

Sociodynamic Didactics

The Methodology and Didactics of Dynamic Learning

Megha Baumeler, Ueli R. Frischknecht, Mark Hausmann

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Content

Introduction.....	4
A Multisensory Educational Model for the Acquisition of Coping Competencies	4
History and Origins	5
Learning by Interaction	7
Sociodynamic Learning.....	7
The 6 Domains of Learning (A to F)	7
Teaching in Domains of Learning	8
The Significance of the Icons.....	10
An Analysis of the Particular Domains of Learning.....	12
Focus on Learners	12
Focus on Learning Facilitators (LF)	12
Requirements for Learning Facilitators	19
Resources for Turning Theory into Practice when Planning Educational Events.....	23
Planning of Educational Units	23
Analysis and Planning of Meaningful Domains of Learning	23
Training for the Learning Facilitator	23
Self-perception and External Perception of Communicational Processes	23
Learning Styles Model	24
Fostering Healthy System Dynamics	24
Appendix.....	25
Glossar.....	25
Historical Document.....	27
Taxonomies of Learning and Competence.....	29
List of references	30
Pictures / Graphics.....	30
Literature	30
Authors.....	32

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Introduction

A Multisensory Educational Model for the Acquisition of Coping Competencies

Sociodynamic didactics is a multidimensional educational model for the acquisition of knowledge, increasing interpersonal skills, problem solving and coping competencies.

The consistent implementation of the teaching model presented promotes the intrinsic appropriation of knowledge and skills that are the focus of learning activities and the integration by learners in order to have lasting learning effects.

It has long been established by educational psychologists that knowledge acquisition is an active process whereby new information needs to be applied, be transferred to new contexts in order to make acquisition meaningful and to have a lasting impact. (Dewey, 1910; Bruner, 1960; Bloom, 1956)

Dynamic Learning is an application of this perspective and provides the 'nuts-and-bolts' for those seeking to facilitate learning in any capacity and are eager to optimize learning outcomes.

Distinguishing Features of Dynamic Learning include the following:

- Dynamic Learning seeks to activate students
- Dynamic Learning seeks to increase, accelerate and individualize learning outcomes
- Dynamic Learning seeks to promote fun and joy in learning
- Dynamic Learning seeks to promote the transfer of acquired skills and competencies to daily life.

In order to succeed, Dynamic Learning requires time and space, as well as the willingness of participants to get involved, to become engaged personally, and to actively participate based on intrinsic motivations of curiosity and the urge to expand attitudes, knowledge and skills. It also requires a learning context that facilitates meaningful exploration and collaboration with others. ¹

The insights and the methodology of Neuro-Linguistic Programming (NLP) can be used to define the required methodology/didactics for this multidimensional approach to learning.

¹ Rahmenbedingungen für Dynamic Learning, Wissen ist nicht Können - Lehren ist nicht Lernen; Sabine Bräuer, MetaSmile Blog, 2010 (https://www.nlp.ch/metasmile_online/details/rahmenbedingungen-fuer-dynamic-learning, Download on 01/11/2017)

History and Origins

The standards for elementary school didactics have gone through considerable changes in the past 40 years, and much of what is now considered best practice was not even permitted back then. At the time (1978), frontal instruction dominated and the authority of the teacher was to be maintained by discipline.

The lead author of this work Megha Baumeler was part of a research group of the Department of Education, Canton Zurich, Switzerland, that explored teaching in small groups. This research group developed recommendations for implementing 'teaching in small groups'. The resulting diploma thesis (Baumeler/Doerig/Müller, 1980) was subsequently used by the Department of Education of the Canton of Zurich as the theoretical foundation for introducing small classes in elementary schools.

Megha Baumeler recalls how she was fascinated by Carl Rogers (1902 – 1987) and his pioneering work 'Freedom to learn' (1969), which was especially eye-opening to her. Ironically, the score for the resulting diploma thesis was reduced by a ¼ point as the reviewer thought Rogers' work was not up to scientific standards! "What annoyed me then, makes me proud today!", she now defiantly proclaims!

Subsequently, the terms 'directive learning' and 'non-directive learning' in the model presented are based on Carl Rogers' work.

The models of domains and dynamics of learning underlying Dynamic Learning² are based on the insights gained at that time and have further evolved through 40 years of professional experience. Learning through relating, through interaction, through encounters with oneself and others continues to fascinate the author to this day.

Learning that seeks to promote personal development in the broadest sense needs to occur within an interpersonal context, through relating, through encounters with significant others. Hence, the model presented here is embedded in the long tradition of existential and humanistic psychology.

1980

'Das sozial-morphologische Interaktionsmodell',

Diploma thesis at the IAP Institute for Applied Psychology, Zurich.

since 1989 basis for

'Dynamic Learning'

the action- and experience-oriented didactics of the NLP Academy Switzerland.

² In their book 'Dynamic Learning', Robert Dilts and Todd A. Epstein have described many approaches to multisensory learning based on the methodology of the NLP. However, no methodical/didactic model of teaching has been developed. (Dilts 1995)

gists (Buber, 1923; Yalom, 1970) who have long advocated that self-discovery and personal development can only be achieved by interaction with others. In the model presented here this perspective is expanded to include not just dyadic relationships, but also to groups and other social entities. (Perls, 1951; Vygotskii, 1978)

In essence, this balance of heart and mind, of *Me - You - Us*, of giving and receiving was realized using the methodology and didactics of Dynamic Learning within the framework of the NLP Academy Switzerland. The work presented here forms the conclusion from the practical experience gained over the last thirty years. It is based on established principles of educational psychology, guided by the humanistic psychology and philosophy, and uses tools and concepts of NLP to promote learning in the broadest sense – but particularly applied to the expansion of self – to expand intrapersonal and interpersonal skills. (Aron, 1998).

Learning by Interaction

The acquisition of knowledge is ultimately dependent on its affective valence. Equally, emotional charged situations, i.e., excitement, joy, conflicts, cannot be managed sensibly without cognitive-structuring elements; hence, interaction always involves both cognitive and affective dimensions. That is especially the case relating to behavioral scripts in the social domain which is a key dimension of Dynamic Learning. It is a premise of modern psychology (Schachter & Singer, 1962 ; Mandler, 1975), that affective and cognitive processes are intertwined and can only be separated theoretically - yet the manner in which to translate this premise into educational practice and teaching is a challenge that requires a framework that will be presented here.

