CONTESSA
Contemporary Teaching Skills for South Asia

Co-funded by the Erasmus+ Programme of the European Union

MODULE 3
LEARNER-CENTERED PRIMARY EDUCATION: ENHANCING CO-CREATED LEARNING PROCESSES

3.2 LIFEWORLD-REFERENCES AND FUTURE PROSPECT

Co-funded by the Erasmus+ Programme of the European Union

Learner-Centered Primary Education: Enhancing Co-Created Learning Processes. Lifeworld-References and Future Prospect.

This OER was developed by the Contemporary Teaching Skills for South Asia/CONTESSA Consortium co-funded by the Erasmus+ Programme of the European Union under the project number 598756-EPP-1-2018-1-AT-EPPKA2-CBHE-JP–/CONTESSA.

Date of publication: 2021

Published by: CONTESSA

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Introduction

What is the CONTESSA course?

The CONTESSA course is one of the results of the "Contemporary Teaching Skills for South Asia" project co-funded by the Erasmus+ Program of the European Union. Its aim is to be a contribution to establishing successful teacher education programs for primary teachers, particularly in Cambodia and Sri Lanka, which will create a long-lasting positive impact on the overall educational systems.

It is increasingly important for successful educators to stay up-to-date with contemporary skills and methods to use inside and outside of the classroom. The CONTESSA course therefore offers five carefully selected modules, each of which contain three focuses aimed at the development of contemporary teaching skills. The modules and their focuses are as follows:

Module 1. Building Blocks of Primary Education
1. Twenty-First Century Teaching and Learning
2. Lesson Planning and Methodological Skills: Concepts, Tools and Application
3. Designing Learning Environments

Module 2. Excellence in Teaching: Profession-Specific Competences of Primary School Teachers
1. Teaching Comprehension: Roles, Tasks and Functions
2. Assessing Learning Results
3. Pedagogical Professionalization

Module 3: Learner-Centered Primary Education: Enhancing Co-Created Learning Processes
1. Individual Development and Problem-Solving Skills
2. Lifeworld-References and Future Prospect
3. Self-Determination, Empowerment and Self-Efficacy

Module 4: Embracing the Differences: Pedagogic Approaches to Diversity, Heterogeneity, Special Needs
1. Inclusive Pedagogy: Approaches and Strategies
2. Teaching and Learning in Diversity: Preparation, Realization, Assessment
3. Diversity-Sensitive Classroom Management

Module 5: Digital Teaching and Learning
1. E-Pedagogy and Digitally Enhanced Learning Environments
2. Digital Media and Technology: Tools and Formats for Educational Purposes
3. Online-Based Lesson Preparation and Conduction

Upon completion of this course, participants will be able to implement newly acquired contemporary teaching skills, engage all students in classroom activities and learn new ways to help students reach their full potential.

Who is the CONTESSA course for?

The "Contemporary Teaching Skills for South Asia" project aims at promoting contemporary teaching skills for pre-service and in-service teachers working in primary schools. The following document is specifically adapted for pre-service teachers.

Furthermore, the CONTESSA course is available for anyone interested in staying up-to-date with contemporary teaching skills.

This is the English version of the CONTESSA course. Material is also available in Khmer, Sinhala and Tamil.

What is the structure of the CONTESSA course?

As mentioned before, the CONTESSA course consists of five modules, each worth the equivalent of 3 ECTS. Ideally, the modules are all used together since individual modules refer to other modules, but they are also designed in a way that each one can be used on its own.

Each module contains three thematic focuses and documents are available for each focus. This makes a total of 15 documents available in the CONTESSA course. Each document contains a theoretical introduction to the focus, followed by practice exercises based on the theory. **STEP 1 – THEORY –** is meant as a revision of what has been read in the theoretical introduction. Practice exercises check the comprehension of the text to make sure that the underlying theory has been understood. **STEP 2 – EXPERIENCE –** offers examples of real teachers and how they practically implement the theory explained in the theoretical introduction. These examples are again connected to practice exercises which are meant to allow for the application of the previously learned theoretical knowledge. **STEP 3 – (SELF-)REFLECTION –** includes reflection questions based on each focus. **STEP 4 – PRACTICE –** is the final STEP where a teaching project is created based on what has been seen before in STEPs 1 and 2.

The practice exercises in STEPs 1 and 2 can be directly completed in this document. STEPs 3 and 4 are part of a separate portfolio document which has to be created by each individual. A template for this portfolio is available as a separate document.

