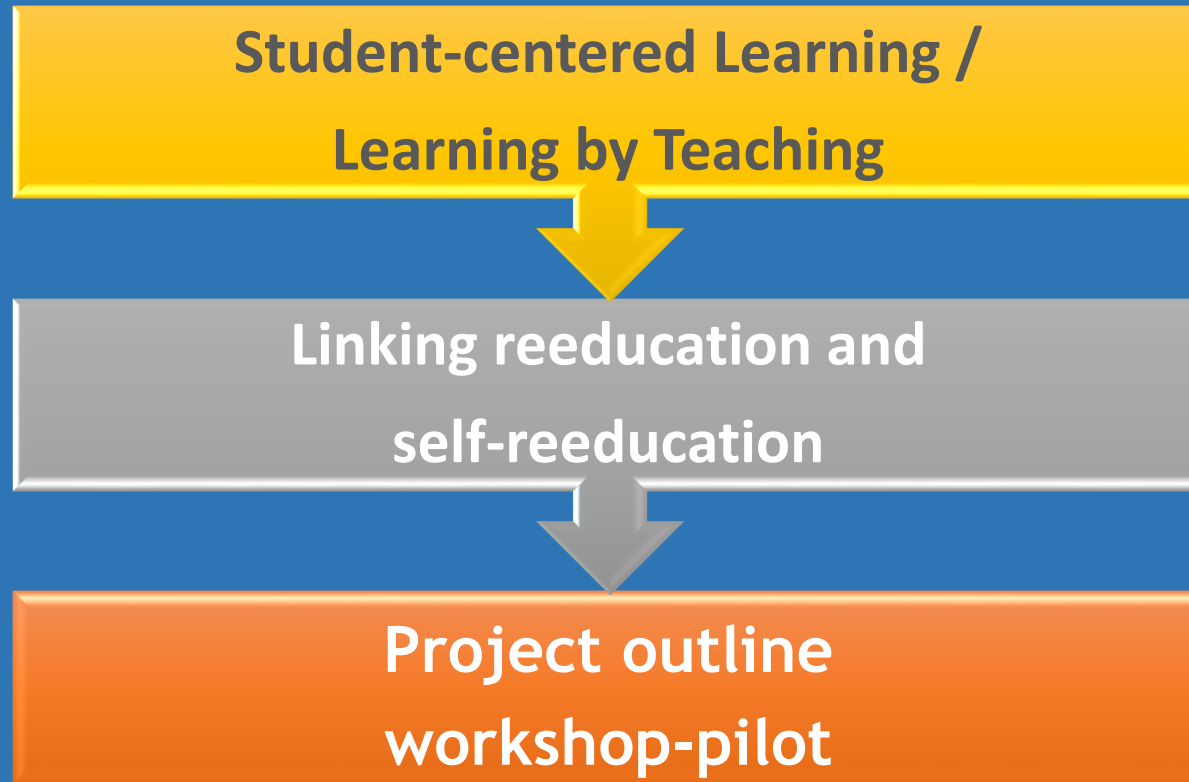


LEARNING by TEACHING: a didactic model
to link reeducation with self-reeducation,
introduced by a WORKSHOP for developing
SELF-INCORRUPTABILITY

Regina Tschud, Dr. Christel Wagner

The Bridge | 2016-10-30

WHAT WE WILL TALK ABOUT



IMPULSES for SELF-REEDUCATION



2015 – 2016:
1st International CIDC

HOW WE STARTED...

- Relationships
- Loyalty
- Autonomy
- Decision making process
- Self-corruption

THE FREEDOM WRITERS



PERSONAL EXEMPLARISM

Realizing self-corruptions as obstacles for

- Personal Exemplarism
- Authenticity
- Recycling
- Cosmoethics
- Proaxis

Result:

- Development of a project for overcoming self-corruptions



CONSCIENTIAL LABORATORY

- **Me** - personal examination
- **We** - opening of the consciential laboratory for us
- **Group** - opening the consciential laboratory in a wider frame



MOTIVATION

Our will to

- Foster our recycling
- Gain self-knowledge
- Identify self-corruptions
- Gain autonomy
- Recognize unproductive patterns
- Impede unhealthy repetitions
- Liberate and work with energies
- Gain time for productive topics



