

The German concept “Leidensdruck” – a central motivational factor to introduce digital learning

1/24

medien  community 2.0

Dr. Lutz Goertz,
MMB-Institute for Media
and Competence
Research
Essen/Berlin

Berlin, Online Educa 2010
December 2, 2010





The problem



E-Learning – problem of motivation

3/50

- E-learning trainings or blended learning courses often struggle with the problem of motivating participants to take part in the course.
- Even if the topic seems to be extremely relevant – the target group shows lack of interest.

E-Learning – perspectives of producers and learners



4/50

**Why does she
not want to
use e-
learning?**

Why should I?

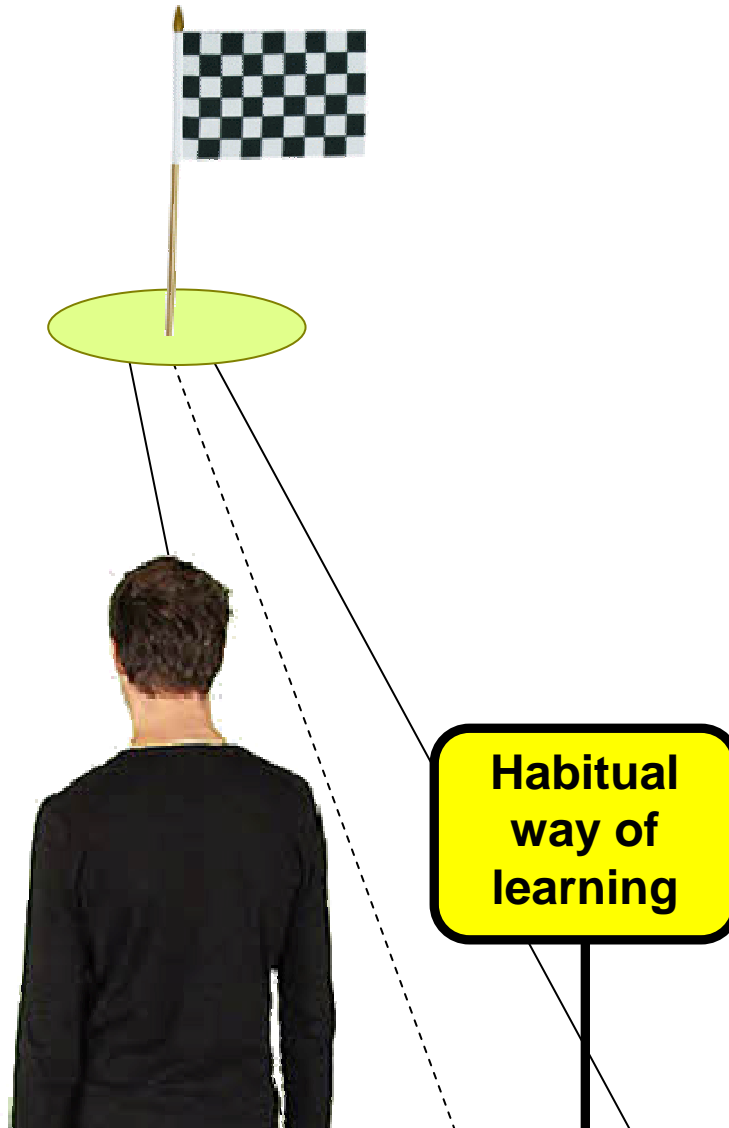


Learners do it the usual way



5/50

medien  community 2.0



→ Learners stick to their learning habits!

Relevant influences to use e-learning

6/50

Results of a survey (Wagner 2009):
Which factors influence the usage of e-learning?

