Instructional Models in eLearning and Blended Learning

A Toolbox for Knowledge-Organization and Design-Support

Hans-Dieter Haller, University of Göttingen in cooperation with
Jutta List, Leena Freitag, Tim Scholze, BUPNET-Team and blinc
based on the works of Karl-Heinz Flechsig

Part 1: Rationale and Theoretical Background

Groundwork as well as focus of the following report is the "Goettinger Katalog Didaktischer Modelle" (Goettingen Catalogue of Instructional Models), the arrangement of which was started by Karl-Heinz Flechsig in the middle of the seventies and which has been a fundamental field of research and development for the "Institut für Interkulturelle Didaktik" (Institute for Intercultural Didactic) of the Universitity of Goettingen, meanwhile to be continued at the Pedagogical Seminar at this university. This catalogue is concerned with the collection, compilation and systematization of alternative forms of organized learning and teaching and furthermore the documentation and utilization of these by means of publications, courses and computer programs.

The fundamental approach of the “instructional models” serves as documentation tool as well as instructional planning instrument.
With the help of this approach educationalistst like instructional designers, authors, teachers, trainers are enabled to describe their educational offers in a transferrable way and to plan their courses and learning modules according to a good didactic practice.

The didactic models are especialy usable for the planning of Blended Learning arrangements which are didactic settings using a blend (mix) of sifferent methodologies and learning environemments such as classrooms, web-based learning environments as well as practical learning on the job or in learning projects.

The use of computers in educational systems has been manifold, but it concentrates on the support of learning processes and general aspects of management (like collection of demographic data, text writing, and time schedules). The growing professionalization of didactical planning which hereby is called "instructional design" urges upon the search for potentials of electronic data processing.

If didactic designers, planners or authors want to make use of electronic data processing in a routinized way there must be certain regularities that can be used as a basis for programming the algorithms.
The systematization of instructional processes which already had been done within the "Goettingen Catalogue of Instructional Models" offered such regularities.
Educationalists using blended learning (e.g. instructional designers) must be aware of these processes to plan their learning arranegements accordingly.
2 Examples:
1. If the educationalist decides to organize a **workshop**, the learners cannot be novices of the topics in question; they have to be involved, already during the preparation and planning of the workshop, and they have to make certain preparatory decisions which require a rather profound thematic knowledge and experience. Without this, they cannot play their roles as participants with equal rights.
2. On the other hand, if one decides to prepare and start an **exploration**, the learners may be quit inexperienced with the exploration field, because an exploration usually serves for first contacts with the field and for orientation knowledge about it.
With the help of such a systematization of instructional planning it is now possible and meaningful to develop routines for Blended Learning arrangements.

Characteristics of the instructional model-approach
With the term "instructional model" a level of medium range for reconstruction and presentation of instruction and learning was steered for in the context of the "Goettingen Catalogue of Instructional Models"; less concrete than the term "instructional method", and less idealized as it is done with different categorical approaches (which are very popular in Germany). The attribute "didaktisch" was chosen in the German expression, because it lays particular emphasis on both aspects: instruction and learning. The noun "design" was chosen in analogy to other programs that support artistic operations (like CAD, Computer-aided Design).

This toolbox offers you just an easy to use extract of the instruments available in the framework of the GKDM.
This kit can be easily extended. For intance for authors/educationalists intersted especially in the context of learners and educational institutions we can offer a comprehensive tool-box.
Especially for non-fomal informal learning offers we elaborated project description patterns as well as grids for evaluation and planning of projects and offers.

In case of questions, remarks additional requests - don't hesitate to contact us! – www.blinc-eu.org

Part 2: Overview about didactic models

The following list contains the expressions of all 20 models in German and equivalents in English and French:

