BHARTIYA SKILL DEVELOPMENT UNIVERSITY

DIDACTIC UNITS

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2024-2025

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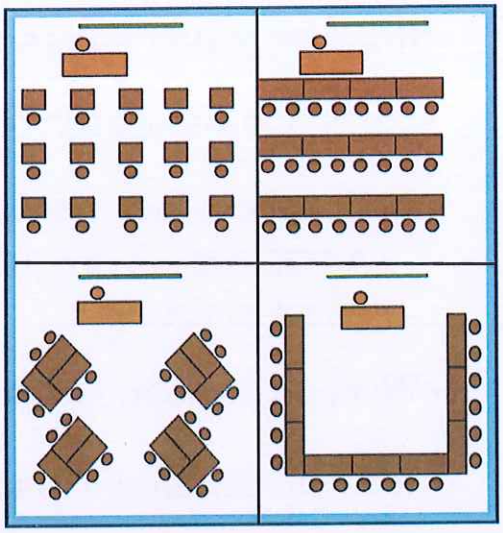


Unit 1

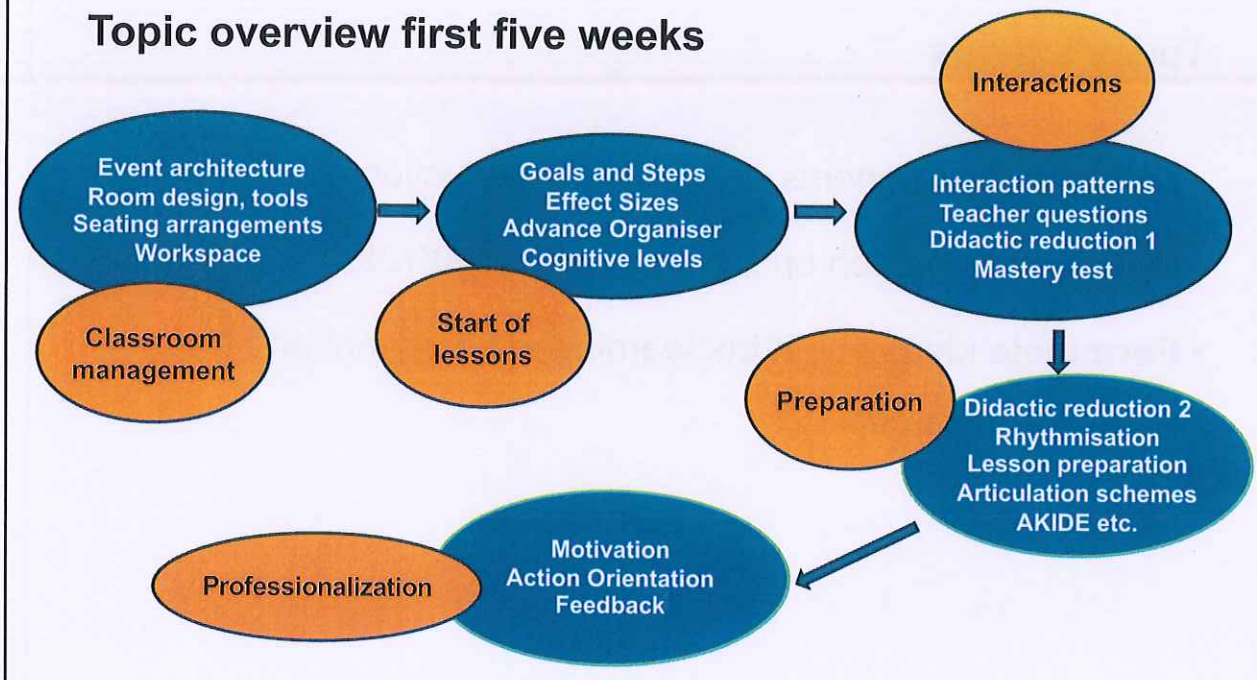
Today's goals

- **Name** the components of a lesson introduction
- **Provide** information on the concept and AKIDE
- **Formulate** ideas about the learning environment and the required resources

Steps of today's lesson

- Getting to know each other (already happened)
- Concept of every individual event (architecture)
  - AKIDE instead of AVIVA
  - Spiral curriculum
- Work on the introduction to teaching
- Work on classroom management
- Announcement of term papers
- Evaluation

