

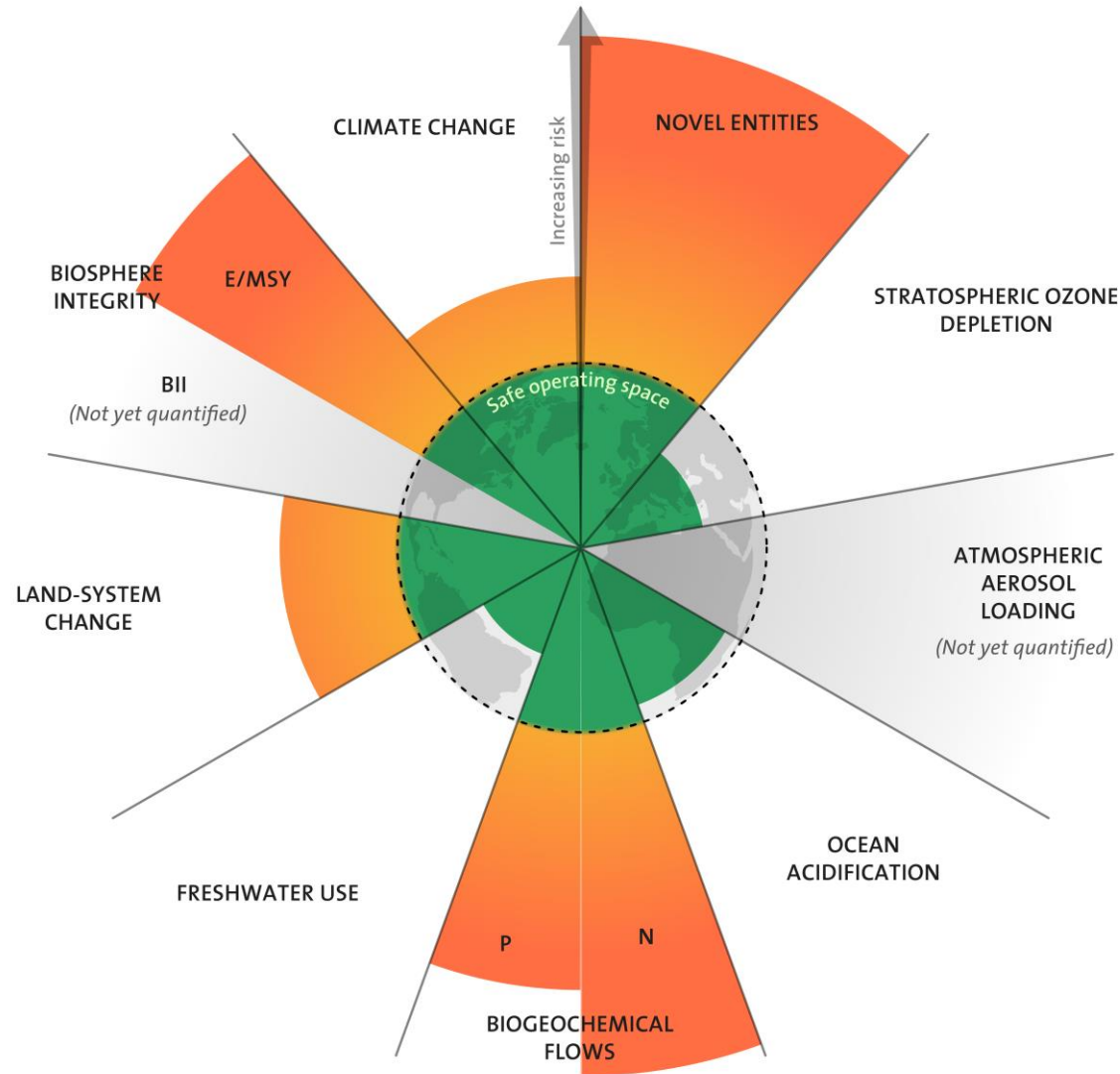


BIENVENUE

TRANSFORMATIVES LERNEN

Unsere «Planetaren Grenzen»

