Europa-Universität Flensburg

Institute of Mathematical, Scientific and
Technical Education
Department of Technology and its Didactics

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School students´ individual analysis in technical lessons for optimizing learning processes in learning groups

In the field of technical didactics, there have not been any publications yet focusing on the design of inclusive teaching and learning processes. From time to time, the topic of lesson planning with special attention to heterogeneous learning groups is taken up in specialist journals; however, it is hardly a main point of scientific discussions. In this context, the need for an anthropogenous analysis is established, however, a substantial methodology for such analyses and any specific derivable didactic consequences for the teachers are missing in order to enable them to structure their lessons in accordance with the existing needs of the single individuals of a heterogeneous learning group in a targeted manner.

Due to their extended theoretical and practical connections technical lessons particularly offer various options with regard to the design of teaching and learning processes in heterogeneous learning groups.

The development of an analysis tool is planned that should record the individual basic qualification and social conditions of the school students. The analysis process should be organized that way that the tasks for the school students are not perceived as test scenarios, but as a learning topic of the specific teaching process. In this process, the professional skills with regard to the acquisition, their consolidation and further development are recorded on the one hand. Moreover, individual professional support possibilities could be derived. On the other hand, social competencies that are important for the planning of social forms for the following learning scenarios should be determined.

On the basis of this analysis and on the basis of the findings obtained any targeted support measures can reasonably be implemented by using group-dynamic effects and by way of any specific and appropriate social forms. Thus, the heterogeneity research findings on the importance of social forms for heterogeneous learning groups, such as e.g. cooperative learning forms and peer tutoring (cf. Klippert, 2012), should be implemented in technical lessons.

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