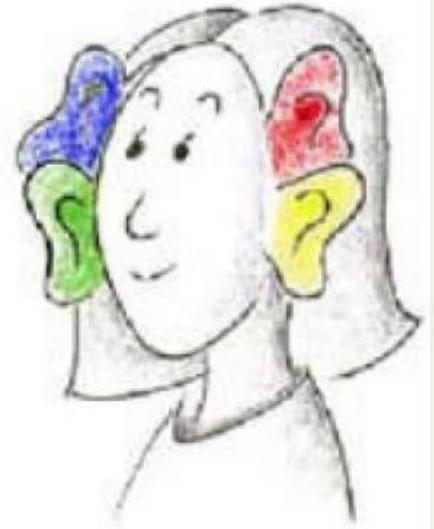
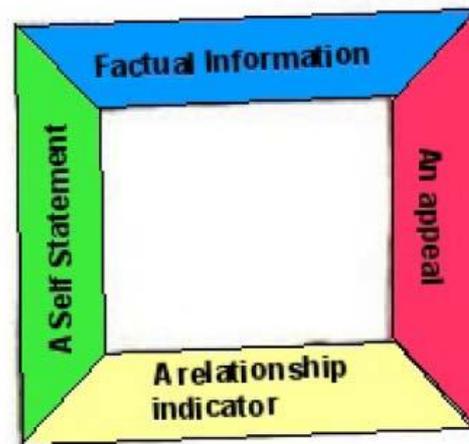
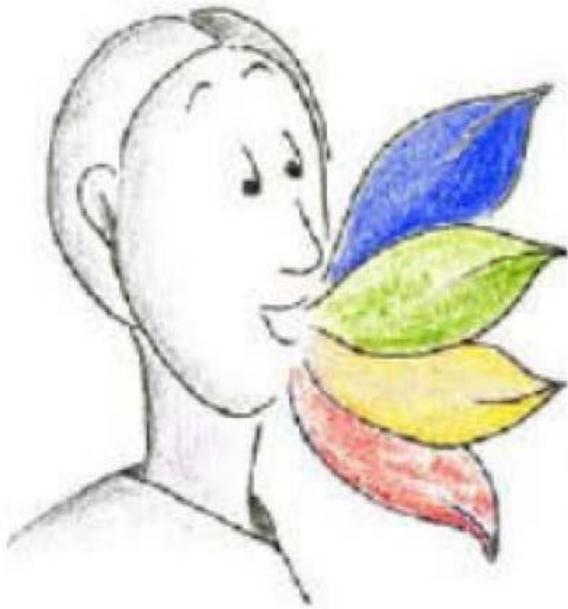
sender \longrightarrow receiver

- K (A) Set of linguistic signs, which A uses
- E (A) Set of linguistic signs, whose meaning A knows
- K (B) Set of linguistic signs, which B uses
- E (B) Set of linguistic signs, whose meaning B knows

(vgl. Zittlau: Kommunikation und Rhetorik 1992, S. 19)

1. One cannot not communicate.
2. Every communication has a content and relationship aspect such that the latter classifies the former and is therefore a meta-communication.
3. The nature of a relationship is dependent on the punctuation of the partners' communication procedures.
4. Human communication involves both digital and analogic modalities.
5. Inter-human communication procedures are either symmetric or complementary, depending on whether the relationship of the partners is based on differences or parity

Model of communication after Schulz von Thun



- Factual information (which I am informing about) – blue,
- A self statement (what I show of myself) – green,
- A relationship indicator (what I think of you and how I relate to you) – yellow,
- An appeal (what I want you to do) – red

Example:

A couple is in the eating.

The husband asks: “What's that green in the soup?”

The wife answers: “If it does not taste good to you,
then you can cook by yourself.”

→ Factual information (which I am informing about)

The husband want to know, what's that green in the soup.

→ A self statement (what I show of myself)

It does not taste good to me.

