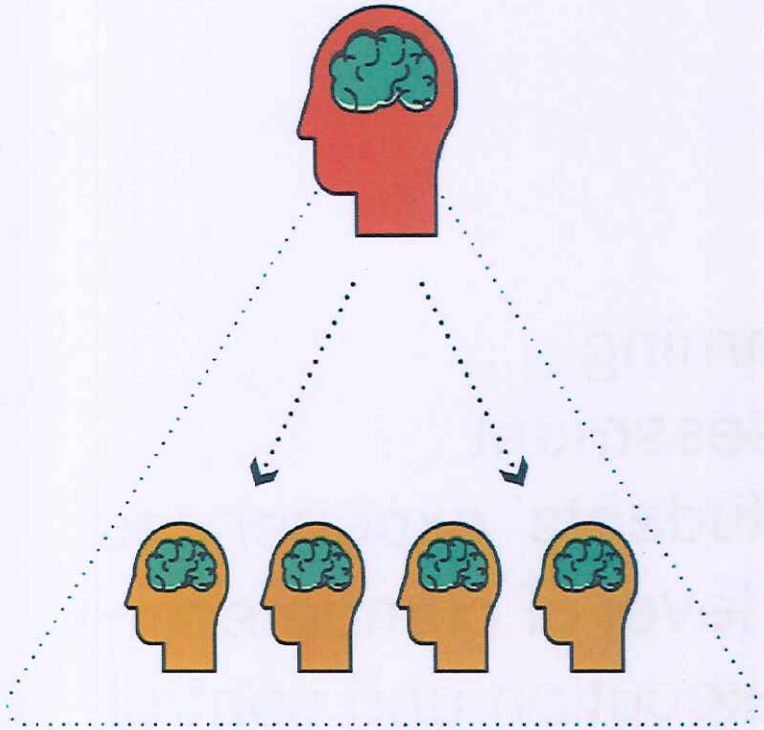
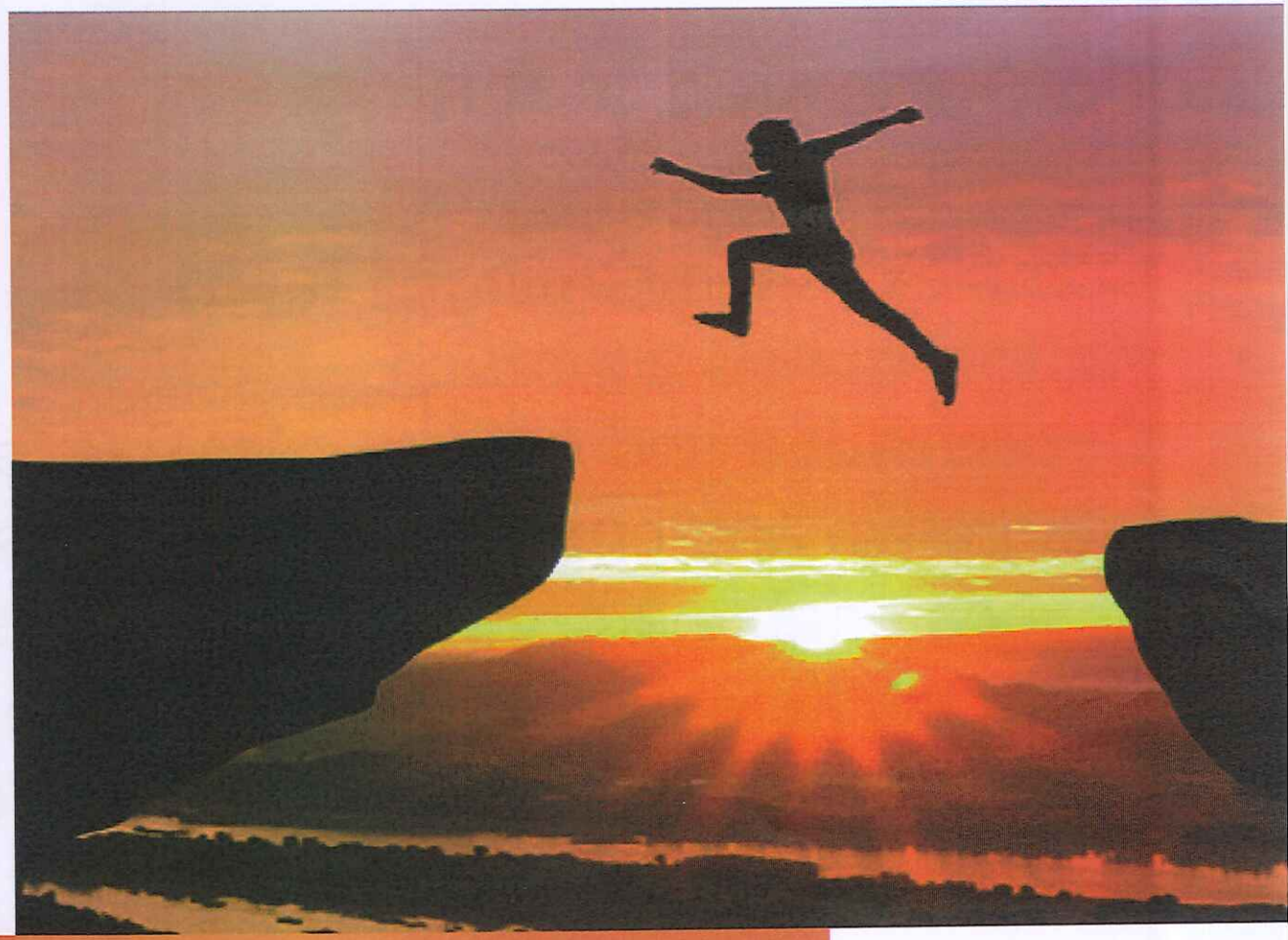




Unit 4

Action-oriented teaching

- Complex and meaningful **tasks**
- **Action-based** approach
- **Cooperative** and **communicative** learning
- Integrative and open performance assessment
- Actions enable a **connection** to the students‘ experiences
- Internal differentiation (learning pace, level of competence)
- Complete actions **include** planning, execution and control
- **Advisory** teaching role

