

LEARNING BY TEACHING: A DIDACTIC MODEL TO LINK REEDUCATION WITH SELF-REEDUCATION, INTRODUCED BY A WORKSHOP FOR DEVELOPING SELF-INCORRUPTIBILITY

Aprender Ensinando: um modelo didático para unir a reeducação com a autorreeducação, introduzido por uma oficina para o desenvolvimento da auto-incorruptibilidade

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ABSTRACT. The article emphasises the importance of student-centered learning and learning by teaching in reeducation and parapedagogy, which facilitates students to develop consciential autonomy and personal responsibility for their evolutionary process through self-reeducation.

Based on the authors' metareflections regarding their personal experience while participating in the *1st International Conscientiology Instructor Development Course (CIDC)* offered by *Reaprendentia* 2015/2016 the article proposes the integration of the didactic model "learning by teaching" for a workshop aiming to develop self-incorruptibility. In this line, the article presents a course plan for a workshop-pilot, which the authors started to elaborate. It aims to provide opportunities for students to become very practical in developing an individual strategy to face self-corruptions, integrating the didactical method of learning by teaching.

Keywords: reeducation; self-reeducation; personal exemplarism; self-incorruptibility; learning by teaching.

RESUMO. O artigo enfatiza a importância da aprendizagem centrada no aluno e aprendizagem pelo ensino na reeducação e Parapedagogia, que facilita os alunos a desenvolver a autonomia consciencial e a responsabilidade pessoal para o seu processo evolutivo através da auto-reeducação.

Com base nas metarreflexões das autoras em relação à sua experiência pessoal durante a sua participação no primeiro Curso Internacional de Desenvolvimento de Professores de Conscientiologia (CIDC) oferecidos pela Reaprendentia (2015/2016) o artigo propõe a integração do modelo didático "aprender ensinando" para um workshop com o objetivo de desenvolver a auto-incorruptibilidade.

Nesta linha, o artigo apresenta um plano de curso para uma oficina-piloto, que os autores começaram a elaborar. Tem como objetivo proporcionar oportunidades aos estudantes para se tornar muito prático no desenvolvimento de uma estratégia individual para enfrentar auto-corrupção, integrando o método didático de aprender ensinando.

Palavras-chave: reeducação; auto-educação; exemplarismo pessoal; auto-incorruptibilidade; aprender ensinando.

1 INTRODUCTION

1.1 Impulses for self-reeducation: 1st International Conscientiology Instructor Development Course

Impulse. This research had its start with the authors' participation in the 1st *International Conscientiology Instructor Development Course (CIDC) offered by Reaprendentia*, from October 2015 to July 2016.

Neosynapsis. During this course, which lasted nine months and offered intense learning, connecting several specialties by discussing the main pillars of Conscientiology, the authors acknowledged the importance of personal exemplarism as crucial for their future teaching and personal recycling.

Personal exemplarism. One important topic, which triggered the process during the CIDC was *personal exemplarism*, going along with authenticity and coherence.

Renovation. This led to a self-confrontation with some patterns, which need to be renovated.

Self-corruptibility. The process of participation in the CIDC propelled the authors' need to study their personal self-corruptibility on a deeper level. This topic occurred when the authors studied personal exemplarism, followed by a personal exchange of their experiences and opinions. This created an atmosphere of openness in their communication and led to the recognition of some similarities in the authors' biographies and the analysis of related traits and self-corruptions.

Parapedagogical field. The authors state the hypothesis, that the parapedagogical field of the CIDC created the open-mindedness which was necessary for the authors to confront themselves with the topics, enabling a process of self-reeducation.

Self-knowledge. During this process the authors exchanged their experiences and realized some self-corruptions which turned out as obstacles in their personal exemplarism, their authenticity, their recycling process and last but not least in the execution of their proaxis. As a result the authors started in May 2016 to develop a project among them in order to give mutual support in overcoming their self-corruptions and to search for appropriate tools and techniques to do so.

Assistance. Going further the authors had the idea, to create a workshop related to this topic, passing on the information, gained by self-experimentation throughout the project, in order to provide assistance for others, who might face the same difficulties.

Interassistance. During the CIDC the authors gathered more self-knowledge and appreciated the dynamic of learning by teaching as a catalyst for interassistance.

Effects. Thinking about how to structure a workshop, had several effects on the authors:

- To work on personal self-corruptions along the line of personal exemplarism
- Gaining deeper understanding for the process how to facilitate self-reeducation by putting oneself in the shoes of a student
- Reflecting how to integrate student-centered learning in future conscientiological courses
- Studying the method "learning by teaching" with the goal to integrate this in the workshop, as a new form of learning experience for students, leading to self-reeducation on a deeper level.

2 DIDACTICAL BASICS

2.1 Student-centered learning

If we follow the argumentation, that every consciousness' proesis is individual, it seems to be consistent, that teaching as well as learning needs to be individual.

Student-centered learning means inverting the “traditional”, teacher-centered understanding of the learning process and putting students in the center of their own learning process. In the traditional approach, teachers are the primary source for knowledge. In student-centered classrooms, active learning is strongly encouraged. Armstrong claimed that “traditional education ignores or suppresses learner responsibility”. (Armstrong; J. Scott, 2012, p. 2426)

Student-centered learning puts students' interests first, acknowledging student attendance as central to the learning experience. In a student-centered learning space, students choose what they will learn, how they will learn, and how they will assess their own learning. This is in contrast to traditional education, also called “teacher-centered learning”, which situates the teacher as the primarily “active” role while students take a more “passive”, receptive role.

In a teacher-centered classroom, teachers choose what the students will learn, how the students will learn, and how the students will be assessed on their learning. In contrast, student-centered learning requires students to be active, responsible participants in their own learning and with their own pace of learning (Hannafin; Michael J. and Kathleen M., 2010, p.12).

In a conscientiological class, the teacher could understand his role as *being a facilitator*, who creates a learning experience for the students in cooperation with the extraphysical helper team.

Reeducation and self-reeducation have an impact and influence on the paradidactic environment, like: pararesearchers, parastudents, parateachers, equipex.

Additionally, while students come into the teacher role they qualify themselves in terms of clarifying and assisting their karmic group.

2.2 Learning by teaching

The positive learning experience of the CIDC lead to study the model *learning by teaching* more in depth.

It designates currently the method by Jean-Pol Martin, which allows students to prepare and to teach lessons, or parts of lessons. It allows for students to learn by teaching their peers. The didactic model should not be confused with presentations or lectures by students, as students not only convey a certain content but also choose their own methods and didactic approaches in teaching classmates that subject. Neither should it be confused with tutoring, because the teacher has intensive control of, and gives support for, the learning process in learning by teaching as against other methods. It promotes learners autonomy, orientation towards projects and towards the process of learning, it promotes the acquisition of techniques of learning and meta-cognitive strategies (Martin; Jean-Pol, 1996, p. 73).

In that sense the authors consider this to be an appropriate model to be included in conscientiological courses and workshops, without disturbing the parapedagogical field, which is a crucial aspect in conscientiological reeducation.

By integrating *learning by teaching* into a workshop to be developed, the authors aim to raise the level of self-responsibility of the students. This is based on the experience the authors gained in their participation in the CIDC 2015/2016.

2.3 Learning experience

During the CIDC the authors experienced learning on a deeper level. This derived mainly from the following factors:

- The CIDC provides learning experiences throughout a period of nine months. This gives the opportunity for the student to have a longer time period to study subjects, to reflect and to recognize the connections between topics which were presented during that time.
- The students were expected to teach some of the topics given by the syllabus by themselves. This had the effect that the students needed to prepare the topics, needed to study them in depth and to reflect on them, while thinking about, how to present it to their peers. The feedback of the educators and peers helped the instructor to improve his teaching as well as his understanding of the topic.
- With this format the students developed a lot more learning skills than just to study a topic like e.g. “holosoma”. The students learned reflective thinking, argumenting, positioning, prioritizing, synthesizing, weighting and presenting the material.
- Last but not least the parapedagogical field helps the students to connect with the extra-physical team, qualifying themselves in executing the clarification task.

2.4 Proposal

Due to their experience from the CIDC, the authors propose to integrate the method of “learning by teaching” in a workshop related to self-corruption.

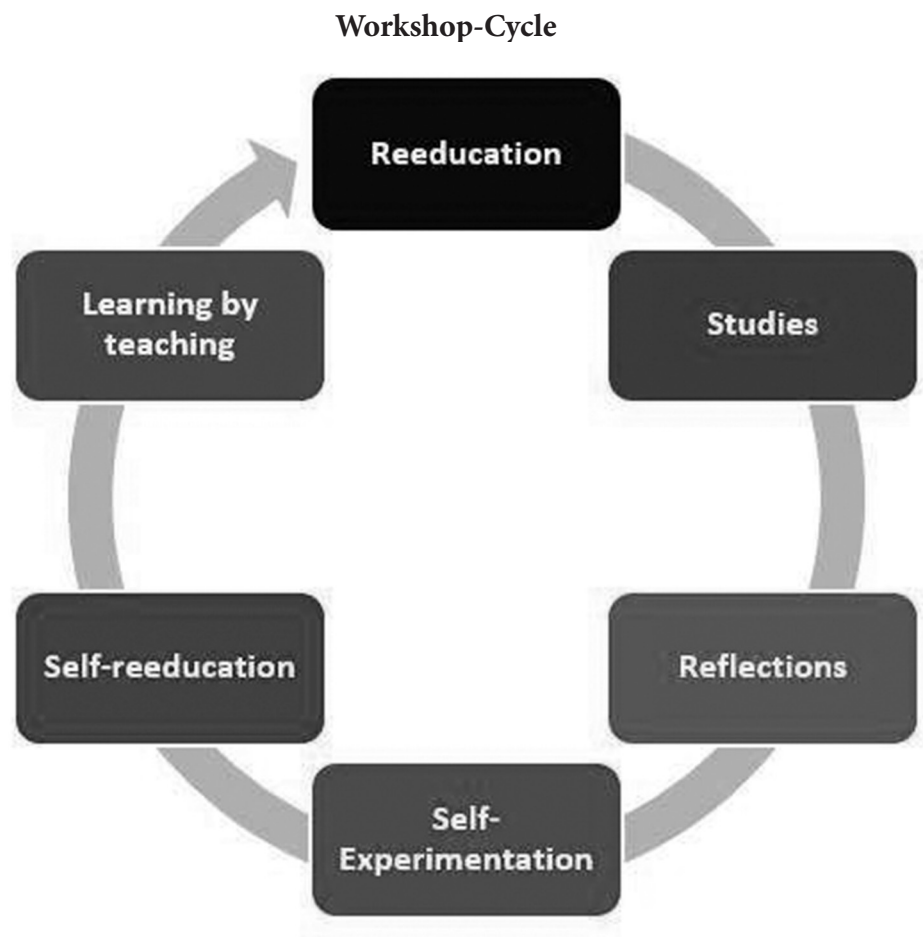
Some self-corruptions might be very deeply rooted in the intraconscial structure of the consciousness. To overcome self-corruptions in a sustainable way, a sincere recycling of the consciousness is needed. Depending on the level and the kind of self-corruption a recin or a recexis is required.

Following their own learning experience from the CIDC, the authors consider a workshop as an adequate format to help students to work on their personal self-corruptions, to permit a long lasting success.

This workshop should integrate modules of *learning by teaching*, therefore the student needs to reflect on how to teach others in working on this issue. This could sponsor a deeply rooted self-reeducation in the student, even deeper than just consuming a presentation of a topic.

From the authors’ perspective this workshop format will foster:

- Autonomy of the learner
- Self-responsibility of the learner
- Consideration of the individuality of each learner’s proexis taking into account the proexis of the group
- Interassistentiality between learner - peers- teacher – equipex



3 PROJECT OUTLINE

Start. In May 2016 the authors set up a project to create a self-reeducation related to self-corruptions and to give mutual support in overcoming this behavior, which hinders their self-evolution.

Strategy. In order to develop an individual strategy for a sustainable overcoming of their weak traits and to foster their recycling process, the authors started to think about how to assist others in developing a better level of self-incorruptibility. The idea was: If the authors would be able to develop a reeducation for others this could only happen by self-reeducation, along the line of personal exemplarism. Putting themselves in the shoes of a student would help them to create the strategy they would need to create the strategy for themselves.

Consciential laboratory. In the second step, the authors would be able to open their consciential laboratory for others, interested in investing in their self-reeducation regarding recycling and the development towards self-incorruptibility and personal growth.

Education system. Another aspect of self-reeducation the authors consider important is the self-reeducation in learning: In our current intraphysical education system people tend to consume knowledge, which is set by our society, which causes all the mesological brainwashing in the consciousness. Students created the term of “bulimia learning”, which means consuming knowledge which is necessary to pass a test or exam, “vomit” it for the test and then forget it.

Emaciation. The effect could be seen as a mentalsomatic emaciation, due to the flanking external locus of control related to personal self-reeducation.

Resistance. In the beginning of their participation in the CIDC, the authors could observe that they were not very used to the didactical model of learning by teaching and that it first caused a resistance to work in a flipped class and to prepare the content before the classes. It took a while to overcome this resistance and to increase the level of self-responsibility in the authors' personal learning. The authors consider this also as a self-reeducation, originated in the format and parapedagogical field of the CIDC.

Model. Therefore the authors consider learning by teaching as a valuable didactic model to sponsor self-reeducation: Within themselves, among them and for students in general, independent of the presented subject.

Considerations. For the workshop the authors took the following considerations into account:

Prerequisites. Basic knowledge of conscientiological and projectiological topics (e.g. CPC - course)

Participants. The workshop should have 8 participants maximum.

Duration. The course should last 9 month.

Frequency:

- Presential meetings: every 3 weeks
- Communicative activities to keep up with the holothosene of the workshop (e.g. video, e-mail discussion)
- Metareflection: 3 times during the course

3.1 Workshop plan for a pilot

3.1.1 Subject

Develop of self-incorruptibility.

