



Anforderungen selbstgesteuerten Lernens (German Edition)

Victoria Bock

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Studienarbeit aus dem Jahr 2010 im Fachbereich Pädagogik - Erwachsenenbildung, Note: 2,7, Friedrich-Schiller-Universität Jena (Erziehungswissenschaft), Veranstaltung: Lebenslanges Lernen und Bildung Erwachsener, Sprache: Deutsch, Abstract: „Lernen ist wie Rudern gegen den Strom. Hört man damit auf, treibt man zurück.“ Laozi

1. Einleitung

Das Thema „Selbstgesteuertes Lernen“ genießt in der gegenwärtigen Diskussion um Erwachsenenbildung großes Ansehen. Weiterbildung darf sich nicht mehr nur auf die pure Vermittlung von Wissensbeständen beschränken. Vielmehr sollen den Lernenden Kompetenzen vermittelt werden, die sie zu selbstgesteuerten Lernen befähigen.

Die Zielsetzung dieser Hausarbeit besteht darin aufzuzeigen welche Anforderungen selbstgesteuertes Lernen an alle am Prozess Beteiligten stellt. Zunächst wird dabei die gesellschaftliche Relevanz für lebenslanges, selbstgesteuertes Lernen dargestellt. Anschließend werde ich versuchen zu klären was überhaupt unter dem Begriff des selbstgesteuerten Lernens zu verstehen ist. Im Hauptteil der Arbeit werde ich die Voraussetzungen für selbstgesteuertes Lernen aus Sicht der Lernenden, Lehrenden und schließlich der Institutionen genauer beleuchten.

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