Sociodynamic Learning

Sociodynamic learning is viewed as

- an adaptation to social situations, and the
- acquisition of effective behavioral and communicative scripts and skills necessary for maximum flexibility to influence and shape, i.e. co-design, any given social interaction.

The 6 Domains of Learning (A to F)

We assume that individuals are essentially involved in six fundamentally distinct structures (habitats) which are herein referred to as 'domains of learning'. The distinguishing features of the domains of learning are the respective relationship structures between internal processes of the individual and social environment. We further assume that these domains of learning can be differentiated in regards to the following dimensions:

- Forms of social behavior and/or interactions with others
- Varying affective and cognitive skills and abilities of self-management
- Variety of opportunities for learning and developmental impulses
- Personal and social attributions and meanings
- Unique configurations of challenges and conflicts

The distinguishing features of the domains of learning are the respective relationship structures.

Any individual who enters or moves within any basic pattern of a social setting is challenged to accommodate with compatible attitudes and abilities, similar basic patterns of social, behavioral and adaptive skills in order to benefit from and contribute to a given group.

Each of these structural domains of learning opens up existential, social, cognitive or emotional opportunities for individual learning and development as well. Hence, individual development at some point will challenge and provoke change in a social structure – leading to an ever changing cycle of both individual and group transformation.

Teaching in Domains of Learning





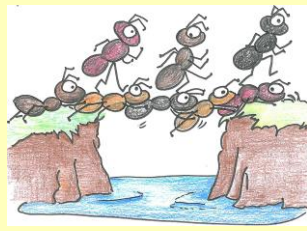

A group is considered flexible when both individuals and the group as a whole can alternate between the domains of learning as needed. The goal is that participating individuals can freely choose and become immersed in each of those domains of learning, have the option to be part of a social setting temporarily, and retreat upon completion of learning tasks. It is the task of educational facilitators to support these processes by being aware of individuals and group needs, and to create a learning environment that is suitable for the given domain of learning.

It is essential that learning facilitators (LF) need to be knowledgeable and have the appropriate basic skills to promote learning in each of those domains. This assumes that learning facilitators have mastered fundamental skills for facilitating learning in groups, that include the following:




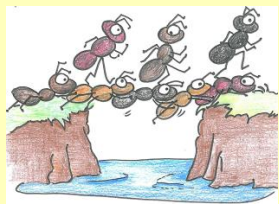
- Content competence:
 - Know your content.
 - Be prepared and clear about the learning objectives.
 - Be prepared in terms of context, including time frame, materials, environment
- Process competence:
 - Ability for rapport (pacing and leading) and creating respectful, authentic encounters with participants.
 - Group dynamics: Know how to create an inclusive group and learning environment.
 - Be flexible and able to adapt to changing needs of the group and/or individuals.
 - Mastery of micro skills for verbal and non-verbal support for optimum learning.

In order to facilitate learning based on this model, the unique requirements on part of the learning facilitator (LF) are presented.



	ME Autonomy Self-Monitoring Motivations, Emotions, Aspirations	Us Group Dynamics, Dyadic & Social system Interaction	SYSTEM Asymmetric relationship External control Leadership, Governance Meta goals of LF
INNER WORLD (INTERNAL) Commonality Likeness Intuition, Atmosphere, Emotion, Experience, Relationship. Primary needs	A I Am My inner world, i.e. Awareness; Mood; Emotions; Motivations; Introversion; Introspection; Contemplation; Personal boundaries; Retreat; Self-directed individual tasks & activities.	C We Meet Sense of community; Learning through interaction and group feedback; Group emotions; Emotional connectedness; Belonging; Attachments; Friendships & management of conflicts with others.	E Non-directive Teaching Emotional leadership; Role model; Charisma; Congruent personality. Learning Facilitator (LF) promotes social cohesion.
OUTER WORLD (EXTERNAL) Role differentiation Functional diversity; Mind; Capability; Structure; Results; Secondary social performance.	B I Need Seeking contact to satisfy motivation and goals; Time-limited cooperation; Barter relationships; Seeking advice, expertise, feedback.	D We take on Roles Role related differentiation; Assuming tasks & functions within a social system. Contributions to the common group goals	F Directive Teaching Formal authority by expertise, planning, lecturing, assigning tasks, assessment, evaluation, grading.

	ME Autonomy Self-Monitoring Motivations, Emotions, Aspirations	Us Group Dynamics, Dyadic & Social system Interaction	SYSTEM Asymmetric relationship External control Leadership, Governance Meta goals of LF
INNER WORLD (INTERNAL) Commonality Likeness Intuition, Atmosphere, Emotion, Experience, Relationship. Primary needs	A I Am 	C We Meet 	E Non-directive Teaching 
OUTER WORLD (EXTERNAL) Role differentiation Functional diversity; Mind; Capability; Structure; Results; Secondary social performance.	B I Need 	D We take on Roles 	F Directive Teaching 

The Significance of the Icons

ME - AUTONOMY, SELF-MONITORING, MOTIVATIONS, EMOTIONS, ASPIRATIONS		
	<p>A I Am My World, Awareness; Mood; Emotions; Motivations. Introversion; Introspection; Memory recall; Contemplation; Personal boundaries, Retreat. Self-directed individual tasks & activities, i.e., planning, problem-solving, anticipation.</p>	<p>The popular icon of a dog contemplating about himself and existence. He shares his thoughts, feelings with his tiny toy animal friend. An image of introversion and self-reflection.</p>
	<p>B I Need Seeking contact to satisfy motivations and manage emotions. Temporary cooperation; collaboration; Barter relationships; Seeking advice, empathy, guidance, expertise.</p>	<p>Nemo (Megha's cat) doesn't care who satisfies its needs. The cool cat wants its needs be met according to its own schedule and feels free to leave at any time without any obligations.</p>
Us - Group Dynamics, Dyadic & Social system, Interaction		
	<p>C We Meet Sense of community; Learning through interaction and group feedback; Group energy; Emotional connectedness; Belonging. Attachments, closeness and distance, harmony and conflicts.</p>	<p>The gang plays, meets, argues, surrenders to group energy. Being together is important, everyone belongs, everyone is different. Dynamic flow between closeness and harmony, as well as conflicts and distance are accepted.</p>
	<p>D We take on Roles Role related differentiation; Assuming tasks & functions within a social system; Contributions to the common group goals.</p>	<p>The group diligently pursues common goals. All members take on parts and roles as needed. Not every role is comfortable, nor appreciated, but group members willingly submit to the benefits of the group as a whole.</p>