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1 THE LIFEWORLD

According to **Edmund Husserl**, the term 'lifeworld' comprises 'the natural world', the world as it is individually experienced on an everyday basis. It has been derived from a branch of philosophy called 'phenomenology', which deals with what one sees, hears and feels, and thus differs from the scientific world, characterized by objectivity and abstractness. Every individual person experiences the world in a unique way, which is shaped by his/her surroundings. However, this does not mean that there are multiple worlds but only that there are multiple ways of perception. These multiple perceptions have to be taken into consideration as starting point in all understanding of knowledge. (Moran, 2012)

Edmund Husserl (1859-1938) was a Western philosopher, who established the school of phenomenology.

In regard to education, considering the lifeworld means acknowledging the fact that every student brings their own life experiences with them into the classroom. These experiences are socially influenced and mark the way we learn and teach. A society's normative practices influence learning and teaching, but since students are part of this society, their learning/behavior equally influences learning and teaching. Lifeworld-oriented education focuses on making use of students' experiences to teach in an individually meaningful way. However, it is not simply about teaching topics which relate to students; it is also about teaching in a way that relates to the students' lives. The aim of the lifeworld approach is to initiate a process of active self-development. In traditional teaching/learning settings, students are forced into predefined structures of rules and goals. Lifeworld-oriented education, on the other hand, wants students and teachers to develop these structures together and identify with them instead of simply adhering to them. It also highlights students' abilities and capabilities and tries to find a way of successfully using them in and for society.

2 LIFEWORLD-ORIENTED TEACHING AND LEARNING

Student-oriented teaching and learning, independent learning, student centering – these and similar concepts have a decisive influence on today's pedagogic discourses. Contrary to the assumption of a linear causal relationship between teaching and learning, a **subject-oriented** teaching paradigm is gaining in importance. Learners are viewed as individual subjects who interpret their experiences and assign meaning to them, which is fundamental for acquiring knowledge structures and competences. From this perspective, learning cannot be directly generated and controlled from outside (for example by teaching); however, it can be stimulated and encouraged.

Subject orientation puts the individual at the centre of teaching-learning processes and takes into account previous experiences and concepts resulting from socialisation processes. (Hellmuth, 2019, online)

Hence, there is a sort of gap between teaching and learning – an in-between space – which has to be filled with pedagogic efforts. From a subject-oriented perspective, this gap can neither be satisfactorily resolved by a one-sided focus on teaching activities that are intended to bring about learning activities, nor by simply animating the learners to deal with new content on their own, which would attribute a mere moderating role to the teacher. School education means creating meaningful connections between learning inside the classroom and leading a self-determined life outside of school contexts. In the following, the question of how lifeworld orientation can be implemented in didactic activities will be pursued.

2.1 Relation to the Learners' Lifeworld in School Lessons

With reference to Alfred Schütz' and Thomas Luckmann's lifeworld concept (2003), the following aspects are relevant for teaching and learning:

- The lifeworld is central to learners in two ways: On the one hand, it forms the space for action in which everyday life takes place and in

which individuals must prove themselves with the knowledge and skills they have already acquired (present life). On the other hand, the existing stock of knowledge and the acquired skills enabling active participation in everyday life come from the learners' previous lifeworld experiences (biography).

➔ The activation of this knowledge and of experiences and competences is therefore important for lifeworld-oriented teaching and learning.

- The acquisition of new knowledge takes place in relation to individual interests: Learning thus aims at acquiring those competencies that allow the achievement of individual life goals.

  ➔ Hence, the students' expectations and aspirations are an integral part of the teaching and learning processes.

- The temporal, spatial and social structure of the lifeworld provides significant dimensions for every form of learning. The learners themselves are embedded in this lifeworld structure, hence in time, space and society. In their learning they relate to the existing outside world that is also composed of these elements.

  ➔ The question when, where and in which social context learning content was, is and will be important is therefore central to lifeworld-oriented teaching and learning.

- New learning content appears to the learners within contexts of meaning: past experiences provide the basis for individual contexts and associations. These references from previous experiences have decisive influence on how meanings develop in the present. Furthermore, this process in the present is related to what the learners expect and want to achieve in their future lives.

  ➔ Lifeworld-oriented teaching and learning therefore always relates to the past, present and future of the learners.

- The existence of other people is an important reference for one's own life and existence. Learning always relates to the individual's social environment (people around), the co-world (contemporaries), the pre-world (people of past epochs) and the learner's posterity (people who are in the world after his/her death).
  - ➔ To position oneself within this structure and to experience **belonging** and recognition in a social community are essential for contextualizing one's own development and progress.

The experience of living environment, spatial reality, temporal structures, social structures, **situation-relatedness** and **biographical experiences** are therefore fundamental reference dimensions for teaching and learning in lifeworld-contexts. The question of how these dimensions can be incorporated into organized teaching and learning processes will be further investigated below.

