

## Lehr-Lernszenarien zur Nutzung digitaler Medien im Unterricht

Hermann Kördle  
Professur für die  
Psychologie des  
Lehrens und Lernens

TU Dresden

2. Sächsische E-Learning Tagung 4. Oktober 2007

### Orientierungsrahmen für Lehr-Lernszenarien

- **situier**
- Lernen als aktive Konstruktion und Kommunikation von Wissen
- Unterrichten als Unterstützen, Anregen, Beraten
- Fokus: Aushandeln von Bedeutung authentischer Probleme durch Kommunikation und Kooperation
- Medien werden von den Lernenden konstruiert und erzeugt
- **gegenstandszentriert**
- Lernen als Rezipieren vorstrukturierter Wissens
- Lehren als Anleiten, Darbieten, Erklären
- Fokus: Planung, Organisation und Steuerung des Unterrichts, damit die Lernenden die Lernziele erreichen
- vorgegebene Medien werden von den Lernenden bearbeitet

## Werkzeuge zur Erstellung und Nutzung digitaler Medien



- universelle Werkzeuge, nicht nur fachspezifisch einsetzbar
- geben Raum für didaktische Entscheidungen
- ihre Nutzung ist leicht erlernbar
- Wenig Anforderungen an die technische Ausstattung
- erleichtern Inhalte zu
  - ▶ bearbeiten
  - ▶ erarbeiten
  - ▶ kritisch sichten
  - ▶ strukturieren
  - ▶ evaluieren
  - ▶ präsentieren
  - ▶ dokumentieren
- <http://studierplatz2000.tu-dresden.de>
  - ▶ TEE
  - ▶ Study2000
  - ▶ EF-Editor

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## Projekthalt und Projektziel „A web-based tourist guide for London“



- Lernziele
  - ▶ Media literacy
  - ▶ Kooperation und Selbstregulation
  - ▶ Fremdsprachenerwerb
- Ablauf
  - ▶ 5 Unterrichtseinheiten a 90 Minuten während 3 Wochen
  - ▶ Unit 1: Ziel, Zeitplan, Werkzeuggebrauch, Vorbereitung der Gruppen und der Gruppenarbeit
  - ▶ Unit 2: Konstruktion prototypischer Medien in Kleingruppen unter Nutzung von Quellen, Reflektion des Ergebnisses
  - ▶ Unit 3: Präsentation und Diskussion des Prototypen in der Klasse, Überarbeitung des Prototypen
  - ▶ Unit 4: Vorbereitung der Präsentation der endgültigen Version
  - ▶ Unit 5: Abschlusspräsentation des „tourist guide“, Indiv. Bearbeitung des Superquiz
- Akteure
  - ▶ 25 SchülerInnen einer 7. Klasse Gymnasium
  - ▶ Durchführung im Rahmen der 2. Staatsexamensarbeit, Sonja Hanemann

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## TEE - The Electronic Exercise: Bedienoberfläche

The screenshot displays the TEE web interface. On the left, there's a navigation menu with 'Welcome to virtual London', 'Your job', 'Meet your guides', 'How to find images on the internet', 'How to form the passive', 'Useful words and phrases', 'Sights', 'your tours', 'The London Underground', 'Tube Map', 'How to read texts efficiently', '# Autoren', and '# Links'. The main content area features a map of London with a yellow path, a 'Test for beginner guides' section with a quiz question: 'Where is Canada Water Station on the underground map? What's the best route from Canada Water Station to Leicester Square Station?', and a 'Start the Tour' section with a penguin character and instructions: '1. Click on the field: Start the Tour.' and '2. Click on the field: Take the Quiz.' Below this is a photo of the Tower of London and a 'Start the Tour' button.

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## Arbeitsschritte zur Erstellung einer Lernumgebung

The screenshot shows a file explorer window with a folder structure for 'TEE-Maschine (Londonights)'. Below it is a table with columns: 'Datei/Id', 'Name', 'Kommentar', '(x,y)', 'Vorgänger', and 'Aufgaben'. The table lists tasks like 'Welcome to virtual London', 'Guided Tour', 'Your Job', 'Meet your guides', etc. An arrow points from the table to a browser window showing a diagram of the learning environment. The diagram is a hub-and-spoke model with 'Your job' at the center, connected to 'Welcome', 'Sights', 'Tube Map', 'Guided Tour', 'Words & Phrases', 'Reading', 'Passive', and 'Images'. Another arrow points from the table to the browser window with the label 'compile with TEE-maschine'.

