Problem-based and Dialogic Learning in Complex Learning and Teaching Environments in Upper Secondary Education

Summary / Zusammenfassung
The HDLgym research project examines possibilities of meeting increasing demands for quality and effectiveness in grammar school teaching with competence-based didactic models such as problem-based and dialogic learning.

Results concerning the Problem-Based Learning Model: In the sub-project Problem-Based Learning, we transformed empirically proven principles of didactics and methodology into guidelines of medium concreteness. These guidelines are designed to provide a framework for versatile pedagogical action, and to be easily understood and put into action by teachers. In the context of a case study, we familiarised seven teachers at Swiss gymnasiums with the basic concepts of teaching with these pedagogical guidelines. The teachers then implemented the guidelines in their courses in the following semester. As an additional social study concerning the analysis of implementation and teaching effects showed, the teachers were able to a large degree to use the guidelines in a constructive, fruitful manner for their course preparation. However, the study also showed that for various reasons, the practical realisation of the guidelines in class proved difficult and sometimes lacked the desired quality. Yet we assume that realising those guidelines in practice still led to the desired effects in the relevant categories to some degree. However, further studies will be necessary to ensure the validity and general applicability of those findings (cf. follow-up project APU).

Publications / Publikationen

Keywords / Suchbegriffe
secondary education (preacademic); pedagogics of high school teaching; research on teaching methods; research on learning and instruction; action competence; task-specific competence; problem-based learning; assessment

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