



## Explanation and Discussion of two Approaches to the Support of Civic Engagement in the Vocational Education and Training System

***Philipp Struck***

Session 2: Thursday, 26. November 2020 (14:00 – 18:00)  
“Comparing TVET teacher education”



Kofinanziert durch das  
Programm Erasmus+  
der Europäischen Union

## Content

### **Peer Tutoring**

- Brief explanation
- Specific implementation
- Empirical results
- Limitations
- Summary

### **Service Learning**

- Brief explanation
  - Specific implementation
  - Empirical results
  - Limitations
  - Summary
-

# Peer Tutoring: Brief explanation



**Photos: Education & Research  
© ITMZ | Universität Rostock**

---

## The overall project: "Peer Learning in vocational education and training"

- 3 peer approaches: Peer Education, Peer Tutoring, Peer Mentoring
- 11 different training professions/classes
- 6 institutions: 3x company, 3x VET schools
- 4 methodical approaches, among others:
  - questionnaire survey: n=243 (incl. control group design)
  - 60 guided interviews
  - social network analysis

---

## Peers, Peer Group und Peer Learning

(Naudascher 1977, Machwirth 1980, Nörber 2003)

- Peer means "to be of equal rank or status" (but is often understood as same age)
- Peer group offers exercise and training rooms
- Peer learning is the transfer of knowledge to young adults by young adults
- Peer Learning -> Communication on an equal level
- Acceptance of information and hints among peers easier, higher confidence and less hesitation to ask questions

---

## The approach „Peer Tutoring“

(Topping 1996, Haag & Streber 2011, Haag 2014)

- Apprentices from the 2nd year of their apprenticeship learn and work in pairs in a tandem
- Tutor = role of a teacher, Tutand = role of the learner
- The roles are changed once per session; new tandems are created for each session
- Repetition and deepening of professional knowledge
- Individual learning pace in each tandem
- Promotes social integration

---

## Structure and procedure "Peer Tutoring"

- 2 enterprises, 3 groups of industrial-technical apprenticeships
- 1 vocational school, 2 classes of medical professions
- 2nd year apprentices help each other and learn together
- Change, so that each tandem was formed once
- Duration of one unit approx. 45min.

## Code "Social skills"

This refers to the development and experience of one's own social skills (reliability, credibility, empathy, critical faculties)

***“We have never really worked so directly that as a apprentice you say: "I'll try to explain something to you now if you don't figure it out on your own". So from this teaching position. Sometimes it's just funny and sometimes it's just difficult because you don't really know how to explain it without giving it away directly. And showing these ways of learning or how to do it yourself has advantages and disadvantages.”***

*(male; Original-Speech: „Man hat ja noch nie wirklich so direkt gearbeitet, dass man als Auszubildender sagt: „Ich versuch dir jetzt ma, wenn du nicht von allein drauf kommst was zu erklären.“ So von dieser Lehrerposition aus. Manchmal ist es halt lustig und manchmal ist es halt schwierig, weil man nicht wirklich weiß, wie man's erklären soll, ohne es direkt zu verraten. Und so diese Lernwege so oder zu zeigen, wie man es selber macht hat halt Vor- und auch Nachteile.“)*



---

## First empirical findings (questionnaire)

### **Significant increases in mean values in the following scales:**

- Learning with others (Wild & Schiefele, 1994)
- Professional commitment (Rauner, 2017)
- Job satisfaction (Barghorn, 2010)
- Elaboration strategies (Wild & Schiefele, 1994)

---

## Limitations

- Positive selection of locations / companies / schools
- subjective assessment of the respondents & socially acceptable answers
- No long-term results, follow-up

---

## Summary

- Peer tutoring places the apprentices in a "new" setting (roles) in which they can expand their professional, personal and **social skills**
- Peer tutoring is also suitable for the repetition and consolidation of professional knowledge and promotes group/team formation (social integration) and joint learning in classes -> **Engagement for the solidarity within the group, democratic thinking and critical reflection** (about the cooperation in the group)
- Students learn that peer tutoring is a possibility for didactic design in vocational education and training, so they can also strengthen **social integration, solidarity within the group and social skills** in their future class

# Service Learning: Brief explanation



**Photos: Education & Research  
© ITMZ | Universität Rostock**

---

## Introductory overview

(Götzl & Struck, 2020)

- Service learning is a (university) teaching and learning setting
- It combines social engagement with experience-based, subject-related learning
- Service learning aims, in addition to professional skills, at personality development, reflection and development of attitudes and values
- Building a critical-reflective attitude and professional identity among students
- Interlocking of theory & practice and interlocking of teaching & research

---

## Service Learning at Rostock University (together with JMD)



AWO-Sozialdienst Rostock  
gemeinnützige GmbH



- 2 students built a tandem and together they support a young adult with a refugee background
- In the seminar, the content and theoretical basics will be worked out; as well as the experiences from the practical work will be continuously reflected
- With the support of the partner from the practice (Youth Migration Service) the practical part of the seminar starts
  - Playful getting to know the teams
  - Biographical case work (resource work)
  - Development of professional strengths and interests
  - Creation and sending of application documents
  - ...and by the way, exchange about different cultures, countries and interests; development of migration sensitivity
- Permanently integrated into the university curriculum at the University
- Currently the sixth implementation -> over 60 young adults with a refugee background



**Photos: Education & Research**  
**© ITMZ | Universität Rostock**



---

## Remaining data according to number of persons and transitions (Struck, Götzl, Naumann & Bux, 2020)

- **10 (of 52) of the participants have started an apprenticeship**  
*(Industrial electricians, Mechatronics specialist, Electronics technician for energy and building technology, Geriatric nurse, Management Assistant for Office Management, Medical assistant (2x), Medical-technical radiology assistant, Sports and Fitness Agent, Dental technician) after the project*
  - **14 have started a job** (without apprenticeship)
  - **5 have started an educational program** (like a language lessons)
  - **4 were (still) job searching/unemployed**
  - **2 have started an entry qualification („Einstiegsqualifizierung“)**
  - **2 have started a work placement / Internship**