Stockholm Resilience Centre

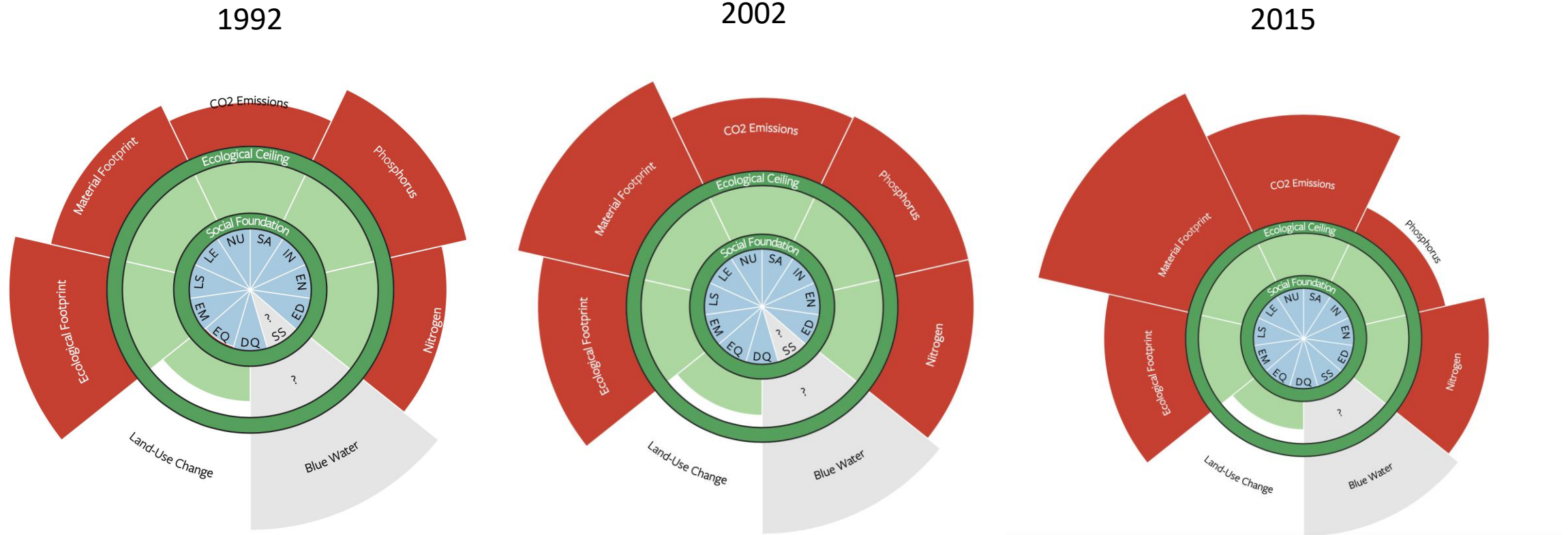


Quelle:

<https://www.stockholmresilience.org/research/planetary-boundaries.html>

Bildung ohne Wirkung?

Das Modell von Raworth (2012) | Daten für die Schweiz (2021)



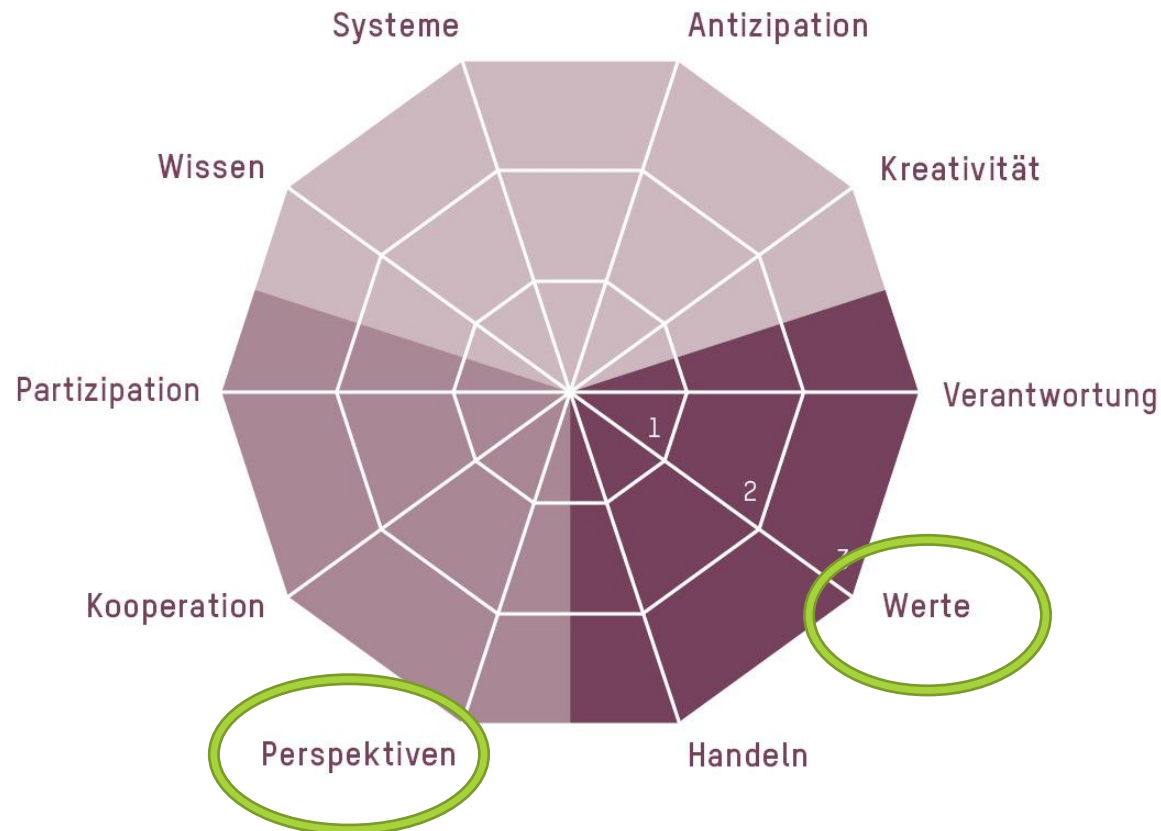
- | | | | |
|-------------------------|-----------------------|-----------------|---------------------|
| LS - Life Satisfaction | LE - Life Expectancy | NU - Nutrition | SA - Sanitation |
| IN - Income Poverty | EN - Access to Energy | ED - Education | SS - Social Support |
| DQ - Democratic Quality | EQ - Equality | EM - Employment | |