1. Arbeitsunterricht - **activity method, assignment method** - enseignement actif, méthode active
2. Disputation - disputation, debate – disputation, débat
3. Erkundung - **exploration, excursion, field-experience approach** - découverte de l'environnement, étude du milieu, excursion
4. Fallmethode - **case method** – étude de cas
5. Famulatur - apprenticeship, asssistence - apprentissage par assistance, assistance, stage
6. Fernunterricht - **distance study**, correspondence instruction - cours par correspondence, formation à distance
7. Frontalunterricht - **classroom teaching, teacher directed learning, expository teaching, frontal teaching** - cours magistral, méthode expositive, enseignement frontal
8. Individualisierter Programmierter Unterricht - **programed instruction, personalized instruction** – apprentissage individuel programmé
9. Individueller Lernplatz - individualized learning center, laboratory plan - apprentissage à la bibliothèque, travail autonome
10. Kleingruppen-Lerngespräch - small-group discussion, micro-study circle - apprentissage en petit groupe de discussion, discussion en petit groupe
11. Lernausstellung - **educational exhibition, exposition** – exposition (didactique)
12. Lerndialog - educational dialogue – dialogue (éducatif)
13. Lernkabinett - **clarifying educational environment** - environnement éducatif élémentaire
14. Lernkonferenz - **educational conference, symposium** - colloque, congrès, réunion
15. Lernnetzwerk - **educational network** - réseau d'apprentissage
16. Lernprojekt - **project method** – méthode de projet, projet d'apprentissage
17. Simulation - **instructional simulation** – (jeu de) simulation
18. Tutorium - **peer tutoring, proctor method** - enseignement par un pair, méthode monitorale, méthode tutorale, tuteur
19. Vorlesung - lecture method – conférence, discours
20. Werkstattseminar - **educational workshop** – atelier didactique

The 20 models can be described by their fundamental didactical principals, the sequential phases, the elements of the learning environment and their suitability for particular contents and target groups. This documentation and presentation system was called the "Göttinger Katalog Didaktischer Modelle" (Goettingen Catalogue of Instructional Models).

Part 3: Instructional design for Blended Learning arrangements

The **major design (planning) operations** for Blended Learning designers can be comprised as follows:

1. Context Analysis (*standard*) (inquiring for information and decisions about the reference system, target groups, resources, demands),
2. Course and Programme Design*
    a. Programme Design (*if applicaple*) (inquiring for information and decisions about concepts and goals of a program to which the planned course design will be part of, descriptions of target group, learning objectives),
    b. Course Design ((*standard*) for instance by a **list of contents (1)** or by configuration of a knowledge map, analysis of the disciplinary content and collection of competencies), INCLUDING the
    c. Model Choice (*standard*) (that means deciding for a given situation, which instructional model(s) fits best),
3. Block Design (*standard*) (shaping of the learning environment and its elements, of the learning and teaching functions and actions, the sequences and phases, all this depending upon the model that was chosen),

The following overview presents the didactical models under special regard to the e-Learning trainings.

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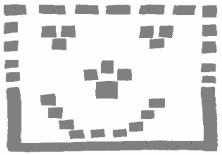
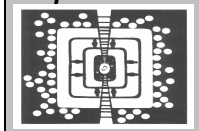
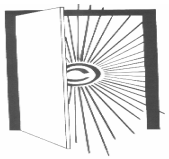
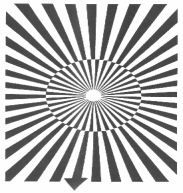
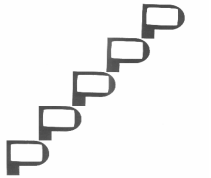
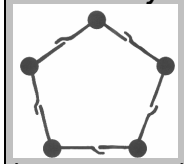
* in the 1st Blended learning designers workshop we will use a table in the following format for course design:

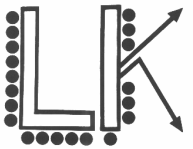
No.	**Learning contents**	**Learning objectives/competencies (Awareness, Reflection, Exercising, Transfer (application) conceptualization, development)**	**methodologies* and instructional models**	**Learning materials****	hrs./%

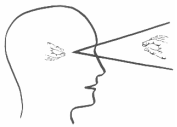
Part4: Instructional design models and eLearing/Blended Learning (GKDM and eLearning)

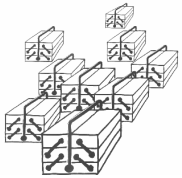
Didactic (Instructional) Model Definition	Didactic Principles	Reference to eLearning
Activity method, assignment method:  Learners work on complex tasks individually or in small groups in order to practice and apply (theoretical) knowledge and skills.	autonomous learning, individualized learning, holistic learning; learning in small groups, project seminar	Tasks referring to information in the web. Work individually or in small groups on written objects. Practical works are to be documented visually (video) and accompanied by comments. A possibility for written corrections is lacking. Presentation of results in the net.
Disputation:  Learning with the technique of pro and contra whereby the range of divergent opinions on matters of dispute was organized into categories, for and against specific propositions in order to train the power and ability of judgment and reasoning.	dialectic learning; Dispute, Debate, Technique of pro and contra Panel discussion	Chat could be a possibility. Presentations of participants of panel discussion
Exploration, excursion:  Learners explore the natural environment or institutions for the observation or data collection, in order to overlook coherences and to arouse new interests or points of view.	learning by experiencing, learning by direct contact/practice, orientated learning, incidental learning excursion, exploration, practical experience, field study;	Preparation by researching in the Internet, e.g. geographical data. Exploration in the Internet which is part of the “real world”. Presentation of results of explorations in the net