- Performance expectancy (.29^{***})
- Social influence (.007)
- Effort expectancy (.14^{***})
- Attitude towards using technology (.03)
- Facilitating conditions (.13^{***})
- Self efficacy (.16^{***})
- Computer anxiety (-.27^{***})

→ Usage only if e-learning is helpful

N=732 students in Germany and Romania, Beta-Values;

Wagner, Maximilian (2009): Akzeptanz elektronischer Lernumgebungen.
Unveröff. Magister-Arbeit an der Ludwig-Maximilians-Universität München



The concept of „Leidensdruck“



“Leidensdruck” as motivational factor

8/50

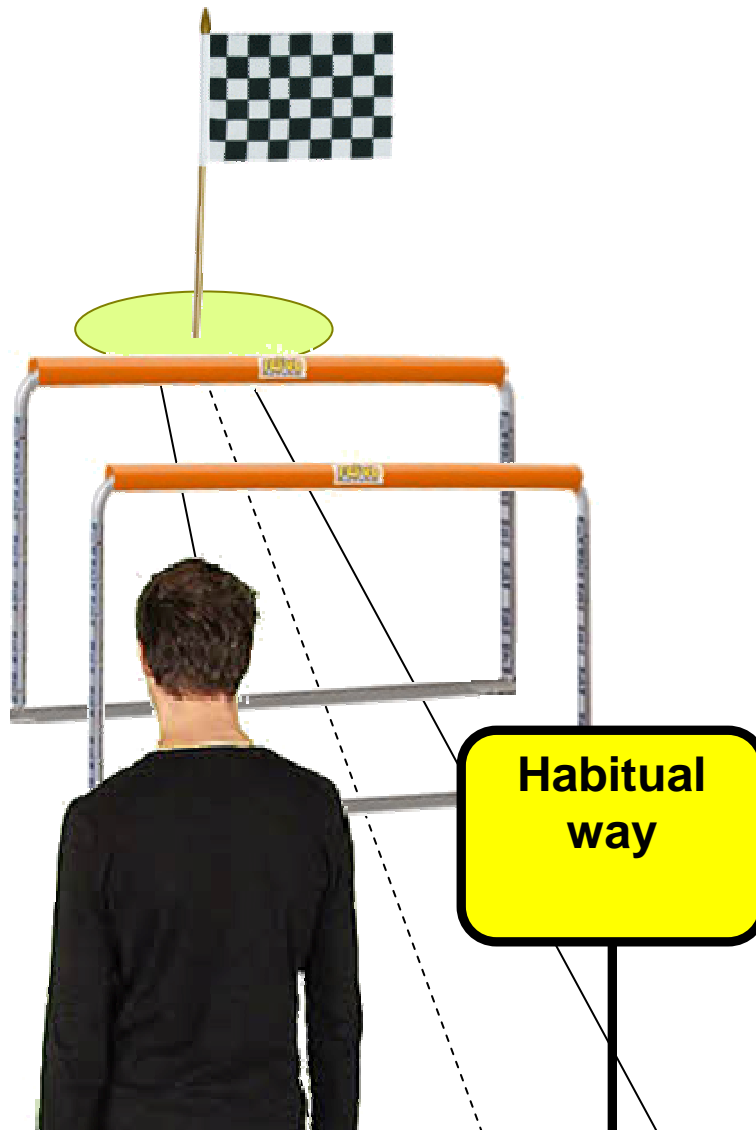
- In Germany a special motivational factor is called “Leidensdruck” (“psychological strain”).
- “Leidensdruck” can be described as a situation, in which people suffer from great psychological pressure to reach an important aim. (Berner 2001)
- People are willing to change their behaviour, if the negative consequences of that behaviour get too bad. “Leidensdruck” therefore is an important motivation at the beginning of a therapeutic process. (psychology48)