Quelle: <https://goodlife.leeds.ac.uk>

Kompetent für die Zukunft?

«Kompetenzenspider» von éducation21

Kompetenzen



Definition «Bildung für Nachhaltige Entwicklung»

Wertediskussion und Perspektivenwechsel

Beispiel Val Müstair

Natur-Erlebnisangebot: "Die grossen Räuber kehren zurück" (Bär, Wolf, Luchs)



BNE-Kompetenzen

- Eigene und fremde Werte reflektieren
- Perspektiven wechseln

Methoden

- Eigene Beobachtungen am Originalschauplatz
- Anschauungsobjekte: Biologie Grossraubtiere
- Rollenspiel: sich in die Lage einzelner Akteure versetzen

Empowerment

Beispiel Mazedonien

Veränderungsprozesse mit Frauen in einem interethnischen Kontext



Kompetenzen

- Erlangen von "power to"
- Handeln, Selbstwirksamkeitserfahrung
- Überwinden von "power within"
- Reflexion eigener und fremder Werte
- Perspektivenwechsel

Methoden

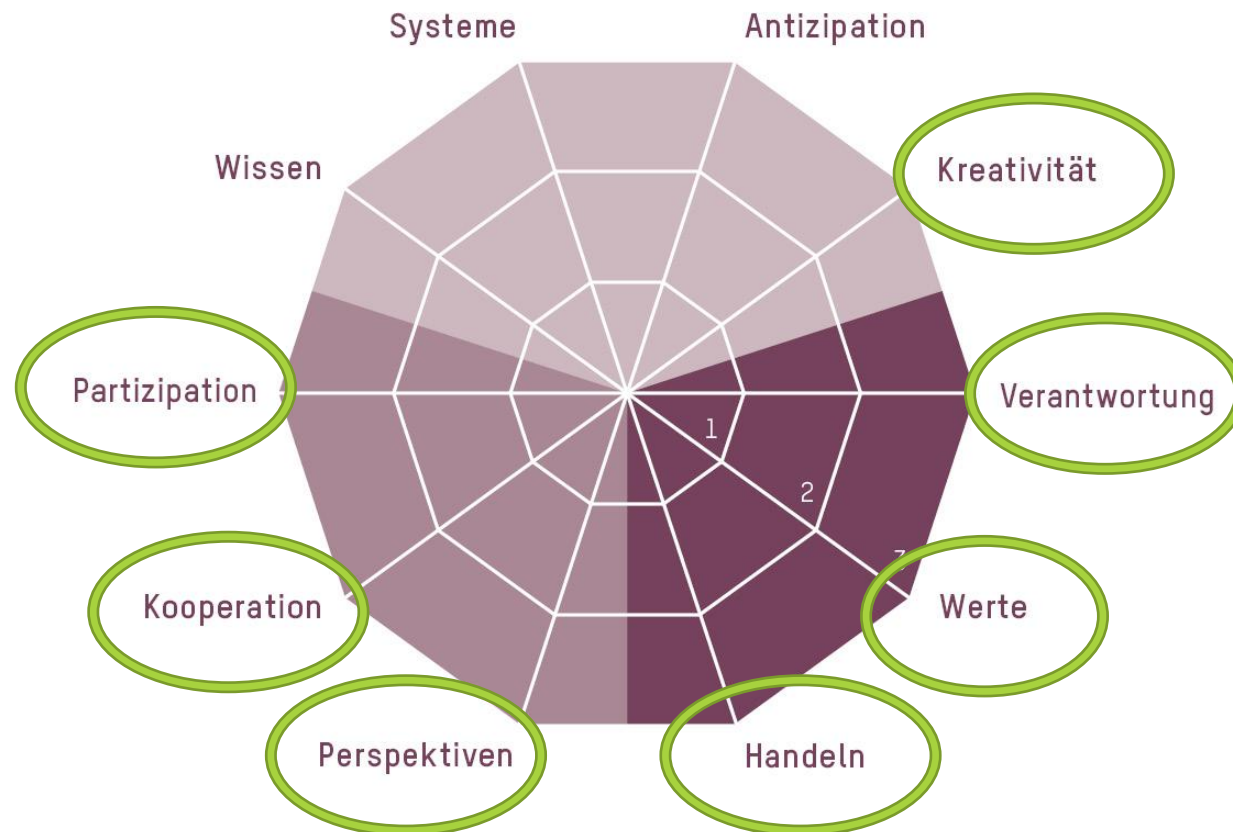
- Partizipative, kollektive Methoden
- Ko-kreative Prozesse
- Realprojekte