Case method:  Learners work individually or in groups on reconstructed cases in order to acquire knowledge about the specific practice or procedure and to train the decision-making ability and power of judgment. Case-based learning using case studies to present learners with a realistic situation and require them to respond as the person who must solve a problem	practical learning, problem-solving learning; case study	Preparation by researching in the Internet, e.g. portals containing information on enterprises. Networking on cases. Presentation of case descriptions in the net.
Apprenticeship, assistance:  Practitioners acquire specific knowledge of high quality by assisting an expert with his/her work over a longer period of time.	learning by assisting, learning on a model; assistance, voluntary service;	Very limited possibilities: An accompanying video documentation would be necessary for both parties. Problem of feedback.
Distance study, correspondence instruction:  Learners acquire (theoretical) knowledge (facts, terms, models etc.) by reading specially prepared learning /teaching materials as well as by working on meaningful tasks	individual learning, learning with media correspondence courses and studies, tele-college, tele-learning	„Classical model" for some components of eLearning (historical precursor), in particular web-based course offers.

Classroom teaching, expository teaching:  Learning is initiated by the teacher and supported by illustrative material aiming at transmitting specific orientation knowledge.	teacher-guided learning, learning in learning groups thematic-orientated learning; presenting education, "impetus-giving" education;	This is still the predominant model in formal training institutions. Not very suitable for eLearning.
Programmed instruction, personalized instruction:  Learners acquire predefined knowledge and skills by following a programmed learning program in small and individual learning steps.	individualized learning, programmed learning, target-orientated learning; computer-based training (CBT);	Another precursor for certain elements of the eLearning ((„Web-based training"). This model offers advantages to serialistic learners because of its clear structure and instructions (meets a need for security and orientation within closely socialized learning groups).
Individualized learning center, laboratory plan:  Learners acquire factual or term knowledge with the help of selected and systematically arranged texts and AV-media which stand in relation to previously developed questions.	self-directed learning, learning with media, Interlinkage between cognitive structures of the learners and the knowledge categories/frame; self-learning place, library	Very suitable for eLearning. So far mostly used in informal training, danger of redundancy. Many web portals offer themselves as "junctions" by offering (usually topic-specific) linkages. Prepared information collections are still rather rare, there are mostly unstructured glossaries.
Micro-study circle, small group discussion:  Learners acquire predominately knowledge about personal experiences, evaluations, attitudes and desires by sharing information and opinions in a structured discussion.	learning by mutual exchange, learning in structured dialogues group discussion, thematic-centered interactive method	Typical for "chat" and forum, but up to now approaches for structuring are lacking.

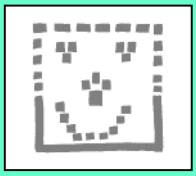
(Educational/learning) exhibition:  Learners acquire knowledge at open learning spaces by regarding or handling exhibited or commented objects or illustrations in a certain order.	mobile learning, learning with “exhibits”; fair, activity museum;	In the range of museum portals there are already very well elaborated examples. It’s not yet recognizable as an element of the authors’ tool for eLearning platforms.
(Educational) dialog:  Learner lead detailed and arranged dialogues with other people, in order to obtain perceptions about themselves and their relation with the environment.	dialogue learning, discovery learning, (identification process in a double sense); socratic Dialog, therapeutic dialogue. dialectic dialogue;	An early example (1966) was the program "Eliza" from Joseph Weizenbaum, who simulated a client-centered therapy after Rogers (in its concept a parody which was seriously taken by many of his students). In the Internet follow-up programs are presented in abundance. Automation actually contradicts the approach of human communication.
Clarifying educational environment, interactive man-environment learning system/approach:  By acting in a specially equipped and didactically prepared learning environment, learners acquire theoretic and practical knowledge from multiple perspectives.	learning in elementary situations, multi-perspective learning, learning without intended purpose; “Freinet”-pedagogy;	Actually, no examples available.
Educational conference, symposium:  Learners meet other people, in order to mutually transmit (actual) problem-solving or interpretation knowledge in lectures, discussions and prepared contributions.	collegial learning, incidental learning; congress, symposium, conference	Corresponds to the programs for project management and video conference.