Today's Goals

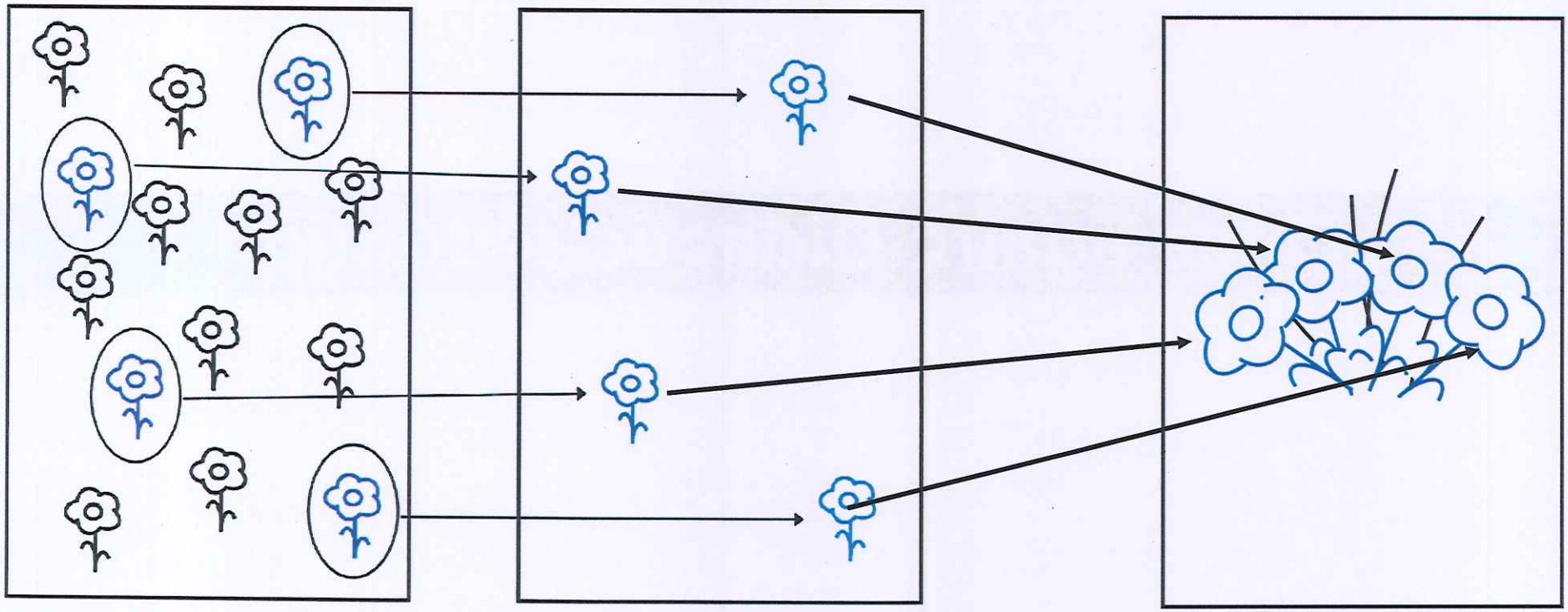
- **Repeat** didactic reduction
- **Judge** deepening
- **Discuss** how to plan a lesson
- **Evaluate** with a mastery check

Steps of Today's Lesson

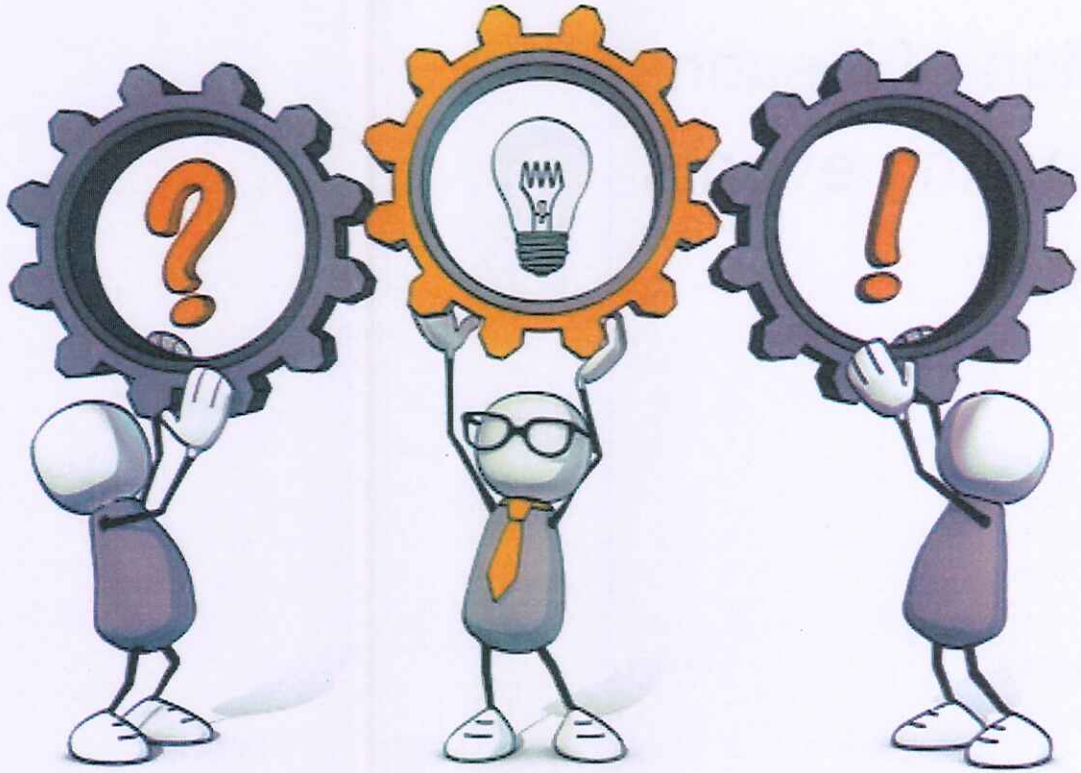
- Once again: didactic reduction
- Rhythmization of lessons
- Planning learning events
- Mastery check

Once again: Didactic reduction

Less Is More



Time for statements, reflections



Steps of Today's Lesson

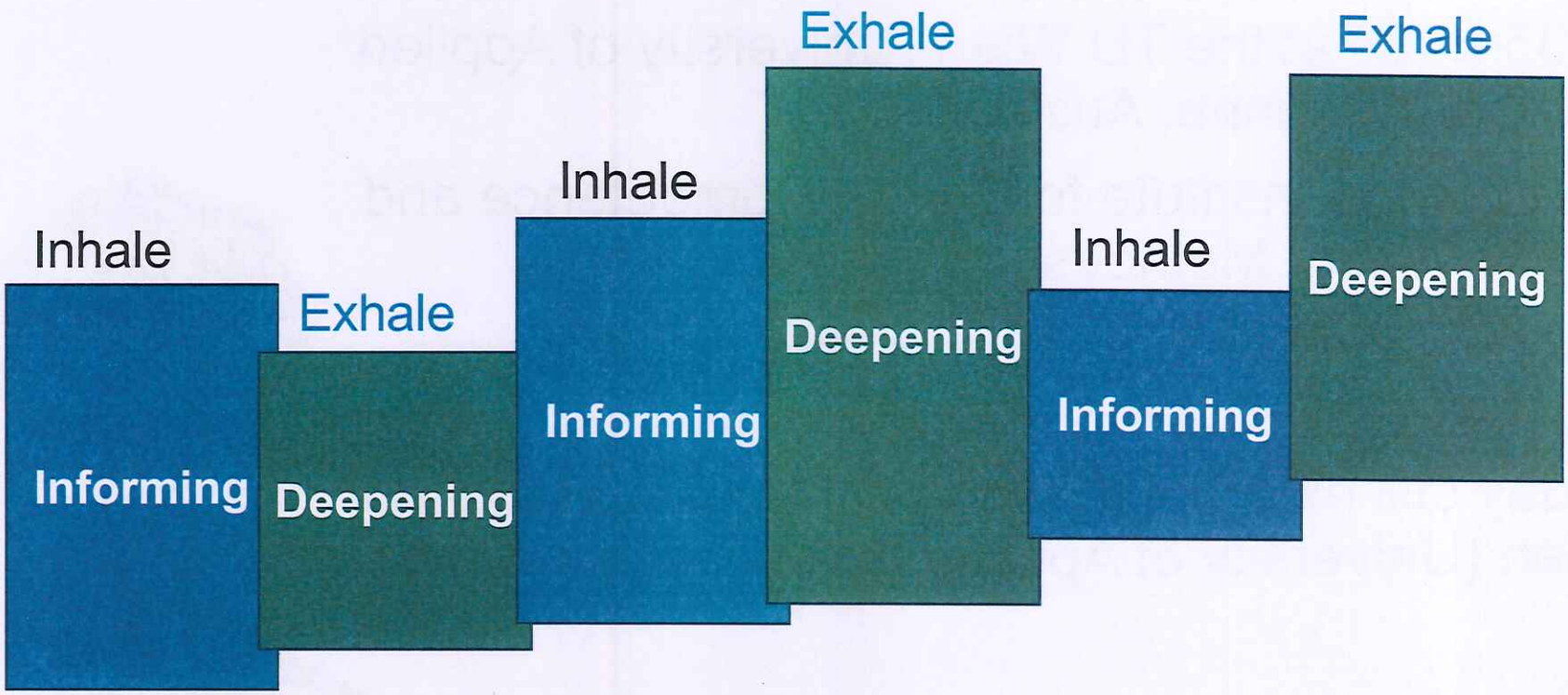
- Once again: didactic reduction ✓
- Rhythmization of lessons
- Planning learning events
- Mastery check