Datei/Id	Name	Kommentar	(x,y)	Vorgänger	Aufgaben
01	Welcome to virtual London	Welcome to virtual London	(146, 226)	Meet your guides	Test(C:\qutcard)
02	Guided Tour	Guided Tour			
03	Your Job	Your Job			
04	Meet your guides	Meet your guides			
05	How to find images on the internet	Images			
06	How to form the passive	Passive			
07	Useful words and phrases	Words & Phrases			
08	Sights	Sights			
09	your tours	Topics			
10	The London Underground	Tube			
11	Tube Map	Tube Map			
12	How to read texts efficiently	Reading			
13	# Autoren				
14	# Links				

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# Instruktion und Quellen

**Your job as a guide**

Work in **groups of 4 (+ one group of 5)**. Every group chooses one of the topics below and goes to the links provided there. Your group **plans a tour** and **writes a text** about the most interesting and most important information that you want to tell your classmates. And you **describe the way** that you want to go and **how you can get there by underground**. Don't forget that this is a virtual tour and that you need a lot of **pictures** to show to your classmates. And, because we want to see in the end who will be the best London tourist, you have to prepare some **quiz questions** (2 per topic) on your tour. Can you show us that you are the best guide? Let's see the **presentation** of your tour at the end of the project.

**1. Choose one of the topics**

**2. Before you start working**

**3. Write your text as a Word**

**Save your document under**

Are any of the words on this page  
dictionary: <http://dict.fes.org/>

**Topics for your tours:**

- 1. General information about London (4 points)**
  - Find general information about London which is important to know for tourists (for example: number of people living in London, weather, number of tourists, etc.)
  - Find some information about the history of London.
    - <http://www.london-tourist-information.com/info.htm>
    - <http://en.wikipedia.org/wiki/London> Read the following parts: 1. Introduction, 2. Geography and climate, 3. History, 6. Demographics
    - <http://www.infancia.com/els/carta/70c6b95704963a9e9c1London.htm>
- 2. London transport (4 points)**
  - Find some information about the most important airports and train stations
  - What kind of sightseeing tours can you do by bus or by Thames River boat?
    - [http://en.wikipedia.org/wiki/London\\_Transport\\_and\\_Infrastructure](http://en.wikipedia.org/wiki/London_Transport_and_Infrastructure)
    - <http://www.tfl.gov.uk/tfl/>
    - <http://www.thames-tour.com/home/>
    - <http://www.london-tour.com/visit/seeing/boats/2/attr/2/visit/seeing/5002/London%20River%20Tours.htm>
    - <http://www.tfl.gov.uk/tfl/>
- 3. Sights (4 points)**
  - Choose from the following sights and find some information about their history, opening hours and interesting things to tell.
    - Buckingham Palace + Changing of the Guards
      - [http://en.wikipedia.org/wiki/Buckingham\\_Palace](http://en.wikipedia.org/wiki/Buckingham_Palace)
      - <http://www.royal.gov.uk/about/age55.asp>
    - Westminster Abbey
      - [http://en.wikipedia.org/wiki/Westminster\\_Abbey](http://en.wikipedia.org/wiki/Westminster_Abbey)
    - House of Parliament + Big Ben
      - [http://en.wikipedia.org/wiki/Palace\\_of\\_Westminster](http://en.wikipedia.org/wiki/Palace_of_Westminster)
      - <http://www.london-tourist-information.com/housesofparliament.htm>

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# Instruktion und Lernaufgabe

**How to form the passive**

You will see that the passive voice is often used in the texts about the history of famous sights of London. When you prepare your guided tours, you also have to use the passive voice to talk about when a building was built, when it was opened to public, and so on. You have already learned how to form and use the passive. Here are the **most important rules** again.

- The passive is formed with a **form of be + past participle**.
- The passive is used to **say what is done to people or things**. Often we don't say who does the action.
- In a passive sentence, **'by'** is used when we want to say who does the action.

Do the exercise if you think that you still have problems with the new forms.

Continue preparing your tour.

Exercises

Test

Passive Exercise: London Sights

Complete the following information about some of London's sights and history. Use the notes in brackets.

