

CIEA 2002

**From information to knowledge – from knowledge to application:
the roles, tasks and activities of the various protagonists in
training-institutions**

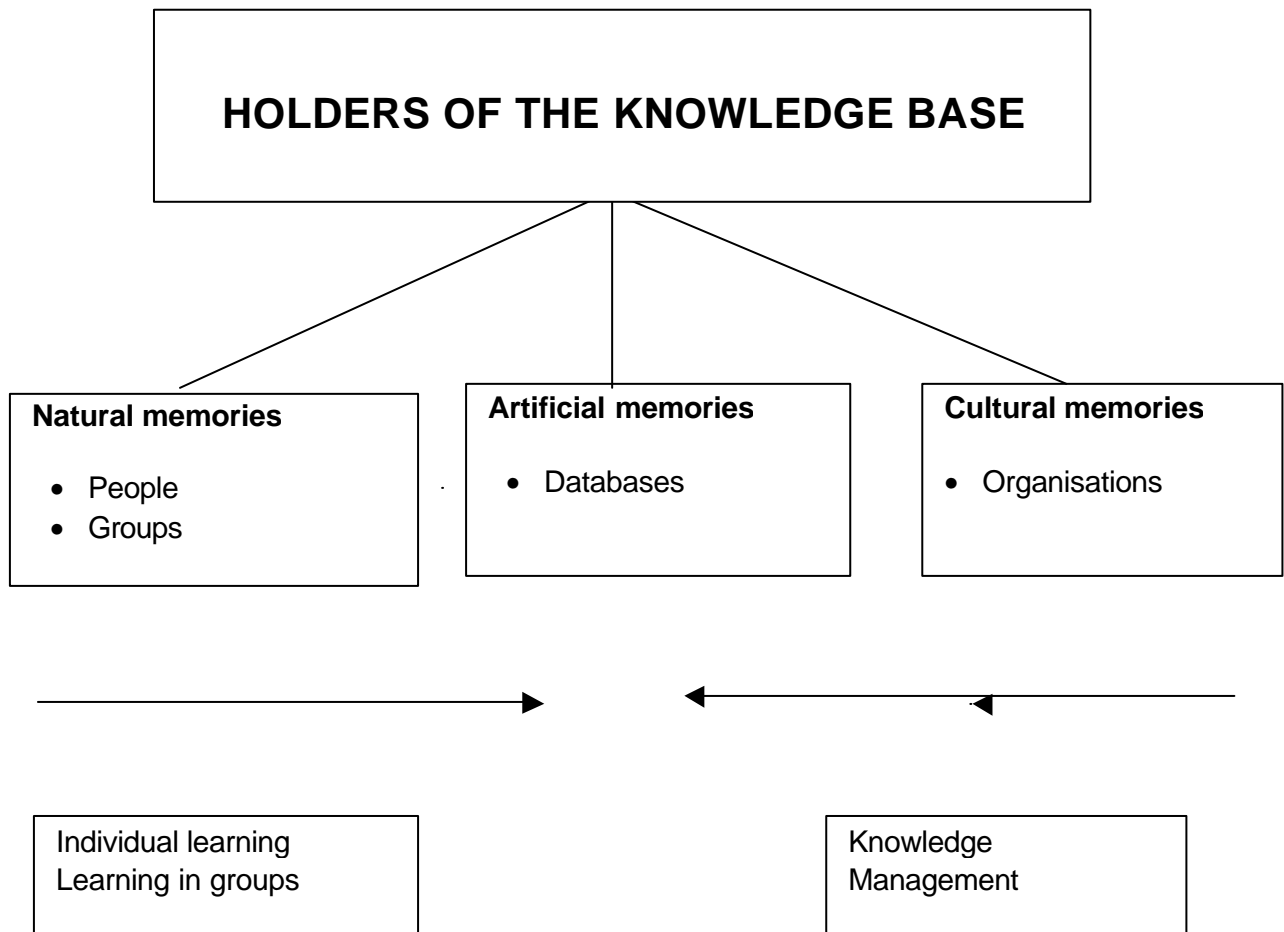
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Tuesday, 20 August, 2002