Lit.: Helene Sironi: Empowerment von Frauen in Makedonien (2004)
Jo Rowlands: Empowerment examined (1999)

Kompetent für die Zukunft?

«Kompetenzspider» von éducation21

Kompetenzen



Definition «Bildung für Nachhaltige Entwicklung»

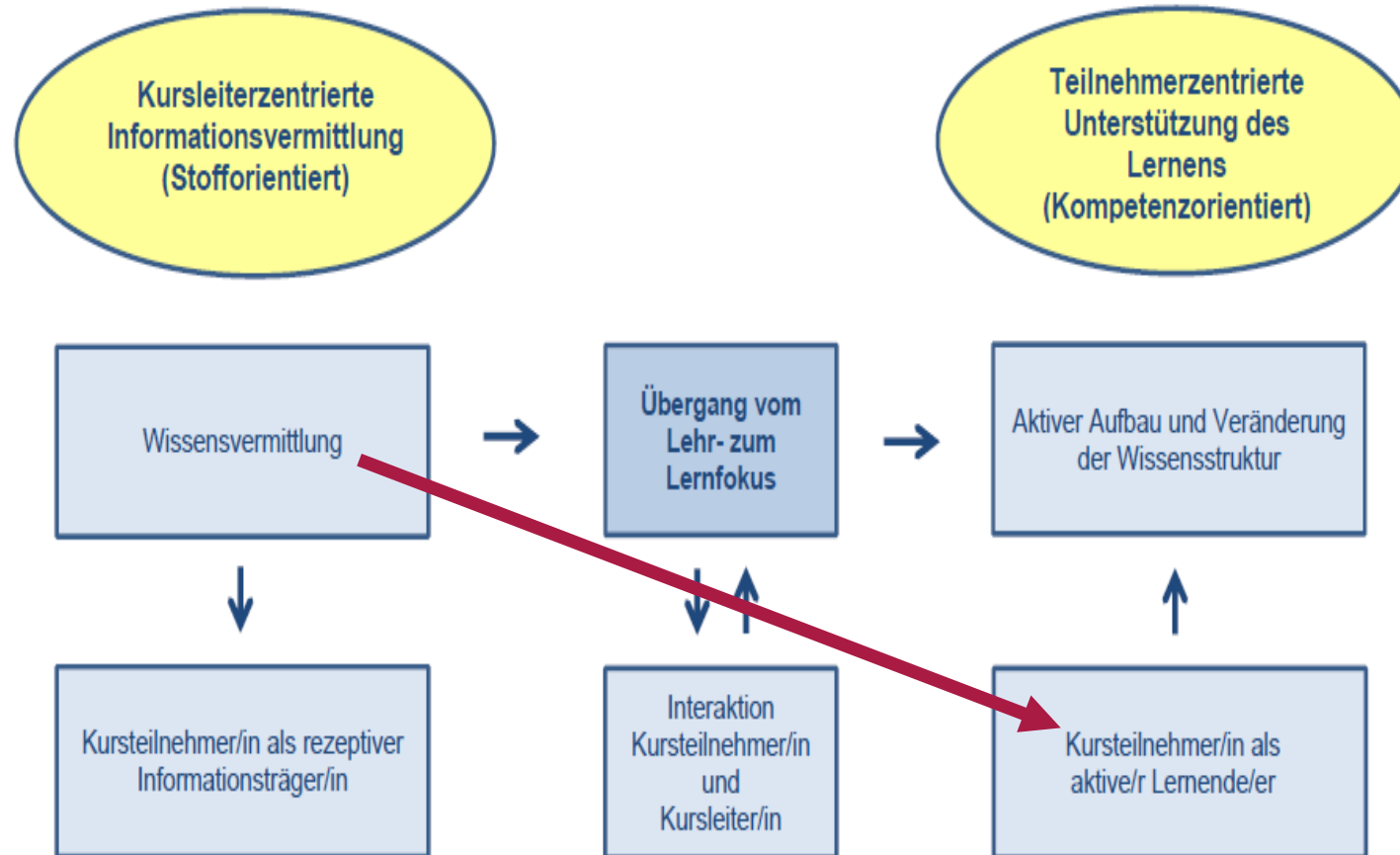


DIDAKTISCHE KONSEQUENZEN

TRANSFORMATIVES LERNEN

Aktuelle Tendenzen: Ermöglichungsdidaktik

Perspektivenwechsel in der Bildungsarbeit: «From Teaching to Learning»