The psychological sense that one **belongs** in a classroom and school community is considered a necessary antecedent to the successful learning experience. […] To belong: To have a proper, appropriate, or suitable place. To be naturally associated with something. To fit into a group naturally. "Webster's New Collegiate Dictionary (Beck and Malley, 2003, online)

Situation-relatedness is […] about the interpersonal dimension, reflecting the extent to which a person feels that one is connected to others, has caring relationships, and belongs to a community. (Martela & Riekki, 2018, online)

Biographical experiences relate to the individual's personal past and what s/he has encountered in this past.

2.2 Characteristics of Lifeworld-Oriented Teaching

Teaching measures should be chosen based on the individual learner as well as the respective learning content by linking life references with real-world contexts. The following points represent essential approaches for the practical implementation of lifeworld-oriented teaching and learning.

2.2.1 THE LINK BETWEEN SELF AND WORLD-RELATIONS

Children should not only learn what others have already found out, i.e. what already exists as knowledge, because in this way 'a prefabricated world' is imposed on them. Only when they can relate new learning contents to their own ideas and interests, can they embark on a journey of discovery. In the interplay of nature, things, situations and people, the learners develop their own intellect and personal feeling. This creates scope for the development of individual and biographically significant

meanings that are relevant for the students' past, current and future lives. (Egger & Hummel, 2016)

2.2.2 THE EXEMPLARITY OF INDIVIDUAL LIFEWORLD

In order to establish a relationship between the learning subject and the world in which they live, real-life connections are required. Based on the students' specific life references, generalizable knowledge structures can be elaborated. Hence, the individual and therefore very specific associations and experiences are central to classroom activities.

2.2.3 THE LEARNER'S WORLD AS A STRUCTURE-BUILDING BACKGROUND CONSTRUCTION

Instead of simply confronting learners with facts, contents, terms, models, operations and methods, they are worked out together with the learners in regard to their own life issues. Teachers first have to gather stories, pictures, ideas, and practices the students bring up, and 'decipher' their inherent pedagogically relevant meaning-structures to stimulate learning processes based on them or connected to them. The learners' individual horizons of meaning thus become central elements of learning and teaching in schools.

2.2.4 INDIVIDUAL PERSPECTIVES

In lifeworld-oriented lessons, whenever possible, learners are encouraged to choose their own forms of documentation and visualization. Openness with regard to the learning content to be worked on as well as the individual presentation of their own learning processes and learning results allow the students to present aspects that are important to them from their own perspective (i.e. in their own images and in their own language). This can be done in text form based on stories, reports, interviews, learning diaries, learning portfolios or memos, but also pictorially using sketches, drawings, mind maps, cartographies, photos,

videos or by making handicrafts. In this way, it is possible for the students to work out the subjective side of the learning content, to combine it with personal experiences and to present it as personalized results. The learners' own 'tools' and 'gadgets' such as smartphones or tablets, and much more can be used for research but also for information research and documentation of learning results. This way, the learners use the means that are also available to them in their private life in order to move and locate themselves 'in their world'. This means that their own socialization and enculturation objects find their way into the classroom as immanent components of teaching and learning and become significant learning elements.

2.2.5 TEACHING AND LEARNING IN LIFE DIMENSIONS

Lifeworld-oriented teaching requires comprehensive and interdisciplinary teaching and learning. Accordingly, the focus on school subjects – such as mathematics, English or music – is reduced in favor of learning in life dimensions, from an interdisciplinary understanding. This form of learning and teaching allows for a more comprehensive understanding beyond rigid boundaries: Content is not viewed in isolation, but rather integrated according to the situation, with individual connotations and contextualized in terms of social space. In this way, a general understanding of phenomena and problems in everyday life is to be achieved. Learning in life dimensions often requires increased coordination and cooperation between the teachers who contribute their specialist skills and stimulate interdisciplinary perspectives.

2.2.6 LEARNING AS AN EXTENSION OF SOCIAL PARTICIPATION

Learning always takes place in the context of social relationships and with the endeavor to expand one's own opportunities for action, design and participation (Lave & Wenger, 1991). For the question of lifeworld related learning occasions, it is important to note that cognition, emotion and

learning relate to real social conditions. Learning motives are based directly on the learner's life interests, which in turn are anchored in their individual lifeworld. For the learners, those reasons for learning are in the foreground, which unfold possibilities or lessen restrictions in the context of their own life practice. Individual needs, values, attitudes and motives determine the requirements for action. Learning is therefore not an inner-psychological process that is more or less uninfluenced from the outside world but rather the (active) confrontation with the specific environment (Leontjew, 1977). In relation to their environment, learners have to reach their limits, perceive crises of experience and thus be prompted to learn activities because these can open up and expand opportunities for them to participate in society.