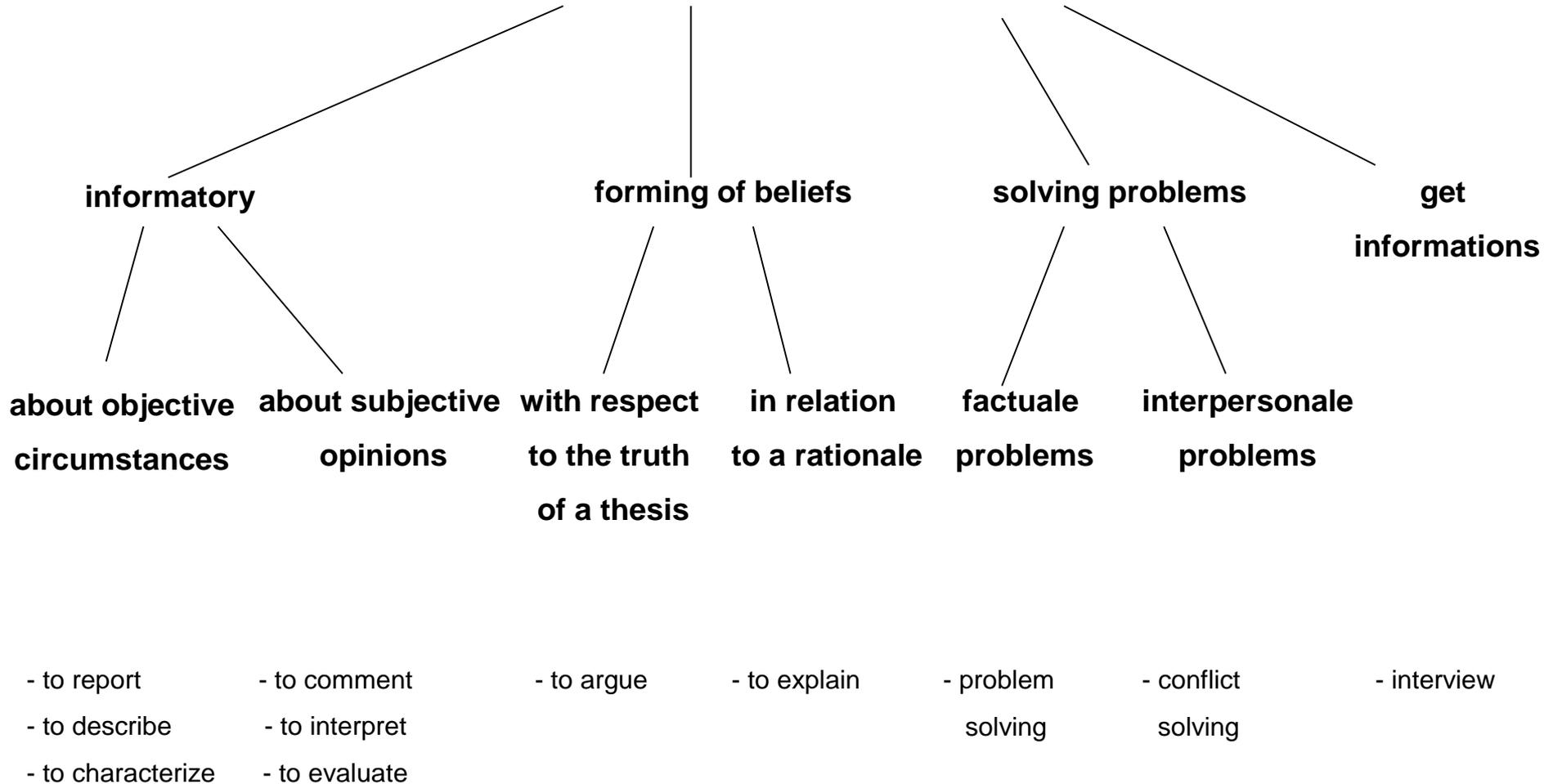
→ A relationship indicator (what I think of you and how I relate to you)

You can not cook well .

→An appeal (what I want you to do)

You should cook better.

Communication procedures



- clear orientation towards the lecture's objectives
- orientation at conditions of participants
- intellectual suspense to raise interest and curiosity
- clear vivid presentation of contents
- transparent way of realization
(arrangement and internal structure)
- focus on essential contents
- appropriate duration of the lecture

Essential Elements to Consider for Lecture Planning

- objectives of the lecture
- subject of the lecture
- arrangement of the lecture
(introduction, main part, summary)
- internal structure
(way of realization)
- didactic means and media
- rhetorical means

Aspect of communicative intentions

- descriptive communication procedures
- judgemental communication procedures
- causal communication procedures
- problem-solving communication procedures
- information gaining communication procedures

Aspect of organisation

- lecture
- talk
- discussion

Aspect of didactic funktion

- | | |
|-----------------|-----------------|
| - introduction | - development |
| - justification | - contention |
| - positioning | - summarisation |

Aspect of reasoning structures

- evidence
- falsification
- debilitation
- confirmation

Aspect of path of cognition

- deductiv
- reductiv
- inductiv
- analytic
- synthetic

Aspect of strategy of communication

- composition plan
- comparison
- catena
- compromise

Aspect of used technics

- question technology
- authority technique
- bandwagontechnik
- ad-personam-Technik
- repeat technique
- comparison technique
- allegation technique
- isolation technique
- exaggeration technique
- downside technique