Selbstgesteuerte Eigenaktivität statt Instruktionsvorgaben

Wirkungsorientierung statt Input-/Outputorientierung

(nach Rheinberg et al., 2001; in Bachmann, 2011)

Stufen zur Handlungskompetenz

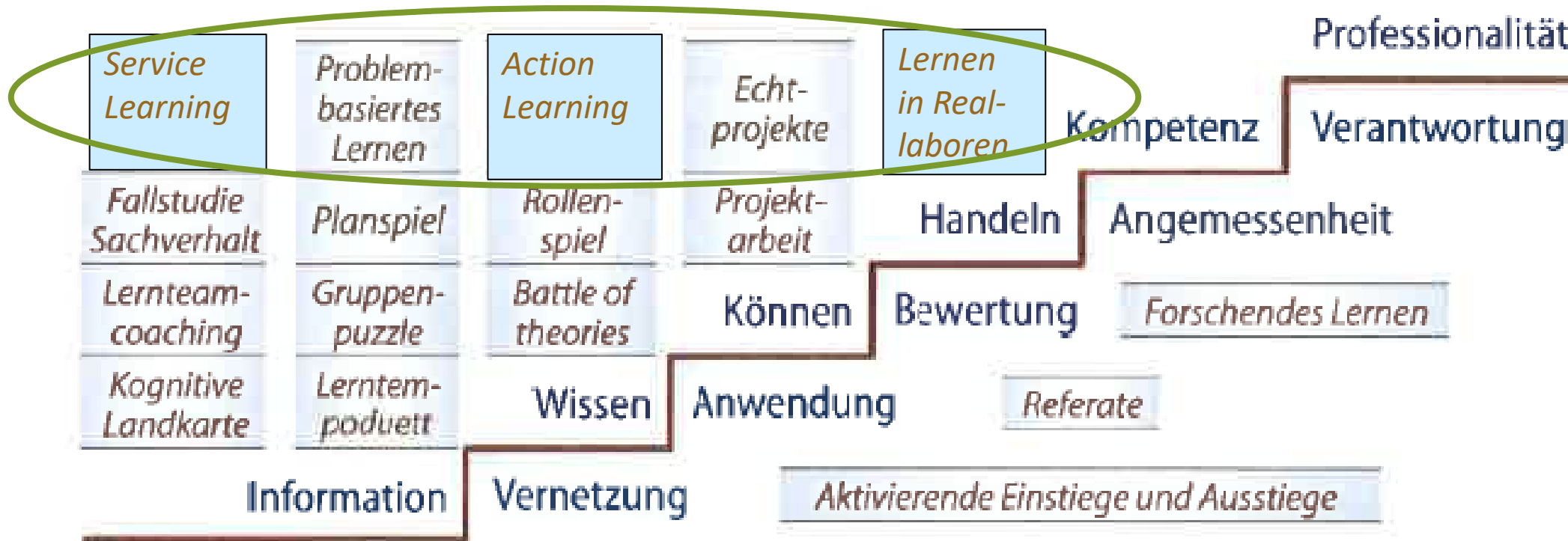


Aus: Tobina Brinker, Eva Maria Schumacher (2014): Befähigen statt belehren.
Neue Lehr- und Lernkultur an Hochschulen. Bern: hep (nach Wildt 2010)

Folie zvg: Simon Zysset, WWF

Handlungskompetenzfördernde Lernmethoden

Stufen zur professionellen Kompetenz und kompetenzorientierte und aktivierende Methoden



Aus: Tobina Brinker, Eva Maria Schumacher, 2014: Befähigen statt belehren.
Neue Lehr- und Lernkultur an Hochschulen. Bern: hep (ergänzt)