The Significance of the Icons (continued)

SYSTEM - Asymmetric relationship, External control, Governance, Meta goals of LF		
	<p>E Non-directive Teaching Emotional leadership; Role model; Charisma; Congruent personality; Learning Facilitator (LF) promotes social cohesion.</p>	<p>Within a unique and multidimensional energy provided by the group and the learning facilitator (LF), all participants can unfold, explore and be supported emotionally. Participants learn from role models.</p>
	<p>F Directive Teaching Formal leadership includes lecturing, planning, assigning tasks, assessment, evaluation. Teaching by expertise and authority.</p>	<p>Formal teaching with an instructive, disciplined and attentive approach. Participants benefit from expertise of the learning facilitators (LF) who ensures order and discipline and manages time. LF sets the topics, objectives and standards for evaluation of learning task.</p>

An Analysis of the Particular Domains of Learning

The methodology and didactics of the Dynamic Learning unfolds its optimal potential assuming that within the framework of each didactic unit, in each of the six domains the following conditions are met

- Learning takes places as authentically as possible
- Learning takes places as autonomously as possible
- Learning occurs in recurring cycles of learning units.

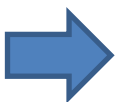
In order to facilitate and evaluate these framework conditions (recurring, authentic and autonomous), some of the distinctive features are presented.

Focus on Learners

- Noticing overt and observable behavior among students and
- Learning opportunities in each particular domain of learning.


Focus on Learning Facilitators (LF)

- Appropriate interventions, didactical concepts and teaching methods
- Supporting roles and meaningful behavior
- Challenges for learning facilitators (LF).



In order to facilitate learning based on this model, the unique requirements on part of the learning facilitator (LF) are outlined in the following chapter. These include attitudes toward individual and group processes, self-awareness and self-management, and communicative and didactic skills.


An Analysis of the Particular Domains of Learning (continued)

ME - AUTONOMY, SELF-MONITORING, MOTIVATIONS, EMOTIONS, ASPIRATIONS			
A: I Am	Learner		Learning Facilitator (LF)
	Overt Behaviors and Interactions	Emotional & Cognitive Abilities and Stimuli; Significance; Learning opportunities	Co/Re ³ (General Competencies and Required Role Competencies)
	<ul style="list-style-type: none"> Immerses herself/himself in thought Individual attributions to learning experiences Personal reflexion (possibly with instructions) Records personal learning diary Writes auto-evaluation notes Reading and researching Creates his/her own work space Explores inner world Focus on inner experience 	<ul style="list-style-type: none"> Self-esteem, self-compassion Self-awareness, self-evaluation Living containment Differentiation, elaborate one's own model of the world Self-management Awareness of individual perceptions, values, goals, methods Preparing awareness of differences between own perceptions, values, goals, and those of others' in the group 	<ul style="list-style-type: none"> Didactic methods & interventions: Laisser faire, covert 'accidental' offers, provides safe space for introspection Diversity management: Allowing for the expression of various emotions; support retreat, individual learning frame and introspection. Supporting measures: 'Covert' coaching, taking care (from distance); 'Wuwei' (action without intent); If appropriate, redirect to other learners and/or make material available inconspicuously. Roles: Caretaker, Guardian,




³ Co/Re Kompetenzen-Ressourcen: Ein Verfahren zur Erstellung von Kompetenzprofilen und zur Entwicklung von Bildungsplänen. [Competencies - Resources: A procedure for the creation of competence profiles and the development of educational plans.] (Version 3.5.2011); Ghisla, G. (2011), Contone, TI, Schweiz: IDEA Sagl www.idea-ti.ch.

also: Professionalisierungsstrategien der Erwachsenenbildung in Europa [Strategies for professionalisation of adult education in Europe], Ruth Eckhardt-Steffen, S. 47ff; Irena Sgier, Susanne Lattke (Hrsg.) - Bertelsmann Bielefeld, 2012

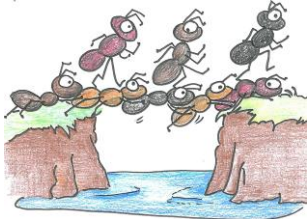
An Analysis of the Particular Domains of Learning (continued)

	Learner		Learning Facilitator (LF)
	Overt Behaviors and Interactions	Emotional & Cognitive Abilities and Stimuli; Significance; Learning opportunities	Co/Re (General Competencies and Required Role Competencies)
B: I Need	<ul style="list-style-type: none"> • Learner needs a partner to discuss something, to practice, by experimenting. • Learner is looking for inspirations for his own work. • Learner seeks cooperation • Learner builds up a structure for interaction to achieve personal goals • Learner seeks advice 	<ul style="list-style-type: none"> • Coordinate one's own needs with those of others' • To learn from each other by sharing and comparing • Awareness and expression of needs • Setting one's own priorities • Seeking support • Practice personal skills that require two or more individuals • Mutual coordination and cooperation • Self-management within the system 	<ul style="list-style-type: none"> • <u>Didactic methods & interventions:</u> No defined plan, no goal; LF occupies himself in the room and is present, available if needed. • <u>Diversity management:</u> Mutual cooperation, peer tutoring, self-organization of the group, acceptance of diversity. • <u>Supporting measures:</u> LF available upon request; LF supports self-organization and the formulation of individuals unique needs. • <u>Roles:</u> LF energetically in a private, creative and alert state (=Nurturing Parent-state). Available as colleague on hand, as service provider, servant, guardian and caretaker depending on learners' needs.


