

Self-organized learning (SOL) is - in the sense of a systemic-constructivist didactics - not a method but reflects our underlying understanding of learning and teaching.

We assume that learning content cannot only be taught or conveyed from one side, but that new knowledge/experience is implemented more sustainably when people are actively involved in the learning process and thus the roles of learners and teachers complement each other.



This "corporate culture" is reflected not only in (our) different attitudes and methods during the practical modules, but also in the processes that take place (in) parallel to the attendance days of the training.

Contents and goals (of SOL) are the planning and conception of one's own adventure therapy units, which are to be aligned in the context of the training.

Work assignments for the SOL can be:

- * The processing of given or self-selected tasks.
- * The collegial reflection of experience and understanding processes made during the training.
- * Discussions of basic theoretical knowledge of the training in dialogue
- * The support and formation of collegial networks and sharpening of one's own profile.

The training participants organize their SOL learning process independently in the context of individual and small group work. (digitally and/or present).

The following applies to SOL | self-organized forms of learning:

- * The own organization and implementation takes place (in) parallel to the practical courses (1-7)
- * The groups can use the ZOOM access from ATI
- * SOL are NOT accompanied by speakers or ATI
- * SOL are part of the admission requirements for the degrees and titles
- * SOL units are verified via a separate (verification) form.
- * 5x 4 hrs. = in total. 20 time hours/ 25 TU (digitally and/or present)