Folie zvg: Simon Zysset, WWF

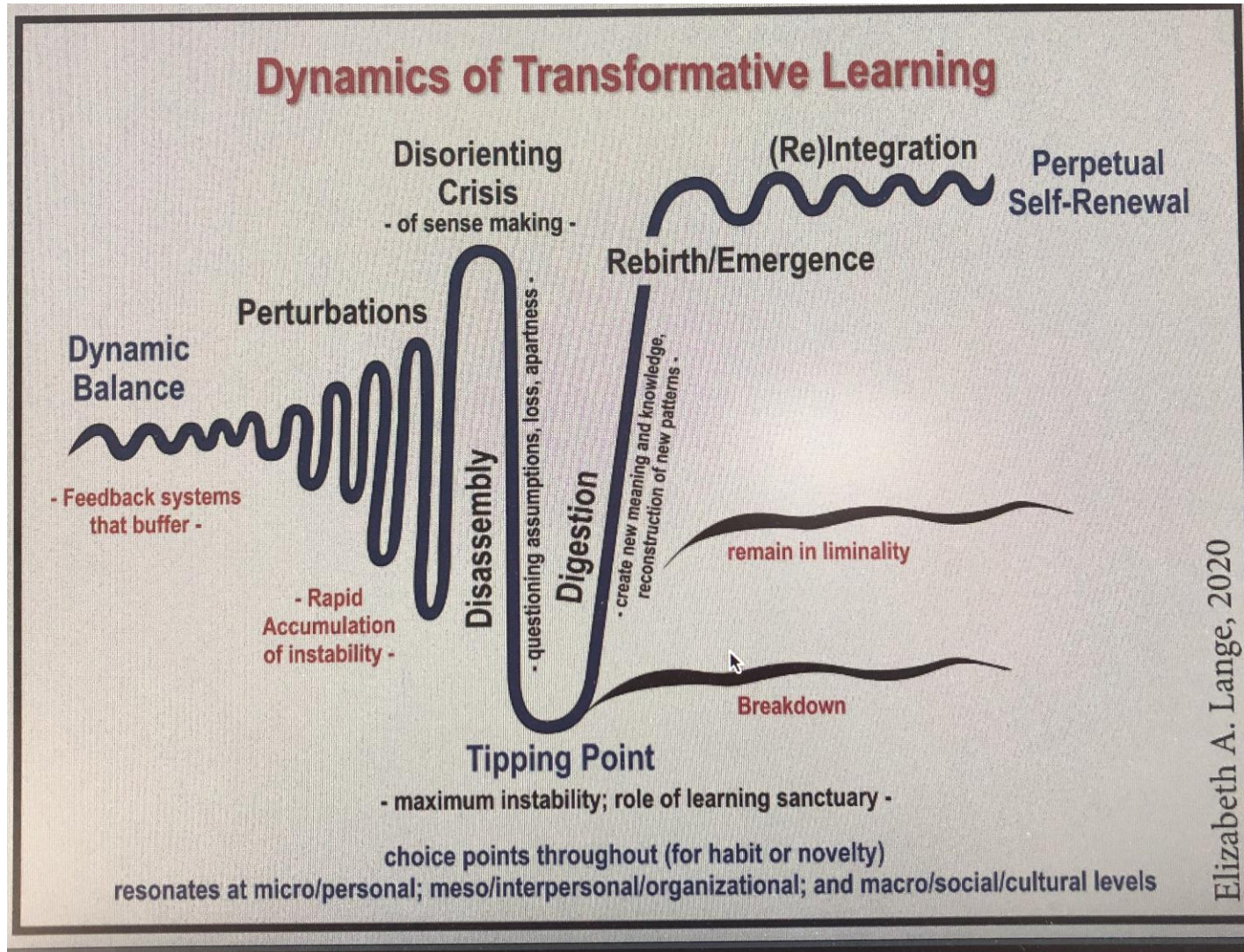


ROLLE DER LEHRPERSON

HALTEN EINES «SAFE ENOUGH SPACE»

