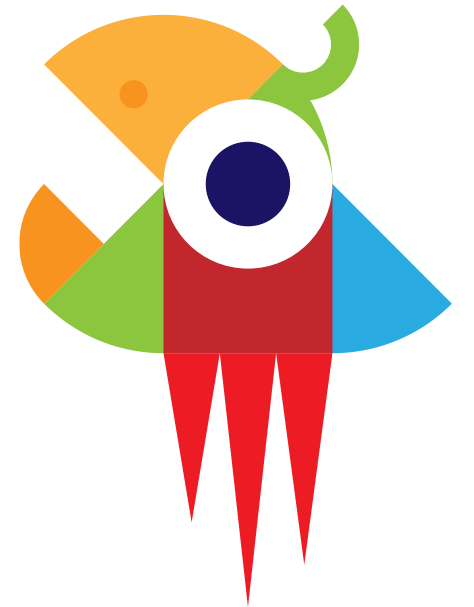
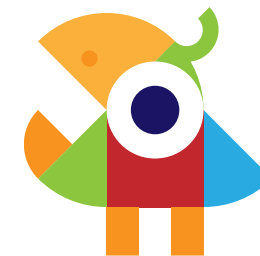


A Problem-Based-Learning- Approach for „Cooperation in the transition from kindergarten to primary school “



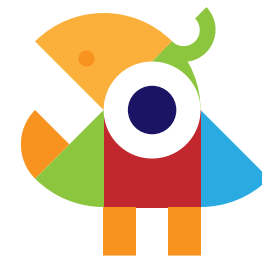
Context of the Lecture

Programm	Educational sciences of the primary and elementary education sector B.A.
Module	Educational science basics of professional action in the primary school and in the elementary education sector
Title of course	Cooperation in the transition from kindergarten to primary school
No. of Students	35
Language	german



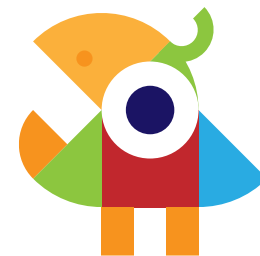
Context of the PBL

The transition from kindergarten to primary school is a challenge for all those who are involved in the child's educational process: children and parents experience discontinuities at different levels, which they have to cope with as developmental tasks. The early childhood educators and teachers have the task of moderating this process and supporting the children and parents in this transition. This must be well prepared and requires cooperation between the different stakeholders. The cooperation between early childhood educators and teachers is anchored in the orientation and education plans of the federal states and focuses on the continuous educational biography of the child.



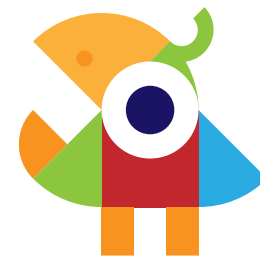
Situation/ Problem

As a pedagogical specialist or primary school teacher, you are faced with the task of preparing the children for this new phase of their lives and professionally accompanying and shaping it together with the parents, the kindergarten and the group or cooperating school. After all, besides the parents, you are one of the most important caregivers and provide the child with support and security.



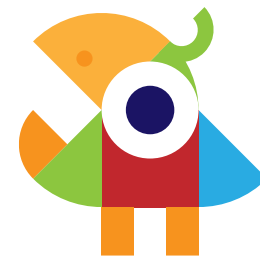
Intended learning outcomes (ILO)

- Understanding the different specific perspectives of the groups of stakeholders (children, parents, early childhood educators and primary school teachers) in the transition from kindergarten to primary school.
- Understanding the importance of the transition process from a theoretical and practical perspective.
- Understanding the importance of cooperation from a theoretical and practical perspective.
- Understanding the connection between transition and cooperation.
- Reflecting what professional pedagogical cooperation in the transition process means.