<http://www.psychology48.com/deu/d/leidensdruck/leidensdruck.htm>

The concept of Leidensdruck



9/50

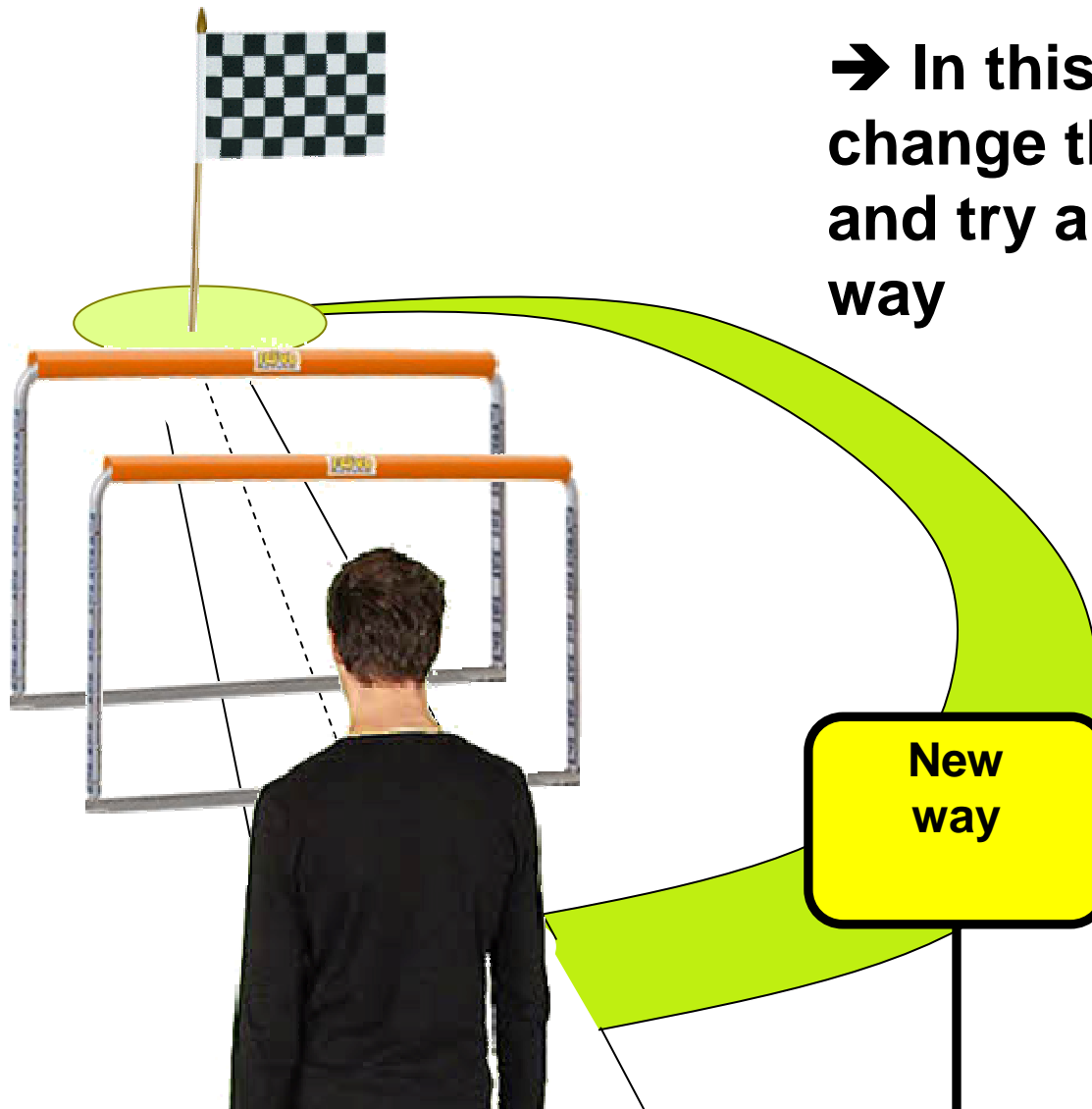


→ The habitual way is rejected when obstacles are getting too high.

Too much pressure and too many obstacles cause “Leidensdruck”



10/50



→ In this case people
change their habits
and try an alternative
way

Examples:

Any kind of
addiction, e.g.
alcoholism;
obesity



„Leidensdruck“ in the field of learning



“Leidensdruck” – a conflict that causes new learning habits

12/50

- Berlyne (1965): Conflicts are often the beginning of learning processes caused by
 - Surprise
 - Doubt
 - Confusion
 - Amazement,
 - Disagreement
- → “conflict induced learning” (Draschoff 2000).
- But sometimes conflicts are caused by the learning processes themselves. So the learner has to “learn learning anew” and changes his learning habits.