2.2.7 INDIVIDUAL CREATION OF COHERENCE

Coherence (Antonovsky, 1987) plays a central role in the context of lifeworld-oriented teaching and learning: Comprehensibility, manageability and meaningfulness bring the many individual biographical building blocks of everyday life into a tangible context. Coherence enables the learner not to see their own life as subject to an uninfluenceable fate but to understand it as an active development. Life gives them tasks that they have to solve and that they can also fulfill. The constitution of the learner's subjective lifeworld and enhanced possibilities of actively influencing and 'creating' them (by learning) is central to lifeworld-oriented teaching and learning. Hence, lifeworld-oriented teaching aims to support coherence between world conditions and the subjective world of experience in a mediating, bridging and knowledge – as well as competence – enhancing function, always directly linked to the lifeworlds of the learners.

3 IMPLICATIONS FOR TEACHING AND LEARNING

Concludingly, learning always represents subjective interpretation processes, which are determined by individual living conditions as well as by lifeworld experiences. Therefore, the subjectively experienced world of learners is not only treated occasionally or marginally in lifeworld-oriented teaching but becomes the focal point of all school teaching and learning. Regardless of the respective teaching and learning goals, the learner's lifeworld always represents that horizon of meaning that is explored with regard to its inherent content-related structures. Lifeworld-oriented teaching and learning is therefore not to be understood as a concept that brings variety to everyday school life apart from regular lessons (e.g., in the form of project teaching), but as a basic pedagogical-theoretical framework for the planning and implementation of all teaching and learning processes in school.

The chart below shows the primary teacher's role, the students' roles and the teaching-learning process in the lifeworld-oriented/21st century classroom in comparison to the traditional classroom.

Table 1: Traditional Classroom vs. 21st Century Classroom

Traditional Classroom	**Lifeworld-Oriented / 21st Century Classroom**
Teacher is the most active person	Students are the most active ones
Teacher holds all the knowledge and students are mere recipients of knowledge	Knowledge is constructed by the students through interaction with the teacher and between students themselves
Direct instruction	Includes authentic activities
Teacher decides on activities	Students and teacher decide together on activities
Textbook dependent	Uses multiple sources of information including technology

Asks for memorizing information	Asks to apply learned information
Teacher looks for one right answer	Teacher allows multiple answers
Learning is limited to the classroom	Preparation to become a lifelong learner
Strict adherence to fixed curriculum	Experiences are flexible to correspond to students' interests and experiences
Limited to cognitive skills	Includes experiences and skills necessary for the future life of students
Single discipline-teaching	Interdisciplinary

4 KEY POINTS

The implications for teaching and learning which result from a lifeworld approach to education are summarized below:

- ✓ The student is at the center of the learning process.
- ✓ Learning reflects students' social lives, activities and needs.
- ✓ Experiences in the classroom have to be flexible enough to respond to students' interests.
- ✓ Preferred methods of teaching include learning by doing and learning through productive and creative activities.
- ✓ The teacher's role is one of a facilitator of knowledge and competences.
- ✓ The leaner's world of experience is the starting point for all learning and support of learning. Since a lifeworld-inspired education incorporates the students' social lives and interests, it also wants to equip them with the necessary problem-solving skills to navigate said lives by offering genuine situations of experience and problem situations and allowing students to develop possible solutions for the proposed problems on their own.

- ✓ Through the lifeworld-inspired learning process, the child is able to develop creative and experimental problem-solving skills, social skills, personal and social growth, and reflective thinking skills.

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STEP 1 PRACTICE EXERCISES

A Indicate if the following statements are true or false:

1. Lifeworld-oriented education focuses on making use of teacher's experiences in order to teach in a standardized way. T/F
2. From the lifeworld-oriented perspective, learning can be directly generated and controlled from outside and cannot be stimulated or encouraged. T/F
3. Lifeworld-oriented education views students as the central factor in teaching processes. T/F
4. Activation of previous experiences and the incorporation of competencies is necessary for lifeworld-oriented teaching and learning. T/F
5. Teaching measures should be chosen based on a standardized manner as well as by linking fictional contexts. T/F
6. Children should only learn what others have already found out, i.e., what already exists as knowledge because in this way a prefabricated world is imposed on them. T/F
7. In lifeworld-oriented lessons, whenever possible, learners are encouraged to choose their own forms of documentation and visualization. T/F
8. This form of learning and teaching creates a more standardized method in which content is viewed in isolation and not contextualized. T/F

B Fill in the blanks with suitable words from the box:

isolation	students' experiences	real-life connections
every student brings their own life experience		worked out together
instead	comprehensive understanding	

1. Lifeworld-oriented teaching and learning means that _____ with them into the classroom. It focuses on making use of _____ to teach in an individually meaningful way.
2. In order to establish a relationship between the learning subject and the world in which they live, _____ are required.

