Didactics of Vocational Education
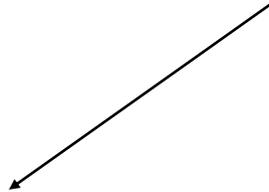
Forms of Organzation in Vocational Education and Training - III
- Organization Forms of Learning -

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| Video-Lecture	Relevant sections in the study material	Exercises	Relevant exam tasks
Consultation via Zoom-Meeting			
Organization forms of voc. lessons (58 min)	Chapter 5 p. 37	- Why does it make sense to coordinate the various organizational forms of vocational lessons to form a didactic arrangement?	
Organization forms of voc. teaching (41 min)	Chapter 5 p. 36	- Discuss the requirements for a good teacher's presentation!	- Discuss the strengths and weaknesses of teacher-centered teaching and self-directed learning processes by the learners!
Organization forms of voc. learning (50 min)	Chapter 5 p. 38 - 40	- Discuss the advantages and disadvantages of the different organization forms of learning!	- 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 ●
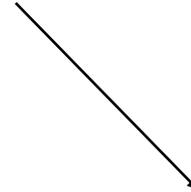
internal side
internal structuring
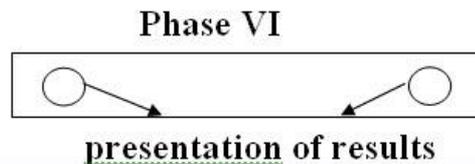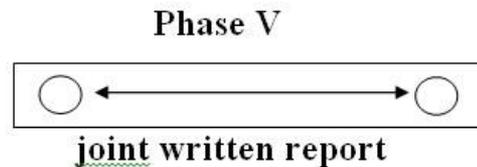
(1) didactic functions

(2) methodical procedure

(3) Complex teaching methods

In what social context the learning process takes place?

- Teacher fronted lesson

- Individualised instruction

- Partner work

- Team work

Steps of partner work

(cp. Kösel 1973)

Phase I

understanding of the exercise
(every student on his/her own)

Phase II

clarification of exercise by discussion

Phase III

joint search for solution

Phase IV

joint work

Phase V

joint written report

Phase VI

presentation of results
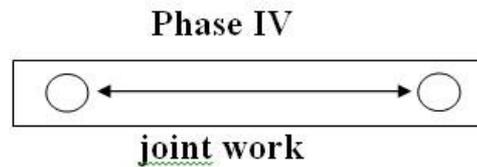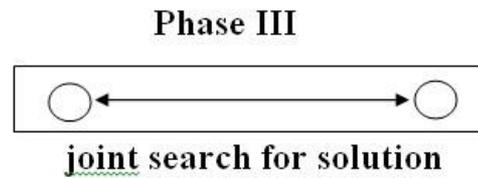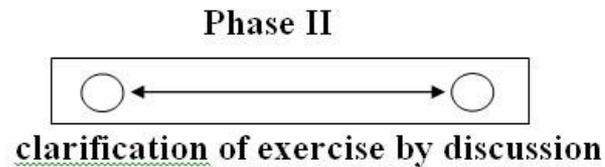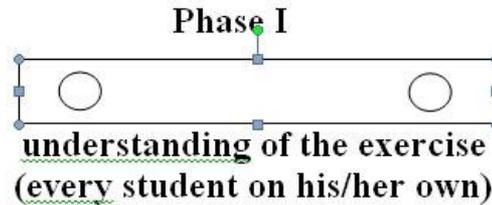
1. Motivation