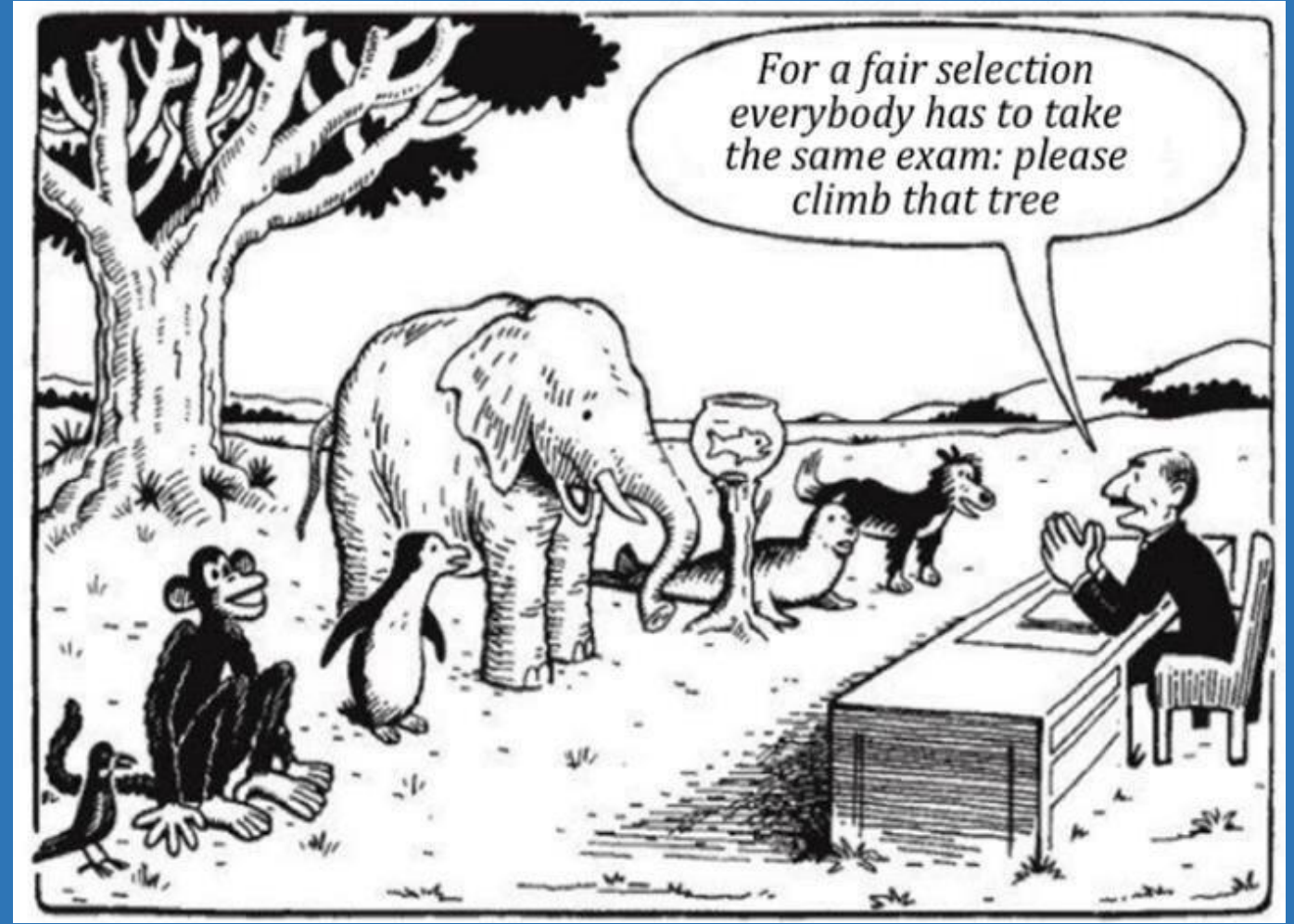
„SELF-CORRUPTION
is to steal from ourselves:

richness, liberty, time, health, space, opportunities and
consciential energies.”

