

Learning by doing – a systemic culture of learning and systemic didactics

by Dr. Bernd Schmid

Work as a learning process

1. In creative jobs, work involves little repetition and a lot of new creation. To a great extent work is therefore learning, cooperation and interactive mutual learning within a community.
2. Creative learning by doing has two components :
 - a. When available methods are repetitious it is necessary to select, focus and connect specifically. Every process is different. (It's OK to be stupid when you start; the main thing is to learn fast.)
 - b. Something new, something not yet orchestrated this way, has to be created from the various components and background know-how. (This is why you need to have understood the implications and consequences of acquired know-how, as otherwise intelligent and focussed new creation is not possible).
3. The two components of creative learning correspond to the two requirements of today's performance, which are:
 - a. Creative updating of the organisations known efficiency
 - b. Enhancement of this efficiency by means of organisational and professional development.
4. So learning as an educational measure has to be geared to work and to learning by doing. Concepts, methods and models of educational work must be brought into line with the promotion and optimisation of learning by doing. Due to the fact that education is understood as mediation and modulation of learning by doing, transfer is obsolete. Education should focus on learning during the working process.
5. In view of the possibility of applying the same resources to approaches centred around learning by doing, the contents, methods and working models centred around educational measures cannot be justified. For example, one's own experience should not be separated from vocational and organizational training, as this form of learning, done the right way, is the best way to self-awareness.
6. In this sense, education needs to concentrate on the transfer of existing experience and competence to new professional and organisational challenges and not on building up new competences for a reality scenario. People learn from the lesson of independent transfer processes and the reduction of transfer restraints.

7. Primarily, then, education needs to promote independent and cooperative learning processes and the exchange of experiences. This means that collegial, qualified counselling and promotion of teaching and learning competence is supported by didactics and supervision. Direct instruction by teachers is the exception for cases when it is not possible to achieve qualified results and a qualified level of collegial learning any other way within the required time frame. These exceptions may be justified in face of the priority of setting up a culture of independent learning.
8. A systemic culture of learning is centred on focused and qualified learning about systems. This type of learning is integrated in work processes and their inherent learning processes, such as professional, organisational and cultural development. A systemic culture of learning offers a corresponding philosophy of education and self-awareness of its educational managers. Systemic didactics develops and practices concepts, methods and models which promote integrated learning.
9. For work-related learning as well as work itself, the methodically designed foreground needs to be configured in such a way as to facilitate and focus on what is going on in the background. The methodical surface must create and focus on “rooms” in which a network can be created with the hidden levels of meaning.
10. By analogy, the methodical regulation of work must be designed in such a way as to crystalize and focus on a profound working culture.
11. So essentially education consists in designing a work-optimising learning culture that, like work, must be designed in such a way that in addition to current achievement the regulation and development of learning and working become identical.
12. Learning and work are increasingly becoming a communal and community responsibility. The community need not be stable as far as the composition of its participants is concerned, but stability in reference to the common learning and working culture is vital. This “collective” component is a productive counterpart to the increasing requirements of professional individuation and ever more insecure affiliations to specific organisations. Affiliation to a cultural community compensates for more open affiliation to stable groups.

Autor: Bernd Schmid
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