Topic overview first five weeks



Event architecture

AKIDE [ækaid] as the architecture of an event

A Arriving
K Knowledge activating
I Informing
D Deepening
E Evaluating

AKIDE: Name for a traditional Turkish sweet, from the Ottoman period (1481-1683)

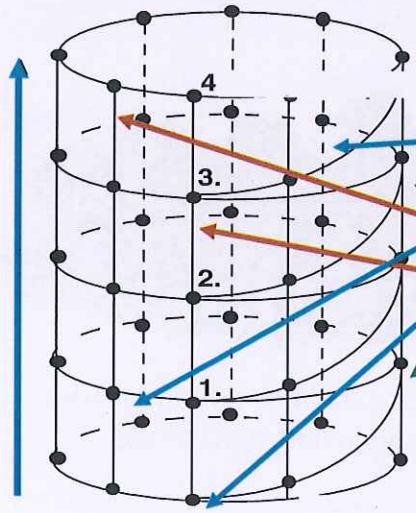
The importance of event architecture

Meta Level

Reduce cognitive load	Form follows function	Time management is simplified
• Creates trust in the learning process. • Need for security among students.	• Content is more important than constant experimentation with form.	

The spiral curriculum

Meta Level



Learning content 1

Learning content 2

Learning content 3

Contents are presented repeatedly throughout the curriculum, but with deepening layers of complexity.

Repeat and deepen

Meta Level

Content from an earlier learning unit is taken up again in a later unit - usually in a different context

Learning gain through:

1. **Repetition:** Basic concepts and skills are repeated several times
2. **Deepening:** Repetition content is dealt with greater depth and expanded to include new aspects
3. **Complexity:** The complexity of topics is increasing
4. **Connecting knowledge:** Previous knowledge → in a new learning context

Steps of today's lesson

- Getting to know each other (already happened) ✓
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Task 2: Introduction to the event

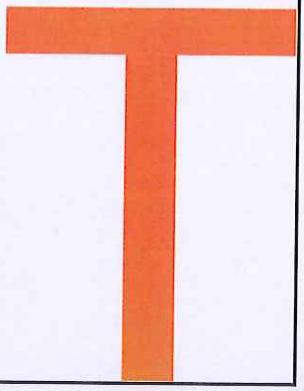
Task: After the introductory round, you have heard and seen an introduction to today's event. What parts can this introduction be divided into?

Interaction pattern: Individual work / pair work

Location: Classroom

Product: Keywords

Time: 5 minutes



Classroom management

Task 3: Classroom

Task: Half of the learning group develops a plan for redesigning a classroom (furnishings, use of colours and materials, creation of learning zones and integration of technology). The other half works on T4.

Interaction pattern: Group work

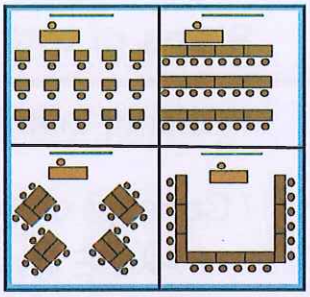
Location: Classroom

Resources: Flip chart (if available), markers

Product: Keywords, short presentation

Time: 20 min. for brainstorming and collecting ideas in the group
20 min. for working on a short presentation

Task 4: Seating arrangements



Task: Half of the learning group works on this task
a) Analyse the meaning of the seating arrangement (cover picture)
b) Analyse the role of teaching tools
c) Writing a report

Interaction pattern: Group work

Medium: 1 laptop per group

Location: Classroom, anteroom if necessary

Product: Table (one page) with 3 columns
- Column 1: Seating arrangement
- Column 2: Keywords for interaction and cooperation
- Column 3: Keywords on teacher-student dynamics

Short statement in plenary.

Time: 40 minutes

Task 5: Teaching tools

Task: Tools such as whiteboards, interactive boards, projectors, flipcharts, etc. are all part of modern teaching. To what extent do they make teaching effective? What challenges do they pose for the teacher? Do teachers need training to use these tools? Discuss!

Interaction pattern: Group work

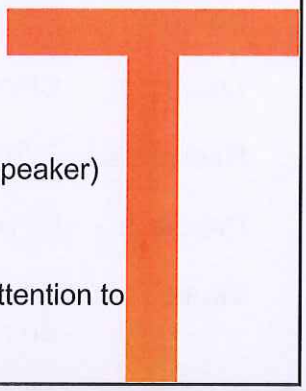
Resources: Note paper, pencil / Flip chart

Location: Free choice of location

Product: Discussion, followed by a short statement in plenary (speaker)

Time: 25 minutes

Note: In discussions, you appoint a discussion leader. He/she pays attention to a good thematic division and adherence to the time.