~ Waldo Vieira, Existential Program Manual

OUR EDUCATION SYSTEM

“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.” ~ Albert Einstein



DIDACTICS: Student-centered Learning

If our Proexis is **INDIVIDUAL**,
teaching as well as learning
needs to be individual.

Putting students in the center of
their own learning process , towards

- Self-responsibility
- Autonomy



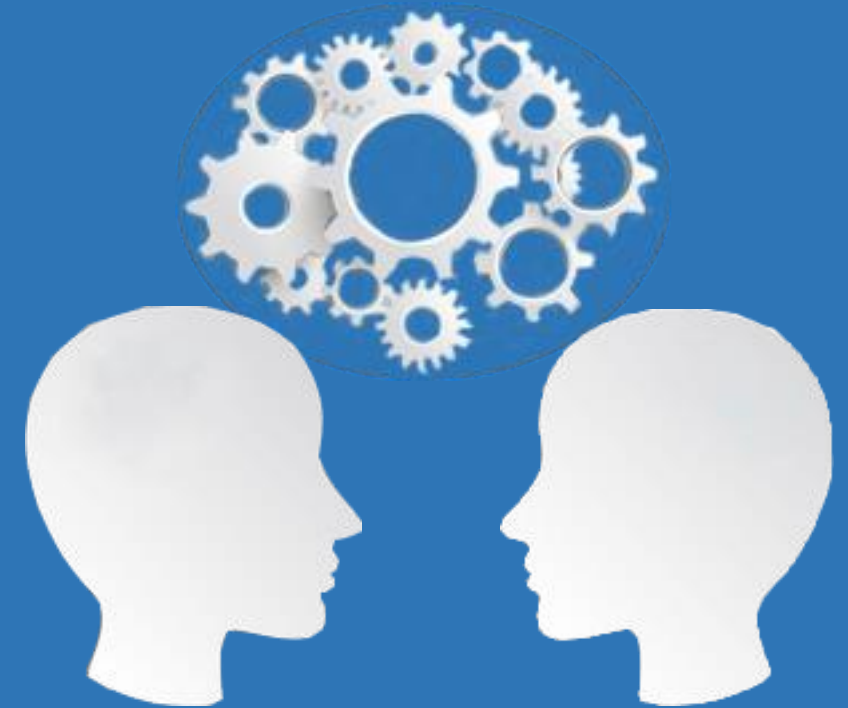
DIDACTIC MODEL: Learning by Teaching

Students need to

- master the content.
- choose their own methods and didactic approaches.

Learning by Teaching \neq Tutoring

=> the teacher has intensive control and gives support.

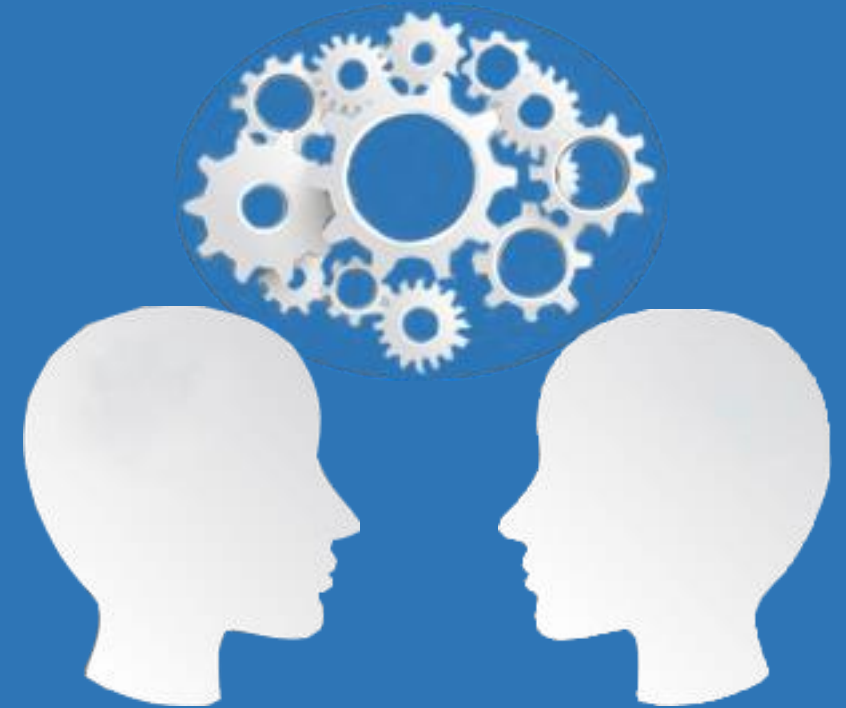


Students learn by teaching their peers.

