‘Mapping’ (the Educational) Knowledge for the continuously support of teachers and educational staff

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What does teaching mean?

Matching
.. (learning-)activities ...
.. to questions/ tasks/ challenges/ ‘Aufgaben’
.. and to knowledge

Knowledge could/ should be seen..
.. in relationship to the basic activities
.. which try to answer questions/ tasks/
‘Aufgaben’/ matters of concern
What are basic activities and what means to map them?

What are the 'longitude' und 'latitude' of the world of activities?

- **Latitude:**
  - *exploration*
  - *action*
  - *reflection*

- **Longitude:**
  - *room/ space - nature/ things/ objects*
  - *time/ process - form*
  - *meaning/ sense/history - language*
to recognize

to realize

to understand and to mean on the basis of empathy

exploration

action

reflection

things/ room/ space

time/ process/ form

meaning/ sense language/ media

things/ room/ space

time/ process/ form

meaning/ sense language/ media
to (re)construct

to recognize

to labor/ to keep going

to interact and communicate

to realize

to understand and to mean on the basis of empathy

to (re)construct

to recognize

to realize

to labor/ to keep going

to interact and communicate

to understand and to mean on the basis of empathy

reflection

to (re)construct

to recognize

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time/ process/ form

things/ room/ space

exploration

action

to (re)construct

to recognize

to realize

to labor/ to keep going

to interact and communicate

to understand and to mean on the basis of empathy

meaning/ sense language/ media

reflection

action

exploration

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Odyssee’s end ® strategy
to recognize

to (re)construct

to judge/ to conclude

to labor/ to keep going

to think

to imagine/ to decide/ to take responsibility

to realize

to interact and communicate

to understand and to mean on the basis of empathy

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Odyssee's end ® strategy
What are the facts?
  to recognize

What is the pivot point?
  to realize

What is the story/development?
  to understand and to mean on the basis of empathy

What kind of reality?
  to (re)construct

What kind of process?
  to labour/ to keep going

What kind of meaning?
  to interact and communicate

What seems to be successful/beautiful?
  to judge/ to conclude

What would work/be acceptable?
  to think

What would make sense?
  to imagine/ to decide/ to take responsibility

Reflection

Action

Exploration

Things/ room/ space

time/ process/ form

meaning/ sense
language/ media

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What is happening within each field of activity?

'Activity' means to combine five elements.
To combine elements of activity *in a new way* means to 'learn' - 'Learning' is a new/different realization of an activity. What is to be combined?

- Activity and Learning do need and use
  - **fields** of activity
  - **findings** about the situation
  - **ideas** for **orientation**
  - **concepts** as possible parts of solutions
  - **forms and attitudes for** planning and realizing **activities**
Students start activities to solve tasks/challenges/problems, “Aufgaben” - they combine: findings, ideas, concepts within fields of activity

... **fields** of activity
nature+world of things
social world
world of history and meaning

.. **Ideas** as orientations towards
fitting, adding value, making sense

learning- activities and their ‘forms’

.. **findings** about...
conditions
resources and barriers
tradition, mental programs

.. “**concepts**” for..
attitudes
structures
methods
strategies
In a ‘mapped world’ students can work on their own - building their „maps“ of the nine basic activities in each time combining

- fields of activity
- findings
- orientations
- concepts/ knowledge
- forms of activity

They may work individually, in their own time and intensity, along their own interest;

They may combine differently, in a new way, without getting lost, because the mapping keeps orientated

They are able, to understand the “maps” - their own and those of other students and see and estimate alternatives
Teaching quality - that’s the idea

Qualified Teaching...

- .. supports the active **discovery** of the world
- .. unlocks the world’s **structure**
- .. shows **relevant matters** and questions
- .. helps people to draw their **own maps**, but also..
- .. helps to **understand** the „maps“ of the other people and cultures
What is to be done to allow that way of teaching?

• **Match answers/knowledge to activities**, questions/‘Aufgaben’/matters of concern and values
• Describe the available knowledge of the curriculum in this way
• **Create “pictures”/descriptions of the world of disciplines** in creating this kind of **maps for disciplinary knowledge**
• Train teachers (together with their students) in using ‘mapped worlds’ - available in the internet or on local servers
• **Establish wide access to the maps created** - to show the regional, the national, the world’s knowledge in relationship to basis activities, questions, values
Thank you for listening

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Within the international Master-Program: ‘Educational Design’ at the UP Maputo we discuss and develop this kind of curriculum and corresponding ideas for teacher education.

Contact me, when you are interested

More information is available as handout