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German Institute for
Adult Education
Leibniz Centre for
Lifelong Learning

Seminar

Learning Counselling

DIE-Concept

“Person Centered Learning Counselling“

Monika Tröster / Adelgard Steindl

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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Context of development

- Model plan: Literacy projects (At the beginning of the 1980s)
 - Essential tasks: Counselling – teaching - organising
- Arising of new target groups
- “Reflexive turnaround“
- Learning problems of adults
 - Personality of individual participants
 - Interaction in the group
 - Learning object and its conveyance i.e. the ‘person’ of the teacher

Theoretical frame of reference

Adler: Individual psychology

- Consideration of social aspects in the context of learning outcomes
- Conception of man – central aspects for counselling action:
 - Feeling of inferiority as a motivating force
 - Development always in the direction of goals set by oneself (even if not deliberate)
 - Obtain an understanding for the own life style and life plan

Relations towards humanistic psychology

- Client centered counseling/therapy (Rogers)
- TCI – Theme Centered Interaction (Cohn)

Functions of learning counseling

- **Comprising of biographical related learning and action patterns**
- **Developing the current learning process as effectively as possible**
- **Development of person related didactical elements**
- **Support of the implementation of the subject matter which has been learned**

Basic principles

- Volunteering
- Equal value – the consuler decides on the content and places the restriction. The counsellor decides on the methods and conducts the conversation and makes his action clear.
- Clarification of the setting

Characteristics of the training concept

- ***“Person related“ working*** : Both factual issues and institutional questions will be set in relation to the respective person.
- ***Emotional-cognitive proceeding***: Methods are not presented in theory but experienced by oneself and reflected afterwards.
- ***Relevance of the own learning experiences*** for teaching and counselling activities are taken into consideration.
- ***Different points of view can be experienced by a change of perspectives. Thus, clarifications and problem solving are made possible.***

Reception

- Between stigma and success
- Between brittle tradition and new challenges

Trends in Germany

- Since the end of the 1990s learning counselling is again increasingly in the focus of attention:
- Then a new hope: Does the discussion about self-directed learning provide new chances regarding the acknowledgement and funding of learning counselling?
- Critical remarks: New developed concepts leave many unsolved issues with regard to quality and theoretical foundation. The term “learning counseling“ becomes more and more vague.

Thank you very much for
your attention!

Monika Tröster

Deutsches Institut für Erwachsenenbildung (DIE)

German Institute for Adult Education

Friedrich- Ebert- Allee 38

53113 Bonn

T +49 (0) 228 3294- 306

F +49 (0) 228 3294- 399

troester@die-bonn.de

www.die-bonn.de