Steps of today's lesson

- Getting to know each other (already happened) ✓
- Concept of every individual event (architecture) ✓
  - AKIDE instead of AVIVA
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- Work on the introduction to teaching ✓
- Work on classroom management ✓
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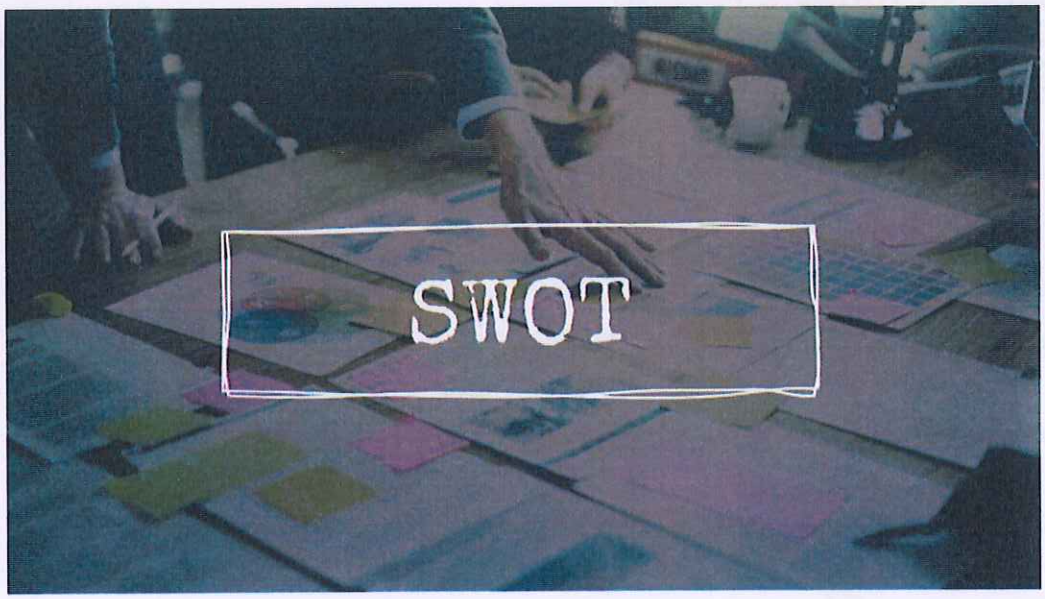
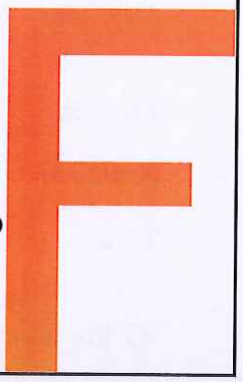
Term paper

Task:	Please read in the script U1 the texts »Classroom Interactions: teaching and learning» and 'Modern learning landscapes'. Mark six statements that you would personally rank as the six most important statements in the texts.
Interaction pattern:	Individual work
Medium:	Laptop on which you mark the five digits with the marking function
Location:	Private
Product:	6 marked statements
Time:	Recommendation: invest max. 20 minutes
By the way:	The smallest font size was 22 pt. Was that big enough?



Feedback

Task:	Divide a sheet into four fields. You will receive so-called quadrants. These are each labelled: **S** for Strengths, **W** for Weaknesses, **O** for Opportunities, **T** for Threats. Note down the responses to the individual criteria in your group.
Interaction pattern:	Group work / Discuss in your group
Medium:	Sheet and pencil / Flip chart
Location:	own choice, preferably out of earshot of another group
Product:	Notes
Time:	20 minutes