Rhythmization of lessons

Do you remember?

A Arriving
K Knowledge activating
I Informing
D Deepening
E Evaluating

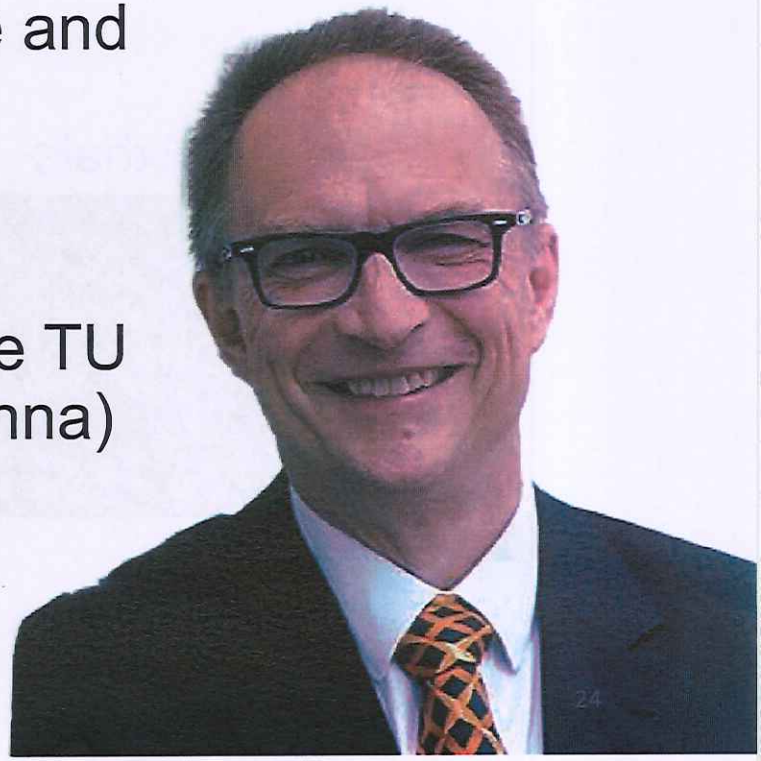
The Two Phases of Learning



Martin Lehner

Martin Lehner, Prof. Dr phil., educational scientist

- 2005-2023 at the TU Wien (University of Applied Sciences, Vienna, Austria)
- Head of the Institute for Social Competence and Management Methods
- Responsible for the areas of didactics and university development.
- Today still external learning consultant at the TU Wien (University of Applied Sciences in Vienna)



Influencing the Successful Interaction of Informing and Deepening in the Classroom

- **Active** student engagement
- **Variety** of didactic methods
- Learning environment and resources
- Relevance and real-world application
- Good preparation
- Motivation (intrinsic and extrinsic)
- Feedback and reflection

Steps of Today's Lesson

- Once again: didactic reduction ✓
- Rhythmization of lessons ✓
- Planning learning events
- Mastery check

Planning learning events

Good Preparation

„Reduction means **separating the essential** from the **non-essential**, depending on the **target group, learning objective and time budget**,

and is a **necessary skill** for experts who pass on their knowledge.“

Martin Lehner, Didaktische Reduktion, Wien 2020

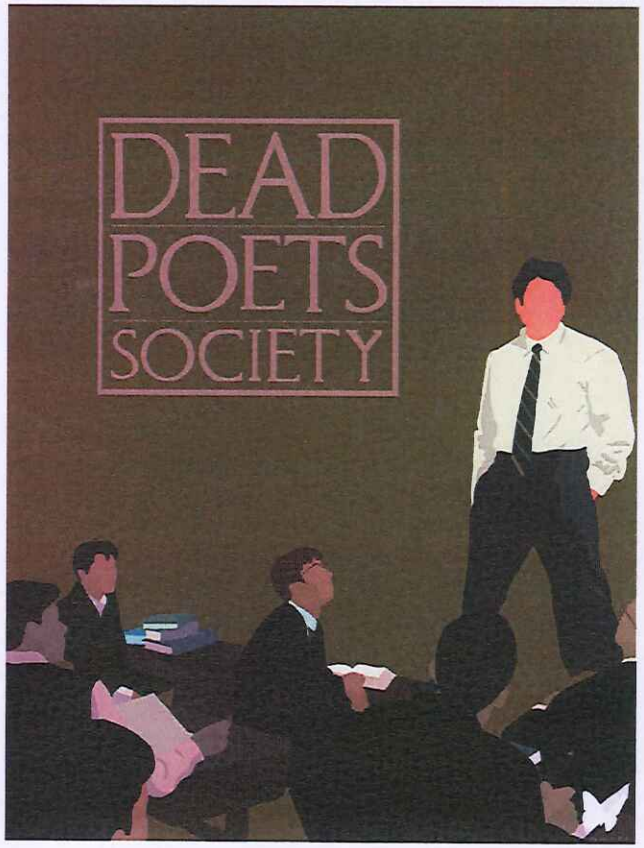
5 Dont's

1. Don't overplan (don't forget: **Less is more**!)
2. Avoid monotony (don't forget: **Rhythmization**!)
3. Don't ignore individual student needs
4. Don't neglect self-care
5. Don't shy away from using new technologies

5 Do's

1. Set **clear** goals
2. Create a **detailed** lesson plan including engaging materials
3. Incorporate **various** teaching methods
4. Create a supportive learning environment
5. Utilize **feedback** for improvement

How to plan learning events? (1)



Courage …

… to leave the familiar

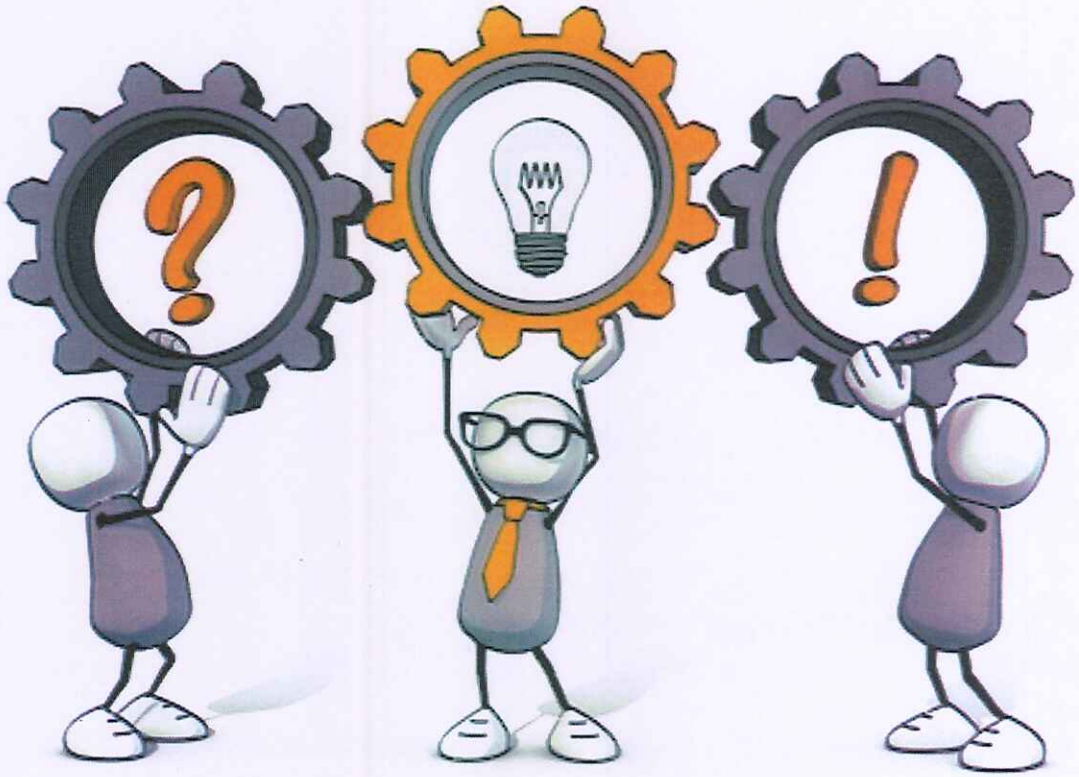
… to change your perspective.

… to try something and possibly fail

How to plan learning events? (2)

- **Expect** something from students!
- **Activate** them!

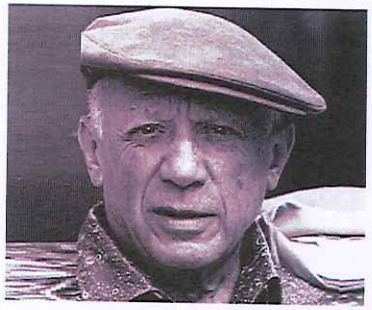
Time for statements, reflections



How to plan learning events? (1)

Is stealing ideas allowed?

«The only art I'll ever study
is stuff that I can steal from.» (David Bowie)

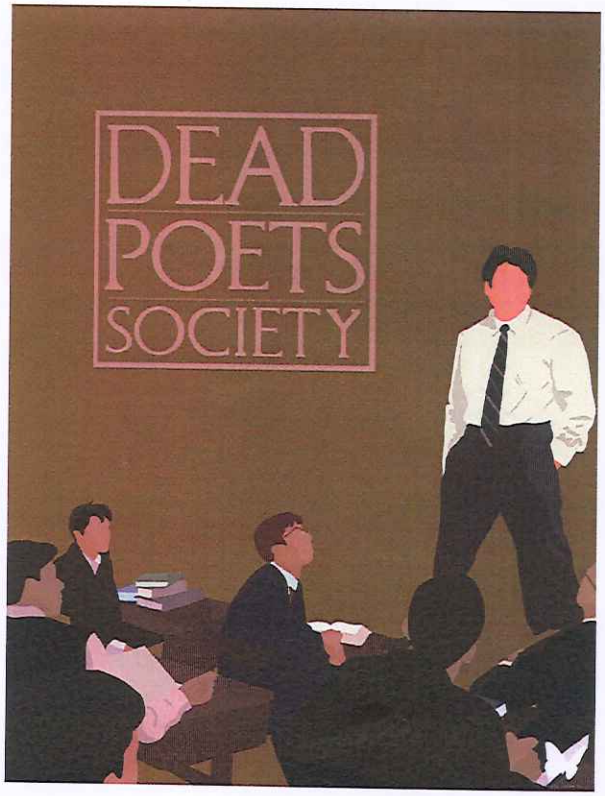


«Good artists copy - great artists steal.»
(Pablo Picasso)

«Steal from anywhere that resonates with inspiration
or fuels your imagination.» (Jim Jarmusch)

How to plan learning events? (2)

How to plan learning events? (3)



Courage ...

... to leave the familiar

... to change your perspective.

... to try something and possibly fail

How to plan learning events? (4)

- **Expect** something from students!
- **Activate** them!

Task 2

Task: Here you can see two links to two videos. Please connect headphones to your device and watch these two videos as a supplement to our theory.

https://www.youtube.com/watch?v=lsGwqk_agcQ

https://www.youtube.com/watch?v=WVG3p6ysSxQ

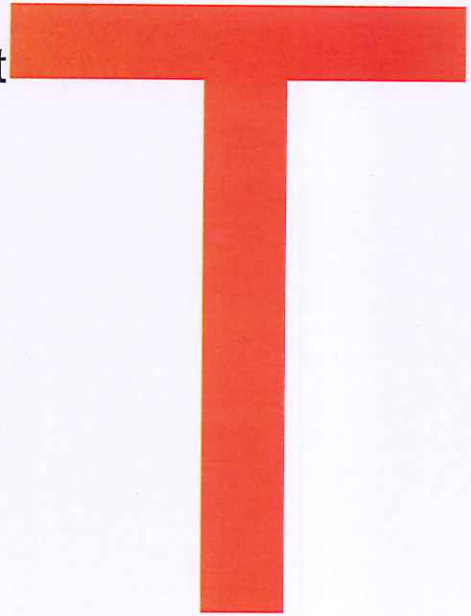
Interaction pattern: Then discuss the didactic value of such videos with the person next to you. So it is not primarily about the content of the video clips but about the means of a video clip as a source of content.

Location: free

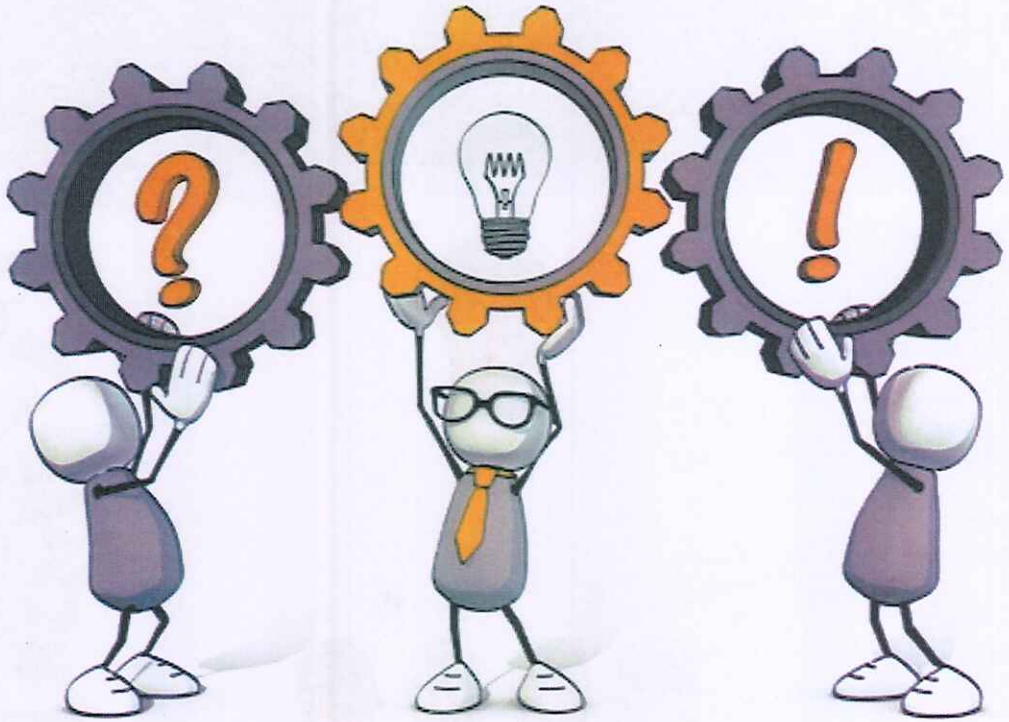
Resources: Internet, Laptop or mobile phone

Product: Dialogue

Time: Video Clips: 15' / Dialogue 10'



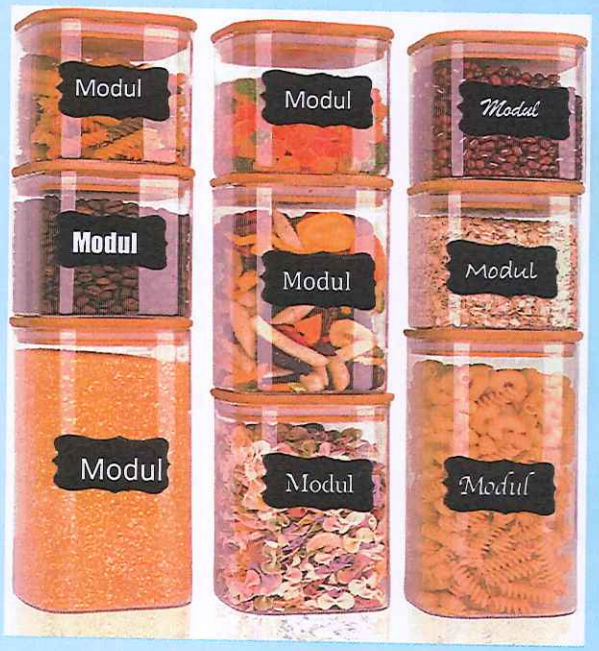
Time for statements, reflections

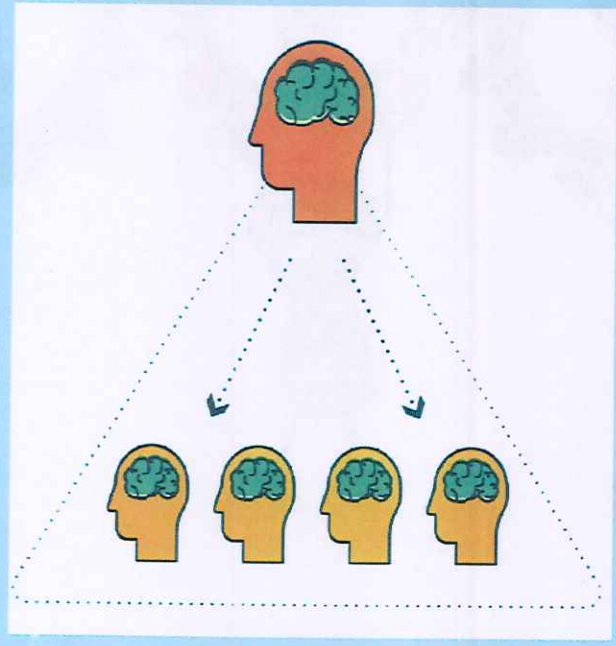


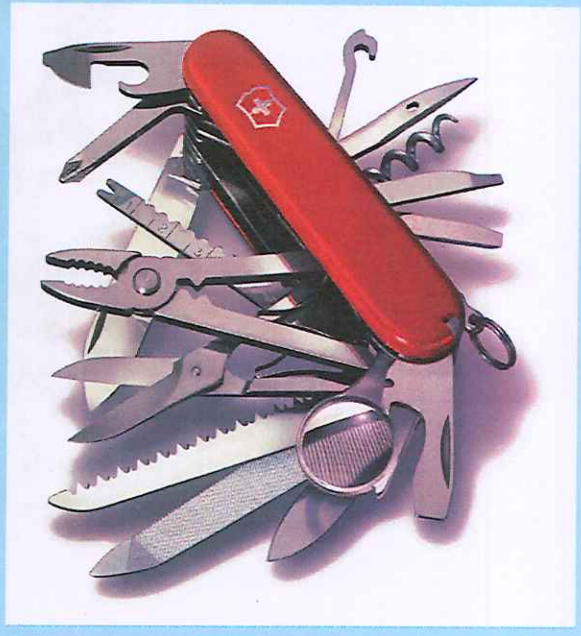
What happens here?

Meta Level

Content + **Pedagogic** + **Didactics**

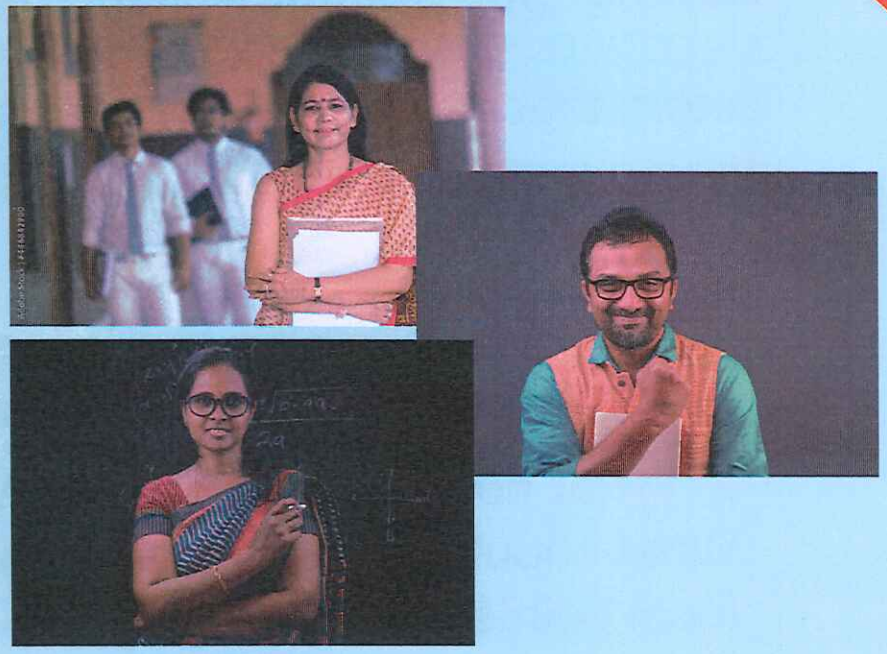






Thesis on good and bad teachers

Meta Level



How to plan learning events? (5)

WWH of the didactic – Why? What? How?