DIDACTIC MODEL: Learning by Teaching

The method helps to develop skills beyond the main subject:

- Teamwork
- Planning abilities
- Reliability
- Presentation and communication skills
- Self-confidence



Students learn by teaching their peers.

DIDACTICS: Learning by Teaching

Taking the teacher's role helps students to

- reflect on a deeper level.
- gain deeper knowledge on the subject.
- interact with functional helpers.
- experience the parapedagogical field differently.
- teach their groupkarma directly.



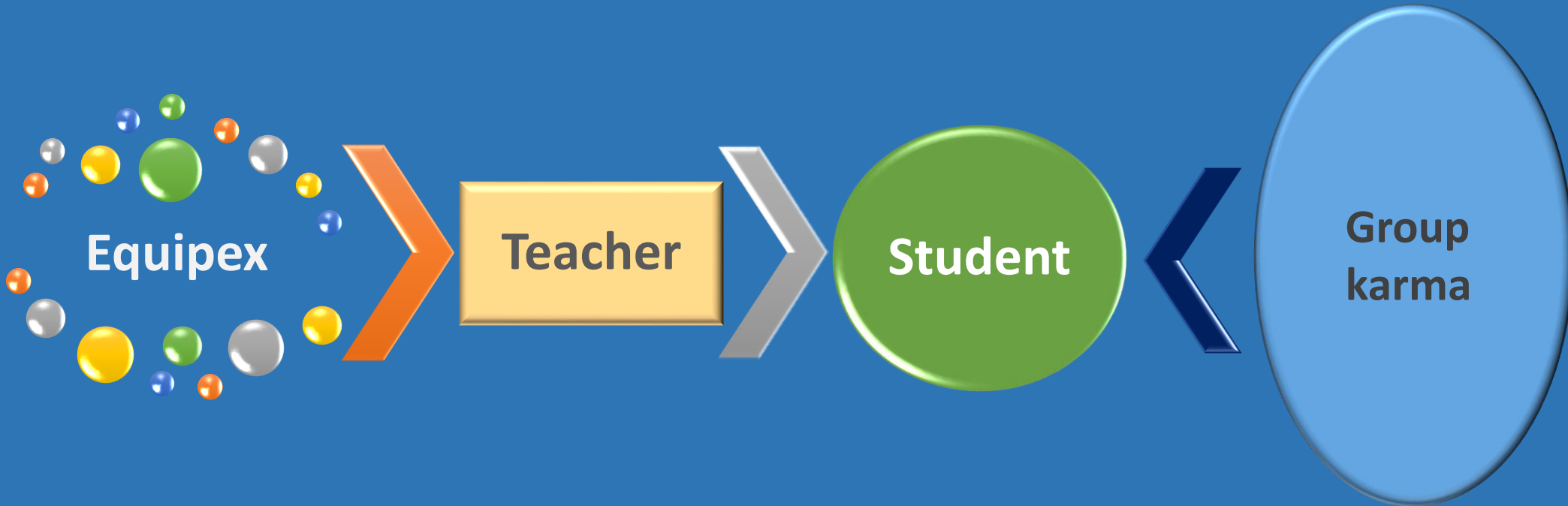
HYPOTHESIS

Learning by Teaching could **accelerate the student's groupkarmic process.**

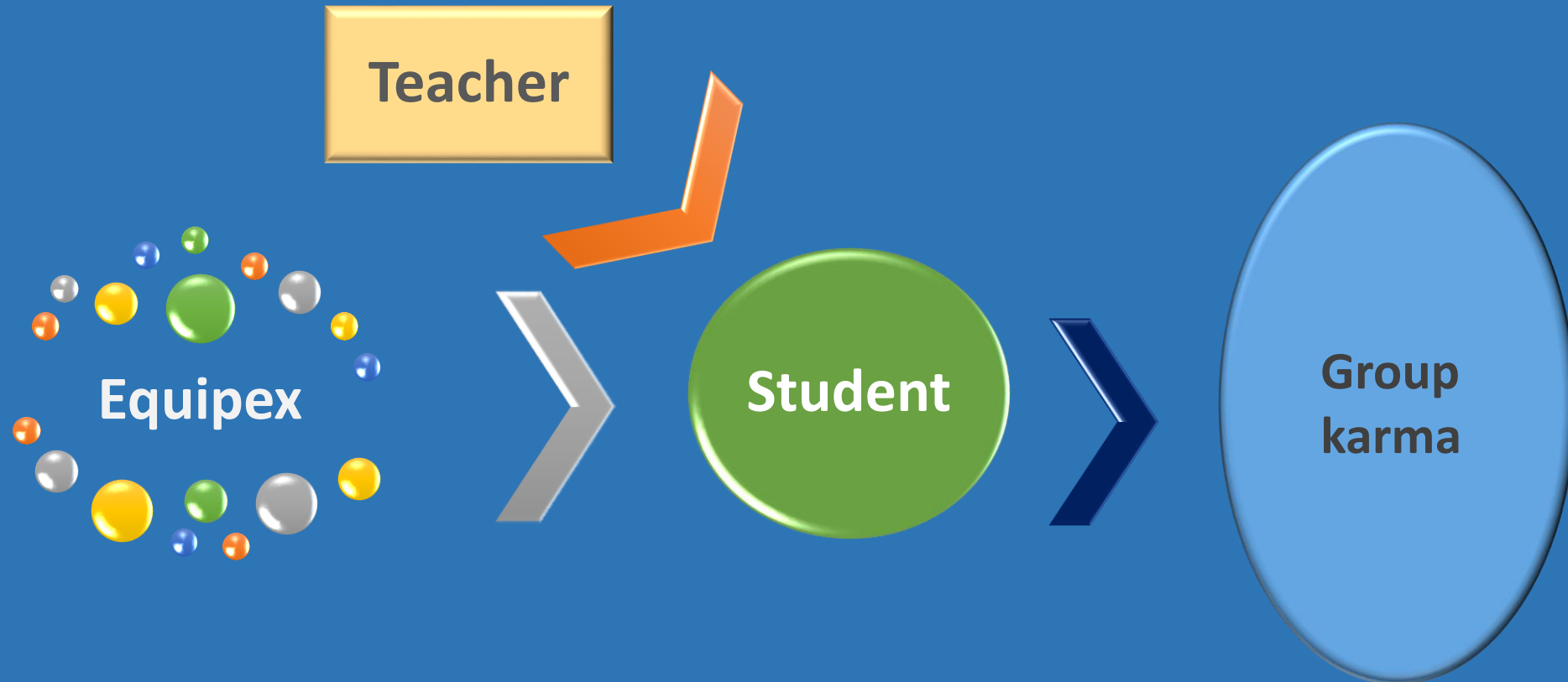
In student-centered learning, the student could teach his groupkarma (intra- and extraphysical) by **personal exemplarism**, applying the **clarification task.**



TEACHING DYNAMICS – teacher-centered



DYNAMICS – Learning by Teaching

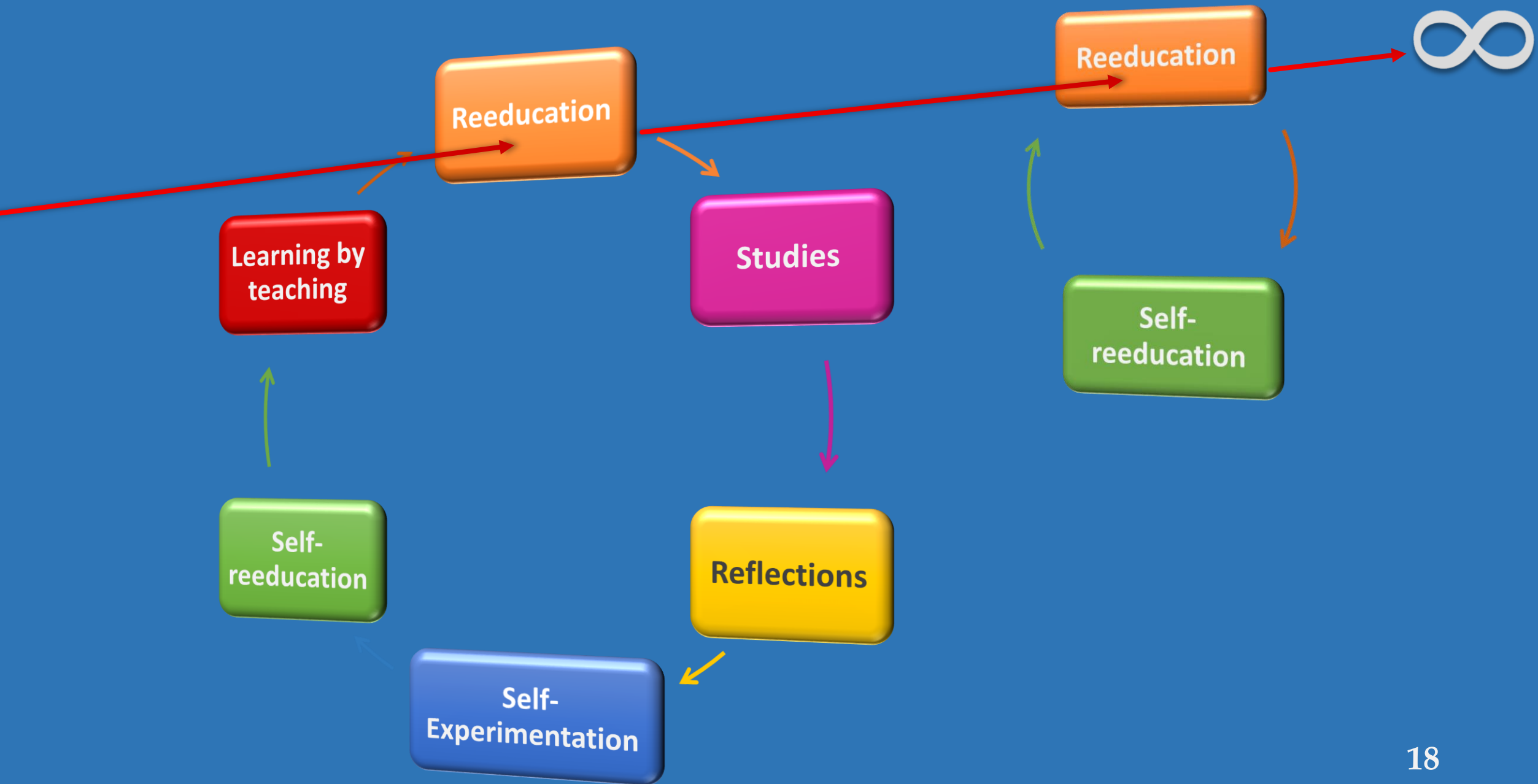


SELF-EXPERIMENTATION

- Self-Reeducation
- Developing original, new ideas
- Changing attitude towards serious (self-)research
- Executing Proaxis
- => Student-centered

- THEAXIS





GOALS OF THE WORKSHOP

- Identification + overcoming of self-corruptions
- Each student creates his PERSONAL toolbox.
- Homeostatic holothosene
- Self-Knowledge
- Self-Acceptance
- Encouragement to go into THEAXIS
- Attitude: Everyone is a genius!
- **SELF-REEDUCATION**