An Analysis of the Particular Domains of Learning (continued)

Us - Group Dynamics, Dyadic & Social system, Interaction			
	Learner		Learning Facilitator (LF)
	Overt Behaviors and Interactions	Emotional & Cognitive Abilities and Stimuli; Significance; Learning opportunities	Co/Re (General Competencies and Required Role Competencies)
 We Meet	<ul style="list-style-type: none"> Experienced solidarity with others Participates and affects group processes Be part of creative units Has fun and enjoys the company of others Occasionally lighthearted, erratic discussions, seemingly without a goal Simple games, observing/being part of it; Arguing, comforting, conspiring Exchange opinions, discussions Summation and conclusions 	<ul style="list-style-type: none"> Collective life Affectively engaged community Interplay with others, learning through emotional feedback Intra-community identity Feelings of belonging (or isolation/) Shelter or exclusion Self-assertion Conflict management, competencies Acceptance of diversity Individuality versus group cohesion with continuous adaptation of the personal 'ego and 'we' constructs 	<ul style="list-style-type: none"> Didactic methods & interventions: 'Strategy of Genius' in action. Every intervention affects the system. LF remains an authority person (whether s/he wants it or not). LF resonates cheerfully on the sidelines, guards the learning setting. LF is in charge of overall frames, themes, cornerstones, time frames. Diversity management: Positive 'state control'; Rapport with group energy, assume positive intent ('Everything has its purpose'). Supporting measures: Creative range of media. LF defines the frame. LF remains abstinent in terms of advice, negative judgments. Roles: LF is a 'private individual' on the sidelines, preoccupied hims/herself with his own proactive energy level.


An Analysis of the Particular Domains of Learning (continued)

	Learner		Learning Facilitator (LF)
	Overt Behaviors and Interactions	Emotional & Cognitive Abilities and Stimuli; Significance; Learning opportunities	Co/Re (General Competencies and Required Role Competencies)
D: We take on Roles	<ul style="list-style-type: none"> Learner takes on specific tasks / function in a project - for a super-ordinate goal, self-selected, or assigned by group. Fulfills assignments as part of the overall system. Different forms of accountability are discernible. Group members are committed to pursuing a common goal, individually and in teams. 	<ul style="list-style-type: none"> Group initiative Collective trade-off New roles affect comfort zone and expand competencies. Functional differentiation of roles. Increased self-esteem Mutual interdependence Shared responsibility Experience strength in numbers. Experience team building. Experiences satisfaction when meeting the expectations of others (Social approval). Continuous performance Dependability in being part of the process. Mastery of in providing and receiving feedback. 	<ul style="list-style-type: none"> Didactic methods & interventions: Project work, team work, experiments, workshops, facilitation, Open Space. Defining 'What-Why-How'. Visualizing. Diversity management: Acknowledge role diversity, recognize results. LF practices social abstinence and doesn't seek interaction unless necessary. Supporting measures: LF acts as 'memory' of the group process and provides process oriented feedback. Confirms and strengthens shared goals of the group. 'Strategy of Genius'. Every contribution is valuable. Roles: Sponsor; Feedback provider; Resource Person; Director; Moderator.

An Analysis of the Particular Domains of Learning (continued)

SYSTEM - Asymmetric relationship, External control, Governance, Meta goals of LF			
↓	Learner		Learning facilitator (LF)
	Overt Behaviors and Interactions	Emotional & Cognitive Abilities and Stimuli; Significance; Learning opportunities	Co/Re (General Competencies and Required Role Competencies)
E: Non-directive Teaching	<ul style="list-style-type: none"> • Self-reflection and comparisons with others based on group interaction. • Mutual, self-organized exchange based on inputs and models of thought within the given didactic framework. • Open exchange • Question time in plenary using the group's collective knowledge. • Listen, think, compare, contribute something. • Meta-communicative exchanges • Post-transfer talks 	<ul style="list-style-type: none"> • Emotional support • Bond of trust • Reflecting and mirroring personal values • Engage in something new • Exchange of emotions • Experiencing energetic solution transfer (swarm intelligence). • Discover new aspects of one's own inner world by mirroring with others. • Builds confidence in one's ability in to find solution. • Resource and outcome orientation, i.e. positive outcome expectations. <div style="text-align: center;">  </div>	<ul style="list-style-type: none"> • <u>Didactic methods & interventions:</u> LF initiates emotion oriented learning talks; instructive coachings; live demonstrations; experience-oriented sequences; round tables; interventions; e-learning. Self-reflections initiated by assignments and inputs by the facilitator: e.g. Inner Child work; joint fantasy journeys and meditations (active meditation, singing); supervisions; learning assistance. • <u>Diversity management:</u> LF establishes rapport, emotional relationship, appreciation and value orientation as an objective. LF sets targets for individual and group (open/covered). LF 'knows' that the solution is within the other. • <u>Supporting measures:</u> Non-directive interventions; LF observes the spirit, motivates by goals and intentions of the group. • <u>Role:</u> Facilitator; Coach; Emotional leadership; Coordinator; Role model; Point of reference; Supervisor.

An Analysis of the Particular Domains of Learning (continued)

	Students, Attendees (St)		Learning facilitator (LF)
	Overt Behaviors and Interactions	Emotional & Cognitive Abilities and Stimuli; Significance; Learning opportunities	Co/Re (General Competencies and Required Role Competencies)
F: Directive Teaching	<ul style="list-style-type: none"> • Listens, take notes, asks pertinent knowledge questions • Submits to exams; writes papers and thesis. • Completes assigned tasks and projects • Reports goal achievement and/or level of knowledge attainment to the LF. <div style="text-align: center;">  </div>	<ul style="list-style-type: none"> • Acceptance of leadership • Cognitive objectives • Development plans • Meets targets • Theoretical and factual learning for knowledge attainment. • Learning even if context and/or meaning may not be apparent immediately. 	<ul style="list-style-type: none"> • <u>Didactic methods & interventions</u> Preparing lecturing, controlling; LF imparts specialist knowledge, sets teaching goals, takes initiative, challenges tasks. Supportive Technologies: PowerPoint, video, handouts, scripts, web-links, study of written documents. • <u>Diversity management:</u> LF distinguishes himself from learners, is objective, and subject-oriented. Recognizes knowledge and brilliant thinking. • <u>Supporting measures:</u> Objectivity (goal, planning) prevails, knowledge transfer and time management have priority. Acknowledge and postpone emotional needs (break, other event). • <u>Roles:</u> Lecturer; Teacher; Instructor; Presenter; Professor; Star; Entertainer. LF instructs and organizes the event; formal leadership, authority, dominance.

Requirements for Learning Facilitators

Awareness, Attitudes, Self-Management & Interpersonal Skills



- **In general:** Willingness to continuously be in touch with one's own zone of comfort and to remain agile and curious.
- **Living diversity management:** Enjoy rapport with 'different' and/or 'unfamiliar' people in daily life. Not only when speaking, but also when (actively) listening. Implementing reframing in daily life: e.g. assuming positive intentions, context sensitive behaviors, creative resource and goal-oriented re-interpretations.
- **Process oriented perception:** Regular supervision, intervision with other agile learning facilitators with similar goals. Self-reflection and keeping a personal learning diary. Increase awareness based on analysis of experiences and work towards further integration of one's own strengths and weaknesses.






