

ACTION-ORIENTED COMPETENCE DEVELOPMENT IN ELEMENTARY SCHOOL: PROPOSAL FOR A PRAGMATIC OPTIMIZATION OF LEARNING PRACTICE USING THE EXAMPLE OF AN ENRICHMENT PROJECT IN THE SUBJECT PHYSICS

Maike Klemme

Graduate School, IIC University of Technology, Phnom Penh, CAMBODIA
Email: schule1976@web.de

ABSTRACT

The demand for action-oriented teaching is becoming an essential part of school education in the present day. Action-oriented teaching is an alternative teaching method to the frontal teaching mostly used in Germany. In particular, in action-oriented teaching, the teacher should no longer design and reflect on the lessons alone, but students should actively participate in shaping the lessons. The teacher carries out practical activities with the students so that the students can present the experiments at the end, reflect on them and reproduce them on everyday things. Two research questions arose for skill building in the enrichment project. First, the question of whether purely action-oriented teaching/learning methods enable students to achieve such an increase in competence that they can even grasp the learning material of the lower secondary level of a Gymnasium. The German curriculum from the federal state of North Rhine-Westphalia (NRW) for the subject physics served as a basis. The second research question is to examine whether two teachers (subject advisors and learning process facilitators) have an added value in terms of learning quality. Due to the consistent application of theoretical principles in the classroom and the analysis of questionnaires at the end of the project, both research questions could be answered with "yes". Furthermore, the eight participating students found the lessons with two teachers more valuable than with only one teacher. The overall result was that the students were fascinated by the concept of independent experimentation with consistent reflection.

Keywords: Handlungsorientierter Unterricht, Begabtenförderung, Enrichment-Projekt, APO-Modell, John Dewey.