3. _____ of simply confronting learners with facts, terms and models, they are _____ with the learners in regard to their own issues.

4. This form of learning and teaching allows for a more _____ beyond rigid boundaries: content is not viewed in _____, but rather integrated according to the situation, with individual connotations and contextualized in terms of social space.

C Drag and drop the following phrases into the appropriate category in the chart below:

Students and teachers decide together on activities[1] – Teacher allows multiple answers[2] –Textbook dependent[3] – Includes direct instructions[4] – Single discipline-teaching[5] – Students are the most active ones[6] – Teacher decides on activities[7] – Asks to apply learned information[8] – Preparation to become a lifelong learner[9] – Limited cognitive skills[10] – Experiences are flexible to correspond to students' interests and experiences[11] – Interdisciplinary[12] – Teacher holds all the knowledge and students are mere recipients of knowledge[13]

Traditional classroom	Lifeworld-oriented classroom

D Fill in the gaps with one of the presented answers:

1. Lifeworld-oriented education focuses on making use of the _____ experiences to teach in an individually meaningful way.
   a) teacher's
   b) students'
   c) teacher's and students'

2. The students' expectations and aspirations _____ an integral part of the teaching and learning processes.
   a) are not
   b) are

3. Lifeworld-oriented teaching and learning therefore always relates to the _____ of the learners.
   a) past and future
   b) past, present and future
   c) past and present
   d) future

4. Lifeworld-oriented teaching requires comprehensive and _____ teaching and learning.
   a) interdisciplinary
   b) disciplinary

5. Experiences in the classroom have to be _____ to respond to students' interests.
   a) standardized
   b) fixed
   c) flexible

E Connect the phrases together to make a meaningful sentence:

1 The aim of the lifeworld-oriented approach is
2 Learning always relates to the
3 Learning cannot be directly generated and controlled from outside
4 Teaching measures should be

a. chosen based on the individual learner.
b. but it can be stimulated and encouraged.
c. to initiate a process of active self-development.
d. individual's social environment.

STEP 1 PRACTICE EXERCISES – SOLUTIONS

A Indicate if the following statements are true or false:

1. Lifeworld-oriented education focuses on making use of teacher's experiences in order to teach in a standardized way. T/F (Correct Answer: Lifeworld-oriented education focuses on making use of students' experiences to teach in an individually meaningful way.)

2. From the lifeworld-oriented perspective, learning can be directly generated and controlled from outside and cannot be stimulated or encouraged. T/F (Correct Answer: From the lifeworld-oriented perspective, learning cannot be directly generated and controlled from outside (for example by teaching); however it can be stimulated and encouraged.)

3. Lifeworld-oriented education views students as the central factor in teaching processes. T/F

4. Activation of previous experiences and the incorporation of competencies is necessary for lifeworld-oriented teaching and learning. T/F

5. Teaching measures should be chosen based on a standardized manner as well as by linking fictional contexts. T/F (Correct Answer: Teaching measures should be chosen based on the individual learner as well as the respective learning content by linking life references with real-world contexts.)

6. Children should only learn what others have already found out, i.e., what already exists as knowledge because in this way a prefabricated world is imposed on them. T/F (Correct Answer: Children should not only learn what others have already found out, i.e. what already exists as knowledge.)

7. In lifeworld-oriented lessons, whenever possible, learners are encouraged to choose their own forms of documentation and visualization. T/F

8. This form of learning and teaching creates a more standardized method in which content is viewed in isolation and not contextualized. T/F (Correct Answer: Content is not viewed in isolation, but rather integrated according to the situation, with individual connotations and contextualized in terms of social space.)

B Fill in the blanks with suitable words from the box:

isolation students' experiences real-life connections
every student brings their own life experience worked out together instead
comprehensive understanding

1. Lifeworld-oriented teaching and learning means that every student brings their own life experience with them into the classroom. It focuses on making use of students' experiences to teach in an individually meaningful way.

2. In order to establish a relationship between the learning subject and the world in which they live, real-life connections are required.

3. Instead of simply confronting learners with facts, terms and models, they are worked out together with the learners in regard to their own issues.

4. This form of learning and teaching allows for a more comprehensive understanding beyond rigid boundaries: content is not viewed in isolation, but rather integrated according to the situation, with individual connotations and contextualized in terms of social space.