Flexibility within various roles: Every role within the domains of learning needs to be practiced and lived congruently in everyday life in order to eventually become a fully integrated part of personality in the interaction with others.

Notes: The requirements for learning facilitators are six-fold (for each of the domains of learning) and require not just lip service, but need to become a congruently lived part of personality. The following table represents a creative brainstorming that may be supplemented by readers – additional ideas are always welcome!

Domain of Learning	Competencies of the Learning Facilitator	Resources for the Learning Facilitator
<p>Domain A I Am</p>	<p>Role of Learning Facilitator (LF): Caretaker / Guardian / Facilitator / Mentor</p> <p>Attitude and Actions by the LF: <u>Focus on student:</u> Make room, 'laissez faire', covert offers, covert coaching. Foster and protect individuality:</p> <ul style="list-style-type: none"> • Retreat & privacy of student • Enable introspection • Remote care • Allowing learners to experience themselves and their emotions. • If necessary, redirect to other learners • Provide material inconspicuously. 	<p>Personal self-development:</p> <ul style="list-style-type: none"> • Intentional retreat in daily life • Taking breaks • WuWei - attitude of genuine non-action • Be able to engage with yourself • Explore your own inner world • Hiking alone; painting, making music, singing for oneself • Confidence in dealing with oneself. <p>Within this domain of learning: LF deals with herself creatively and intrigued. Note: Suitable interior design facilitates individual work and retreat.</p>

Domain of Learning	Competencies of the Learning Facilitator	Resources for the Learning Facilitator
	<p><u>Focus on self:</u></p> <ul style="list-style-type: none"> • Self-perception of one's own moods & emotions • Awareness and management of thoughts, breath, vibes • Embodiment of 'inwards orientation' • Contemplation 	
<p>Domain B I Need</p> 	<p>Role of Learning Facilitator: 'Colleague' / Servant / Mother for all (nurturing parent-state (TA) / Guardian of the domain of learning.</p> <p>The needs of learners always have priority.</p> <p>Attitude and Actions by the LF:</p> <p><u>Focus on student:</u></p> <ul style="list-style-type: none"> • Readiness to converse • Presence • Temporary cooperation • Advice on request only • Offering help, support • If necessary, redirect to other learners, other domains of learning. <p><u>Focus on self:</u></p> <ul style="list-style-type: none"> • Relaxed, alert, flexible • Formulate needs as learning steps. Not every need has to be satisfied (certainly not by the LF) 	<p>Personal self-development:</p> <ul style="list-style-type: none"> • LF can accept help and support • Responds to the wishes of others and supports them as far as appropriate (help people to help themselves). • Reflect (mirror) oneself in others • Adequate self-evaluation • Is willing to take on an unfamiliar help or roles: e.g., dancing, singing, acting, clowning. <p>Within this domain of learning: Practiced acceptance and recognition, cooperation, peer meetings and peer support.</p>
<p>Domain C We Meet</p> 	<p>Role of Learning Facilitator: Participant in the background with self-centered, proactive energy.</p> <p>Attitude and Actions by the LF:</p> <p><u>Focus on student:</u></p> <ul style="list-style-type: none"> • Covert coaching from back seat. • Pursues activities unnoticed by Learners • Fosters a sense of community • Protect space and system dynamics • Let an emerging culture grow. <p><u>Focus on self:</u></p>	<p>Personal self-development: Embedment in circle of friends. Participation in associations, clubs, project works.</p> <ul style="list-style-type: none"> • Social competence practiced with people of diverse backgrounds. • Experiencing and resolving conflicts. • Comfortable in tolerating of ambiguity. • Emphatic communication • Recognizing mirror neurons and/or transference in action (rapport, anchoring) <p>Within this domain of learning:</p>

Domain of Learning	Competencies of the Learning Facilitator	Resources for the Learning Facilitator
	<ul style="list-style-type: none"> • Enjoys the vibes of the learning domain • Tolerates quarrels and chaos (within limits). • Practices containment and awareness (curious but without expectations). • Supporting belief: 'Everything has its meaning' 	<ul style="list-style-type: none"> • Define and protect adequate frameworks (context, behavior, values). • Be fit in understanding system dynamics. • Timely provision of suitable material. • Live your own creativity discreetly. Engage with yourself credibly in the background. • Rapport with group energy • Abstain from advice giving.
<p style="text-align: center;">Domain D We take on Roles</p> 	<p>Role of Learning Facilitator: Sponsor, Observer Providing Feedback, Resource Person, Stage Director.</p> <p>Attitude and Actions by the LF:</p> <p><u>Focus on student:</u></p> <ul style="list-style-type: none"> • Show appreciation • Act as the memory of the group process • Projects, goals, tasks: offer own ideas; generate input from learners. <p><u>Focus on self:</u></p> <ul style="list-style-type: none"> • Let the action unfold • Exercise containment • Feel appreciation • Tolerance of ambiguity 	<p>Personal self-development:</p> <ul style="list-style-type: none"> • To recognize positive facets in unpleasant or strange roles and tasks. • To train flexibility in hierarchies and roles. • Keep an eye on both details and the big picture. • Motivate yourself, live with continuity and discipline. <p>Within this domain of learning: Define framework, goals and time: The 'What', 'How' and 'Why' of didactics. Facilitate personal initiative</p>
<p style="text-align: center;">Domain E Non-directive Teaching</p> 	<p>Role of Learning Facilitator: Facilitator, Promoter Role model, Coach, Coordinator Charisma, emotional leadership, point of reference</p> <p>Attitude and Actions by the LF:</p> <p><u>Focus on student:</u></p> <ul style="list-style-type: none"> • No counseling • Support self-organization of the group • Utilizes inspirations / impulses from students and/or group • Facilitates individual personal emotional learning • (Covert) Coaching of individuals and/or system (group) <p><u>Focus on self:</u></p>	<p>Personal self-development:</p> <ul style="list-style-type: none"> • Cultivate permeability and self-contact with one's own inner world. • Focus on the 'unspoken' and the 'human being' in interpersonal contacts. • Be able to direct one's own moods and being present (up-time). • Appreciative and potential oriented attitude. • Activate one's own core song (state of optimal presence and resources) • Ability to live unpretentiously ("w/a small ego") <p>Within this domain of learning:</p>