Steps of today's lesson

- Getting to know each other (already happened) ✓
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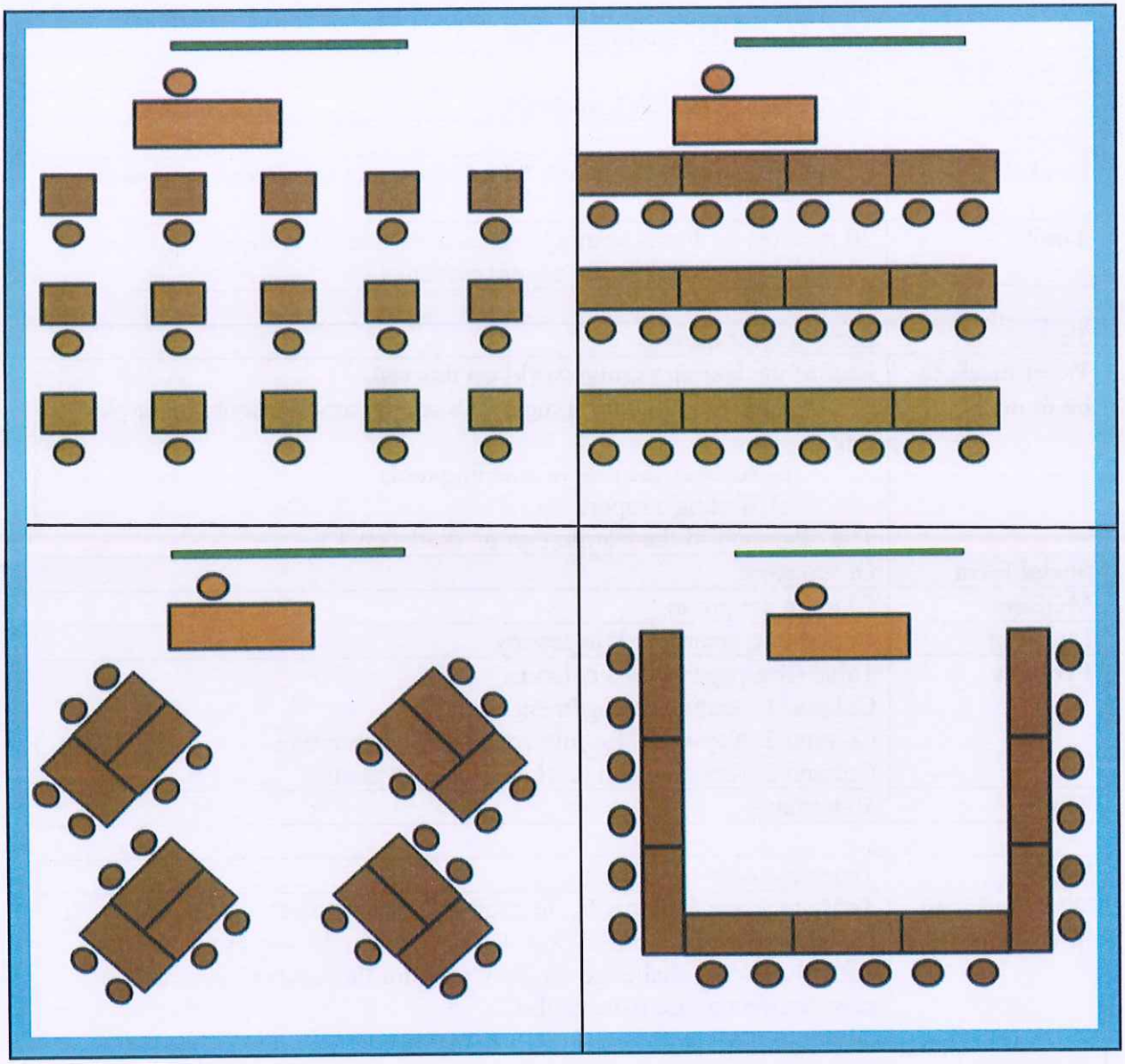
Thank you for your attention!

Didactics at the BSDU

Unit 1

Classroom Management



1. Arriving

Task 2	Entry into an event
What needs to be done?	What would you divide the introduction to today's event into?
Social form	Individual work
Place	Seat
Product	Notes, keywords
Time	5'

2. Knowledge Activating

Task 3	Classroom design
What needs to be done?	Half of the learning group develops a plan for redesigning a classroom (furnishings, use of colours and materials, creation of learning zones and integration of technology). The other half is working on T4.
Social form	Group work
Medium	Flipchart (if available), markers
Place	Classroom
Product	Keywords, short presentation with PowerPoint (or alternative presentation software)
Time	20 minutes for brainstorming and collecting ideas in the group 20 minutes for working on a short presentation

Task 4	Seating arrangement
What needs to be done?	Half of the learning group works on this task a) Analyse the meaning of the seating arrangement (cover picture) b) Analyse the role of teaching tools c) Writing a report The other half of the learning group works on T3.
Social form	Group work
Medium	1 laptop per group
Location	Classroom, anteroom if necessary
Product	Table (one page) with 3 columns Column 1: Seating arrangement, Column 2: Keywords for interaction and cooperation Column 3: Keywords on teacher-student dynamics
Time	40 minutes

Task 5	Teaching tools
What needs to be done?	Tools such as whiteboards, interactive boards, projectors, flipcharts, etc. are all part of modern teaching. To what extent do they make teaching effective? What challenges do they pose for the teacher? Do teachers need training to use these tools? Discuss.
Social form	Group work
Medium	Note paper, pen
Place	Free choice of location
Product	Discussion, followed by a short statement in plenary (speaker)
Time	20 minutes

3. Informing

The explanations of the meta-levels in each case.