2. Problem analysis

3. Division of labour

4. Selecting strategies

5. Small group work

6. Get together

7. Documenting results

Problem/task

Class

Groups

Get together

Class

Documenting results
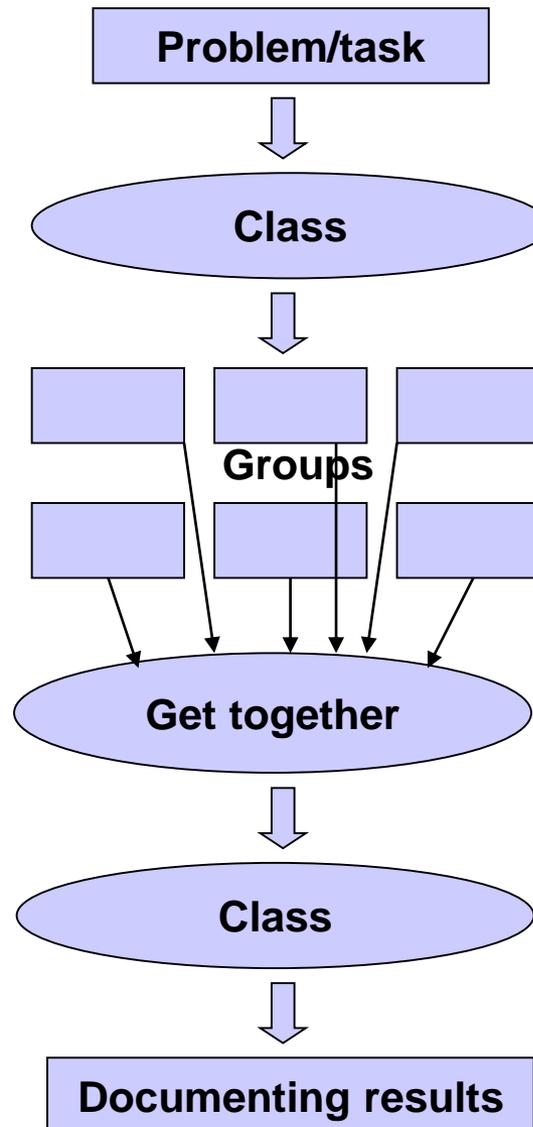
1st Phase
Apprehending that a problem exists
Defining the problem with its problem parts
Group formation
Distributing work
Planning further action

2nd Phase
Group work
Acquiring information
Discussing solutions
Formulating results

3rd Phase
Presenting group results
Improving results and completion
Learning of results until full acquisition

cp. Vogel, H.: Unterrichtsformen II.
Ravensburg 1975

Organization forms of learning

Form of organisation	Characteristics	Advantages	Disadvantages
Teacher fronted lessons	- teacher turns towards all learners - collective procedure under guidance of teacher - teacher amalgamates all interaction on him/herself	- to provide the same information for all learner - to give the way of cognition a appropriate structure - provide a lot of information in short time	- no communication between the learner - no development of social traits of personality - no single-handed activity - possibility of passivity
Individualised instruction	- guidance by teacher at beginning - temporary retreat of teacher - learners work alone - evaluation under guidance of teacher	- high single-handed activity - good feedback about learning efficiency (control and evaluation) - consideration of individual conditions	- no communication - possibility of disappointment

social_forms.pdf   (https://wwwpub.zih.tu-dresden.de/~kersten/BIT/social_forms.pdf)

Organization forms of learning

Form of organisation	Characteristics	Advantages	Disadvantages
Groupwork	- learners divided into groups - teacher initiates - group is responsible for solving the given tasks	- high single-handed activity - development of social traits of personality - development of teamwork - learner are responsible for their own activities - form of organisation is similar the organisation in production	- problems of individual control and evaluation of learning efficiency - possibility of different high activity - problems of group dynamics - needs a lot of time
Partner work	- two learners work together - otherwise like groupwork	- high single-handed activity - development of social traits of personality - development of teamwork - learner are responsible for their own activities	- not any partnership can present their results

Form of organisation	Characteristics	Advantages	Disadvantages
Learning at learning points	- teacher arranges learners in learning points - learners take turns at the different learning points	- differentiation is possible - high single-handed activity	- lesson is turbulent - a lot of work for preparation

commonnesses of group and team	- More than 2 people - Quit the direct interaction over a longer period - Specific standards (structures) and values - Specific role structure
Essential distinguishing characteristics of the team	- Task orientation - Target reference - Togetherness - Functional interdependence

Quelle: Eckardstein, Kasper, Mayrhofer Hrsg.: Management. -Stuttgart 1999, S.288

1. **The experience dimension**, in which the perceived closeness of the team members is at the center

2. **The task dimension**, in which a challenging task is the unifying factor

3. **The image or marketing dimension**.

4. **The dimension of crisis** - Teams arise often only in difficult situations

5. **The process dimension** stresses the importance of process in teams for the optimization of activities

6. **The result dimension** aims to the collective outcome of the team, in which the special interests move clearly in the background

vgl. Haug (1994, S.13ff)

➢Organizational culture

➢Organizational structures

➢Career Conceptions

➢Remuneration models

➢Personal requirements

➢Team ability and willingness to teamwork

I. Forming: In this stage, group members learn about each other and the task at hand.

Characteristics of this Stage:

➤ Individual behaviour is driven by a desire to be accepted by the others.

