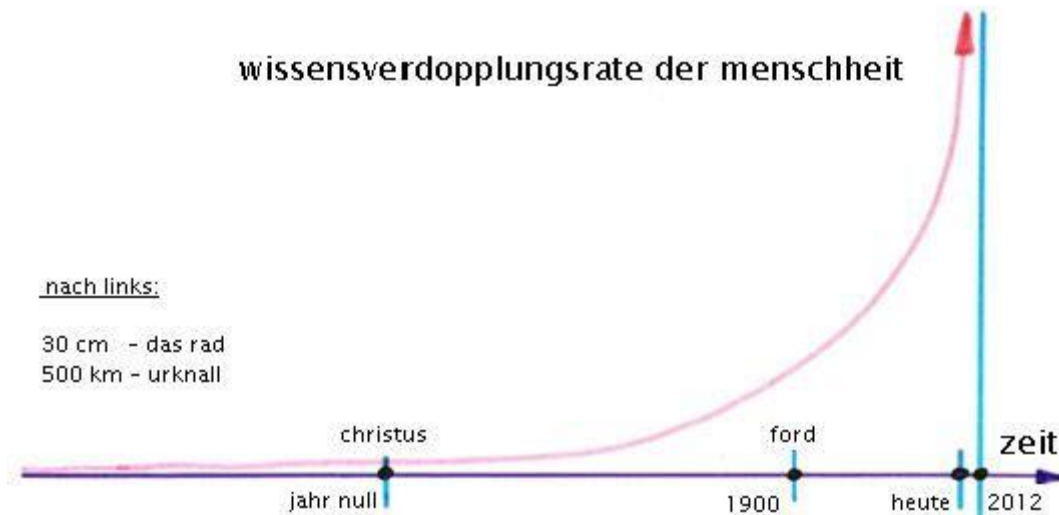


Principles of Successful learning

Rate of the doubling of human knowledge



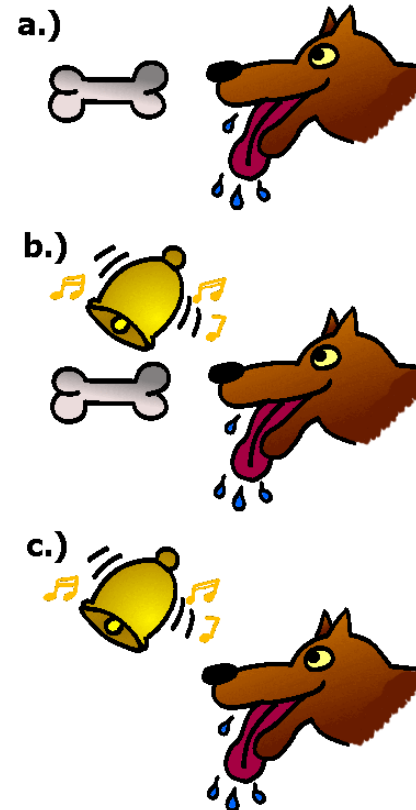
Successful learning



How learning
does not work...

(Nürnberger
Trichter)

Pawlowscher Reflex



New impressions
from the outside
world, which I receive
through my senses:

Vision

Hearing

Touch

Smell

Taste



**My filters
(my
glasses)**

Generalizations

Omissions

Distortions



My map of the world :