Workshop

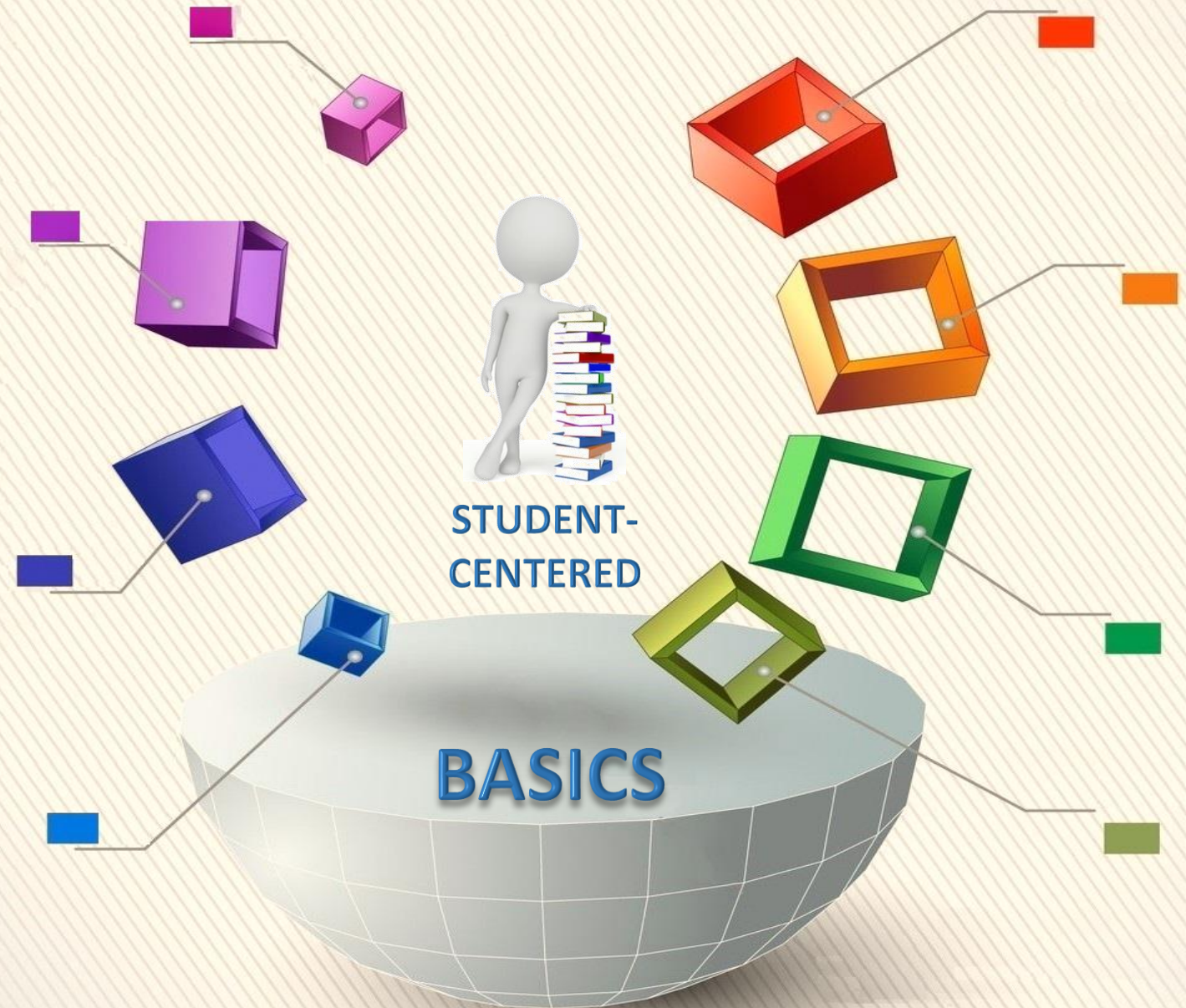
BASICS (provided by teachers):

1. Aspects of self-corruption
2. Bioenergy
3. Techniques
4. Self-experimentation / application of the techniques
5. Multidimensional aspects