Educational network:  Learners produce new knowledge, in particular about innovative practice and mutually and unselfishly exchange this knowledge in mostly written reports.	experience-related learning, mutual learning, activation of dynamic knowledge; experience circle, computer conferencing, video conferencing, Internet;	Examples are forums and news-groups
Learning project:  Learners participate in projects of innovative practice, in order to apply newly acquired knowledge and to contribute to the improvement of the practice.	innovative learning, interdisciplinary learning; projects;	The element of the practical activity is also missing here. Programs for project management could coordinate the distributed work packages of the project.
Simulation:  Learners adopt a part (often in a playful way) and/or act in a simulated environment, in order to develop and train above all their decision-making ability and their capacity to act in naturalistic, but however relieved situation.	playful learning, anticipatory learning; planning game, role play, simulator training;	Planning games were already organized at an early stage with the computer and via the internet. How can dramatic scenes be integrated?
Peer tutoring:  Learners become teacher themselves and transmit knowledge to their peers.	learning by teaching, learning from peers; training-assistance approach;	Many new impulses, since many platforms for vocational training contain the tutorial function as a substantial characteristic.

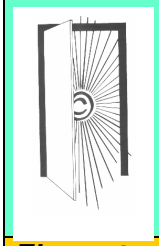
Lecture method:  Learners acquire knowledge and concepts by participating as members of an audience in an oral presentation partially supported by media.		In comparison to lectures in presence learning other dramaturgic means are necessary in eLearning, e.g. close-ups of experiments or projections as well as a shorter time interval seem to be substantial, since the attention of learners is different in an eLearning context. Direct feedback of learners is missing.
Educational workshop:  Experienced people acquire predominately up-to-date knowledge which is brought in either by individual participants or produced together and solve at least exemplary problems.	product-orientated learning, collegial learning; workshop, quality circle,	Again arises the problem of illustration and coordination of practical activities. “Chats” are only little suitable for verbal communication because of their reduced forms of expression (better would be a video conference). In this context, it is very helpful to offer common “whiteboards”.

Part4: Block designs for blended learning designers:
Design Patterns to evaluate and plan of blended learning course

In the following we offer design patterns to reflect and plan your learning offer according to the presented instructional models

Block-Design 1 „activity method, assignment method“	
	**Subject:**
Elements of the learning environment	
Information resources	
Aide	
Tools Instruments	
Learning tasks	
Others	
Learning tasks	
For all	
For groups	
For individuals	
Role of the learners	
Develop a plan (which pro-duct?)	
Gather information	
Execute	
Evaluate	
Others	
Role of the learning aides	
Organise	
Prepare	
Advise	
Control	

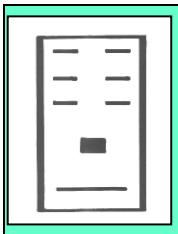
Phases	
Orientation Survey Identify previous knowledge Get to know working and supporting means Valuation criteria Others	
Planning Collection of information View tasks Develop solutions Check instruments Creation of groups Others	
Interaction Carry out tasks Incidental experiences If applicable notes Analyses Prepare presentation	
Presentation Present results Call back Describe solutions	
Evaluation Evaluate results Compare results Reference to the plan Decide upon output Development of suggestions for improvement Develop perspectives	
Others:	



Block-Design 3„Excursion“

Subject:

Elements of the learning environment	
Information resources	
Contact persons Aides	
Tools Instruments	
Others	
Learning tasks	
For all	
For groups	
For individuals	
Role of the learners	
Ask questions	
Gather information	
Take notes	
Evaluate	
Others	
Role of the learning aides	
Organise	
Teach	
Advise	
Control	



Block-Design 7„teacher directed learning“

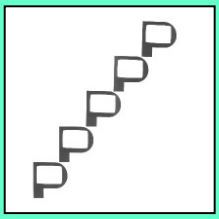
classroom teaching, expository teaching, frontal teaching

Subject:

Elements of the learning environment	
Information resources	
Illustrative material	
Working tasks	
Others	
Learning tasks	
For all	
For groups	
For individuals	
Role of the learners	
Ask questions	
Gather information	
Prepare notes	
Evaluate	
Others	
Role of the learning aides	
Organise	
Teach	
Advise	
Control	