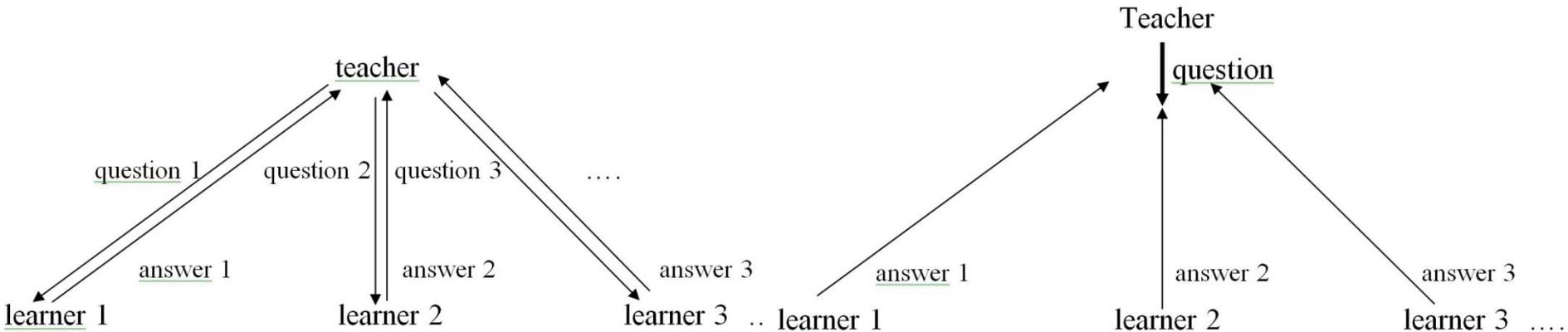
Aspect of rhetorical design

Aspect of media

1. question - answer-chain



- question-based teaching
- strong hierarchy in relation between teacher - learner
- different forms of progression



2. Alternative Branching



- the chairman of the discussion provides information
- the learner has to take on an active part in the talk
- feedback is precondition for branching
- structure is suitable for evaluation the understanding

co. Panzenböck, M.: Rede, Gespräch, Diskussion.
Berlin, New York 1979, p. 55 ff

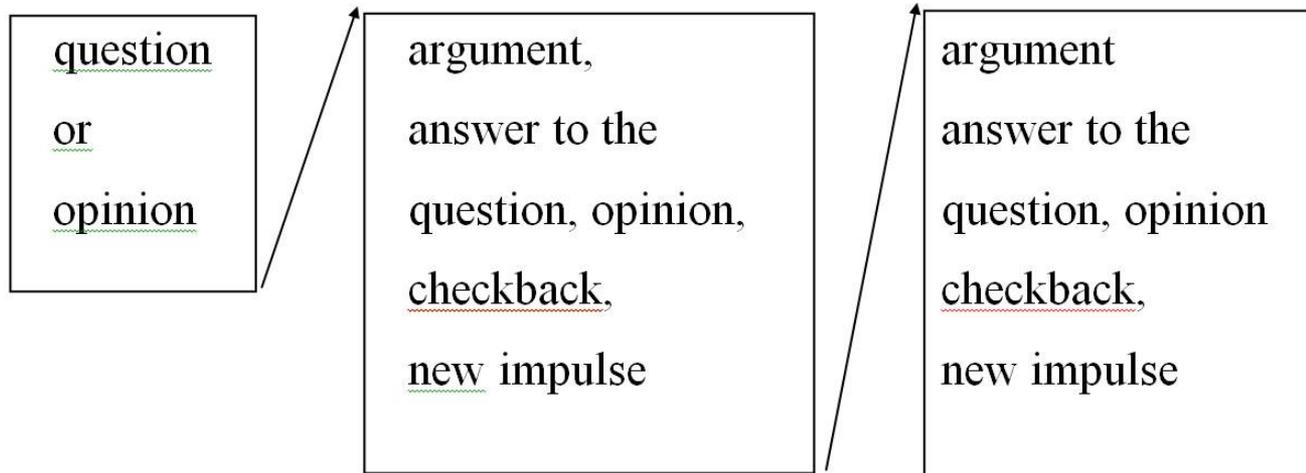
3. question - answer + question - chain



- cooperative form of discussion
- mutual fertilisation and further development of ideas
- joint search for solutions

co. Panzenböck, M.: Rede, Gespräch, Diskussion.
Berlin, New York 1979, p. 55 ff

4. Discussion led by Impulses



- open and cooperative forms of communication
- joint search for solution
- progression of communication is determined by structure of problem or exercise

Characteristics of a Good Student-Teacher Discussion

- Clear orientation at the aims of Student-Teacher Discussion
- Practical problems as starting point of discussion
- Orientation at preconditions of participants
(use pre-knowledge and experience of participants for progress of discussion)
- Good guidance of discussion
 - Questioning techniques (short and clear questions, no double questions, no suggestive questions)
 - Suitable impulses to provide food for thought and discussion
- Clear and objective-led structure of discussion
 - Arrangement (introduction, development, summary)
 - Basic structure
 - Ways of realization
- Consideration of feedback

a) in didactic function for

- the development of new knowledge, development of skills
- repetition
- the exam

b) in character of the didactic guidance

- teaching conversation with emphasize on question and direct guidance by the teacher
- loosely directed conversation in which the teacher guides but stays in the background
- discussion

c) in ways of conversation

- question guided
- impulse guided
- problem oriented

Klingberg: Einführung in die allgemeine Didaktik
Berlin 1984, S.280

Thank you for attention!

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