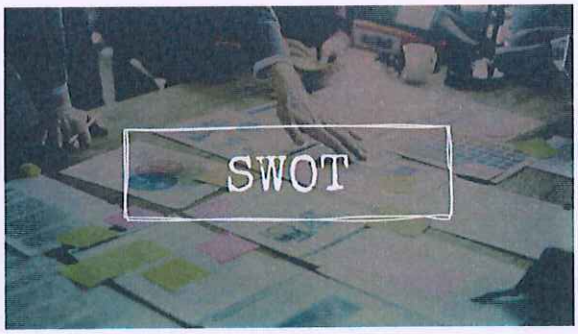
4. Deepening

Homework	Theory text
What needs to be done?	Read in the script U1 the texts "Classroom Interactions: teaching and learning" and 'Modern learning landscapes'. Record six statements that you would personally rank as the five most important statements in the texts.
Social form	Individual work
Material	Laptop on which you mark the six digits with the marking function
Place	private
Product	6 highlighted statements
Time	Recommendation: invest max. 20 minutes

5. Evaluation

S.W.O.T. analysis
S = Strengths
W = Weakness
O = Opportunities
T = Threats

Prof. Kenneth Andrews, Harvard, 1963



Classroom Interactions: Teaching and Learning

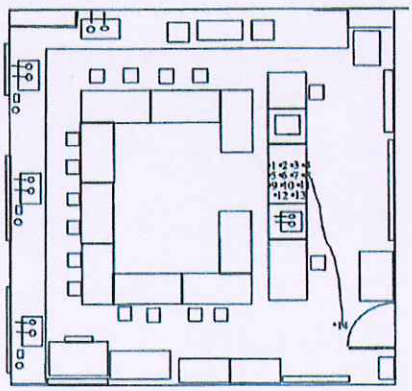
It has been shown that most classrooms are designed according to outdated pedagogical beliefs, "[while] our understanding of learning itself is changing. Research on learning styles, formative assessment, multiple and emotional intelligences, constructivism, and so on have been combined with the rapid development of technology-enabled, peer-to-peer, and self-directed learning to facilitate very different approaches to the 30-students-in-rows model. But despite these changes, we do not yet have a robust research base for integrated and personalised learning environments" (Higgins et al. 2005: 11). Therefore, teachers face the challenge of dealing with environments designed according to outdated school and classroom planning while wanting to conduct modern and future-oriented teaching.

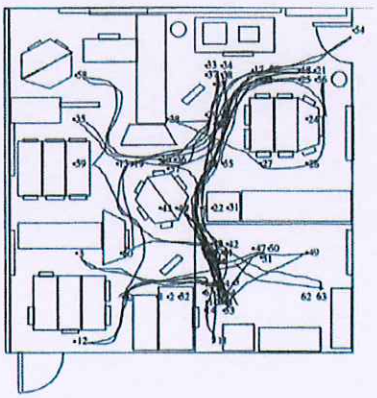
Teaching - Instructing

Teaching is necessarily interactive and related to present individuals. The interaction is influenced in various ways by the room's furnishings and the materials available, and teachers adjust their teaching to these conditions.
In traditional classrooms, teachers have little room for movement and interaction with students beyond cognitive interaction. However, even with these spatial conditions, there are ways to use the space and one's movement within it to activate and motivate students, as Müller (2008) illustrates. He draws on suggestions from theatre and acting to show how a teacher's use of their body can support or hinder activities with and among students.

These movements and movement possibilities of a teacher have been studied by Sacher (2000) in his research on proxemics in the classroom. Werner Sacher was able to show a connection between teachers' movement patterns and the interaction between the teacher and students. From this, he also derives hypotheses about the effects of individual sequences of proximity and distance between the teacher and the students.

