



Learning Culture

Individual preparation for a seminar on feedback and perspectives.

Questionnaire for learners¹ and lecturers²

Introduction and overview add:

Capable, dedicated, and flexible colleagues, who are willing and able to efficiently solve and work with new problems, processes and patterns and are eager to acquire skills matching their constantly changing tasks, are essential to public, private and social spaces. As the expectations for services are continuously growing, it is necessary to obtain a high degree in working individually as well as proving creativity and commitment.

Knowledge and skill are an important part of the qualifications new employees must bring along. Advanced trainings increasingly focus on one gaining necessary competences that are up-to-date and include a lifetime learning process. For this purpose, it is not only required to demonstrate necessary cognitive capacity but rather the appropriate motivation, values, social behavior and know-how.

Communicational and social behavior are in particular important. The harder the work task, the stronger grows the importance of teamwork, communication and exchange of ideas and experiences. The critical factor to success is the degree to which everyone is treated well, collaboration, coordination and team work harmonizes, communication and negotiation happen in a smooth manner and – if necessary- conflicts are resolved.

This questionnaire collects the information about the interaction and communication in a chosen context, which will be utilized to reflect on the processes with the people involved in the situation.

Context: What area do the questions focus on?

Please answer the questionnaire on learning culture in this context.

1st Step: Evaluation

8 tension areas will be described. Each area has two opposing scenarios which are to be rated according to the current situation. Please read the two contrasting descriptions with caution and mark the circle appropriate to your situation with one "x".

2nd Step: Observations

After you evaluated the 8 tension areas describe an everyday life situation related.

3rd Step: Perspectives

For the final step you are asked to personally identify the importance of the areas for the development of a new learning culture. Please use the chart in the final part of the questionnaire and give feedback the priorities you chose in the context.

Please be cautious to comment a current situation in your selected context.

"Thank you very much for contributing".

Author: Martin Carnap (2016)

² Learners are, depending on the context, for example students or participants

³ Lecturers are, depending on the context, for example professors, teachers, trainers, or specialists

1st Step: Evaluation and 2nd Step: Observations

Please read the following descriptions of learning culture with caution and mark one "x" in the appropriate circle that fits to your situation.

Tension area 1: Identifying the learning objectives		
Topics are thoroughly presented and learning objectives are developed, negotiated and discussed with learners and lecturers together	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Learning objectives are presented by the lecturer through his/her material. Even the order of completing work results from the logic behind the subject.
	Mark "x" in the circle that fits to your situation	
Observation from your everyday life in the selected context:		

Describe an observation that matches your evaluation

Tension area 2: Deciding on learning tasks		
According to their knowledge of the subject, the lecturer presents exercises and work order.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Learners create exercises and sequences to gain further knowledge "step by step" skill and proficiency in solving problems.
	Mark "x" in the circle that fits to your situation	
Observation from your everyday life in the selected context:		

Tension area 3: Accessing information		
Learners and lecturers add their own information sources freely to complete exercises.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Study materials are complete and necessary information is defined by the lecturer.
	Mark "x" in the circle that fits to your situation	
Observation from your everyday life in the selected context:		

Tension area 4: Work and learn processes		
Learners focus on the lecturer's presentation and his or her evaluation.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Learning results from exchange of information and cooperation of all involved people.
	Mark "x" in the circle that fits to your situation	
Observation from your everyday life in the selected context:		

Please read the following descriptions of learning culture with caution and mark one "x" in the appropriate circle that fits to your situation

Tension area 5: Handling mistakes		
Mistakes are handled in a closed way, e.g. mistakes are considered bad and are punished in different ways.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Handling mistakes is open, e.g. finding mistakes is considered an experience and an opportunity to improve.
	Mark "x" in the circle that fits to your situation	
Observation from your everyday life in the selected context:		

Tension area 6: Positioning gained knowledge		
The learner benefits from the results beyond the process of learning. The subject is of high importance to the individual.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	The learner perceives no benefit from knowing the subject. The subject has no importance for the individual beyond the lecturer's evaluation/judgement.
	Mark "x" in the circle that fits to your situation	
Observation from your everyday life in the selected context:		

Tension area 7: Evaluating performance and processes		
Learners accept the established benchmarks applied by the lecturer. The evaluation is set through the lecturer.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	The group reflects upon their own achievements and together they discuss benchmarks for the evaluation.
	Mark "x" in the circle that fits to your situation	
Observation from your everyday life in the selected context:		

Tension area 8: Meaning behind the grading		
Applies <input type="checkbox"/> does not apply <input type="checkbox"/>		
Grading and evaluation of the learners' performance is very important to them.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Grading and the evaluation of the learners' performance is not very important to them.
	Mark "x" in the circle that fits to your situation	
Observation from your everyday life in the selected context:		

3rd Step: Perspectives

Please name what you consider important for the development of further innovation towards a new learning culture.

Distribute the numbers 1, 2, 3, 4, 5, 6,7, and 8 in the left column according to the area's importance for the future.

1: very important 8: unimportant

Rank	Areas of tension
	Identifying the learning targets
	Deciding on learning tasks
	Accessing information
	Work and learn processes
	Handling mistakes
	Positioning gained knowledge
	Ranking performance and processes
	Meaning behind the grading

Of course the questionnaire is anonyms (without indicating names) and can be presented nameless in the participant's seminar material. Please take your time to complete the questions.

Thank you very much for your contribution

The framework for the development of cooperation is presented by Zimmermann (2011, 2016).⁴ The creation of this questionnaire and the presentation in e-meta was supported by Gunter L. Huber, University Tuebingen, Germany. Didactics and methodology for change process and the electronic platform e-meta have been created by Metaaccion S.A., The certification "Change processes" of Metaaccion provides access to the electronic platform for managing interview campaigns of collaborators and create materials for participants and skills to facilitate events in a big range of groups. This helps to integrate teams, promote cooperative leadership and develop competences needed. The orientation towards practical application and the active learning approach are the real advantages of this process

⁴ Zimmermann, Arthur (2011): Kooperationen erfolgreich gestalten. (Shaping Cooperation Networks). Konzepte und Instrumente für Berater und Entscheider. Reihe: Systemisches Management. Schäffer-Poeschel, Stuttgart and its spanish version

Zimmermann, Arthur (2016): Sistemas de cooperación. Conceptos y herramientas. Abya-Yala, Quito