Phases

Orientation Previous knowledge, previous experiences Subject „advanced organizer“ Single contributions Development of interest Others	
Reception Teacher presents new knowledge Illustration Raise interest Check the comprehension by asking questions Control questions Show Explain Ask questions Others	
Interaction Integrate new knowledge General understandings Use supporting means Feed-back related to the exercises	
Consolidation By exercises By repetition and the gaining routine If applicable further tasks Feed-back	
Implementation Transfer results Decide on output Development of accompanying exams Evaluate results	
Others:	



Block-Design 8 „IPI“

(individualized programed instruction, personalized instruction)

Subject:

Elements of the learning environment	
Learning programme that • offers information, • sets tasks, • and offers feed-back in small steps	
Tests (entry, intermediate and final tests)	
Learning tasks	
Learners • individually take a suitable learning location, • take sufficient learning time, • work on a given learning programme which is split into small steps (as printed text or on the screen), • stick to a given chronology or chose their own, • notice feed-backs as given by the programme, • thus acquire knowledge and competencies, • have their gained level of knowledge checked by control questions and/or an intermediate or final test, • **if the need be, organise themselves social contacts or other for all**	
For all	
For groups	
For individuals	
Role of the learners	
Recipient (reader, ob-server)	
Evaluator	
Roles of the learning aides	
Authors	
Organiser	
Aides	
Phases	

Setup: • Development • Testing • If applicable revision • Selection • Provision	
Preparation: • Revision of the learning preconditions • If applicable acquisition of the missing learning pre-conditions • Familiar with learning environment	
Interaction: • Recording (read the texts) • Read questions • Answer questions • Compare responses • Select the next learning step	
Evaluation: • Auto-evaluate the learning success • If the need be repetition • Review the learning process • Plan follow-up activities	
Others	

Phases	
Preparation: Exploratory area Contacts Risks Costs Others	
Clarification Previous experiences Interests Possibilities Others	
Planning Collections of information Contacts Dates Tasks Instruments Guide lines Others	
Interaction Data collection Incidental experiences Notes Evaluations Elaborate an exploratory report	
Evaluation Present the results Compare the results Reference to the plan Decide upon output Develop perspectives	
Others:	

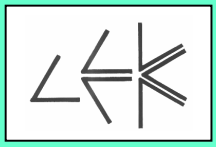
Block-Design 11„educational exhibition, exposition“

Subject:

Elements of the learning environment	
“Stands“	
Exhibits	
Accompanying information	
Guide lines	
„Paths“	
Others	
Learning tasks	
For all	
For groups	
For individuals	
Role of the learners	
Preplan	
Gather information Observe	
If applicable take notes	
Evaluate	
Others	
Roles of the learning aides	
Organise	
If the need be plan and install the exhibition	
Advise	
Control	

Phases	
Preparation: Develop a concept Select objects Install the stands Elaborate guide lines and information material If applicable train the stand staff Others	
Orientation Survey Identify interest Plan procedure and course Others	
Interaction (passage) Visit other stands Regard and observe Collection of information Contacts Gain knowledge Take notes Reflect Others	
Evaluation Present results Compare results Reference to the plan Decide upon output Development of per-spectives	
Others:	

Block-Design 13„ clarifying educational environment (Learning cabinet)“



Subject:

Elements of the learning environment	
Guide line	
Objects	
Tools Instruments	
Information means	
Others	
Learning tasks	
For all	
For groups	
For individuals	
Roles of the learners	
Execute tasks	
Observe	
>Take notes	
Evaluate	
Others	
Roles of the learning aides	
Organise	
Install	
Advise	
Coordinate	

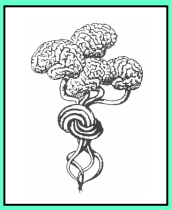
Phases	
Installation Development of objects, tools, information means Guide line Others	
Orientation Introduction Survey of possibilities what can be done Declaration of interest Plan activities Others	
Interaction Collection of information Execute tasks Use instruments Communication with other learners Others	
Application Further develop and use the learning environment Test the range of possible actions Incidental experiences Notes Evaluations	
Evaluation Present results Compare results Reference to the plan Decide upon output Development of perspectives	
Others:	

Block-Design 14„Educational conference, symposium“

Subject:

Elements of the learning environment	
Announcement	
Meeting	
Report of the conference	
Supporting programme	
Conference programme	
Conference documents	
Others	
Learning tasks	
For all	
For groups	
For individuals	
Role of the learners	
Participants	
Speakers	
Exhibitor Reporter	
Recorder	
Others	
Roles of the learning aides	
Organisation	
Audience	
Speakers	
Recorders	

Phases	
Preparation: Exploratory area Contacts Risks Costs Others	
Clarification Previous experiences Interests Possibilities Others	
Planning Collection of information Contacts Dates Tasks Instruments Guide lines Others	
Interaction Data collection Incidental experiences Notes Evaluations Develop an exploratory report	
Evaluation Present results Compare results Reference to the plan Decide upon output Development of perspectives	
Others:	



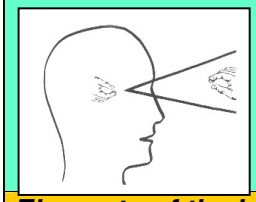
Block-Design 15„Educational network“

Subject:

Elements of the learning environment	
Newsletter	
Contact persons „Editorial staff“	
Documentation File Register	
Rules	
Others	
Learning tasks	
For all	
For groups	
For individuals	
Role of the learner	
Ask questions	
Gather information	
Give information (answer)	
Evaluate	
Others	
Roles of the learning aides	
Organise	
Monitor rules	

Phases	
Installation Initiation Agreements Group of participants Coordinating body	
Interaction Explain system Ask questions Give answers Give feed-back re-garding the usability of suggestions	
Dissemination Concentrate and file the stock of knowl-edge Eliminate unused knowledge Others	
Others:	

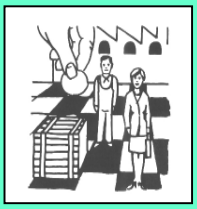
Block-Design 16„Project Method“



Subject:

Elements of the learning environment	
Practical field	
Learning matrix (list of the learnable competencies)	
Project plan and contracts	
Project documentation	
Project report	
Instruments of public relations	
(material or ideal) products	
Learning tasks	
Typical learning tasks for learning projects are characterised by making the learners (in small groups) • Gain basic knowledge in advance about the area the project is dealing with, • Actively take a working part and participate in an (innovative) practical project, • Contribute, apply, check and if applicable modify knowledge, • Cooperate with other partners in the framework of the project - from other disciplines as well, • Gain and impart new knowledge, • Reflect and safeguard learning processes of the project, • and take the responsibility for the project’s consequences.	
For all	
For groups	
For individuals	
Role of the learners	
Acting responsibly	
colleague cooperating with others	
Roles of the learning aides	
Contact persons in the practical field, who acts responsibly and who involves the learners into the project activities.	
Experts, who are called in special cases, in order to include special knowledge into the project.	
Project managers, responsible for the working organisation, documentation, "monitoring" and evaluation of the project.	
Phases	

Preparatory phase: • If applicable appointment of the project management • <u>Decision on subject and concept</u> • Define requirements/rules for the certificate • Preliminary talks with those interested • Information about possibilities and conditions of participation • First contacts with institutions • Clarification of legal (insurance etc.) and financial conditions • List of participants • If applicable contracts	
Planning phase: • Formation of groups/allocation of tasks between groups or individuals • Group targets or for individuals • Work plan • If applicable gain missing preconditions/competencies • Approach to the field • Agreement on the cooperation between learners, project management and practice • Identification of the product (requirements)	
Interaction phase (realisation): *<u>Learner/project staff</u>* • <u>Work on partial projects,</u> • If applicable gain missing competencies, • Gather information, • Document, discuss and evaluate the project progression, • Develop products. *The project management* carries out a supervision with the group/individuals. *All* participate in public relations.	
Evaluation phase: • Presentation and analyse of products (learning exhibition?), • Discussion about the project progression, learning success, effect on the practical field, • Discussion about difficulties that occurred, • Discussion about the question if experiences can be generalised, • Evaluation and discussion with representatives from the practice and other people from the public • Planning of follow-up activities	
Others:	



Block-Design 17 „instructional simulation“

Subject:

Elements of the learning environment	
Playing material	
Playing rules	
Background information	
Winning criteria	
Others	
Learning tasks	
For all	
For groups	
For individuals	
Role of the learners	
Design game	
Gather information	
Develop strategies	
Stick to rules	
Valuation of the game	
Others	
Roles of the learning aides	
Development of the game (author)	
Inform	
Advise	
Supervise the game	
Evaluate the game	