- about education
- about trade unions
- about

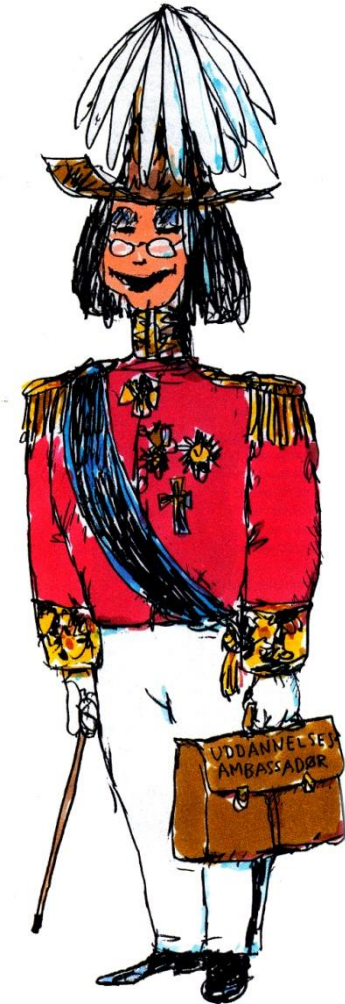
Aims of educational work

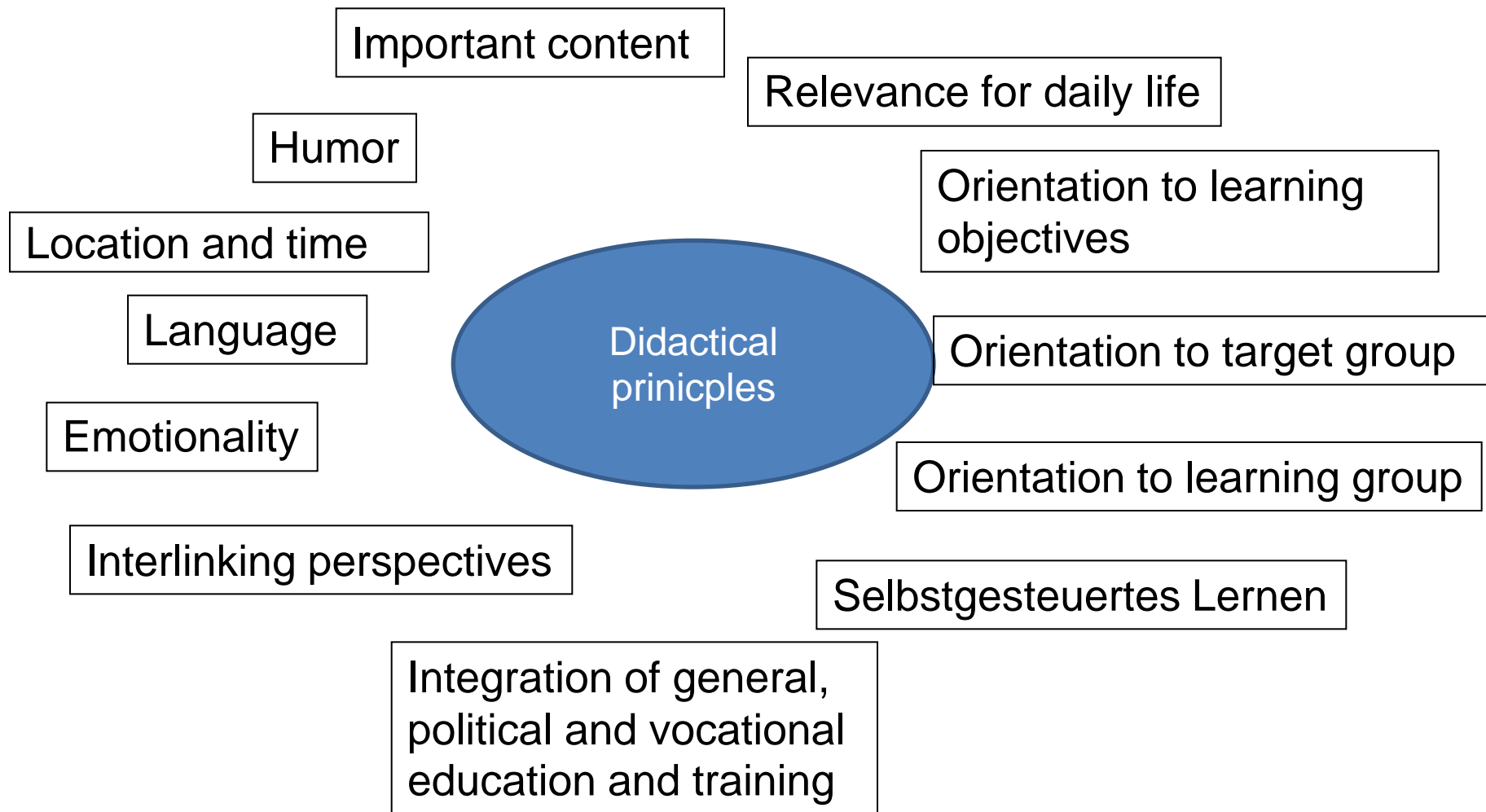
- Contact to participants,
- Follow-up learning,
- Attractive learning surroundings,
- Observer perspective,
- Pay attention to different learning canals,
- Create social situations,
- Observe how learning actors construct/create their own realities etc.

Pädagogen = Prozessbegleiter

Dimensions of learning

- **cognitive Dimension**
(existing knowlege and cognitiven struktures)
- **emotional Dimension**
(Importance of the issue to the learning people: psychohygienic stabilization or affective insecurtiy)
- **pragmatic Dimension**
(does the content refers to the life experience of learning people or is it overcharging, f.ex. Demanding for tolerance)
- **social Dimension**
(can members of the learning group communicate with each other)

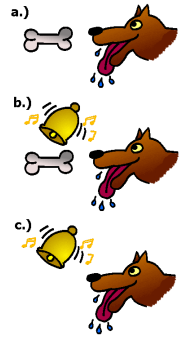




Neuro science

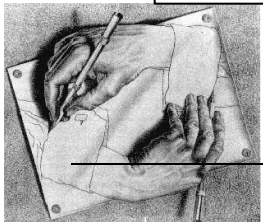


Behaviorism

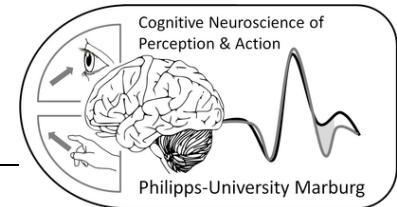


Learning psychology

Constructivism



Cognitive psychology



Die 5 Phasen im Appreciative Inquiry-Prozess