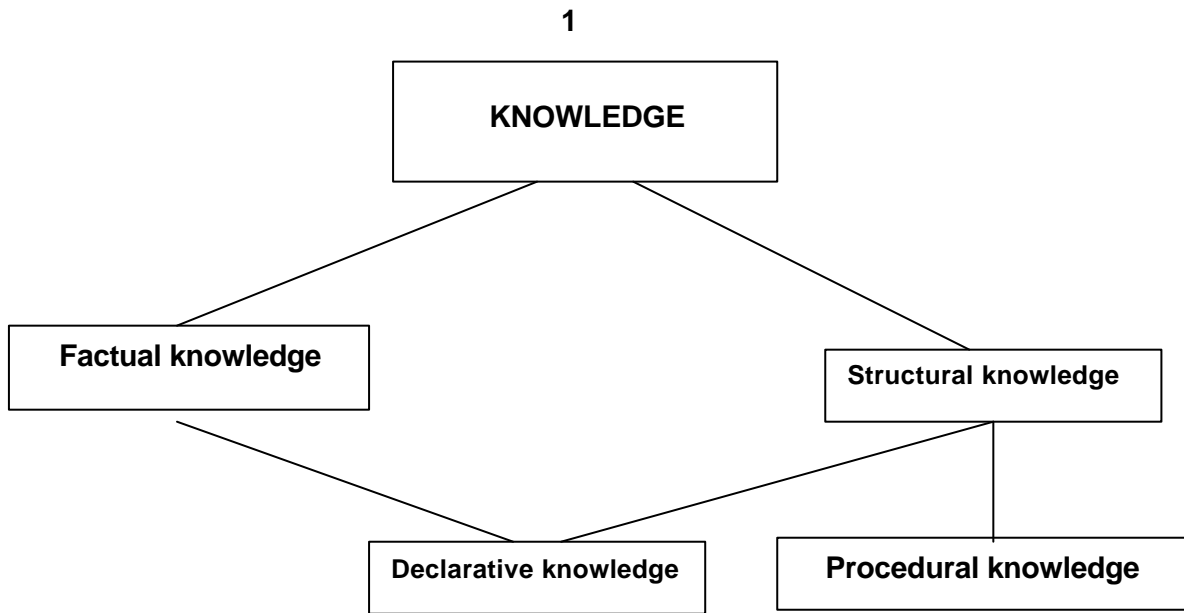
**23RD INTERNATIONAL COURSE ON VOCATIONAL EDUCATION AND
TEACHING IN AGRICULTURE**

Personal reflection and groupwork

1. What importance do I attach to knowledge in my lessons?
2. What steps do I take to facilitate my students handling of knowledge?
3. What do I take into account when my students have access to internet or to other information- (knowledge-)systems?
4. How do I control myself in order not to overstretch my students with knowledge?



1st Problem area: The role of the information systems?



2

Metaknowledge
(Metakognition)

2nd Problem area: The relation between factual and structural knowledge

KNOWLEDGE + SKILLS + COMPETENCIES



Core Competencies

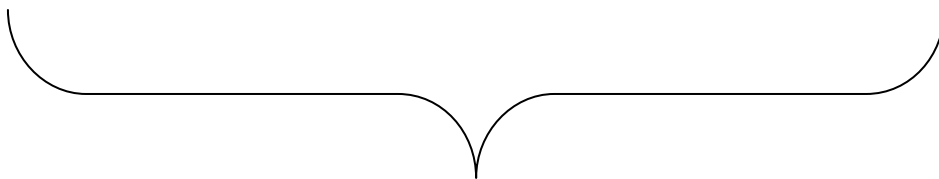
3rd Problem area: A combination of knowledge, skills and competencies

Systematic learning

- 1.
- 1.1.
- 1.2
- 2.
- 2.1
- 2.2
- .
- .
- .

Casuistic learning

Case
Problem



1. Understanding - active learning
2. Application- active learning
3. Metacognitive learning

4th Problem area: To be able to use knowledge (remember, increase), reduction of inert knowledge

The learning process does not only depend on the teaching and learning methods

Guided learning

Self-guided learning

- Declarative foreknowledge
- Procedural knowledge
- Learning experiences
- Learning anxieties
- (social background)

5th Problem area: How is knowledge acquired?