Phases	
Installation: Select simulation Clarify the situation of the learners Reconstruction of the model Development of the game Check if it sticks close to reality Development of the game Others	
Reception Learners read the game description and instructions Organisation (location, time, formation of the groups etc.) Provide resources Allocate tasks Others	
Interaction Carry out the game Gather information Communication, discussion Decisions Evaluate course and results Others	
Evaluation Identify “winner“ Reflect on results (criticism of the activities) Evaluate game Document results Check if it sticks close to reality Develop perspectives If applicable agree an further activities	
Others:	

Block-Design 18„Peer tutoring, proctor method“

Subject:

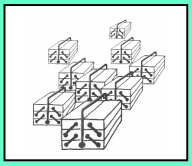
Elements of the learning environment	
Guide line for *learners* regarding concept, programme and organisation	
Meetings of the learners in groups if applicable with tutors	
Individual meetings of the learners with tutors	
Guide line for *tutors* which gives a survey on the field of knowledge and recommendations for the consulting meeting	
Meeting of the *tutors* with responsible lecturers	
Learning tasks	
Learning tasks for *learners* • Are for individuals or for groups • and serve the gaining of knowledge. **Learning tasks (!) for *tutors*** • serve the didactic preparation and the organisation of the meetings (how to impart knowledge to other learners in a well directed and planned way), • and feed-back to lecturers.	
For all	
For groups	
For individuals	
Role of the learners	
Participants in individual consultancy and meetings of tutor-groups. *Group member*, who, together with others, identifies learning difficulties and formulates learning needs, which are worked on in meetings with tutors	
Roles of the learning aides	
Teachers and experts* regarding the *fields of knowledge, and who, if the need be, designs additional teaching offers and supervise tutors.	

Tutors, who supervise smaller groups of learners individually and/or in group meetings and here mainly deal with learning difficulties and give learning support.	
***Supervisor*, who possibly advise the tutors with their work.**	
If applicable, *special organiser* (if there are numerous participants or technical risks, e.g. IT).	
Phases	

Installation phase (training phase of the tutors): • *Teachers and later tutors develop the concept for the tutorial*, which e.g. is in connexion with a course or programme, • *Tutors* get an overview about the field of knowledge of the respective course or programme, • *Teachers and tutors* anticipate learning difficulties of the learners, • The work of the *tutors* will be agreed by contract.	
Planning phase: *Tutors* • Arrange their knowledge with the objective to impart it, • Are prepared to questions and objections, • Anticipate (if the need be again or more detailed) learning difficulties of the learners, • Prepare possible learning material.	
Interaction phase: • *Learner and tutors* organise meeting, • *Tutors* realise different learning strategies, • *Learners* ask questions to the tutors, • Possibly use the given learning material, • Gain knowledge and competencies, • Get feed-back, • Use possibilities of the learning consulting, • Develop and improve learning strategies, • Discuss and work on learning difficulties, • Reflect on their learning process.	

Evaluation phase: • Learner evaluate their own learning success and the tutorial, • If applicable supervisors will evaluate the tutors, • Tutors evaluate the learners, • Teachers, tutors and learners evaluate the course, • All those involved will get a feed-back, • Perspectives for follow-up activities will be devel-oped.	
Others:	

Block-Design 20„Educational workshop“



Subject:

Elements of the learning environment	
Learning location (meeting place)	
Information centre Information means	
Tools Instruments	
Others	
Learning tasks	
For all	
For groups	
For individuals	
Role of the learners	
Ask questions	
Gather information	
Take notes	
Elaborate solutions Develop products	
Others	
Roles of the learning aides	
Organise	
Experts	
Present	
Phases	

Initiation Design learning environment (meeting and working location) Determine general conditions (subject, procedure, results) Prepare contributions Hand out documents If applicable allocate tasks Others	
Preparation Learns read the papers Plan their own contributions If applicable plan presentations Others	
Clarification Form groups Plan products Use resources Others	
Interaction Gain knowledge Develop methods of resolution Develop products Present and discuss products Valuate products	
Presentation Present and discuss products Test products Valuate products Suggestions for improvement Reflection and discussion regarding the output Criticism of the procedures and activities Documentation Development of perspectives Postprocessing Transfer to one's own practice	
Evaluation Present and discuss products Evaluate products	

Others: