

KNOWLEDGE MATTERS! REFLECTIONS ON THE ROLE OF KNOWLEDGE IN STANDARD-BASED AND COMPETENCIES- -ORIENTED FORMAL EDUCATION

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Abstract

Knowledge in formal education experienced a series of changes over the last decades. Scholarly work produced both within disciplinary boundaries and in trans- and interdisciplinary settings led to a decreased half-time of new knowledge (Wolff, 2008; Becker-Mrotzek et al., 2013). Also, novel formats of knowledge production, storage, distribution, and consumption (Alkemeyer et al., 2015) challenged traditional methods of dealing with academic knowledge. Furthermore, access to knowledge also experienced several alterations leading to better access to freely available knowledge and an increased challenge revolving around identifying the adequate sources of information in light of increasing fake news. Parallel to these developments, formal education subjected the knowledge, traditionally taught in school subjects, to various alterations. Particularly large-scale assessment studies, such as PISA, triggered reforms leading to curricular architectures that emphasize procedural knowledge nested in generic competencies at the expense of deep knowledge rooted in disciplinary settings. Such reforms carried out under the label of standard-based and competence-oriented education resting on (moderate) constructivist principles resulted in an erosion of subject-specific and deep knowledge inducing a progressive de-disciplinization of school subjects. This presentation examines the process of de-disciplinization using two perspectives. On the one hand, it rests on recent work on curricula from the sociology of education (Young & Muller, 2010; Muller & Young, 2019, Morgan et al., 2019) dedicated to the role of powerful knowledge in schools. On the other hand, it looks into the history of education and uses concepts established to think about knowledge in disciplinary settings against the background of their development in time (Reh & Pieper, 2018; Janík et al., 2019). Thereby, Geography serves as an example

to compare lower secondary curricula of international selection (Bagoly-Simó, 2020). The examination of cross-curricular objectives focusses on Education for Sustainable Development (ESD), the en vogue contemporary good cause (Marsden, 1997) infiltrating the curricula.

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Přednášející

Prof. P. Bagoly-Simó je výzkumníkem v oblasti kurikula a teorie učebnic. Specializuje se také na mezinárodní srovnávací studie edukačních zdrojů zejm. v oboru geografie, podílí se na koncepci strategií vzdělávání pro udržitelný rozvoj. Je členem představenstva asociace IARTEM a působí i v dalších vědeckých organizacích, jako např. NZSA (New Zealand Studies Association), LASA (Latin American Studies Association) či Internationale Gesellschaft für historische und systematische Schulbuchforschung. V oblasti podpory žákova učení se věnuje problematice scaffoldingu.