These few examples and the few replicated studies so far indicate that even with unfavourable spatial conditions, there are individual ways teachers use the space that are related to their teaching. However, it still needs to be clarified to what extent a teacher's pedagogical beliefs and didactic orientations are reflected in their use of space.
Martin's (2000, 2002) observations are more detailed in this context. In her study, she attempts to trace the relationship between the use of space and a teacher's pedagogical beliefs. The following examples illustrate her approach:





These two graphics show two different uses of two classrooms: According to Martin, the organisation of the classroom, the movement of the teacher, and the degree of teacher-centered instruction illustrate the teacher's pedagogical beliefs. The right graphic illustrates student-centred teaching, while the left graphic shows teacher-centred instruction. Both classroom observations demonstrate how the teaching situation is pre-structured by the room and how the respective teacher deals with it.

All three examples from educational research, the findings of Müller (2008), Sacher (2000), and Martin (2002), make it clear that there are interesting results regarding the relationship between the classroom and teachers' use of their bodies or behaviour in the space. It would be worthwhile to pursue further research and detailed examinations of these relationships from an explicit educational science perspective.

Learning - Being Taught

Most empirical studies on the relationship between teaching and classroom spatial aspects focus on the teacher, their movement, behaviour, and beliefs about teaching and learning. When students are considered in these studies, either their reactions to the teacher's teaching and behaviour are described, or their reactions to the room and the related teaching offerings of the teacher.

When teachers are asked about their students' behaviour, their choice of seating often plays a role. This choice of seating is related to the behaviour and activity of the students. Tagliacollo et al. (2010) come to a similar finding and conclude from their observations: "[...] students' motivation for learning concomitantly determines students' seat choice and school performance. Therefore, we suggest that displacing students to a frontal seat position in the classroom to improve learning performance is probably not a desirable alternative; instead, the teacher should consider raising the students' motivation" (Tagliacollo et al. 2010: 201). It is therefore not enough to simply move students into the activity zone to achieve their participation in the classroom; additionally, student motivation must be increased. Besides this activity zone resulting from students' seating positions, Sacher finds in another study five occasions for teacher-student interactions. All five are related to the teacher's movement in the classroom and the seating arrangement of the students. They are: support, discipline/stimulation, attraction, trust, and disinterest. Each of these reasons was analysed from the interplay between the teacher's movement in the classroom and their teaching. Furthermore, Sacher was able to show that teachers provide more support and have more trust in their students when the classroom allows for greater freedom in spatial design and thus enables different forms of instruction.

So far, the influence of the built environment on students has been little studied. Further studies should focus on student movements and activities in the space. This could lead to connections between the built environment, student activity, and learning, combined with structured classroom observations.

(Translatet by ChatGPT)

Modern learning landscapes

I have noticed for years that the extended learning environment offered by the school is used by learners in a variety of ways: Side rooms, alcoves, round tables, comfortable seating, terrace seating, individual and group workstations in the media library, canteen tables, specialist libraries and workshops invite students to linger, discuss, read, study, talk and relax. And I notice in my own lessons that these extended learning spaces and environments are visited before and after lessons, at lunchtime, in between lessons and during free periods when lessons last two, four or five hours. Obviously, it is not just a question of having workstations that are suitably equipped from a technical and ergonomic point of view, but also of matching the topic, learning task, learning activity, learning process, learning objective, learning and working time, media supply and demand, intended learning outcome, teaching form, etc.

Flexible room organization

The spatial design of classrooms can have an impact on learning conditions and the well-being of teachers and learners. Flexible and openly designed rooms increase the learners' experience of autonomy and the variety of activities.
In summary, it can be said that the quality of learning is not only influenced by motivation and metacognitive knowledge (how one learns best), but also by the learning location, spatial design elements, media and technical offerings. Today, the sum of these influencing factors and learning conditions is referred to as the 'learning landscape', which not only defines narrowly defined workplaces, but also opens up spaces for movement, interactive opportunities and possibilities for movement.
The spatial organization, way of sitting, body position, forms of movement, freedom of design, etc. are factors of a learning environment psychology that recovers the lost sensuality, understands school as an ecologically and ergonomically designed space, embeds individual and social learning activities in flexible spatial organization.
The class size (which 'fills' the room) is relevant in that teaching is not only taught frontally, but in a variable method, so that learning is stimulated, accompanied and supported in an individualized way.

Source: Gasser, P. (2003), Lehrbuch Didaktik, Bern (34-39)
Translated with DeepL.com

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