“Leidensdruck” as motivational factor



13/50

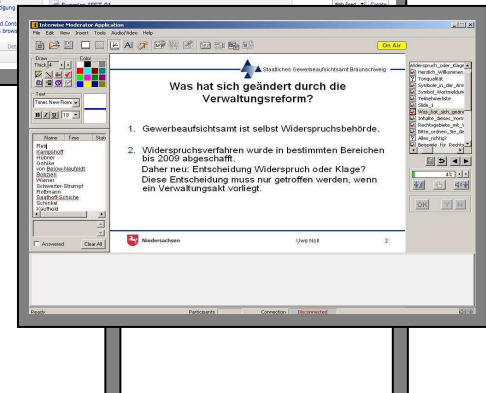
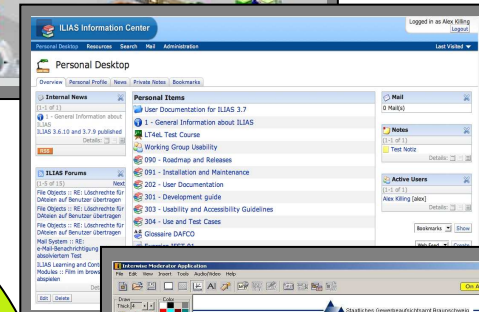
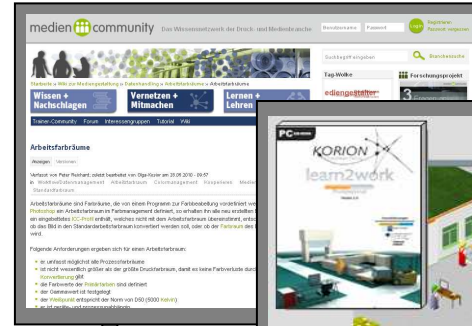
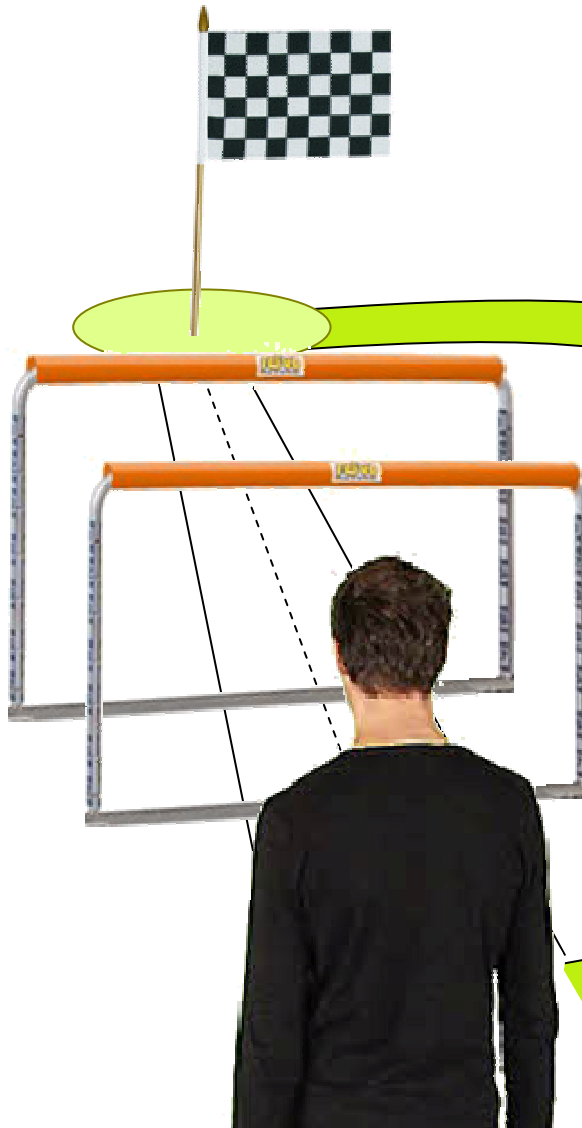
- Aspects provoking “Leidensdruck”:
 - exams
 - new tasks or jobs
 - fear for job loss
 - unusual situations and accidents like natural catastrophes, diseases or the fail of transport systems fail
- In these situations it can happen that familiar mechanisms of problem solving do not suffice and learners try out e-learning for the first time.