3.1.2 General objective

Main goal of this workshop is to facilitate the student to develop his personal strategy to develop self-incorruptibility.

3.1.3 Specific objectives

- Giving general information about self-corruption
- Discussing, how to recognize mechanisms of self-corruptions
- Presenting techniques for overcoming self-corruptions
- Identifying the adequate technique, appropriate to the student
- Enabling the student to choose and to apply this technique, supporting him in overcoming self-corruptions
- Applying the technique
- Evaluating the process

3.1.4 Content

Introductory knowledge provided by the teachers (Module 1-5)

Module 1: Aspects of self-corruption - apparent and hidden

Module 2: Bioenergy

Module 3: Techniques adapted for overcoming self-corruptions

Module 4: Self-experimentation and application of the techniques

Module 5: Multidimensional aspects; preparation for presentation of students self-research

Metareflection – individual

Following modules presented by the students (Module 6-13), followed by a debate

Module 6: Holosoma related to self-corruption

Module 7: Projectability related to self-corruption

Module 8: Proexis related to self-corruption

Module 9: Seriality related to self-corruption

Metareflection – individual

Module 10: Holokarmality related to self-corruption

Module 11: Consciential attributes related to self-corruption

Module 12: Holomaturity related to self-corruption

Module 13: Cosmoethics related to self-corruption

Metareflection - in group

3.1.5 Methodologies

Workshop

The course will take place in an interactive manner, means active exchange, participation and interaction in sense of learning by teaching notably for both: teacher and student according to the above-mentioned workshop cycle.

The interaction teacher-students will be a great opportunity of a horizontal learning process enhancing the chance to get several perspectives out of different angles, becoming more objective, reflective and autonomous.

Flipped class

Reversion of the traditional way of learning; instructional content will be delivered to the student in advance.

Material will be provided in form of texts, videos, internet, online lectures, etc. The former idea of homework - exercising and applying of what has been learned in the class at home, flips into the classroom. The students present their home done research in the classroom, engaged in concepts. Class discussions are now centered on the student, the teacher functions as a facilitator.

Learning by teaching

See introduction

Supporting assistance (teachers)

Availability of the teachers for student's questions during the course via email, skype at set times

Communicative activities to keep up with the holothosene of the workshop (e.g. video, email-discussions)

Metareflection

Personal talk with the student/s about actual stage, experience, personal objectives, adjustment of the chosen techniques and final groupal metareflection.

Techniques

Using established techniques like:

- Inquiry-based learning technique: Why? - When? - Who? - What for? - To whom?
- Debate
- PCC – Personal Code of Cosmoethics
- Others

Energy-Work

- BME - Basic Mobilisation of Energy
- VS - Vibrational State
- Different energy work techniques adapted to the topics

3.1.6 Resources

- Video
- Texts
- Movies
- Online classes

3.1.7 Assessment/Evaluation

- Self- and hetero-evaluation
- Metareflection

3.1.8 Bibliography - workshop

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4 CONCLUSION

The authors consider Reaprendentia's 1st CIDC (2015/2016) as an initialization of their own self-reeducation, which helped to identify the need to work on the topic of self-corruption. Besides the self-research, the authors developed the wish to create and provide an opportunity for others to foster their (self-)reeducation, along the line of reciprocation.

Learning by teaching is per se a self-reeducation process.

This could be seen as a next step to come to a student-centered learning as described, in which the students not only choose what they will learn, but how they will learn, and how they will assess their own learning.

In order to teach we need to deeply understand the problem to be solved. The process of developing the workshop pilot creates an opportunity for self-reeducation to the authors while creating a reeducation format for others. This process builds an interface between reeducation and self-reeducation.

Reeducation - Self-reeducation Cycle

The aim of the intended workshop-course is to provide the interested consciousnesses a working tool, to get started with the **studies, reflections** and discovery of self-corruptions in a stringent and systematic way, being able to go into a deeper **self-research** (Module 1-5). Furthermore to get knowledge about the impact of an identified self-corruption on the different points, described in the various modules, specially (Module 6-13). This are studies in sense of **self-experimentation**. Insights of this procedure will lead to **self-reeducation**.

Learning by teaching shows the result of self-reeducation before reentering a new **reeducation**-cycle and to repeat the above mentioned procedure with each identified self-corruption, helping to enter in a successive way the ongoing necessary intraconsciential recycling, building new synapsis.

This may enforce a deeper comprehension of evolutionary principles:

- Anti-convincing - anti-persuading
- Giving information in a theoretical and practical way via communication, propelling interassistantiality and clarification task.

With this project the authors intend to initiate a productive, international, interdimensional exchange and would like to encourage paraeducators to contribute with their ideas and feedback, developing student-centered learning.

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