Passive    Great Fire    Globe Theatre    St. Paul's Cathedral    Millennium Bridge    Madame Tussaud    Wedding    Tower Bridge

Complete the following information:

Today, 1,500 visitors can see a theatre performance in Shakespeare's Globe Theatre. (The play 'The Storm' - show - this summer)

Confirm    Solution    Cancel

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## Ergebnis der Unterrichtseinheit

**Globe Theatre**  
Shakespeare's Globe Theatre  
The original Globe Theatre was built in 1599. It was designed by Richard and Christopher Swanburgh. It burnt to the ground in 1613. Shakespearean troupes and wrote many of his greatest plays there.  
The modern Globe Theatre  
It is a perfect reconstruction of the original playhouse.  
The original plan was modified for modern systems (fire-safety improvements).  
It was opened in 1997. The seasons run from May to September.  
The 2003 theatre seasons will run from 6<sup>th</sup> May to 2<sup>nd</sup> October. The plays will be "The Tempest", "The Taming of the Shrew", "The Merchant of Venice", "The Winter's Tale" by William Shakespeare, "The Storm" and "The Pericles Prince of Tyre".  
You can go to the theatre by foot, car, taxi, by train, by tube (London Bridge Station) or by boat (nearest stop is Bankside Pier).

**London Eye**  
The London Eye is sometimes called the "Millennium Wheel". It's the best millennium project in the capital.  
The wheel is 135 metres high. It takes you half an hour to get around one time. 25 people can get inside one capsule.  
If there aren't any clouds you have got a view of 40 kilometres.  
You better reserve a ticket for a ride in a capsule, otherwise you have to wait for 30 minutes.  
The Eye was opened by the British Prime Minister Tony Blair on December 31, 1999.  
You should visit this sight because you will get a fantastic view all over London.  
Tube Station: Waterloo or Westminster Station

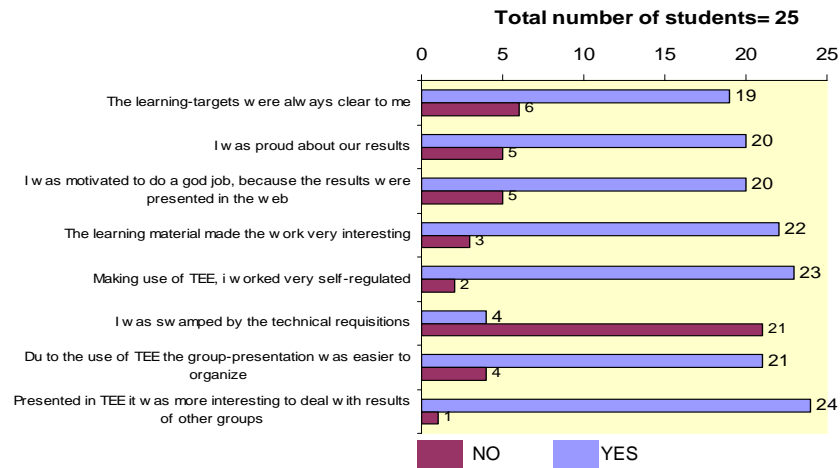
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## Evaluation aus Sicht der Lehrerin

- **Vorbereitung des Projekts**
  - ▶ **Der Einsatz digitaler Medien und entsprechender Werkzeuge...**
    - ◆ erzwingt eine klare Lernzieldefinition und Unterrichtsvorbereitung
    - ◆ erleichtert die Visualisierung verschiedener Inhalte
    - ◆ ermöglicht die Integration unterschiedlicher Medien
- **Umsetzung**
  - ▶ **Der Einsatz digitaler Medien und entsprechender Werkzeuge...**
    - ◆ fördert selbstreguliertes Lernen und Lernmotivation
    - ◆ ermöglicht den SchülerInnen den Vergleich ihrer Ergebnisse
    - ◆ schuf mir Zeit für die individuelle Schülerbetreuung
    - ◆ verlangte mir viel Zeit für die Dokumentation der Schülerleistungen ab
- **Bewertung des Ergebnisses**
  - ◆ Das erarbeitete Material kann in anderen Klassen sehr gut nachgenutzt werden
  - ◆ Die Bewertung der Schülerbeiträge ist schwierig
  - ◆ Das Werkzeug ist leicht handhabbar

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## Evaluation aus Sicht der SchülerInnen



- Narciss, S. & Koerndle, H. (2008) Creating a web based tourist guide for London with multimedia tools – Distributed cognition in foreign language learning. Journal of Research in Technology and Education.
- <http://london-mcg-dresden.de>
- <http://home.tiscali.de/tokaryk>
- <http://linus.psych.tu-dresden.de/toolkit/>
- Lehrerfortbildung des Bildungsinstituts

**Vielen Dank für Ihre Aufmerksamkeit!**