Domain of Learning	Competencies of the Learning Facilitator	Resources for the Learning Facilitator
	<ul style="list-style-type: none"> • Live with emotional presence • Allow and facilitate the unfolding of group dynamics • Emotional resonance in the background 	<ul style="list-style-type: none"> • Listening, mirroring, use of open questions. • Approachable posture, gestures, tonality and language patterns.
<p style="text-align: center;">Domain F Directive Teaching</p> 	<p>Role of Learning Facilitator (LF): Authority, Professor, Lecturer, formal, dominant Leadership, Scheduler</p> <p>Attitude and Actions by the LF:</p> <p><u>Focus on student:</u></p> <ul style="list-style-type: none"> • Observe and monitor by authority • Subject (content) and time management have priority. • Define and enforce rules, frameworks & culture. • Presentation skills • Didactic expertise, chunking & sequencing <p><u>Focus on self:</u></p> <ul style="list-style-type: none"> • Managing and planning • Sharing knowledge • Being structured • Supporting inner convictions: "I know that I know" and "My knowledge gets people ahead". 	<p>Personal self-development:</p> <ul style="list-style-type: none"> • Structured and coherent presentation • Being able to live consistent leadership. • Living authority, assigning tasks • Ask students to reflect • Clearly taking the lead • Ability to live 'a big ego' <p>Within this domain of learning:</p> <ul style="list-style-type: none"> • Fact-oriented approach • Credible posture, gestures, tonality and language patterns. • Explain the interrelationships and the 'big picture' • Plan and implement learning units and create appropriate training materials.

Resources for Turning Theory into Practice when Planning Educational Events

Planning of Educational Units

Within the action and experience-oriented didactics '**Dynamic Learning**' non-directive learning outweighs directive learning (informal vs. formal learning). Refer to training manual 'Leadership & ProzessSteuerung (NLP Trainer)', NLP Academy Switzerland, pages 6ff (Baumeler/Frischknecht 2000).

Analysis and Planning of Meaningful Domains of Learning

Example: For the initiation of the domain of learning E in which emotional exchange, self-awareness and sharing is lived, and for which the teacher has to assume the role of a facilitator, it is unavoidable that some of the domains of learning A, B, C and D are offered in advance (possibly briefly). It may also be necessary to explain the learning frames 'What', 'How' and 'Why' beforehand.

Training for the Learning Facilitator

Comprehension and training of **the six roles for learning facilitators** with their unique manifestations and requirements. Congruence of role according to the required style of leadership. Refer to training manual 'Leadership & ProzessSteuerung (NLP Trainer)', NLP Academy Switzerland, pages 94/95 (Baumeler/Frischknecht 2000).

Self-perception and External Perception of Communicational Processes

Know and understand one's own, as well as the thinking patterns of others (called 'meta programs' in NLP). Process perception vs. content orientation. (See 'Taxonomies of Learning and Competence' in appendix)

Learning Styles Model

David Kolb's model of learning styles is an inherent part of learning activities within Dynamic Learning (Kolb, 1984). If an educational event is set up on the basis of the six domains of learning that signifies sociodynamic didactics, students of every learning style are paced and fascinated. Needless to say that each educational sequence has to be framed accordingly (What - How - Why - What if). Refer to training manual 'Leadership & ProzessSteuerung (NLP Trainer)', NLP Academy Switzerland pages 67/68 (Baumeler/Frischknecht 2000).

Fostering Healthy System Dynamics

If an educational event is carried out using the six domains of learning according to sociodynamic didactics, the dynamics of the system (group dynamics and stakeholders) tend to become 'healthier'. Healthy group dynamics require 'healthy' participants who are committed to the cause voluntarily and motivated to participate with their unique personality, skills, and background. (Stuart Kauffman, 1996 *and* Baumeler/Frischknecht 2003, Handbuch 'Selbstmanagement & Systemdynamik (NLP Practitioner, Modul 6)', NLP Akademie Schweiz, 'Wie entsteht Leben? - Systemdynamik')

Appendix

Glossar

Co/Re	<p>Competencies and Resources</p> <p>Competence: Is defined in this work as "the ability of individuals or collective subjects to successfully cope with a situation or a class of situations". (Ghisla, 2011, page 10) (see -> 'Resource')</p>
Competence	see -> Co/Re
Dynamic Learning	<p>Dynamic Learning is a didactic/methodical educational approach that involves the entire human being in the educational process.</p> <p>The basic principles of Dynamic Learning are noted by the originators of the didactics as follows:</p> <ul style="list-style-type: none"> • Active involvement of learners improves learning results. • Learning consists not of passive storage (memorization) of information, but rather the active development of competencies. • Teamwork among learners is an enormous improvement for learning. • Learning events with many activities usually bring higher learning success than learning events with many passive listeners. <p>Dynamic Learning is characterized by Participation in learning / real cooperation / variety and diversity in the learning methods / learning opportunities outside the familiar / learning by doing, experience prior to theory. (Frischknecht, 2006)</p>
Ego; big, small	<p>Big Ego / Small Ego</p> <p>The term 'ego' is used as the colloquial term referring to the presented self-image and self-esteem that someone attaches to himself and seeks to convey to others. Teachers need a healthy self-image and self-esteem, i.e., an adequate level of self-confidence and the conviction that what s/he communicates is valuable.</p> <p>In the capacity of lecturer, key note speaker and presenter, a 'big ego' (presenting a strong self-esteem and a mission to bring one's own message into the world) is often essential for a successful performance.</p> <p>In contrast, a 'small ego', is the ability of learning facilitators to deliberately present themselves in a modest, almost inconspicuous matter and to let her/his presenting ego virtually shrink. It is an essential competence of learning facilitators in all teaching sequences of the learning domains A to D.</p>
Embodiment	<p>Embodiment is an old Buddhist concept that is currently being explored by researchers in many fields, including psychology: The concept that body and mind are just two sides of the same coin as is referred to as the concept of interdependence (Storch, 2010). Mind follows body, Body follows mind. Based on this assumption it does not really matter whether change is initiated by body work or change of mental processes. Body and/or mind changes will subsequently result.</p>