C Drag and drop the following phrases into the appropriate category in the chart below:

Students and teachers decide together on activities[1] – Teacher allows multiple answers[2] –Textbook dependent[3] – Includes direct instructions[4] – Single discipline-teaching[5] – Students are the most active ones[6] – Teacher decides on activities[7] – Asks to apply learned information[8] – Preparation to become a lifelong learner[9] – Limited cognitive skills[10] – Experiences are flexible to correspond to students' interests and experiences[11] – Interdisciplinary[12] – Teacher holds all the knowledge and students are mere recipients of knowledge[13]

Traditional classroom	Lifeworld-oriented classroom
3	**1**
4	**2**
5	**6**
7	**8**
10	**9**
13	**11**
	12

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D Fill in the gaps with one of the presented answers:

1. Lifeworld-oriented education focuses on making use of the _____ experiences to teach in an individually meaningful way.
    a. teacher's
    b. students'
    c. teacher's and students'

2. The students' expectations and aspirations _____ an integral part of the teaching and learning processes.
    a. are not
    b. are

3. Lifeworld-oriented teaching and learning therefore always relates to the _____ of the learners.
    a. past and future
    b. past, present and future
    c. past and present
    d. future

4. Lifeworld-oriented teaching requires comprehensive and _____ teaching and learning.
    a. interdisciplinary
    b. disciplinary

5. Experiences in the classroom have to be _____ to respond to students' interests.
    a. standardized
    b. fixed
    c. flexible

E Connect the phrases together to make a meaningful sentence:

1 The aim of the lifeworld-oriented approach is
2 Learning always relates to the
3 Learning cannot be directly generated and controlled from outside
4 Teaching measures should be

a. chosen based on the individual learner.
b. but it can be stimulated and encouraged.
c. to initiate a process of active self-development.
d. individual's social environment.

1c– 2d – 3b – 4a

STEP 2 PRACTICE EXERCISES

A A colleague of yours (Mr. Tanner) heard that you were engaged in lifeworld-oriented learning and teaching. He does not know anything about this teaching method and would therefore like to get some tips from you.

Read the case study and fill out the following table. Look for the 'problems' and the 'tips for your colleague' from the box that match the respective teaching situation from the first column. Drag the appropriate phrases into the respective fields:

Case Study

In today's lesson I covered the mathematical shapes of the rectangle and the square with the children because it is part of the curriculum. As a first step, I read them the theory from the textbook and then I wrote the most important points on the blackboard. In doing so, I made sure that they copied these points from the board in exactly the same way I had written them down. Only this way will they have all the important basic information in their booklets. I then drew them a square and a rectangle on the board and explained the corresponding formula to calculate the area. For practical application, I chose ten examples from the schoolbook and wrote them down on the blackboard. I calculated the first three examples on the blackboard and the students then had to solve the others themselves in their booklets. It is very important to me that the students concentrate on the task and not talk to each other. The best way to learn is to sit in the classroom and be quiet while working. We then compared the solutions together: I read the examples and the children then had to tell me the solution. Sometimes there were a few wrong answers, but then I would just wait for a student to come up with the correct answer.

Problems

Children are not actively involved. – Textbook dependent with direct instructions, which asks for memorizing information. – Learning is limited to the classroom. – Children cannot learn from each other. – The teacher looks for one right answer. – Mr. Tanner is the most active person.

Tips for your colleague

Learning is not tied to a place. It would be better to choose activities that tie in with the children's world. Real-life connections are required. – The children should be the most active ones in the classes. – Children should be the most active ones: they can read the theory aloud. – The children should solve the tasks together so they can benefit from each other. – Use a variety of methods and not just traditional methods that focus on the teacher. – If you got the wrong answer, you could control the arithmetic process and improve it together with the class. You can learn a lot from mistakes.

Traditional teaching	Problem	Tips for your colleague: Lifeworld-oriented teaching
I read them the theory from the textbook.		
The best way to learn is to sit in the classroom and be quite while working.		
The best way to learn is to sit in the classroom and be quiet while working.		
Sometimes there were a few wrong answers, but then I would just wait for a student to come up with the correct answer.		
I read them the theory from the textbook and then I wrote the most important points on the blackboard.		
I read… I wrote… I calculated…		

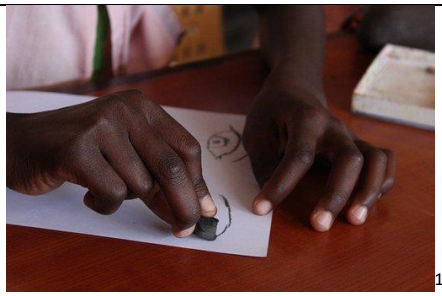
B Imagine that you are a primary teacher with the task of teaching your students about the formula for the area of the rectangle and the square. Design your own teaching environment and think of different methods by which your students will gain the knowledge by focusing on lifeworld-oriented learning and teaching. Also think of your own role as a teacher. What are your tasks and functions? Drag and drop the words in the two fields below:

use a bar of chocolate as an illustration of the formula[1] – teacher allows multiple answers[2] – teacher uses multiple sources of information[3] – children should bring various items from home that are in the shape of a rectangle or square[4] – go to the garden with the children and divide the class into two groups: one group positions itself in the form of a rectangle or square and the other group jointly calculates the area (e.g. 1 child = 1 meter)[5] – teacher as guide in the self-learning process[6] – teacher includes authentic activities[7] – the teacher takes different objects with him in the form of a rectangle or square and the objects are discussed individually and passed around in the class (use of all senses)[8]