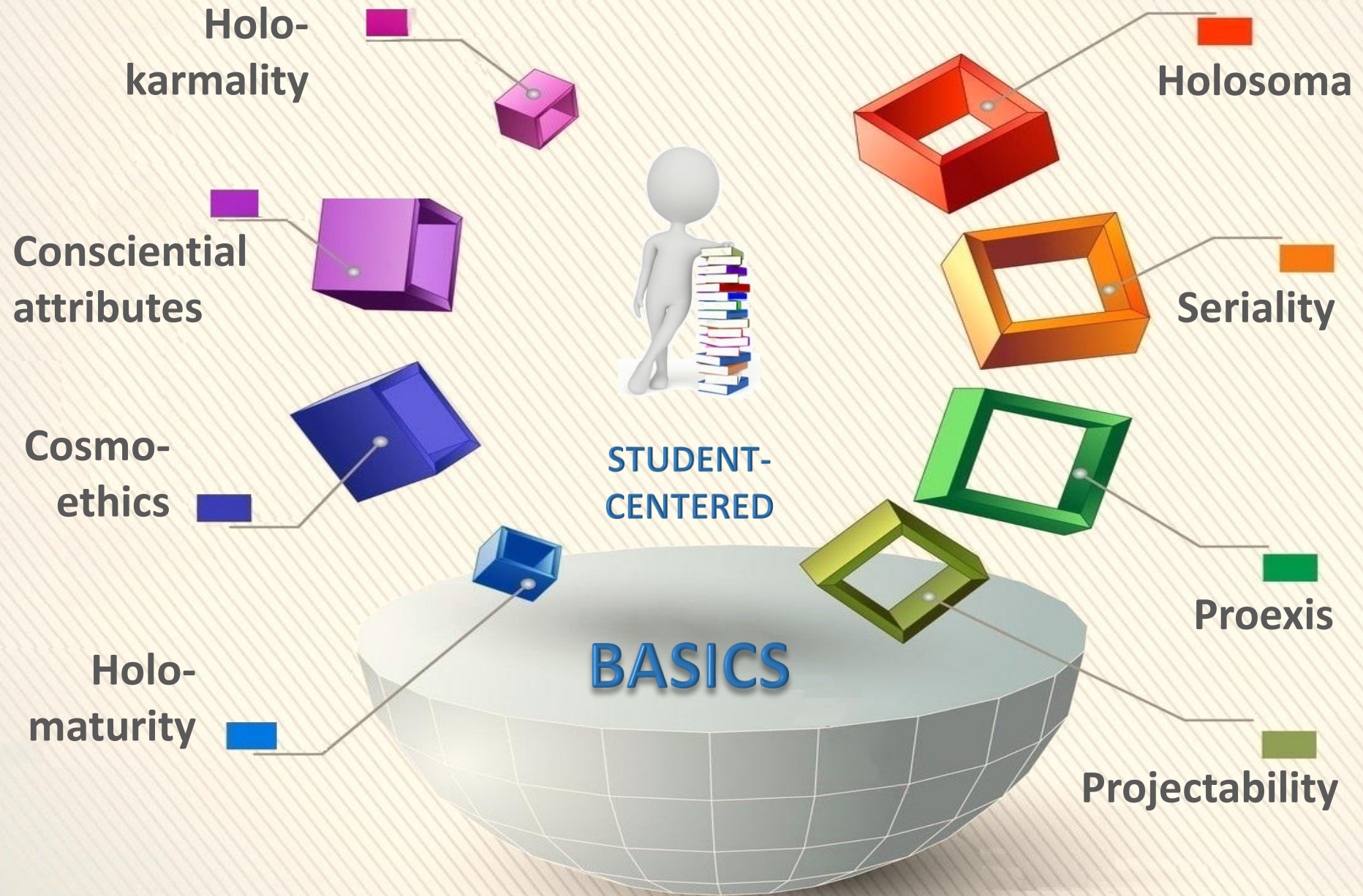
Workshop

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Workshop



WHO COULD TAKE ADVANTAGE?

- Students with profound knowledge in Conscientiology
- Recyclers
- Inverters
- TEACHERS



WORKSHOP should NOT be:

- Therapy
- Receipt for self-corruptions in general
- Providing simple solutions
- Teacher-centered
- Theoretical
- Making students afraid of being a fish





We would love to hear your
... ideas
... questions
... feedbacks
... insights!



**Don't believe in anything, not even
what you have heard right now!**

EXPERIMENT!

Have your personal experience!

We appreciate your feedback and ideas a lot!

QUESTIONS

- What do you think about the hypothesis, we raised?
- What do you think about this kind of workshop?
Could it serve as sustainable framework to enable students to SYSTEMATICALLY overcome their self-corruptions?
- Do you have any further suggestions for the basic models to facilitate „Learning by Teaching“?
- Do you see any methodological obstacles for the students to confront themselves?

