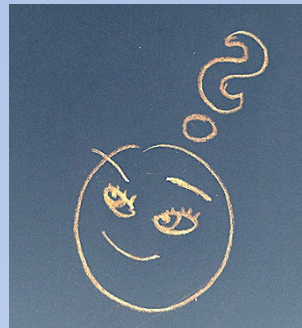




31st Congress of the *International
Network of Productive Learning
(INEPS)*



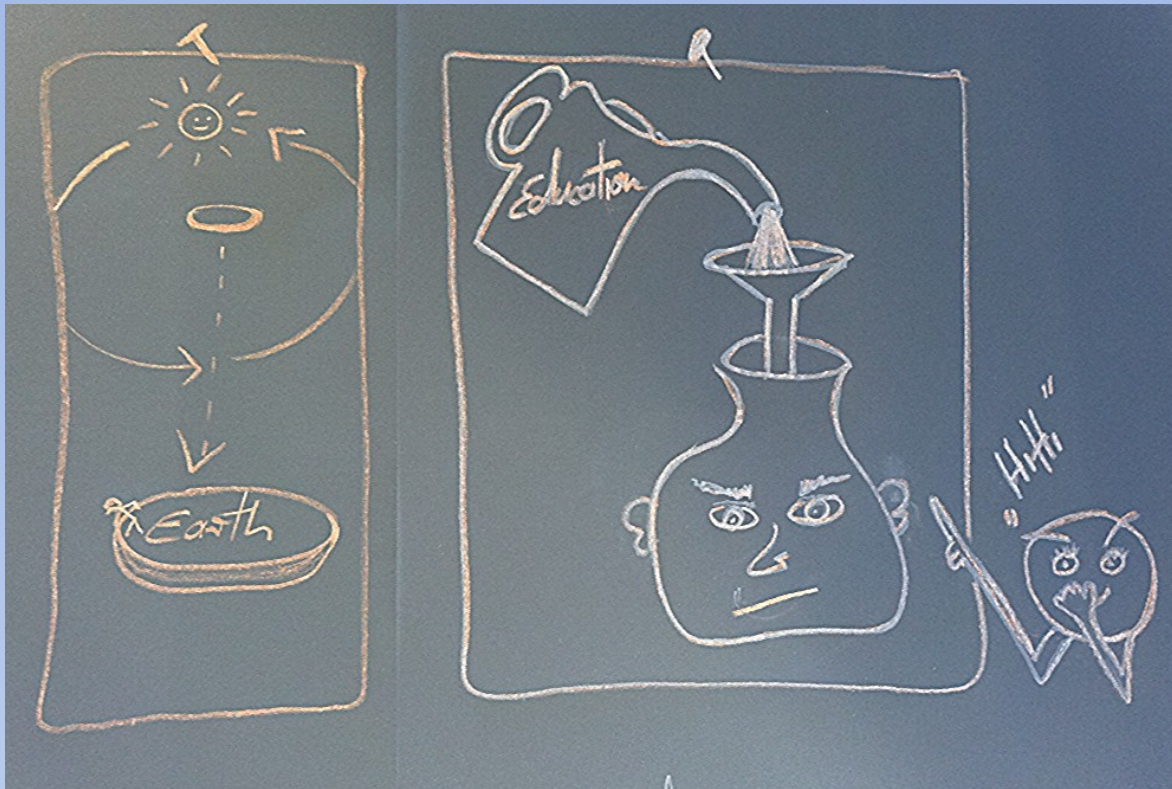
Curriculum standards and individual “real life” learning in school education - where are we now?



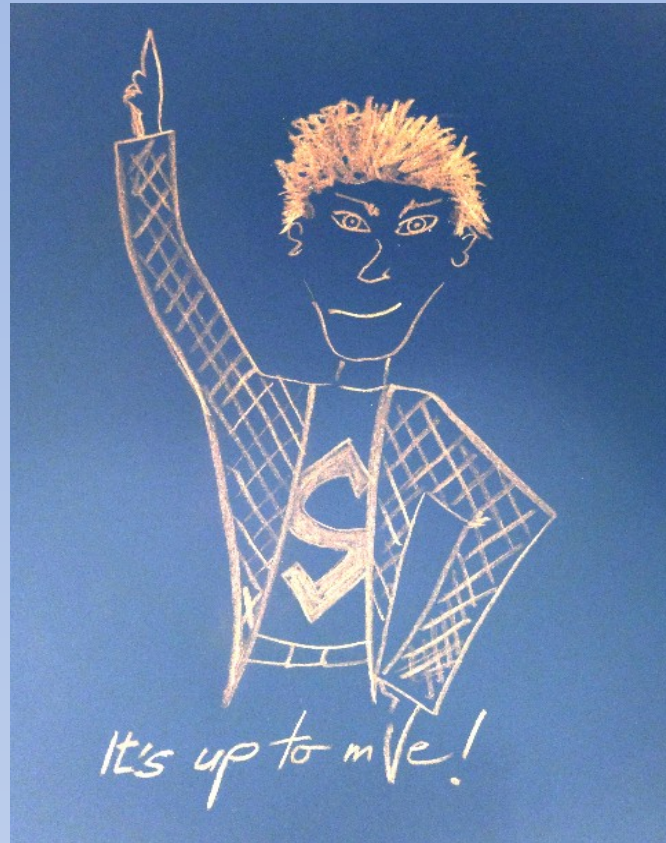
Holger Mirow, IPLE, Germany



Historical errors also about education ...