Methods	Teaching aspects: role, task and function

C Look at the pictures below and drag and drop the examples of lifeworld-oriented teaching skills to the matching picture. Examples can be assigned to MULTIPLE pictures:

exemplary demonstration and visualization[1] – students and teachers develop structures together[2] – choose their own creative forms of documentation and visualization[3] – excursions to explore the 'real' world and draw real-life connections[4] – creative (e.g., musical) activation as integral part of learning processes[5] – joyful physical activities in and outside the classroom[6] – learning is not limited to the classroom[7]

 1		 1	
 2		 2	
 2		 1	

[1] Picture Source: Open Source from pixabay.com
[2] Picture Source: Own Pictures

 2		 1	
 2		 2	

D Watch the following video regarding lifeworld-oriented learning (https://www.youtube.com/watch?v=QEK9qh7Cjgk). Also read the brief text in which the teacher of the students shown in the video explains the rationale of this lesson. Choose the characteristics or aspects of lifeworld-oriented learning that appear in the video and the text:

It is important to me that I empower my students to become lifelong learners. This means that they have to gain the awareness that they are themselves responsible for their learning processes so that they can independently navigate them. In order to do so, I chose to give them a task which is based in multiple disciplines, which allows learning by doing, and which demands experimental and creative problem-solving. In small groups they received a number of brick stones, a material that is currently available at our school since our school path is being renewed. I told them that they could build different constructions with them. In a lesson before, we had talked about different buildings and constructions, and what is needed to construct a solid building. The children shared their own knowledge on different buildings and constructions in their own neighborhoods. When working with the brick stones, the children were able to create constructions based on their own ideas and interests. Some built building-like constructions, others statues, and again others imaginary constructions. Children could apply the knowledge they had previously gained in the classroom to do the task. We had also talked about safety and collaboration, and how buildings need the effort of a group which has to work closely together. When working with the bricks, I noticed that children assigned different roles to each other. Some were mainly responsible for laying the bricks, while others mainly observed if the construction was sound and that bricks would not fall on anyone's feet. They also had to try out different ways of laying the bricks in order for them to stay on top of each other and not fall down.

- preparation to become a lifelong learner
- both bring their own life experience
- textbook dependent
- connections between learning inside the classroom and leading a self-determined life outside of school contexts
- single discipline-teaching
- teacher decides on activities
- can relate new learning contents to their own ideas and interests
- children work together
- limited cognitive skills
- learning motives are based on the own interests
- learning through productive and creative activities
- teacher holds all the knowledge and students are mere recipients of knowledge
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- develop creative and experimental problem-solving skills

References

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STEP 2 PRACTICE EXERCISES - SOLUTIONS

A A colleague of yours (Mr. Tanner) heard that you were engaged in lifeworld-oriented learning and teaching. He does not know anything about this teaching method and would therefore like to get some tips from you.

Read the case study and fill out the following table. Look for the 'problems' and the 'tips for your colleague' from the box that match the respective teaching situation from the first column. Drag the appropriate phrases into the respective fields:

Case Study

In today's lesson I covered the mathematical shapes of the rectangle and the square with the children because it is part of the curriculum. As a first step, I read them the theory from the textbook and then I wrote the most important points on the blackboard. In doing so, I made sure that they copied these points from the board in exactly the same way I had written them down. Only this way will they have all the important basic information in their booklets. I then drew them a square and a rectangle on the board and explained the corresponding formula to calculate the area. For practical application, I chose ten examples from the schoolbook and wrote them down on the blackboard. I calculated the first three examples on the blackboard and the students then had to solve the others themselves in their booklets. It is very important to me that the students concentrate on the task and not talk to each other. The best way to learn is to sit in the classroom and be quiet while working. We then compared the solutions together: I read the examples and the children then had to tell me the solution. Sometimes there were a few wrong answers, but then I would just wait for a student to come up with the correct answer.

Problems

Children are not actively involved. – Textbook dependent with direct instructions, which asks for memorizing information. – Learning is limited to the classroom. – Children cannot learn from each other. – The teacher looks for one right answer. – Mr. Tanner is the most active person.

Tips for your colleague

Learning is not tied to a place. It would be better to choose activities that tie in with the children's world. Real-life connections are required. – The children should be the most active ones in the classes. – Children should be the most active ones: they can read the theory aloud. – The children should solve the tasks together so they can benefit from each other. – Use a variety of methods and not just traditional methods that focus on the teacher. – If you got the wrong answer, you could control the arithmetic process and improve it together with the class. You can learn a lot from mistakes.

