

English Summaries

Friedrich Hesse

A new light on teaching/learning processes. The necessity of a cognitive interface (pp.)

New ideas for supporting the human working memory are required to take advantage of the options of teaching/learning processes provided by digitalisation. A new »cognitive interface« is necessary for connecting human knowledge with the knowledge of digital resources.

Klaus-Peter Hufer

Praise of the analogue. Why learning does not always need to be digital (pp.) The use of new digital techniques and media in class is almost socially mandatory. In his interjection, Klaus Peter-Hufer points out the advantages of programmes that do completely without digital media. Particularly text work are tactile and sensory processes, which are difficult to transfer into digital processes.

Ingrid Schöll

(No) time for experiments. Observations on the digitalisation of adult education centres (pp.)

Continuing digitalisation is a macro-social phenomenon – dealing with it is a macrosocial task. For the educational field, it does not only concern a change of teaching-learning situations due to digital media but also the issue of contributing to the changing situation – without excluding certain groups. According to the author, the issue of digitalisation does not allow federal disputes and segment-specific separation of educational areas.

Bernhard Schmidt-Hertha/Matthias Rohs/Karin Julia Rott/Ricarda Bolten
Fit for the digital (learning) world?

Media educational competence requirements for adult educators (pp.)

The development of digital media continuously provides new opportunities for developing teaching/learning processes. As a result, the media educational requirements for teachers to assess the relevant chances and risks and to use digital media effectively as a learning support, is growing. The article points out the demand for paying increased attention to this specific competence. It presents a media educational competence model for adult educators, which was developed on a theoretical and empirical basis.

Thomas Jung

What is left when books are gone?

Contemplating a changing book culture (pp.)

The Gutenberg era is coming to an end. Caused by the expansion of digital media and progressing networking opportunities, another technical revolution after the invention of the printing press is forthcoming – »the secondary orality«. The author points out the effects on both publishers and the entire academic and learning culture.

Felix Lukowski

Working more ambitiously – learning more? Vocational continuing education

in the age of digitalisation (pp.)

Nowadays, employees are part of a rather dynamic working environment, which is significantly marked by increasing digitalisation. As a result, qualification and competence requirements as well as job contents are changing.

Findings by the qualification panel of the Federal Institute for Vocational Education and Training (BIBB) indicate that a company's higher digitalisation level requires higher skill profiles. More digitalised companies also have a larger number continuing education measures, which reveals the aspiration to prepare employees for the digital change.

Gerhard Quincke

Adult education centres in Mali. Experience and concepts during and after the crisis (pp.)

The article presents experiences gained in educational work in (post) crisis areas based on the work conducted by the DVV in Mali. According to the findings, adult education centres can be successful providers of holistic education programmes. In addition, conditions and factors for success are presented.