

Teaching and Learning

Constructivist Taxonomies

The intensity of conveying the abilities and skills of a coach is described by a “taxonomy”. The taxonomy (Greek: táxis “order”, -nómos “law”) structures learning objectives based upon concrete learning requirements. The formulation of a “level of order” mirrors linguistically the intensity of teaching. At the same time it also contains an indication as to what is to be assessed by the trainer responsible in regards to reaching learning objectives.

The basis of taxonomy is knowledge about the definition of terms, axioms, models, theories, processes, facts. Knowledge is the basic requirement for competence. Only once knowledge is available can it be used.

The constructivist taxonomy of the Hamburger Schule notably takes into consideration the individual reflection of knowledge and is characterised by allowing a constructivist transfer in various contexts.

The taxonomy of the Hamburger Schule

1. Factually correct knowledge

- The reproduction of issues (definition of terms, axioms, models, theories, process, facts) from a defined area
- The description and use of learned and practiced models, methods and tools from a defined area

2. Context-related use of knowledge

- Independent selection, sorting, handling and presentation of known issues (knowledge) under predetermined aspects and in a known context through practice.
- Independent transfer of what has been learned to new comparable situations, although here it can involve modified problems, modified contexts or modified models, methods or tools.

3. Reflection of systemic operation

- Methodical handling of complex issues with the aim of independently reaching solutions, interpretations, deductions, reasons or evaluations. In doing so the appropriate method for dealing with the task is independently selected from all the knowledge gained or, in the case of a new problem, modified.
- Reflection of one’s own work in relation to the context-related systemic background and their importance for the work.
- Development of systemic self-evaluation criterion for assessing one’s own work in regards to situational success in the context. Competence mirrors the order level “reflection”. An essential requirement for competence is knowledge, which is used in the according context.

4. Constructivist context transfer

- Reflected, context-related knowledge which leads or will lead to situational successful work is transferred to another context.