

# The new approach to teaching

based on the New Adult Learning Movement, and as developed by Ambra Sedlmayr

Table 1 – Comparison between the ‚old‘ and the ‚new‘ teaching paradigms.

	Mainstream approach to teaching	New approach to teaching
Foundation of teaching method	<ul style="list-style-type: none"> <li>No explicit understanding of the human being underlies the approach to teaching.</li> <li>Learning seen as acquisition of information that can be transmitted directly to the intellect, appealing on reason for implementation.</li> <li>There are various theoretical models on how humans learn.</li> </ul>	<ul style="list-style-type: none"> <li>Anthroposophical understanding of the human being underlies the approach to teaching.</li> <li>Learning seen as a process of creating space for insights that change the whole human being.</li> <li>Human learning is observed directly in the soul, where seven learning processes can be distinguished, forming a whole.</li> </ul>
Focus	<ul style="list-style-type: none"> <li>The focus of the teacher is on the content he wants to deliver.</li> <li>There is always too much information that teachers struggle to deliver.</li> <li>The aim is to pass on theoretical foundations for future practical application.</li> </ul>	<ul style="list-style-type: none"> <li>The focus of the teacher is the inner world of the student and how to guide him to the key evidence he needs to understand. (This is the application of the person-centred approach to teaching).</li> <li>Focus on the essentials: on the archetype of what is at stake, to generate the core insights and awaken the interest to learn more.</li> <li>The aim is to learn from reality and skill development with immediate practical application and relevance.</li> </ul>
Practical implications	<ul style="list-style-type: none"> <li>Teaching is primarily done by giving talks.</li> <li>Students are supposed to passively absorb the content delivered by the teacher. → This can lead to conditioning, memorizing, repeating.</li> <li>Content and exercises are alternated using the ‚sandwich model‘, i.e. alternating different teaching forms to keep students' attention.</li> <li>The teacher is the expert and authority on the subject matter. Approach: ‚do as I say‘.</li> <li>Peers are competitors for best grades and jobs.</li> <li>Disempowering communication is common, for example by showing complex theoretical models and research students cannot verify by themselves.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching is done by facilitating learning processes.</li> <li>Students are active in generating their own learning (I-engagement). → This leads to the development of independent capacities of judgment and free creativity.</li> <li>All content and exercises are designed in service of the learning process and form a meaningful flow.</li> <li>The teacher is the ‚lead-learner‘ who catalyzes students' learning. Approach: ‚on my shoulders‘.</li> <li>Peers are collaborators in generating learning and upliftment for all.</li> <li>Empowering communication, where the underlying message is: ‚you can generate all the knowledge you need‘.</li> </ul>
Roles and relationships		

## Consequences

- Most information is soon forgotten.
- Creates unconscious ‹fixed› beliefs about how things are.
- Fosters heteronomy and dependence; stifles human freedom and creativity; undermines confidence.
- Inner experience of evidence changes a persons' perception of the World for good and has will character.
- Generates an open-minded approach to the World.
- Fosters self-determination, and independence; promotes freedom and creativity; strengthens I-manifestation and confidence.

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