

## English Summaries

### **Horst Siebert: From specialised didactics to transdisciplinary didactics** (p. 25)

In his article, Horst Siebert calls for a type of transdisciplinary didactics which also includes the value of people's non-academic experience. Beliefs or »common sense« are just as important to people as the results produced by scholars, and these often go unnoticed even though they have a significant impact on everyday lives. A mere »transfer« of academic knowledge into the everyday lives of people is not enough, however. Transdisciplinary didactics are needed, rather, to »transform« academic knowledge in order to make it useful to people.

### **Erik Haberzeth: Content orientation in teaching** (pp. 26–29)

Erik Haberzeth issues a plea to make teaching the central focus of didactic activity once again. The problem with achieving successful good teaching, in his view, is not necessarily related to teachers devoting too little attention to existing specialised didactical knowledge. It is more important, rather, to make sure that didactics do not become self-absorbed and thereby impede the way to content rather than paving it. This does not mean that specialised didactics can generally speaking be dispensed with, but teachers need to become aware of their didactical actions in a reflective manner and orient themselves towards the task of attaining a common understanding of content in the teaching/learning process.

### **Peter Röben: The disaster as a challenge** (pp. 30–33)

In this article, the reactor disaster in Fukushima (March 2011) together with the changes in energy policy following in its wake are used to enquire about reactions in the fields of natural science and technical didactics. The empirical finding is that didactical discourse has been little affected by Fukushima. The reason for this, in the view of the author, is to be found in the theoretical problems associated with specialised didactics, in this case didactics involving technology, as well as in an overly narrow understanding of the task facing classroom instruction.

### **Waltraud Schreiber: Historical-didactical theory in the midst of life** (pp. 35–38)

The focus of this article is on a historical-didactical theory which aims at establishing skills in historical thinking, broken down into skills in historical knowledge, questions, methodology and orientation. The approach, its potential and challenges facing it are explored using the example of the Berlin Wall Monument, a particularly useful example with Germany commemorating the 50th anniversary of the construction of the wall in 2011.

### **Ralf Laging: Guiding principles in pedagogical theory of movement** (pp. 39–42)

This article addresses teaching and learning of movements, in particular by exploring the following points: »orientation towards sense and meaning«, »making differences possible«, »orientation towards effect«, »forming notions of movement«, »making experiences possible«, »situational setting« and »learning through movement tasks«. In sum, overarching principles are deduced for a didactically oriented movement theory.

### **Albert Raasch: Teaching language in the domain of adult education centres** (pp. 43–46)

Didactical quality is a crucial precondition if all citizens of the European Union are to be able to develop multilingual skills. Here it is in particular adult education centres which have the task of training their teachers and offering them continuing education so as to make possible optimum didactical classroom instruction. This article shows that applied linguistics and research on teaching languages can provide an important impetus here. The author moreover issues a plea for specialised didactics oriented towards lifelong learning. »Learning teaching« is accordingly identified as a key objective of instruction in foreign languages.