Transformatives Lernen

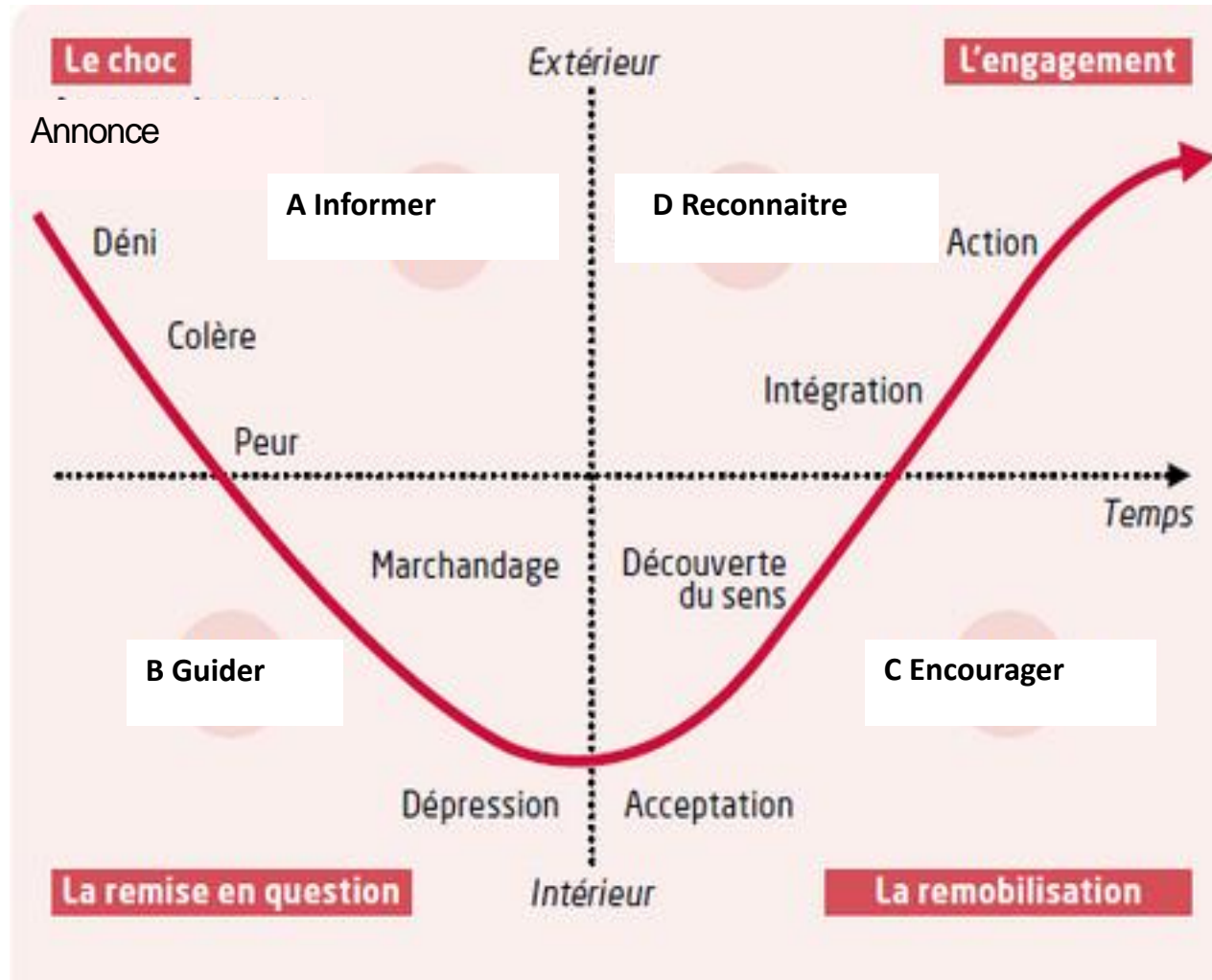
Higher Education Summit, Transformative Sustainability Education



© Elisabeth A. Lange, University of Technology Sydney, Australia

Transformatives Lernen

Accompagner un processus de changement



i.A. an Elisabeth Kübler-Ross

Transformatives Lernen

Weiterarbeit mit dem Didaktischen Dreieck



anders kompetent

zukunft gestalten lernen

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Transformatives Lernen

Manninen (2020), University of Eastern Finland (**Reservefolie**)

How change-oriented adult education differs from ordinary adult education?