Before teachers approach the rough and detailed planning, the following three questions about focusing and reduction should be answered:

- 1. **Why** am I planning this learning unit? What legitimacy do I have? Which framework curricula, educational plans or curricula should be considered?
- 2. **What** do I want to achieve? Which competencies should be acquired? What should the end state of the learning process look like? What are the focal points?
- 3. **How** do I want the students achieve the goal? Which methods do I use? Which learning process steps do I initiate?

How to plan learning events? (6)

Semester planning in two steps

Step 1: Rough planning (how often do I see my students?)

> *Module title and rough timetable for the lessons*

> *Details of tests, public holidays, possibly sports days etc.*

Step 2: Semester planning in detail

(next slide)

How to plan a lesson (7)

Semesterplanning

Date	Modul title/topic	Sub-topic of the Module	Competence	Method
27.1.2025				
03.2.2025				
10.2.2025				

Lesson planning

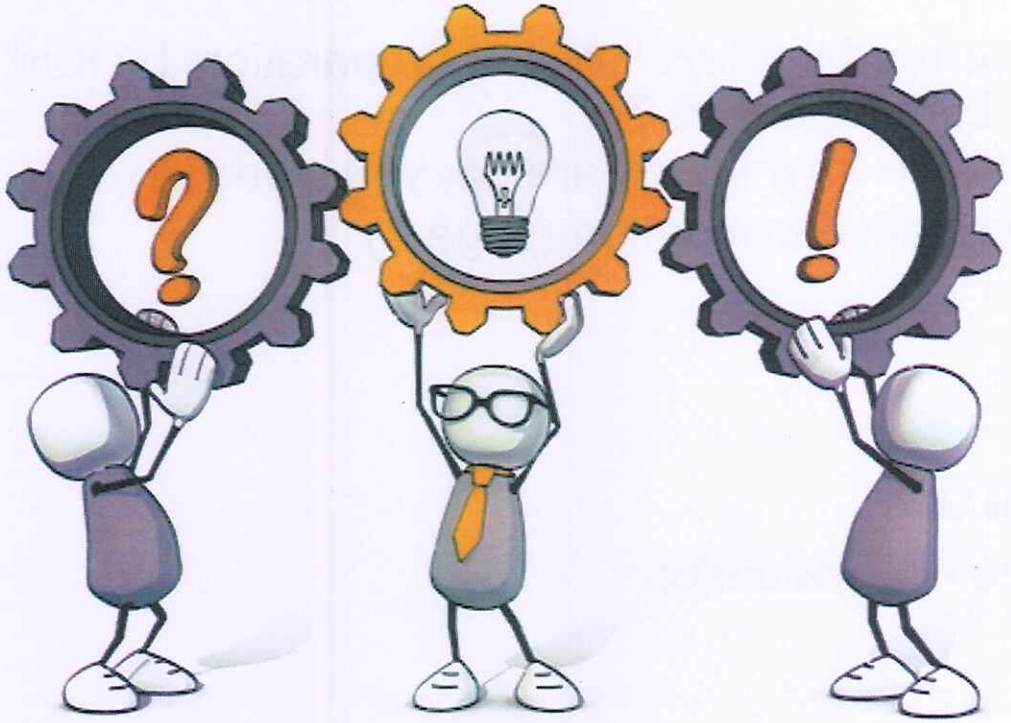
Action situation:				
Action competencies:				
Learning objectives - C-Levels:				
Time	**Phase (AKIDE)**	**Procedure (teaching and learning activities, content, learning tasks)**	**Methods**	**Media, material**

How to plan a lesson (8)

Before planning the lesson, you have the answer to:

1. Topic
2. Goals / Steps
3. Available material
4. Idea for **motivating** the students
5. Idea about **product** at the end of lesson
6. Idea for **checking** the learning success

Time for statements, reflections



Task 3

Task: The following task is divided into **two parts**. You will need the script for U4.

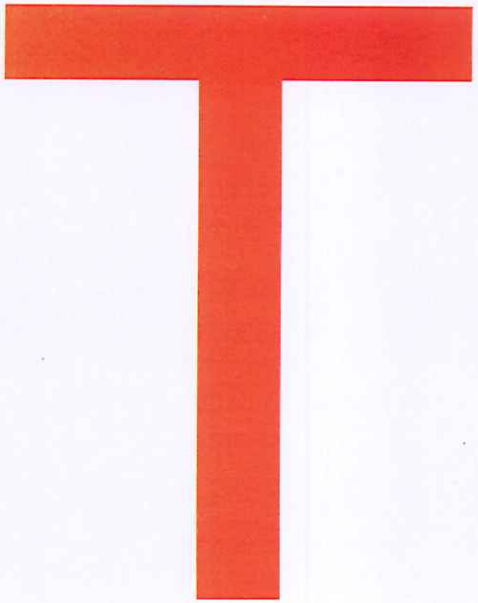
Please read the text 'Lesson preparation' by Karl Frey, didactician at ETH Zurich (page 6,7).
Before the 20 minutes are up, you work on the formative evaluation (page 8).

Place: free

Resources: Script U4

Product: Formative evaluation

Time: 20'



What are all these plans for?

Meta Level

Serious lesson plans

- Once a great effort → many years a time saver
- Interesting, varied, planned lessons
- In the students' judgement: a good teacher with whom you learn a lot and who has high standards

No serious lesson plans

- Great effort or boring lessons every year
- Teaching questioning lessons without variation
- In the students' judgement: entertaining lessons without any real learning gain or: boring and uninspired lessons

Let's be dramatic!

Meta Level

Highway to Hell

or

Road to Good Teaching

Grell's articulation scheme: An alternative to AKIDE

- Phase 0: **Direct preparation**
- Phase 1: **Relaxed atmosphere; reciprocal affects**
- Phase 2: **Informative lesson introduction**
- Phase 3: **Information input**
- Phase 4: **Offering learning tasks**
- Phase 5: **Independent work on learning tasks**
- Phase 6: **Insert initialisation phase**
- Phase 7: **Feedback and further processing or rendez-vous with learning difficulties**
- Phase 8: **Evaluation or miscellaneous**

Task 4

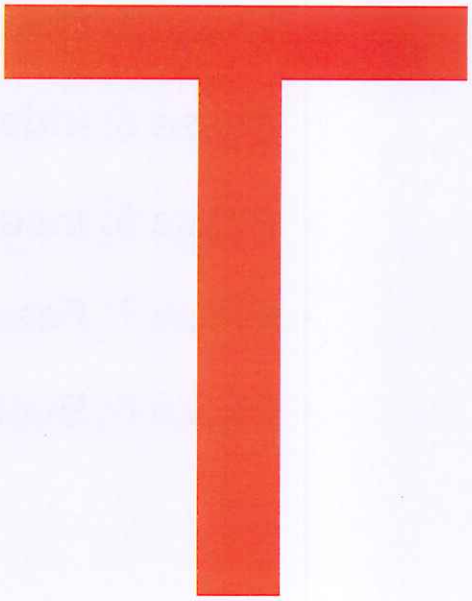
Task: Study the text from Prof. Karl Frey on Grell's articulation scheme.
Script U4, page 9, 10
Then solve the mastery check.