➤ Controversy, conflict, serious issues and feelings are avoided.

➤ People focus on being busy with routines, such as team organization, who does what, when to meet, etc.

➤ Individuals are also gathering information and impressions - about each other and about the scope of the task and how to approach it.

➤ This is a comfortable stage to be in, but the avoidance of conflict and threat means that not much actually gets done.

II. Storming: As group members become more comfortable with each other, they will engage each other in arguments and vie for status in the group. These activities mark the storming phase.

Characteristics of this Stage:

➢ Individuals in the group can only remain nice to each other for so long, as important issues start to be addressed.

➢ Some people's patience will break early and minor confrontations will arise that are quickly dealt with or glossed over. These may relate to the work of the group itself, or to roles and responsibilities within the group.

➢ Some will observe that it's good to be getting into the real issues, whilst others will wish to remain in the comfort and security of Stage I.

➢ Depending on the culture of the organization and individuals, the conflict will be more or less suppressed, but it'll be there, under the surface.

➢ To deal with the conflict, individuals may feel they are winning or losing battles. They will look for structural clarity and rules to prevent the conflict persisting.

III. Norming: Group members establish implicit or explicit rules about how they will achieve their goal. They address the types of communication that will or will not help with the task.

Characteristics of this Stage:

➢ As Stage II evolves, the "rules of engagement" for the group become established and the scope of the group's tasks or responsibilities is clear and agreed.

➢ Having had their arguments, they now understand each other better and can appreciate each other's skills and experience.

➢ Individuals listen to each other, appreciate and support each other, and are prepared to change pre-conceived views: they feel they're part of a cohesive, effective group.

➢ However, individuals have had to work hard to attain this stage, and may resist any pressure to change - especially from the outside - for fear that the group will break up, or revert to a storm.

IV. Performing Stage: In the performing stage, groups reach a conclusion and implement the conclusion.

Characteristics of this Stage:

➢ Not all groups reach this stage, characterized by a state of interdependence and flexibility.

➢ Everyone knows each other well enough to be able to work together, and trusts each other enough to allow independent activity.

➢ Roles and responsibilities change according to need in an almost seamless way. Group identity, loyalty and morale are all high. Everyone is equally task-orientated and people-orientated.

➢ Members experience insight into personal and interpersonal processes.

➢ Constructive self-change is undertaken.

➢ This high degree of comfort means that all the energy of the group can be directed towards the task(s) in hand.

V. Adjourning: As the group project ends, the group disbands in the adjournment phase.

Characteristics of this Stage:

➢ This is about completion and disengagement, both from the tasks and the group members.
➢ Individuals will be proud of having achieved much and glad to have been part of such an enjoyable group.
➢ They need to recognize what they've done and consciously move on.
➢ Some authors describe Stage V as "Deforming and Mourning", recognizing the sense of loss felt by group members.

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Stages of team development and their characteristics

Stages of team development Characteristics	Development stage 1 Group	Development stage 2 Working group	Development stage 3 Team	Development stage 4 High performace team
Acticity	orientation (depending on old standards)	struggle, conflict (subgroup formation and struggle for recognition)	organization (harmonization, idealization)	output, Inovation (strong We-feeling, responsibility for each other, feedback)
Proficiency level	low	low	medium	high
Motivation	low motivation / positive expectations	very labile, focused on group processes	increasingly directed at the task	high motivation, strong cohesion
Relationship to the superior	strong binding	conflicts also with superiors	incipient detachment from superiors	Independence
Dealing with conflicts	conflicts are yet disallowed	arising of discrepancies, individual goals	clarification of the conflicts, trust	bundling of all forces on common goals
Communication	scanning, careful (focused on orientation)	communication to the establishment of rules	open communication on factual / social relationships	open and functional communication (goal oriented)

Quelle: Eckardstein, Kasper, Mayrhofer Hrsg.: Management. -Stuttgart 1999, S.304

1. Remove individual competition

2. Delegate clearly

3. Define the reporting structure clearly

4. Create group incentives for excellence

5. Clearly define expectations and what excellence looks like

6. Provide ongoing professional development opportunities

7. Give the team the power to make and implement decisions

8. Deal with staff conflicts immediately

9. Promote acceptance of a variety of points of view

10. Encourage open, honest communication Make sure the basic resources are made available

Thank you for attention!

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