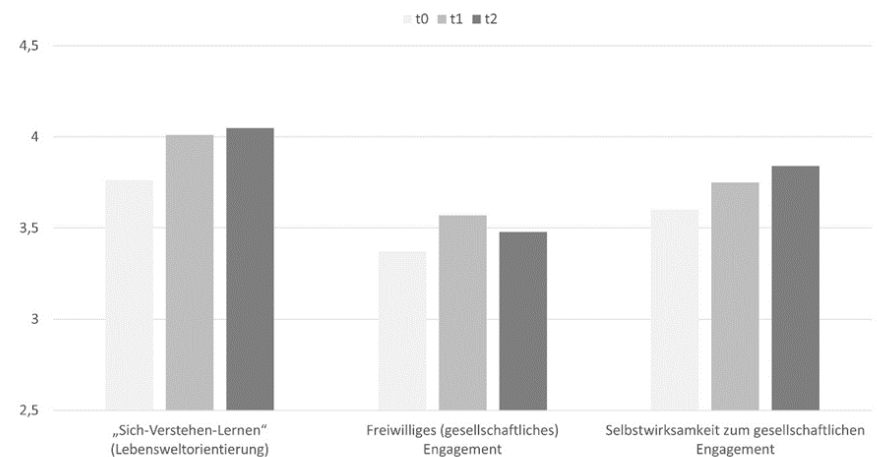


## First empirical findings (students - questionnaire)

(Götzl & Struck, 2020)

### **Increases in mean values in:**

- Learning to understand each other (life-world orientation)
- Voluntary (social) engagement
- Self-efficacy for social engagement



---

## Limitations

- Positive selection of young adults with a refugee background
- Their transfer data are partly based on self information
- Subjective assessment of the respondents & socially acceptable answers (students - questionnaire)

## Award of the Richard Siegmann Medal to the Institute for Vocational Education and Training



Photo: Maria Pistor NNN

Photo: Joachim Kloock

---

## Summary

- The students have contact (sometimes for the first time in their lives) with people who had refugee or migration experience
- The students develop **a sensitivity for other cultures, languages and countries** -> this is what they need in their later work as teachers -> **Democratic thinking, critical reflection** (about the social context) **and social skills**
- The students learn that their **social engagement** is efficacious, and their social engagement increases

***Thank You  
for your attention***

Contact

***[philipp.struck@uni-rostock.de](mailto:philipp.struck@uni-rostock.de)***

## References

- Barghorn, K. (2010). *Einstellungen und Verhalten von Mitarbeitern in betrieblichen Veränderungsprozessen*. Dissertation: Universität Osnabrück.
- Götzl, M., Struck, P. & Biensack, C. (2019). Service-Learning in der Förderorientierten Berufspädagogik – Ein hochschuldidaktisches Lehr-Lern-Setting. In C. Kalisch & F. Kaiser (Eds.), *Bildung beruflicher Lehrkräfte. Wege in die pädagogische Königsklasse* (pp. 285-302). Bielefeld.
- Götzl, M. & Struck, P. (2020). Service Learning in der (Berufsschul-) Lehrer:innenbildung – Ein Ansatz zur Verbindung von hochschulischen Lehr-Lern-Prozessen und gesellschaftlichem Engagement in der (beruflichen) Integrationsförderung. In R. W. Jahn, A. Seltrecht & M. Götzl (Eds.), *Ausbildung von Lehrkräften für berufsbildende Schulen. Aktuelle hochschuldidaktische Konzepte und Ansätze* (pp. 33-53). Bielefeld.
- Haag, L. (2014). Tutorielles Lernen. In G. W. Lauth, M. Grünke & J. C. Brunstein (Eds.), *Interventionen bei Lernstörungen – Förderung, Training und Therapie in der Praxis* (pp. 462-471). Göttingen.
- Haag L. & Streber D. (2011). Tutorielles Lernen. *Empirische Pädagogik*, 25(3), 358-369.
- Machwirth, E. (1980). Die Gleichaltrigengruppe (peer-group) der Kinder und Jugendlichen. In B. Schäfers (Eds.), *Einführung in die Gruppensoziologie. Geschichten, Theorien, Analysen* (pp. 246-262). Heidelberg.
- Naudascher B. (1977). *Die Gleichaltrigen als Erzieher. Fakten – Theorien - Konsequenzen zur Peer-Group-Forschung*. Bad Heilbrunn.
- Nörber, M. (2003). Peers und Peer-Education. In M. Nörber (Eds.), *Peer Education. Bildung und Erziehung von Gleichaltrigen durch Gleichaltrige* (pp. 9-14). Weinheim.
- Rauner, F. (2017). *Grundlagen beruflicher Bildung. Mitgestalten der Arbeitswelt*. Bielefeld: wbv.
- Struck, P., Götzl, M., Naumann, H. & Bux, M. (2020). Berufliche Übergänge von Menschen mit Fluchthintergrund in gewerblich-technischen Berufen – eine Fallstudie. *lernen & lehren*, 138, 59-63.
- Topping, K. J. (1996). The Effectiveness of Peer Tutoring in Further and Higher Education: A Typology and Review of the Literature. *Higher Education* 32(3), 321-345.
- Wild, K.-P. & Schiefele, U. (1994). Lernstrategien im Studium: Ergebnisse zur Faktorenstruktur und Reliabilität eines neuen Fragebogens. *Zeitschrift für Differentielle und Diagnostische Psychologie*, 15, 185-200.