Location: free

Resources: Script U4

Product: Mastery

Time: 20 minutes for reading
10 minutes for the test (self control)



Evaluation of the Mastery check

Phase O:
Professor Frey addresses the beginners (why only them?) and says that preparation has one main effect. What effect? (0.5 pt.) **Confidence**

Phases 1-3:
We have already dealt with phases 1-3 (relaxed atmosphere, reciprocal affects / informative introduction to teaching / information input). Name two relevant keywords from our lessons. (2)
Arriving / Knowledge activating (AKIDE) or Advance Organizer

Phase 4 (offering learning tasks):
Name three specifications from Grell's articulation scheme on learning tasks. (1.5 pt.)
How to be completed
In what time frame
With what end product

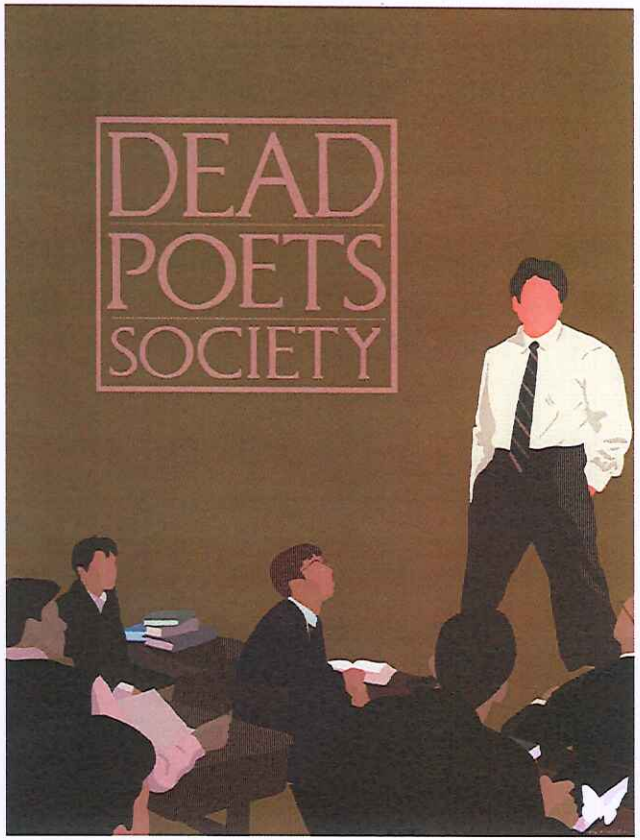
Phase 4
Do learning tasks belong more to deepening or informing? (underline) (1 pt.) **Deepening**

Phase 5:
What is the recommended group size for group work? **4** (1 pt)

Today's Goals

- **Repeat** didactic reduction ✓
- **Judge** deepening ✓
- **Discuss** how to plan a lesson ✓
- **Evaluate** with a mastery check ✓

Thank you for your attention!



Didactics at the BSDU

Unit 4

Action-oriented learning
Lesson Planning
Rough Planning
Formative Evaluation

Action-oriented learning

In action-oriented learning, teaching and learning processes are designed in such a way that they are based on the principle of action in specific professional situations (situational principle) and thus promote the acquisition of skills.

Thus, the principle of action orientation incorporates the situational and personality principles. Designing learning processes in an action-oriented way means enabling "learning for action" and "learning by action". This can be used to stimulate competence-oriented educational processes.

According to Schelten, action-oriented teaching is characterized by the following parameters:

- Complex, meaningful tasks and learning areas (vs. isolated activities)
- Action-based approach (vs. systematics of the subject discipline)
- Integrated specialized classroom (skills lab, laboratory)
- Cooperative and communicative learning (small group work, individual work)
- Integrative, open performance assessment
- Advisory teaching role
- Self-direction and degrees of freedom
- Internal differentiation (learning pace, level of competence)
- Actions enable a connection to the students' experiences and the experiences are reflected in terms of their social impact.

Lesson planning

Didactic GE 1: Unit 3: Topic "Work"

Loading for event: Micro Teaching task sheet
Documentation
Recharge for LN: Film clips and "script"

Time: net 145'

Steps	Content	Material	Method	Time	Total time
	Title slide **IU** • **Course** • **Goals**	Slide 1 Slide 2 Slide 3	Lecture	5'	5'
	IU+ for this afternoon • Today, we need a longer time to work with input. The reason for this is the unique opportunity to link the topic with various aspects. We will of course deal with the topic of **"labor law"**, which will take up most of the time. The keywords are the **individual employment contract**, CLA/ **dealing with the laws and their language** as well as case **resolution** • We will also look at how we can make do with large amounts of material and little time. Using "work" as an example, of course. • Finally, the **link with other aspects,** namely the aspects of "economy", "ethics" and "culture", is an issue. I often do this with texts or films. Again, there are numerous documents in the "nice to have" folder on BSCW. • As you have seen in the course outline, the first 20 minutes will be made available for your "micro-teaching" arrangements.		Lecture	5' Reserve 5'	10' 15'
	Micro Teaching • 20' for information and organization in groups Clarify questions	Slide 4-5	Team-work	25' 5'	40' 45'

	Part 2: Labor law and lots of stuff
	• Academic background in **labor** law
	• Basic landscape work
	• Sample: Who regularly has too little time for the material to be taught? SUM
	• Our fears
	• STEP 1: IU "Under control"
	• STEP 2: Use connections within the concept
	  • Concept and factual knowledge: "Under control"
	• STEP 3: The three sieves of reduction
	  • Two tasks: NO INTERMEDIATE DISCUSSION, only FINAL DISCUSSION
	• Discussion **Quote Blaise Pascal: long/short letter...**
	• Conclusion from tasks THREE SIEVES **SUPPLEMENT ALOIS: RELATIVITY THEORY**
	• 4 Statements on completeness trap.
	• Helpful materials **ALOIS**
		Slide 6
		Slide 7
		Slide 8
		Slide 9
		Slide 10
		Slide 11
		Slide 12
		Slides 13/14
		Slide 15
		Slide 16
		Slide 17
		Slide 18
		Slide 19
		Slide 20
			Lecture
			Teacher-student talk,
			Lecture
			Pair work
				20'
				15
				10
				5'
					65'
					75'
					pos-sibly P. 85'
					90

	Part 3: Law and language • Obsolete language Note "age of majority" instead of "age of consent" in the Civil Code as of 1. 1. 2013 • Terms (briefly address • Working with concepts!	**Slide 22** Slide 23 Slide 24 Slide 25	Lecture	10	**100**
	Part 4: Working with laws Dealing with laws Difference between legal cases and legal issues Case solution: Examples in the documentation	Slide 27 Slide 28 Slide 29 Slide 30	Individual reading	5'	105'

	Part 5: Insights into the classroom • Roger (mention in the CLA: www.GAV-service.ch of Unia) • Alois • View of the foil design (digression)	Slide 31-32 Slide 33		25'	130'
	Proof of performance	Slide 34-38	Indiv. work	10'	140'
	Two useful links	Slide 40			
	Target control	Slides 41		5'	145'

Lesson planning

Action situation:				
Action competencies:				
Learning objectives - C-Levels:				
Time	**Phase (AKIDE)**	**Procedure (teaching and learning activities, content, learning tasks)**	**Methods**	**Media, material**

Rough planning

In rough planning, according to the 'Berlin and Hamburg Didactics', the prerequisites are clarified, such as the scope of the material, the competencies to be acquired and the learning objectives. Depending on whether curricula are available or not, such rough planning is more or less predetermined. Today, it is standard practice for schools to create and maintain school curricula derived from the curricula or framework curricula.