Traditional teaching	Problem	Tips for your colleague: Lifeworld-oriented teaching
I read them the theory from the textbook.	Children are not actively involved	Children should be the most active ones: they can read the theory aloud.
The best way to learn is to sit in the classroom and be quite while working.	Children cannot learn from each other.	The children should solve the tasks together, so they can benefit from each other.
The best way to learn is to sit in the classroom and be quiet while working.	Learning is limited to the classroom.	Learning is not tied to a place. It would be better to choose activities that tie in with the children's world. Real-life connections are required.
Sometimes there were a few wrong answers, but then I would just wait for a student to come up with the correct answer.	The teacher looks for one right answer.	If you got the wrong answer, you could control the arithmetic process and improve it together with the class. You can learn a lot from mistakes.
I read them the theory from the textbook and then I wrote the most important points on the blackboard.	Textbook dependent with direct instructions, which askes for memorizing information.	Use a variety of methods and not just traditional methods that focus on the teacher.
I read… I wrote… I calculated…	Mr. Tanner is the most active person.	The children should be the most active ones in the classes.

B Imagine that you are a primary teacher with the task of teaching your students about the formula for the area of the rectangle and the square. Design your own teaching environment and think of different methods by which your students will gain the knowledge by focusing on lifeworld-oriented learning and teaching. Also think of your own role as a teacher. What are your tasks and functions? Drag and drop the words in the two fields below:

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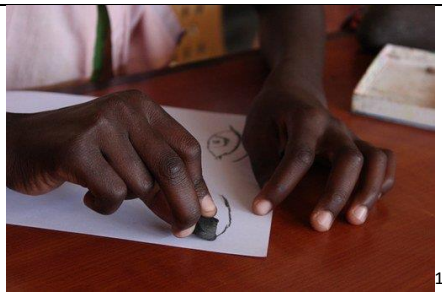
includes authentic activities[7] – the teacher takes different objects with him in the form of a rectangle or square and the objects are discussed individually and passed around in the class (use of all senses)[8]

Methods	Teaching aspects: role, task and function
1, 4, 5, 8	**2, 3, 6, 7**

C Look at the pictures below and drag and drop the examples of lifeworld-oriented teaching skills to the matching picture. Examples can be assigned to MULTIPLE pictures:

exemplary demonstration and visualization[1] – students and teachers develop structures together[2] – choose their own creative forms of documentation and visualization[3] – excursions to explore the 'real' world and draw real-life connections[4] – creative (e.g., musical) activation as integral part of learning processes[5] – joyful physical activities in and outside the classroom[6] – learning is not limited to the classroom[7]

 1	**6**	 1	**3**
 2	**1**	 2	**2**

Co-funded by the Erasmus+ Programme of the European Union

 2	**4, 7**	 1	**5**
 2	**5**	 1	**5**
 2	**3**	 2	**3**

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the brick stones, the children were able to create constructions based on their own ideas and interests. Some built building-like constructions, others statues, and again others imaginary constructions. Children could apply the knowledge they had previously gained in the classroom to do the task. We had also talked about safety and collaboration, and how buildings need the effort of a group which has to work closely together. When working with the bricks, I noticed that children assigned different roles to each other. Some were mainly responsible for laying the bricks, while others mainly observed if the construction was sound and that bricks would not fall on anyone's feet. They also had to try out different ways of laying the bricks in order for them to stay on top of each other and not fall down.

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STEP 3 PORTFOLIO TASK – SELF-REFLECTION QUESTIONS

Write an essay answer to the following self-reflection question. Your answer should be approximately 300-500 words long and answered in a coherent text with full sentences. THIS ESSAY ANSWER GOES INTO YOUR PERSONAL PORTFOLIO!

1. What is your experience with lifeworld-oriented teaching and learning? What have you experienced during your years as a student? Was it helpful, or what else would you have needed to have felt maximally supported in your learning process?

STEP 4 PORTFOLIO TASK – TEACHING PROJECT

Create your own personal teaching project. How do you promote creativity, social skills, the ability to reflect and personal development in the participants? This portfolio task should be approximately 800-1000 words long. THE TEACHING PROJECT GOES INTO YOUR PERSONAL PORTFOLIO!

Successful educators understand how to put the learner into the focus of teaching and thus support the individual student on their path towards achievement. In this module, you will explore learner-centered education, and upon its completion, you will have a better understanding of how to incorporate the individual interests and needs of children into a cooperative learning environment. The focus will be on planning, conducting, reflecting, and evaluating lessons in a learner-centered way.

Enjoy!