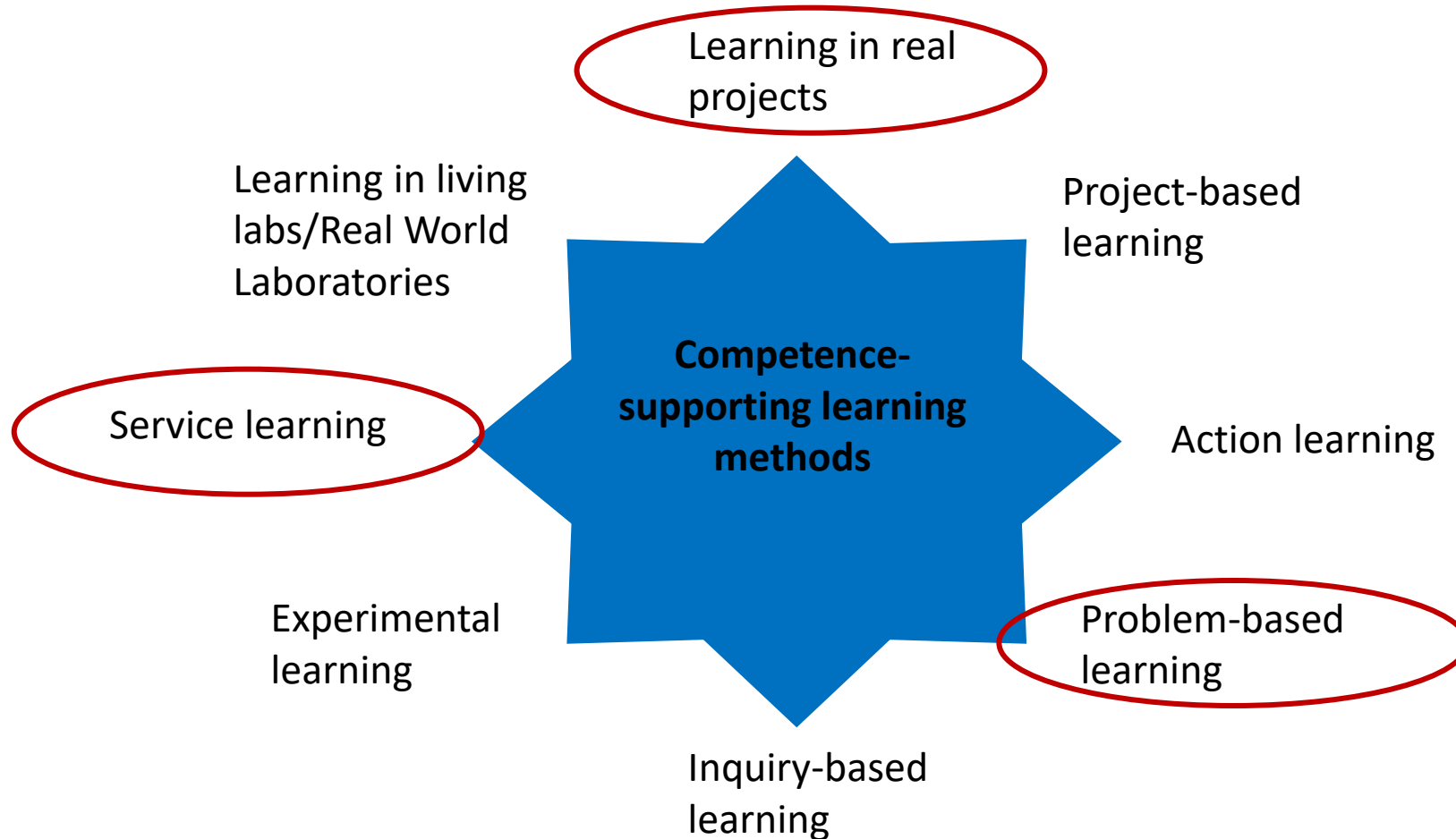
(Not change-oriented AE)	Change-oriented adult education	
Option 1: Maintenance and conservation of the society	Option 2: Reform to improve the society	Option 3: Structural transformation
<i>Doing things better</i> (effectiveness; conformative learning)	<i>Doing better things</i> (changing assumptions; reformative learning)	<i>Seeing things differently</i> (paradigm change; transformative learning)
Course examples: <ul style="list-style-type: none">• Basic ICT-skills• How to use Facebook• Basics of Windows10 and Office365	Course examples: <ul style="list-style-type: none">• How to become a designer of your "digital life".• How to recognize fake news in social media?	Course examples: <ul style="list-style-type: none">• "Become inspired and inspire others in social media"• "digital activists" for more democratic social media

- konfirmativ
- reformativ
- transformativ

Quelle: <https://www.thinktank-transit.ch/einer-meiner-sorgen-besteht-darin-dass-erwachsene-aufhoren-vertieft-zu-lernen/>

Teaching and learning methods (**Reserve**)

Source: https://www.wwf.ch/sites/default/files/doc-2020-07/Beiblatt_2020_Englisch.pdf



Folie zvg: Simon Zysset, WWF

Kompetent für die Begleitung?

Welche Kompetenzen braucht die Lehrperson? (Reservefolie)

Competence	Archetype	What I know	What I can do	My attitude	Description
Self- knowledge	The Sage	I know myself	I am able to change	I want to better myself	The quest for self-knowledge: - eagerness to learn - an array of skills and practices for self-exploration; - the fruits of such processes
Working with people	The Seismograph	I know about group dynamics and facilitated processes	I can manage groups	I am compassionate	Based on a solid grasp of group dynamics, this competence is cultivated over time by working with groups, designing effective experiences, and working through conflicts and discomfort.
Envisioning	The Visionary	We all know much more than we know that we know	I can bring out hidden hopes and fears	I accept that the student's vision may not be aligned with mine	The competence that supports learners by helping them become critically aware of their own hopes, fears and expectations; and to craft their insights into visions of desired futures, thus anchored in present reality plus future dreams.
Riding complexity	The Buddha	The world is complex	I can ride the waves of complexity	I am willing to work with the unknown	The educator's competence to shift from a problem focus to a dynamic focus on challenges and opportunities; and to enable learners to do the same. In this sphere of constant, complex change, we embark on an unpredictable journey
Flow	The Supercoach	People can change in a safe way - also through discomfort	I can focus on the needs of others	I want to serve	The educator's attitude of unconditional positive regard, championing the learner's growth, is balanced with „pushing“ each learner to the growing edges of her/his comfort zone, if and when needed.
Pedagogy	The Expert	I have large theoretical knowledge	I can apply that knowledge	I am more than my tools	Theoretical knowledge as a foundation for transformative learning. Includes theories of change, learning and development. incorporates many pedagogical tools, to be used flexibly.

Biester & Mehlmann, 2020: A transformative Edge, ISBN 978-3-9822033-0-0

Table 2. Summary of the six TL competences and their attributes