

modeling and simulation, given the increasing practical importance of both these processes?

Of necessity, decision-making is primarily focussed here on problem-solving. Within the wider field of management it might be expanded to include the performance of tasks, the meeting of challenges and the formation of an adequate vision or outlook. Decision-making in a narrower sense is then understood as the nucleus process for the planning of action and the control of performance. Well predisposed as it is, this issue in the given series may lead to a further recommendable booklet. - As is generally the case, reading this book, besides being profitable and informative, stimulates further ideas. This property alone recommends this excellently designed publication also recommendable for the reader looking for more general approaches to ordering.

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KOEDER, Kurt W.: Studienmethodik. Selbstmanagement für Studienanfänger. (Study methodology. Self-management for study-beginners) 2. überarbeitete und erw. Aufl. WiSt Taschenbücher. München: Verlag Franz Vahlen 1994.

Thes signs on the wall have scarcely faded: too many students, too little capacity on the one side; on the other side a rapid progress in information turnover as well as in the half-life of science and consequently growing amounts of information for the students to cope with often under unfavourable conditions. Variatis variandis teaching suffers from the same fundamental problems. Or, in terms of classification and knowledge organization: How can the capacity of students (and teachers) to acquire knowledge and to retrieve it (not only for examination purposes) be improved, how can their critical evaluation and focussing be enhanced? How may the teacher structure his lectures according to dialogue teaching/learning and hope for better predisposed, more thoroughly prepared students? The issue, by the way, is not restricted to teaching/learning in (higher) education and further education. Anybody trying to keep pace with changing requests in professional and even private life is well advised to closely inspect his methods of working and self-management. The same holds for any issue of classification and knowledge organization.

Why to review this book as many others with similar titles are already on the market? The reviewer, teaching 'Studienmethodik' (Study Methodology) himself for many years, found publications, though excellent in their other qualities, generally a little too one-sided concerning the guidelines for scientific rules or too general dwelling on attitudes and approaches to learning. What in his opinion is needed should provide at the same time a script accompanying the lecture, an easy-to-browse overview on what should be remembered/ reminded / practiced and, last not least, some rule- and toolbox to be consulted when special requests concerning scientific work, e.g. on how to quote, should turn up. This book, that's why, is coming as near as possible to these idealized requests.

After a short introduction how to use the book rewardingly (0.), the transit from school learning to studying (1.) as well as reference to institutionalized forms available to the study (2.), the text explicates forms of teaching/learning (which functions should never be seen apart from each other) in higher education. The focus lies on active and dialogic modes for their intrinsic value, and in the context of the entire range of modes within the progress of the curriculum. Three pages only inquire into the prerequisites of successful learning: perhaps they can be expanded in the next edition, giving some more detailed advice how to live in order to gain optimum learning efficiency (4.), perhaps rearranging texts from the next chapter (5). Chapter 5 explicates the conditions and the physiological, behavioral, psychological base rules of learning. It well masters the task - not easy to accomplish - to transfer them into clear rules to be obeyed by the student. After these preparatory chapters, Chapter 6 shows, explains, and exemplifies modes and methods of working and study. In addition to the topics which are here a must, the chapter includes a discussion concerning the evaluation of seminar papers, diploma theses, etc. - according to my experience considerably alleviating the evaluation tasks later on of the teacher. It also refers to presentation techniques and, shortly, to rhetorics.

It sounds but trivial: what the professional life students have to be prepared for is not only professional knowledge. It is likewise the ability to apply knowledge in systemic processes of learning, of problem solving, of task accomplishment and, not in the least, of creative development and of innovative control learning. Teaching can accomplish this - often in practice underestimated responsibility - only when the teaching/learning process has been structured accordingly so that it will resemble in itself both modeling and exercising, the process of learning how to learn. Chapter 7 gives advice how this should be accomplished in a continuous further self-upgrading by further self-education. Pensive afterthoughts as to a basic epistemological and methodological re-consideration are summarized in Chapter 8. Chapter 9 presents checklists for efficient learning.

Its inclusive (teachers, learners, purpose, and goal) approaches and methods as well as its didactic properties qualify the book as much for the student as for the teacher, who may learn from it e.g. more on the matching of teaching types. Many parts ought to be read twice.

If there was a wish granted, then I would like to see more simple graphs, e.g. explicating the learning process in relation to the existing matrices and checklists. And, perhaps also, to summarize the practical consequences of each paragraph in a short conclusion perhaps in the form of checklists (although there are also reasons against their introduction). Nevertheless, it will be a pleasure to read the book and to experience both relief and improvement when putting its recommendations to practical use. Needless to point out, that this will apply to anybody who has, in the widest sense, to learn and to improve learning.

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