
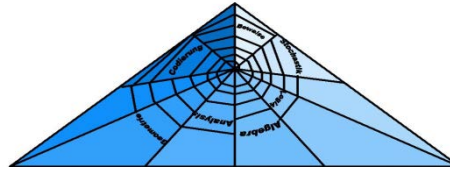


Narrative Didaktik: Impulse

Vortrag im Rahmen der 8. Tagung des  - Arbeitskreises
„Vernetzungen im Mathematikunterricht“



an der Universität Passau

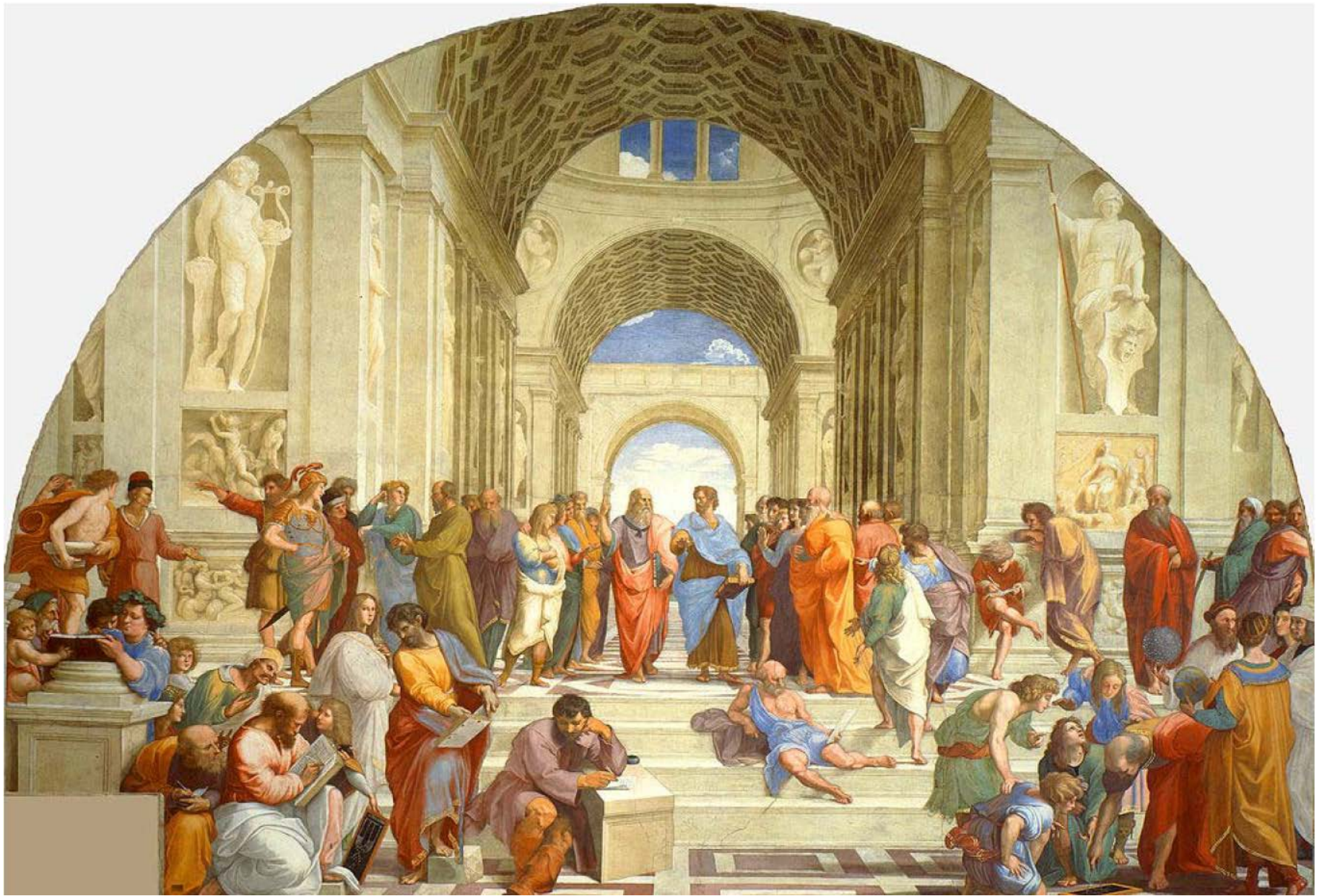
Interne Sitzung am 25. April 2015

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Rückblick

- Vortrag auf 6. Tagung des AKs in Karlsruhe
- These: Auch Bilder können als Elemente einer Narrativen Didaktik genutzt werden.
- Bsp.: Entdeckung der Irrationalität
- Und neu: „Alles ist Zahl“ (Baptist, P. (2008) (Hrsg.). Alles ist Zahl. Köln: Kölner Universitäts-Verlag)





Hardys Taxi (© Eugen Jost, CH-3604 Thun, Acryl auf Leinwand, 60 cm x 60 cm, Abbildung entnommen aus Baptist, 2008, S. 13)

