Individual learning in and with a competent group in the context of difference

Students’ status in the classroom and the consequences for (university) teaching

This abstract focuses on the possible role of abductive reasoning in the context of learning processes. This, however, if we all understand ourselves as learners, is not just subject toward students in colleges and universities. It is about learning. Especially learning within a group or class in the context of difference.

While research on learning in and with a competent group has greatly increased during the past several years, only a few studies have focused on the interaction processes occurring within groups. Therefore, the main focus of the teaching programme will be on

- the question of possible determinations of a powerful and competent group
- the learning in an abductive way – connecting with previously gained experience
- the impact of innovations such as neurobiological insights on the design of e.g. presentations, seminars, exercises.

Aims:
- To raise teachers and students knowledge in new ways of learning
- To become acquainted with the scientific approach of Charles Sanders Pierce*: Abduction as a process of gaining new knowledge the context of difference

Research questions

What determines a powerful and competent group in the context of difference?

How can I focus on the students experiences?

Learning in an abductive way- connecting with previous experiences

How innovations such as neurobiological insights determine the design of presentations, seminars and exercises

Keywords: Learning, abduction, competent group, difference.

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