

Summaries Geographie und Schule, issue 195, february 2012

Education and Teaching – Focal Points in the Orientation towards Competence Development: Current Questions Raised on Geography Didactics

Karl W. Hoffmann, Mirka Dickel, Inga Gryl and Michael Hemmer

What are the crucial points of reference of my teaching? What are the pedagogical and professional patterns and concepts that drive my classroom actions? These questions have been on teachers' minds ever since. The orientation towards the development of competences has led to new framework new guidelines on teaching and learning. Nevertheless teachers have always been focusing those aspects that are nowadays screened as competences. Therefore the key question comes to the fore: What is the significance of competence reform at all? In this article four university teachers and geography educators in the scientific field of geography education have been asked about their positions and opinions on aims and purposes of the present competence reform.

GS 195, page 4

Hurricane „Irene“ – Planning Geography lessons with the competencies acquisition scheme

Annette Coen und Hedi Wenz

The article presents an idea of how to plan, teach, and evaluate a lesson plan dealing with the formation and development of

hurricane „Irene“. It brings together well-matching and consecutive contents, concrete learning activities, both varying and advancing, and the cumulative assessment of geographic competencies, all being visualized within the framework of the competencies acquisition scheme by Hoffmann (2011).

GS 195, page 14

Geography lessons between operational competence and „Gestaltungskompetenz“

Thomas Hoffmann

What is the contemporary meaning and according to the needs of societies the relevant function of Geography at school today? This leading question of the article is answered in favour of a competencies oriented learning, which meets the necessities to cope with the global challenges of our time in the context of education for sustainable development.

GS 195, page 21

Geographical visual competence? How to deal with images in geography teaching

Holger Jahnke

The growing importance of the visual in our current media society questions the relation between humans, images and reality in a fundamental way. As a visual discipline, geography is fundamentally con-

cerned with these transformations. As a consequence a visual competence needs to be developed in geography teaching, that not only reflects the formal analysis of images, but also dimensions of epistemology and theoretical dimensions of the images. The author suggests geo-photography as an effective action-oriented method in geography teaching to develop a broader visual competence in school geography.

GS 195, page 27

Think global – act global – Geographical skills in the context of global education – The Microfinance Project: Poverty reduction via mouse click

Irina Roczen and Andreas Eberth

The conception of innovative class teaching methods based on the guideline of global development is the main focus of the „Global Learning Task Force“. Microfinance, informal economy and developing countries are the main issues which are discussed in class using modern teaching methods. Roczen and Eberth's paper provides the reader with a solid thematic background and introduces the available teaching material. Thereby, it points out how especially the competences „judgement/evaluation“ and „acting“ can be trained.

GS 195, page 35