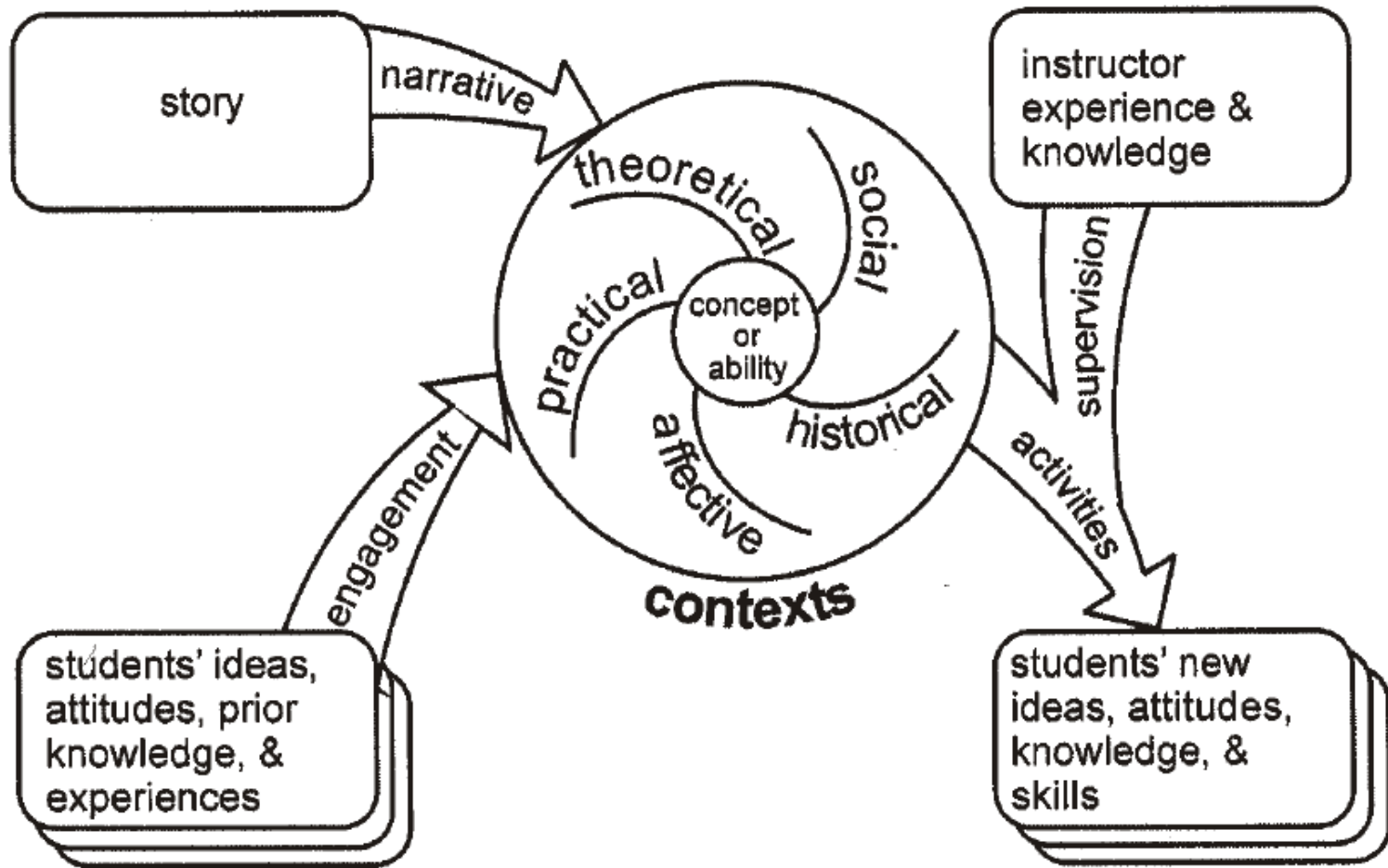


Ein Spaziergang mit Herrn Euler (© Eugen Jost, CH-3604 Thun, Acryl auf Leinwand, 60 cm x 60 cm, Abbildung entnommen aus Baptist, 2008, S. 31)

Damals noch to do ...

- [Arbeitsblatt](#)
- Fundierung Hintergrund-Theorie
 - (1) Klassen, S. (2006): **A theoretical framework for contextual science teaching**. Interchange, 37, 1-2, 31-61.
 - (2) Norris, S., Guilbert, M., Smith, M., Shahram, H. & Phillips, L. (2005): **A theoretical framework for narrative explanation in science**. Science Education, 89, 4, 535-554.

SDCA ((1) p. 55)



Vernetzungsaspekte

- Im Sinne einer konstruktivistisch angelegten Lehr-Lern-Theorie gilt: „Learning is, in this view, a sense-making activity by the learner whereby she or he tries to accommodate new information to existing mental structures. New information is always **connected** to similar information where conceptual overlap or context is the dominant factor. By this path of reasoning one arrives at the importance of context to the learning process, since information cannot exist in isolation in long-term memory and, even in the reasoning process, there are constant attempts to make **connections** among concepts.“ (Klassen, 2006, S. 33)

Vernetzungsaspekte

- „The story provides an **organizing structure for related knowledge and experiences**“ (Klassen, 2006, S. 53 unter Rückgriff auf Mandler, 1984)
- „as the story unfolds, as the number of associated events increases, readers can begin to perceive and understand the **interconnection** among those events“ (Norris et al., 2005, S. 539).
- Narrative Elemente „emphasize interrelated sets of ideas.“ (Miller & Osborne, 1998, zitiert in ebd., S. 536) und stehen damit im Zentrum des Vernetzungsgedankens.

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