Scenario-based didactics: An overview of different problems and possibilities with teaching scenarios that bridge domains “inside” and “outside” schooling

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Within recent years, there has been an increasing interest among educational practitioners, researchers, and policy makers in new forms of teaching that bridge domains inside and outside school contexts - e.g. by developing educational scenarios based upon simulations, roles, narratives, games, and/or scientific and professional work practices. In summary, such scenario-based approaches often promote more creative, innovative, and authentic ways of teaching and learning, and are hence seen as a more relevant or meaningful alternative to more “traditional” forms of schooling.

The aim of this paper is to identify, compare and discuss a number of different approaches to what we will call scenario-based teaching and learning or scenario based didactics. We will take as outset that schooling and curriculum can be understood as a set of knowledge forms (e.g. practical and theoretical), and a set of relations (e.g. transposition, inspiration, preparation), constituting a didactical field. At the same time, there exist several different approaches to bridging the assumed gap between the knowledge practices inside and outside school contexts.

The paper discusses three aspects of scenario didactics. The first aspect concerns the transpositive relation between knowledge forms in research and in schools, which may both involve theoretical knowledge forms (e.g. students should learn the results of mathematics (Brousseau 1997)) or practical knowledge forms (e.g. children should learn the processes of mathematics (European Commission, 2007; Misfeldt, 2005). However schools prepare to other practices than science. Thus, the second aspect concerns how other real-life professional work practices can be taken as outset for similar transpositions of theoretical and practical knowledge forms from different contexts and into school (Bundsgaard, Misfeldt, & Hetmar, 2012; Shaffer, 2006). Finally, the third aspect focuses on the discursive (Hetmar, 2004) and performative or dramaturgical practices of enacting scenario didactics, which often involve particular border objects such as digital media (Hanghøj, 2011, in review).

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References


