



Outline and Performance Documentation

Description

The enclosed open-database-tool aids researchers and AuRELIA-treatment coaches to outline self-determined lessons and periods by incorporating the processual steps of AuRELIA and the pivotal principles of Inquiry Learning Arrangements. The tool also helps the user to document the actual performance in detail. The main purpose of this tool is rather to support scientific interest in Inquiry Learning (e.g. obtaining detailed data for content analysis) than to support the everyday organization of Inquiry Learning.

Useful definitions

Sequence: A lesson (a conventional class hour of 45, 50 or 60 minutes) or a period (a class hour or a number of class hours en bloc) are divided into several sequences. A sequence is therefore a part of a lesson or a period. A sequence is marked by homogeneousness of intention and action mode.

Period: Both in lessons and periods education occurs. But conventional lessons are bound to classical class hour structures and last 45, 50 or 60 minutes. Period as an alternative term distinguishes from this comprehension. According to school parameters (schedule, institutional flexibility) and group needs a period can last up to several hours.

Phase: Self-determined Inquiry Learning according to the AuRELIA-concept contains seven phases (emergence, speculation, conception, investigation, discovery, critical phase, transfer).

Action Level: Reich (2006, p. 143) emphasizes that knowledge can't be directly transferred from one person to another. Knowledge is built up during actions. Reich distinguishes three levels of action. These are a) reality encounter (*transl.: Realbegegnung*), b) representation (*transl.: Repräsentation*) and c) discourse (*transl.: Diskurs*). Actions in the course of Inquiry Learning or educational situations at all can be differentiated into these three action levels.

Principles: In the context of Inquiry Learning according to Reitingner (2012, p. 111) six educational principles are of particular importance. These principles are a) trust, b) self-determination, c) clearness, d) safety, e) structuring and f) differentiation/individualization/personalization.

Instructions

Open the form “outline_performance”! Here you can define your outline sequence per sequence. After performing a period you are able to add the actual performance and compare your notes.

Please note to use for each sequence a separate dataset (one single form side)! So the value of “Datensatz” must be equal to the number of “Sequence”.

It is not imperatively necessary to consider each principle in every sequence. But if you regard a complete period according to the conception of AuRELIA each principle should be considered very well.

A printable overview about your notes is also available. Therefore double-click the report (Bericht) “OUTPUT_outline_performance”.

This tool is suitable for scientific content analysis or detailed personal qualitative analysis of ones Self-determined Inquiry Learning lessons. Due to its complexity it is not primarily designed for supporting everyday lesson planning.

Basically you should be familiar with the theory of OPeRA Organizational Model before using this tool. If you master the German language read therefore the article of Reitinger (2012).

References

Reitinger, J. (2012). Differenziertes forschendes Lernen in den Naturwissenschaften mit leistungsheterogenen Schüler/-innengruppen. (*transl.: Differentiated Exploratory Learning in the Sciences with Heterogeneous Groups*). Eine empirische Studie zur Performanz und Wirksamkeit des AuRELIA-Konzeptes. In T. Bohl, M. Bönsch, M. Trautmann & B. Wischer (Hrsg.): Binnendifferenzierung. (*transl.: Internal Differentiation*). Didaktische Grundlagen und Forschungsergebnisse zur Binnendifferenzierung im Unterricht. Teil 1, (Reprint with supplements). Kassel.

Reich, K. (2006). Konstruktivistische Didaktik. (*transl.: Constructivist Didactics*). Lehr- und Studienbuch mit Methodenpool. 3. Aufl., Weinheim und Basel.