“Leidensdruck” as motivational factor



14/50

medien  community 2.0



New way of learning

Example 1: Preparing for exams



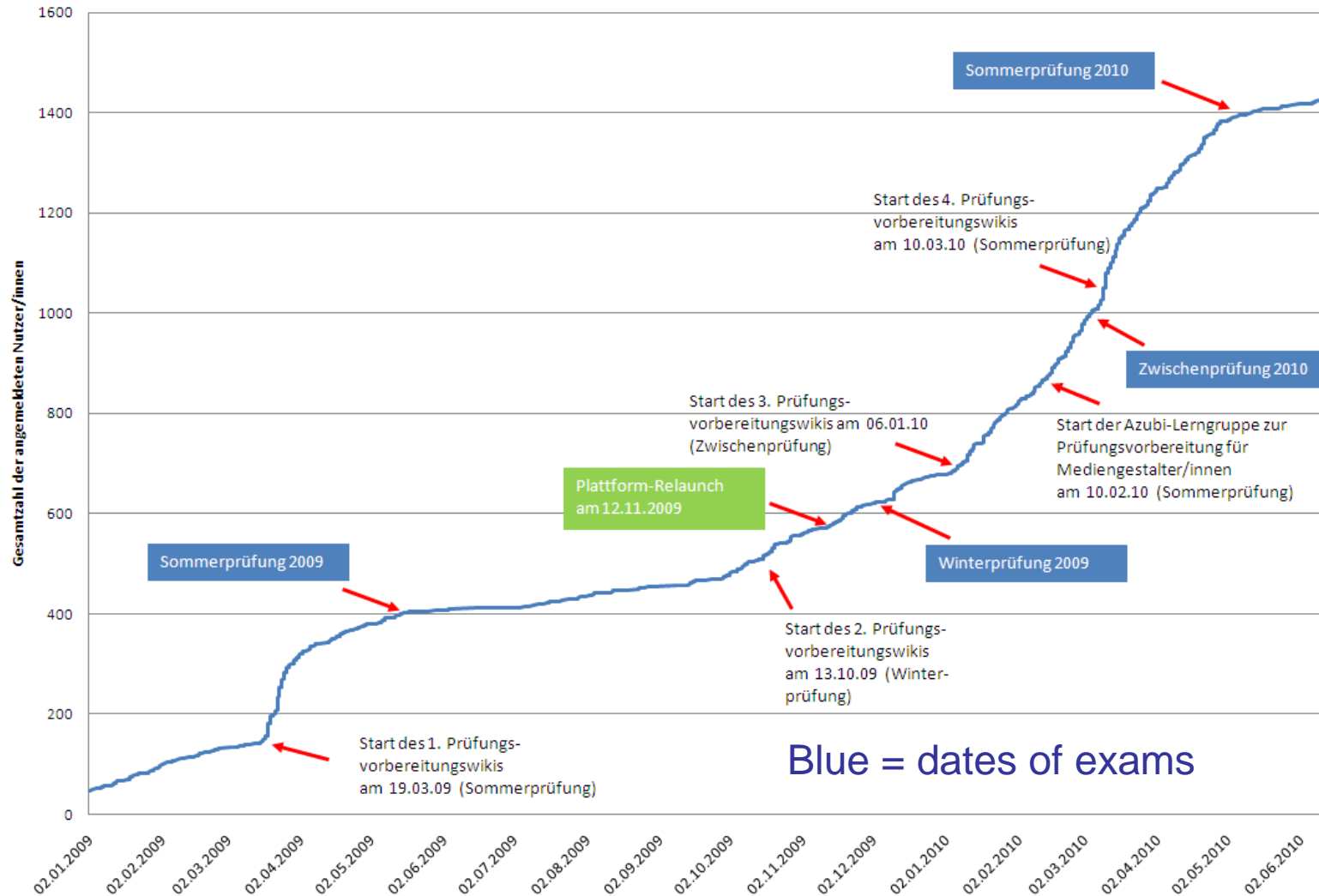
15/50

- German example, where “Leidensdruck” has forced learners to use new forms of e-learning:
 - In the project „Mediencommunity 2.0“ for the printing industry young people in their apprenticeship made use of a wiki called „Prüfungsvorbereitungswiki“ to prepare for their final exams.
 - The number of registered participants increases every exam period.