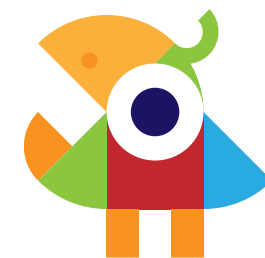
Task – what should the students deliver

- Develop a theoretical script showing the understanding the different specific perspectives of the groups of stakeholders (children, parents, early childhood educators and primary school teachers) in the transition from kindergarten to primary school.
- Conduct a (simulated) meeting with the stakeholders in a specific paedagogical setting by roleplaying with the other stakeholders according to the script.
- Improvise by adapting to the different stakeholders needs and expertises in the problem.
- Use appropriate skills in communication,
 - ✓ E.g. in adressing others' needs
 - ✓ E.g. communication professional opinion



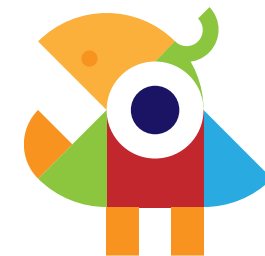
Organisation of PBL session (learner's perspective)

Phase	A: Analysing the problem and building an action plan	B: Carrying out the action plan	C: Validating learning outcomes and identifying shortcomings
Organisation	First group phase	Individual work	Feedback, resolution and assessment phase in group
Time	60 min	180 min	In total 180 min
	<p>Steps:</p> <ol style="list-style-type: none"> 1. Organize the group 2. Discover and understand the problem 3. Establish assumptions to address the problem 4. Formulate learning outcomes 5. Formulate an action plan 	<p>Reading and working on the tasks according to action plan.</p> <p>References are (→ see slide 9):</p> <ul style="list-style-type: none"> - scientific literature on the topic of "moderating and supporting the transition". - Interviews with children and parents on their perspectives - Project report of a project in which various transition projects are described 	<ul style="list-style-type: none"> • Meet in group to prepare ste script for each stakeholder. • Simulation game (described in SBL example presentation): students discuss problem from childrens', parents, and educators perspectives (= result of phase B) • and reflexion on the learning process



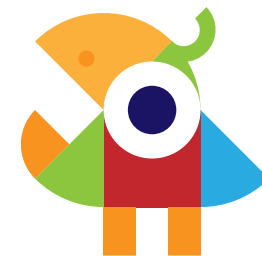
Organisation of PBL session (tutor's perspective)

Phase	A	B	C
	First phase in small groups	Individual work	Feedback group phase
Time	60 min	In total 180 min	60 min
Steps	<ol style="list-style-type: none">1. Comment on the list of roles2. List the questions, uncertainties, significant terms etc. in the shared document3. Define the mission4. Discuss the division of work5. Compare formulated learning outcomes with the tutor guide objectives6. Put references to read in the shared document identify the tasks for and clarify the individual work phase		<ol style="list-style-type: none">1. Moderation of a simulation game where students discuss problem from childrens', parents, and educators perspectives (= result of phase B)2. Reflection discussion on the simulation game in which the students talk about their learning process (based on the formulated IOLs).



Material provided to students for phase B

- Scientific literature on the topic of "moderating and supporting the transition"
 - Griebel, W. & Niesel, R. (2013). *Übergänge verstehen und begleiten. Transitionen in der Bildungslaufbahn von Kindern* (Frühe Kindheit Ausbildung & Studium, 2. Auflage 2013). Mülheim an der Ruhr, Berlin: Verlag an der Ruhr; Cornelsen.
 - Stange, W. (2012). Erziehungs- und Bildungspartnerschaften – Grundlagen, Strukturen, Begründungen. In W. Stange, R. Krüger, A. Henschel & C. Schmitt (Hrsg.), *Erziehungs- und Bildungspartnerschaften* (S. 12–39). Wiesbaden: VS Verlag für Sozialwissenschaften.
- Interviews with children and parents on their perspectives
 - Griebel, W. & Niesel, R. (2013). *Übergänge verstehen und begleiten. Transitionen in der Bildungslaufbahn von Kindern* (Frühe Kindheit Ausbildung & Studium, 2. Auflage 2013). Mülheim an der Ruhr, Berlin: Verlag an der Ruhr; Cornelsen.
- Links to project reports of a project in which various transition projects are described
 - <https://www.bildungserver.de/innovationsportal/bremen-8523-de.html>





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