Genius, Strategy of	Describes an attitude of 'mindfulness of the positive'. Whatever happens gets a positive connotation. This creates an upward loop of genius (the counterpart to mobbing) not only in the watcher but also in the watched (principle of 'self-fulfilling prophecy'). The genius strategy includes the active control of one's own thoughts from 'negative' and 'mis-match' to 'positive' and 'match' ("It couldn't be better!"). (Dilts 1997)
Learning domain	We assume that in any society a person is involved in six fundamentally different social structures (habitats). Since learning takes place in each of these social structures, we refer to these as 'domains of learning'.
Learning Facilitator (LF)	In this paper we use 'learning facilitator' as a superordinate role description (umbrella term) for every kind of activity in which other people are exposed to learning experiences in any given setting which may include traditional teaching methods such as lecturing, role playing, but also non-directive teaching by providing a learning context for self-exploration and self-directed learning. Subordinate terms to the generic term 'learning facilitator' would be for example the roles 'educator', 'trainer', 'teacher', 'facilitator', 'lecturer', 'professor', 'course instructor', 'moderator' and many others.
Resource	Describes the knowledge, skills and attitudes required for coping with a given situation - i.e. for competent action. - "The knowledge, skills and attitudes necessary to cope with mastering life and work challenges are called resources." (Ghisla, 2011, S. 4) (see -> 'Co/Re')
Role	(also: function) According to the model 'Logical Levels' by Robert Dilts, we call 'role' the abstract construct of a human being about his self which is constantly adapted as meaningfully as possible according to context and task. (Dilts 2017) Questions about the clarification of roles can be: Who am I? From which facet of my personality do I act? Which role do I take on? What role do I play within the team, the family, the group? On any given day, a person may adopt changing roles: within the family and partnership the role of mother/father or partner/friend; at work the role of the manager, the salesman, the clerk etc., in the evening in the spare time that of a friend, a colleague or buddy. (Baumeler, 1998)
Role, congruence	We speak of 'role congruence' if the interdependence of context, behavior, skills (competencies and resources), beliefs, values and role are sensible aligned and are perceived as such by other individuals as well. (Baumeler, 1998)

Historical Document

The following **historical document** from the Department of Education of the Canton of Zurich (1978) shows an excerpt from the justification for the introduction of the "Experimental Project School in Small Groups".

Eine "Gruppe wissenschaftliche Arbeiten" klärt zusammen mit der Pädagogischen Abteilung (Planungsstab für Schulversuche) der Erziehungsdirektion des Kantons Zürich die besonderen Fragestellungen um die Schule in Kleingruppen.

"Mit der vorliegenden Arbeit versuchen wir, Sozialisationsleistungen in zwei von vier Kleingruppen zu erheben und darzustellen

3.3. Lernen als Interaktion

Wir wollen also die wechselseitigen Einwirkungen aller Beteiligten beobachten und uns fragen, welche Lernprozesse sich darin ausdrücken und welche Bedeutung ihnen zukommen kann.

Damit konzentrieren wir uns auf eine phänomenologische Betrachtungsweise, die keine Unterscheidung emotionaler, sozialer oder kognitiver Aspekte menschlicher Entwicklungsprozesse zulässt. Wir erachten eine solche Aufgliederung des Menschen in Teilfunktionen als unnötig, da nicht angenommen werden kann, dass diese unabhängig voneinander wirken.Interaktion beinhaltet also immer kognitive und motivationale Dimensionen.

Indem wir Interaktionen ins Zentrum unserer Betrachtungen rücken, verlieren wir allerdings die Lerninhalte aus den Augen. Viel bedeutsamer als diese sind aber ohnehin die Formen des Lernens. Vermittelt werden nämlich nicht in erster Linie Inhalte und Fähigkeiten an sich, sondern die Fähigkeit im Umgang mit Strukturverhältnissen, und zwar"

- 36 -

Auszug aus Diplomarbeit

INSTITUT FÜR ANGEWANDTE PSYCHOLOGIE ZÜRICH

DAS PROJEKT SCHULE IN KLEINGRUPPEN ALS VERSUCH EINES

PÄDAGOGISCH INTEGRALEN KONZEPTES

EINE UNTERSUCHUNG VON SOZIALISATIONSLEISTUNGEN

von Megha Baumeler und Urs Doerig

Referent Stephan Müller lic.phil

Oktober 1980



3.4.2. Das sozial - morphologische Interaktionsmodell

Die Strukturmerkmale der oben genannten Gesellschaftstypen übertragen wir in eine morphologische Betrachtungsweise, die für die Analyse protokollierter Interaktionen anwendbar wird.

Zunächst bilden wir aus den Anfangs- und Endpunkten der soziokulturellen Evolution zwei Ebenen gesellschaftlicher Differenzierung:

→ eine segmentär differenzierte, entsprechend den primären Integrationsleistungen von archaischen Gesellschaften

→ eine komplementär differenzierte, entsprechend den primären Integrationsleistungen unserer modernen Gesellschaft.

Die Schichtendifferenzierung hochkultivierter Gesellschaften übersetzen wir in eine zentrisierung s-dimension.

Aufgrund dieser Betrachtungsweise entstehen sechs verschiedene Strukturräume, die im jeweiligen Schnittpunkt von zwei Variablen liegen:

- dem Zentralisierungsgrad
- der Unterscheidung zwischen segmentärer und komplementärer Differenzierung.

	de-zentralisiert	halb-zentralisiert	zentralisiert
segmentäre Differenzierung	A	B	C
komplementäre Differenzierung	D	E	F

Die Zentralisierungsdimension umfasst vereinfacht gesagt das Spannungsfeld von Autonomie und Herrschaft:

- Dezentralisierung → Steuerung vorwiegend durch die Subsysteme in der Struktur
- Halbzentralisierung Steuerung im Wechselspiel und Konflikt, zwischen Gesamtstruktur und Subsystemen
- Zentralisierung Steuerung durch ein charismatisches (segmentäre Ebene) oder durch ein instrumentell-autoritatives (komplementäre Ebene) Zentrum des Gesamtsystems.

Bei unserem Beobachtungsrahmen handelt es sich im weitesten Sinne um ein sozial-morphologisches Interaktionsmodell. Dieses Modell will grundsätzlich aufzeigen, welche Dimensionen für die Struktur von Interaktionssystemen konstituierend wirken. Die Funktion dieser Systemstrukturen sehen wir mit

Luhmann darin, die Komplexität der Umwelt zu reduzieren, um dadurch zwischenmenschliches Erleben und Handeln sinnhaft orientieren zu können.¹⁾

Aufgrund der dargestellten Auffassung kommen wir zur Annahme, dass ein Mensch in unserer Gesellschaft mit sechs verschiedenen Grundmustern sozialer Strukturen konfrontiert werden kann. Entsprechende Lernprozesse bilden die Voraussetzung, um in diesen Beziehungsformen bestehen zu können.