Development of registered users

16/24

Entwicklung der angemeldeten Nutzer/innen in der Mc20



Example 1: "Mediencommunity 2.0"

17/50

medien  community 2.0



The screenshot shows the homepage of the 'medien community' website. The header includes the logo 'medien  community' and the tagline 'Das Wissensnetzwerk der Druck- und Medienbranche'. There are login fields for 'Benutzername' and 'Passwort', and buttons for 'Login', 'Registrieren', and 'Passwort vergessen'. A search bar is located on the right with the placeholder 'Suchbegriff eingeben' and a 'Branchensuche' button. Below the header, there is a navigation menu with buttons for 'Wissen + Nachschlagen', 'Vernetzen + Mitmachen', and 'Lernen + Lehren'. A secondary menu lists 'Trainer-Community', 'Forum', 'Interessengruppen', 'Tutorial', and 'Wiki'. The main content area is titled 'Montage' and includes a sub-menu with 'Anzeigen' and 'Verstecken'. The main text describes manual and electronic bogenmontage (saddle stitching) processes. A sidebar on the right contains several sections: 'Tag-Wolke' with a list of tags like 'Buchbinder', 'Gewebschaftsgliederung', and 'Berufsschulen'; 'Community-Highlights' with a list of items like 'Video-Workshop', 'MedienWiki', and 'Lerngruppen'; 'MedienEnglisch' with a 'Fachwörterbuch' search; 'Projektteam' with a grid of team member photos; and 'Projektpartner' with logos of various organizations. At the bottom, there is a section for 'Prüfungswiki-Seiten' with links like 'Farbdefinition' and 'Logo und Signets'.

