Time and artifacts in individualized learning

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As an alternative way to deal with the diversity of the pupils, often a kind of ‘open learning’ as a new teaching culture is preferred, because it is assumed that traditional forms of lessons cannot deal with different learning styles. Mostly individualized teaching styles, independent study and differentiation are named in this context.

All these points lead not only to a transformation of time regimes in lessons but also to changing significance of pedagogical artifacts. A very prominent pedagogical artifact in new teaching culture is the work sheet, which is intended to give pupils the possibility to learn ‘in their own time’ with varying success and varying output. But empirical analyses as well as theoretical reflections point out that the expectation that independent study lessons may be a perfect alternative to deal with diversity does not fit.

The contribution aims to analyze constructions of diversity through individualized pedagogical artifacts in the context of open learning methods with the example of work sheet. It becomes apparent that this specific artifact does not only support the pupils' own learning styles, but also constructs new differentiation criteria in a problematical way. With speed on the one hand and a specific competence in the translation of the meaning of work sheets on the other hand two relevant categories of differentiation can be documented.
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