Rough planning includes:

- Clarification of the requirements of the learners and their own requirements as teachers
- Identification of the teaching / learning environment
- Determining the skills that the learners should acquire
- Creating a material analysis and reduction
- Formulating the learning objectives
- Determination of learning and transfer tasks
- Allocation of the learning sequences to the available time resources

The model describes in a simple way which factors are relevant for the rough planning of learning events and how they interact with each other. It distinguishes between conditional fields and decision fields. The conditional fields of teaching include the prerequisites of learners and teachers as well as the institutionally prescribed teaching/learning environments. On the other hand, desired influences and their usability in practice also influence the design of learning processes.
A teaching/learning event develops from the interaction of the decision fields "objectives", "content", "methods" and "media". In addition to the desired final behavior, objectives also describe the content of the associated knowledge.

Source: A. Schubiger, Teaching and Learning, hep, 2022

Lesson preparation

Karl Frey, ETH, 2004

What does lesson preparation mean?

We are talking here about the written preparation - the one or two pages with the outline of the lesson plan. This is where the considerations for the time allocation, the teaching methods, the media and the lesson objective are to be found. Some teachers speak of the preparation.

Do your lesson preparation before the lesson

It is crucial that you develop original ideas. Otherwise, the lessons will be boring.

> Only before the lesson can you decide in favour of the case study, the student experiment, the project, the small group work, the peer teaching or the teaching text.
>
> The flexible spontaneous teacher who develops interesting lessons in maths and science odhoc during the lesson is a fiction. If you try anyway, you will inevitably end up with **monotonous and inefficient question-and-answer lessons**: the teacher presents something for five minutes. Then he asks a few questions. Then he presents again, asks questions again, has students practise something, presents again, and so on.
>
> You can only get out of this vicious circle if you plan before the lesson, i.e. think about what the students will do in the lesson. Only later (or not at all) does the question of what you will do in the lesson arise.

Your own preparation scheme

By scheme we mean the one or two A4 sheets of paper on which you enter your preparation; or the list of questions you use to make your notes during preparation.
You will probably vary your scheme during your professional life. Subjects and levels also require adjustments.
This is why we organise the lecture on lesson preparation as follows. You will receive several samples. You put together your own scheme - a scheme that fits your subject and your current didactic concept.

How will it work in practice later?

Firstly
This is only about the basic scheme, the grid. You insert the various didactic elements into the grid. After our didactics lecture, you will have mastered around 40 didactic techniques. The informative introduction to teaching, the technique of formulating learning objectives, performance assessment, the learning task and much more.
The scheme itself is dry and empty. Only you breathe didactic life into the scheme.

By the way: We only offer you a basic stock of such didactic elements here in General Didactics. You will receive at least as many from your specialised didactics.

Secondly
In addition to the basic scheme, there are half a dozen method-specific lesson plans, e.g. for the teacher's presentation, for the workshop, the project etc.

> Good lesson preparation would actually be worthwhile. This is the clear result of meta-analyses from the lower semesters at universities of applied sciences and universities. If the students there said in the evaluations of the lessons: "The professor is well or not well prepared", then this statement correlated at .57 with actual performance (Theall 1996, 3).
>
> This result is extremely remarkable. It is very high.

Karl Frey, 2004, ETH Institute of Applied Sciences General Didactics

Formative Evaluation (Self-assessment, without grades)

1. Highlight or underline in Frey's text the three most important statements for you.

2. What does Frey think about those teachers who organize lessons "flexibly" during the lesson?

   _____

   _____

   _____

3. What is Frey's opinion of question-based lessons in which *the teacher works on the basis of his or her specialist knowledge by constantly asking questions*.

   [ ] These lessons are exciting
   [ ] These lessons are lively and stimulating
   [ ] These lessons are boring, inefficient

About Grell's articulation scheme

We[1] have summarized it in keywords.

Phase 0: Direct preparation

Your task: Prepare the material; organize the overhead transparencies; read through the questions for the final summary again, etc. Important tip for *newcomers*: Preparation gives you confidence. I know that everything works. I can't get stuck. Important tip for experienced teachers: I know that I have to go into the lesson now. I want to do the lesson well. Direct preparation prevents me from having to cover up weaknesses or giving students the impression that I would really rather be doing research.

Phase 1: Relaxed atmosphere; reciprocal affects

Your activity: You don't just start the lesson dryly but do something for the emotional basis of learning. The easiest way for beginners: When you introduce the topic or learning objectives in the informative lesson introduction, share your personal attitude or a personal experience from this subject area with the students.
It is important to introduce yourself before larger teaching periods, at the beginning of the semester or to new students.

Phase 2: informative introduction to teaching

Your task: You provide an overview of the entire lesson, including the topic, important learning objectives, learning tasks and the course of the lesson. The informative lesson introduction gives you security. The students can orientate themselves; concentrate on the essentials and do not have to spend their energy trying to find the core of the matter.
The informative introduction to teaching is a didactic technique in its own right. You will learn it in a separate lecture. You will even learn an enhanced version, the IUplus.

Phase 3: Information input

Their job: They inform the students about everything they need to know about the lesson. This phase often only takes five to ten minutes. Do not tell them everything there is to say about the topic. Part of it is included in the learning task. We deal with the learning task in a separate chapter.

---

[1] Published in: **Karl Frey**, Zürich, 2010, vdf Hochschulverlag AG

Phase 4: Offering learning tasks

Your activity: You provide one or more learning tasks, explain how they are to be completed, in what time frame and with what end product, whether alone or in pairs or groups.
The learning tasks are prepared in writing. All attendees receive a copy. These written learning tasks are the lecturer's didactic treasure trove. Here he can provide didactically meaningful, learning-psychologically valuable and professionally competent guidelines.

The construction of learning tasks is not easy. That is why learning tasks are prepared in writing.
On the technique of learning tasks: compare with the lesson Learning tasks.

Phase 5: Independent work on learning tasks

Your activity: You can withdraw and prepare for the end of the lesson.

This is the *most important* phase of the lesson. All pupils are active here - alone, with a partner or in groups of three, maximum four pupils.

Phase 6: Insert changeover phase

Your activity: By arranging for students to change places, inserting an interlude or similar, you ensure that the learning tasks are completed. The students must relax in order to analyze the results in plenary.

Phase 7: Feedback and further processing or rendez-vous with learning difficulties

Your activity: Students are given the opportunity to check or assess the accuracy or appropriateness of their work results themselves.

- I give the students feedback on the success of their work ...
- What has been learnt is transferred to new situations, or the students are made aware of transfer possibilities.
- What has been learnt is critically examined and its significance in a larger context is investigated (Grell 1983, 111).
- For example, I write a repetition plan on the blackboard.

This phase must be rich in variety. Otherwise the so-called seminar effect arises: monotonous presentation of the group work results in plenary.

Phase 8: Evolution or miscellaneous

Your job: Distribute feedback forms or ask questions:
"What did you think was good and what was bad? What is unclear?" and so on. You can find more details on all eight phases in:

Source: Jochen and Monika Grell: Unterrichtsrezepte. Weinheim, 2010