

S 06 Support material

The didactic methodical conception for inter-trades further training

The successful implementation of the curriculum requires the action oriented design of further training. It is planned and implemented as on-site further training. The major component of the learning takes place in the process of working. In addition, the different study locations (works, building contractor, training provider, home learning location) are used. Studying in the real working environment changes the learning culture and enables the immediate transfer of the trained employee into the work process.

The didactic methodical concept is intended for the further training of skilled construction workers with inter-trades tasks through the objectives and contents already mentioned. It is influenced by the following factors:

- The participant must be prepared for self learning processes and methodically led.
- The methods and social skills must be acquired through the presentation of the contents and not be cancelled out by them.
- The participants, with their different prerequisites and needs, are central to the mediation and acquisition process which results from the actual working situation.
- Learning and practical tasks, projects, study arrangements, investigative tasks, seminars, exercises, consultations and accompanying workshop presentations are meaningfully interconnected.

During the further training the major component of learning on site with the use of new media and a mobile work and study island is implemented. Seminar sequences at the training concern supplement and support this process. They serve primarily for the preparation of operational learning processes, impart theoretical fundamentals, relate systematically to practical inter-trades difficulties and support their assimilation. The personal learning and working location (home learning location) can also be used for individual assimilation or consolidation of the contents. The use of the different study locations promotes a close interrelationship of theory and practice and an effective utilisation of the acquired and extended knowledge.

Working and learning tasks, projects and learning arrangements

The development of working and learning tasks, projects and learning arrangements is central to the didactic action at the on-site learning location.

These working and learning tasks, projects and study arrangements cover inter-trades knowledge in such a way that all aspects of knowledge are specifically called on when needed, according to their usefulness in solving problems. Here the abilities beyond concrete knowledge are acquired to master the tasks and solve problems in the form of didactic competence.

The following didactic methodical guidelines should be observed for the entire course, working and learning tasks, projects and study arrangements:

1. In the organisation of practice-typical action situations the integrity of the construction process is taken into account. This should include cross references with other fields of action and modules. The participants should be presented with adequately complex, demanding and meaningful tasks or problem definitions in the learning situations.

2. The situation and action reference has to be based as an essential criterion on the choice and structure of the contents of a module.
3. The transition from problem and action related independent learning with phases of theoretical technical augmentation, abstract systematisation, consolidation and critical reflection should be secured in the study offers of every field of action.
4. Option criteria based on vocational learning for working and learning tasks, projects and learning arrangements
 - You must initiate a learning process
 - You must offer integral solution approaches
 - You must offer possibilities that consolidate and supplement technical, methodical and social skills
5. Vocational learning aspects for the design of working and learning tasks, projects and learning arrangements
 - An operational problem based on the subject should be described (conditions for a specific action situation)
 - Formulating the task (assignment to obtain specific results). The assignment has to be in flexible form so that it can be tailored to suit the respective concrete operational situation
 - Formulation of guideline tasks for carrying out the assignment (if required)
 - Action tips for carrying out the assignment (if required)