www.mediencommunity.de

- Plattenkopie

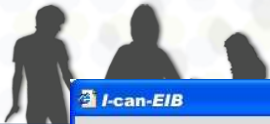


Example 2: Maintaining SME companies

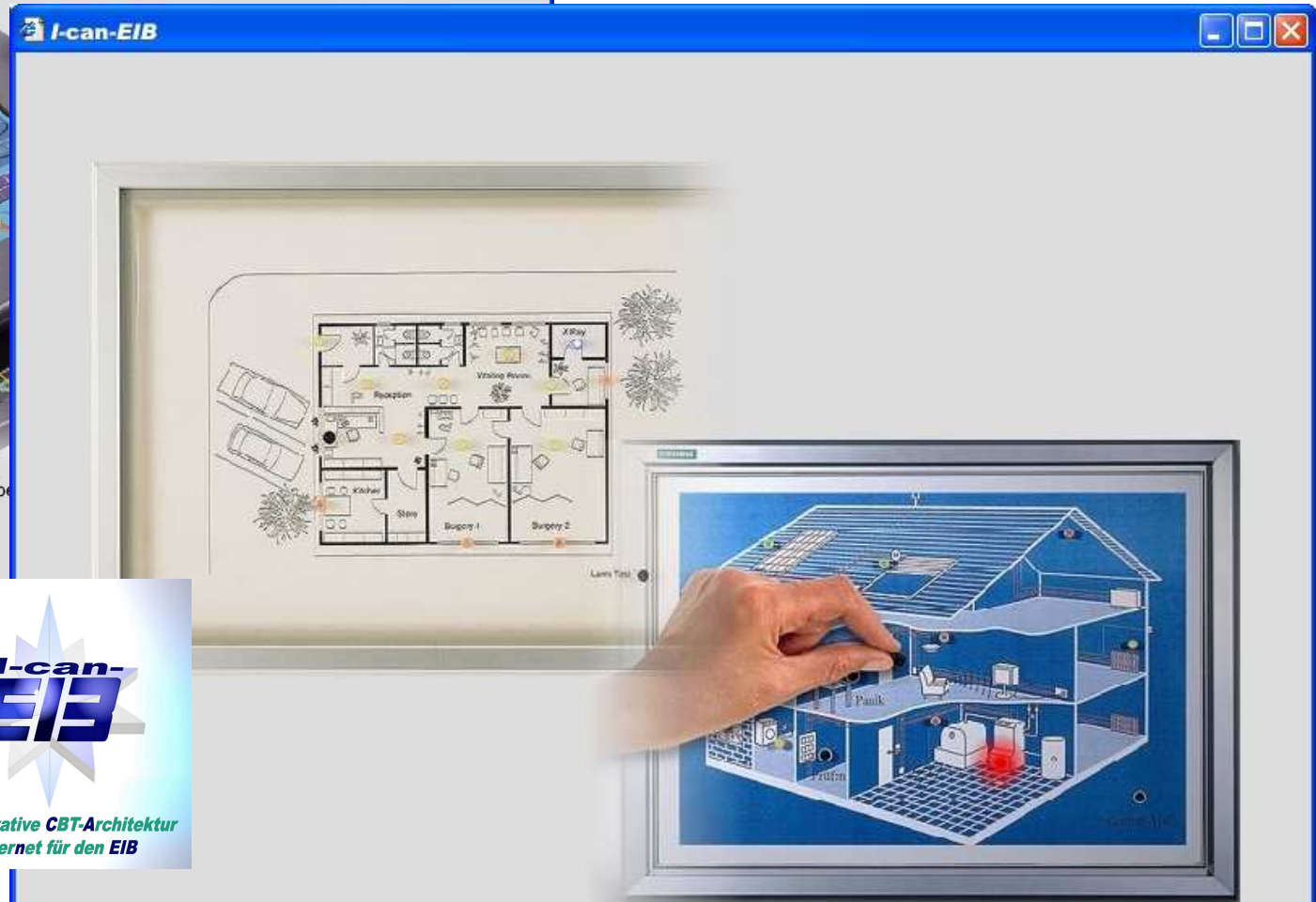
18/50

- Customers of crafts enterprises (electricians) demand for innovative and skilled wholistic fulfilment.
- In the companies the need for information about new technologies (like the European installation bus EIB/KNX) is extremely high.
- The project “I-can-EIB” provides e-learning lessons for staff members of crafts enterprises

Example 2: Project „I-can-EIB“ (EIB/KNX)



19/50



medien



WBT for electricians by Bundestechnologiezentrum für Elektro- und Informationstechnik e.V., Oldenburg



2 von 99





Example 3: E-Learning in times of swine flu

20/50

- Several countries (e.g. USA, Switzerland, Belgium) prepared e-learning plans in case of a great swine flu pandemic.
- They offered special e-learning courses and services so that the students could stay at home and learn online.

Artificial „Leidensdruck“?

21/50

Example “Minitel” in France 1984

- France Telekom introduced an online service. To encourage acceptance they stopped printing telephone books





Artificial „Leidensdruck“ to force the usage of e-learning?

22/50

Our opinion: Not a good idea for e-learning!

- E-learners will lose confidence in new forms of learning when they notice that the introduction of e-learning is more important than the solving of their learning problems.

Conclusion:

- E-learning producers and training providers should see where „Leidensdruck“ is extremely high and where they can really solve learning problems to reduce „Leidensdruck“
- This is the best marketing for e-learning we can imagine.

Funding

23/50



Bundesministerium
für Bildung
und Forschung



EUROPÄISCHE UNION



Deutsches Zentrum
für Luft- und Raumfahrt e.V.

- This project is funded by the Federal Ministry of Education and Research and by the European Social Fund.
- Support: German Aerospace Center, Project Management Agency (DLR).

Join us – learning together!

24/50

medien  community

Gemeinsam lernen – mach mit!



medien  community 2.0