Lernen wird dabei gesehen als



- Anpassung an eine soziale Situation oder
- differenzierende Gestaltung einer sozialen Situation.

Als Indikator für den Lernerfolg wird die Bewältigung bzw. Nichtbewältigung sozialer Situationen angenommen. Dazu gehört auch die Vermeidung, bzw. das Aufsuchen von bestimmten sozialen Situationen.

Die Begrifflichkeit in der sozial-morphologischen Interaktionsanalyse ist so angelegt, dass komplexere funktionale Analysen zwischen den drei Ebenen in der Gesellschaft - Interaktion, Organisation (Institution), Gesellschaft - möglich werden. (Vgl. Luhmann, 1975)

Taxonomies of Learning and Competence

Learning objectives can be understood in terms of different domains of learning and different levels of performance.

	Cognitive ¹⁾ Mental Skills (Knowledge)	Affective ¹⁾ Emotions, Attunement, Focus	Psychomotor & Behavioral ¹⁾ Physical Skills & Embodiment	Process Awareness ²⁾ of discrete Sequences
 Growth in Competence 		7 Anticipating 'Perform as if'-strategies; mental rehearsing and imagination; Learning from past experiences; pro-active emotional planning; anticipating emotional effect.	7 Generating & Expanding Creating new movement patterns to meet novel challenges; flow with high dedication and ease; synergetic performance & creative extension of patterns.	7 Generative Process-Awareness Process observations are used to generate models that are used in various contexts. Models may lead to formal theories.
	6 Assessing, Creating Search for inconsistencies or contradictions; formulate additional extensions if needed; critically compare and select.	6 Creating Manage targeted emotions; activate internal motivations; self-coaching, adjust and manage attitudes.	6 Adaption, Coordination Skills are integrated and individuals can modify movement patterns to adjust depending on unique situational requirements.	6 Planning Process Awareness The effective flow of the (communication) process can be predicted and planned with high success ratio.
	5 Evaluating Arrange, link, compare and contrast fundamental aspects; formulate hypotheses	5 Evaluating Understanding the relationship between emotions and personal values that are viewed as set of standards that shape behavior.	5 Integration Anchored approaches; creating new reference behaviors that can be recalled at will. Gaining additional behavioral competencies.	5 Proactive Process Awareness The process is perceived concurrent with behavior AND continuously modified to lead to desired outcomes.
	4 Analyzing Discern principles; distinguish incidental from essential.	4 Identifying Awareness of internal parts; perceive internal self-talk; fine differentiation of emotions; choice of vocabulary used; assign embodiment.	4 Checking the Limits Breaking of routines by 'kicking the habit' and permitting the unfamiliar; leaving the comfort zone to generate 'out of box' behaviors.	4 Active Process Awareness Processes are perceived concurrently (parallel) to the actual behavior.
	3 Applying Illustrate w/examples, transfer information to similar situations; apply and implement know-how.	3 Acknowledgement Noticing and accepting personal stress patterns; defense mechanism, and idiosyncratic attributions.	3 Routine, Mechanism Getting into the flow; sequence of behaviors becomes routine, automated and habitualized and increased efficiency and refinements occur.	3 Process focused Feedback Detailed description of the process sequence with precise; sensory-specific words leading to differentiated perception.
	2 Understanding Describing, explaining, attribute meaning; summarise in one's own frame of reference.	2 Recognition Sensory perception and processing of stimuli (external and/or internal).	2 Autonomous Practicing Practice towards 'conscious competence'; trial and error; modelling by stepping into somebody else's shoes.	2 Reflexiv Process Awareness Awareness of other 'models of the world' that facilitates the reflection upon one's behavioral patterns; internal feedback.
	1 Knowledge & Memory Naming; categorizing; describing; memorizing; recalling; reporting.	1 Response Pattern Unconscious and unquestioned stimulus-response patterns	1 Sensitizing Awareness Observation and preparation; 'learning apprenticeship'; conscious incompetence; reproducing; copying.	1 Context related PA Behaviors are triggered by environmental cues that elicit acquired stimulus-response pattern.
			0 No Process Awareness (PA)	

1) based on the works of Benjamin Bloom, David Krathwohl et al. (1976)

2) Ueli R. Frischknecht (2000) based on ideas by Ken Wilber (No Boundary, Shambala Publications, 1979)

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Basic idea: Diploma thesis Baumeler/Doerig/Müller
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Zurich, Switzerland 1980

1980
'Das sozial-morphologische Interaktionsmodell',
IAP, Zurich University of Applied Sciences

Since 1989 the basis for
'Dynamic Learning'
the action- and experience-oriented didactics of the NLP Academy Switzerland.

Pictures / Graphics

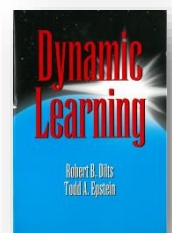
Domains of learning

- A,C,D: own drawings based on templates from the Internet (Megha Baumeler)
- E: Premartha de Koning, Aquarell 1990
- B: Meghas cat Nemo based on 'Simon's Cat'
- F: From 'Max und Moritz' by Wilhelm Busch
Swiss German edition, a gift from my aunt Milli (1952)

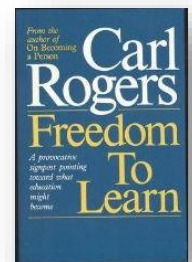


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Extensive personal studies in Humanistic Psychology, Meditation, Spirituality, Bioenergetics, Primal Work and Tantra. Since 2000 Secretary General IANLP International Association for NLP (www.ianlp.org). Some 30 years of professional experience in adult continuing education (NLP trainings). Author of books and educational manuals.



Mark Hausmann

born 1952, was first exposed to NLP through a series of workshops led by Mike Flowers, M.A. in Seattle, WA (1976-1977). Shortly thereafter, while visiting Switzerland he met up with Megha and Ueli to share his discovery over dinner - and the rest is history! He received his MA in Psychology from Antioch University Seattle (1979), completed a PhD program in Clinical Psychology at CIIS (1992), and worked in various clinical and educational settings. He enjoys writing and editing, particularly relating to the behavioral sciences and emerging public blockchain technologies.