... corrected: learning is an active process of acquisition/construction



“Each child (student) is different“:

- individual preconditions
- individual interests and goals
- individual educational needs

*„The curriculum vitae and the learning biography of the growing up shall be the center of all educational offers“**

* 12th Report on childhood and youth of the German Government 2005



Yesterday: highly segmented school systems (e. g. in Germany)

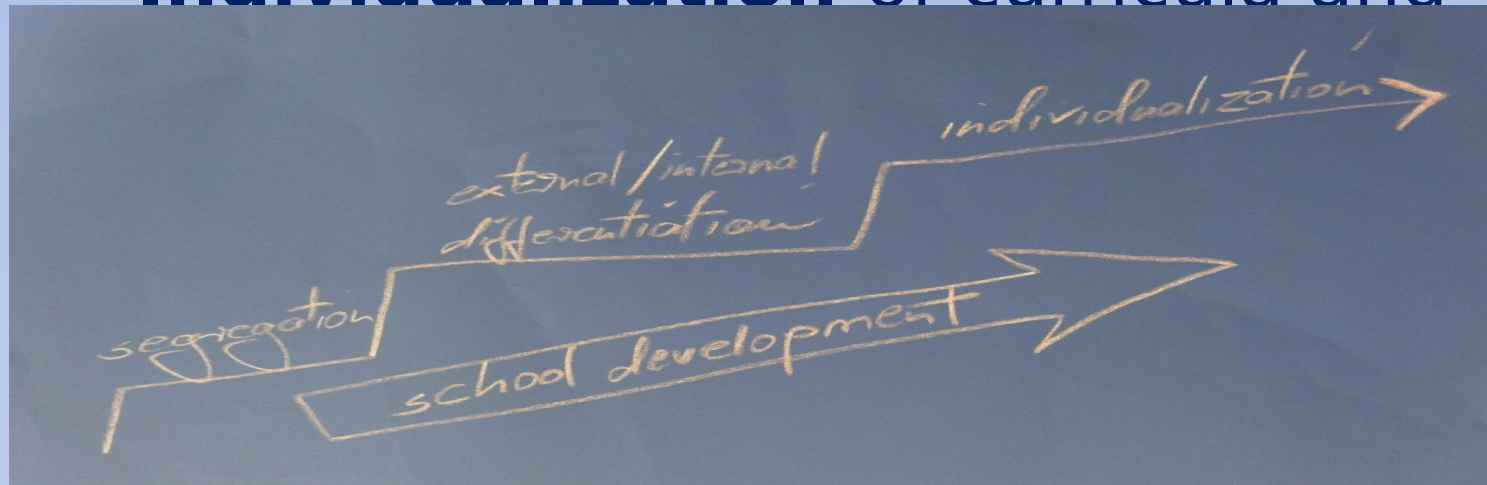


**Today: Inclusive Education a „must“
(due to the UN Agenda since 2006,
in force since 2009)**



As a consequence a focus in international school development is

- internal (“in one class”) differentiation
- **Individualization** of curricula and



Second trend in international school development:

“standardized testing” (*although questioned already*):

Purposes:

- a) monitoring purpose or “diagnosis”
- b) quality control: comparability of students, schools and certificates, “justice”



Third trend in international school development:

“active methods”, activity based education”, connecting theory and practice, improve vocational orientation (through internships), “project learning”, life orientation”, out of school learning, “dual learning”, (...) ...

a) motivational purposes



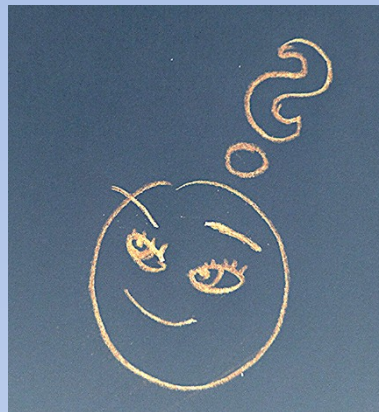
b) competence purposes (improve

To be discussed in education in general:

**individualize
d
education**



**standardized
testing**



To be discussed in *Productive Learning*:

individualized
education (in
school)



standardized
testing



individualized
education **at**
practice sites

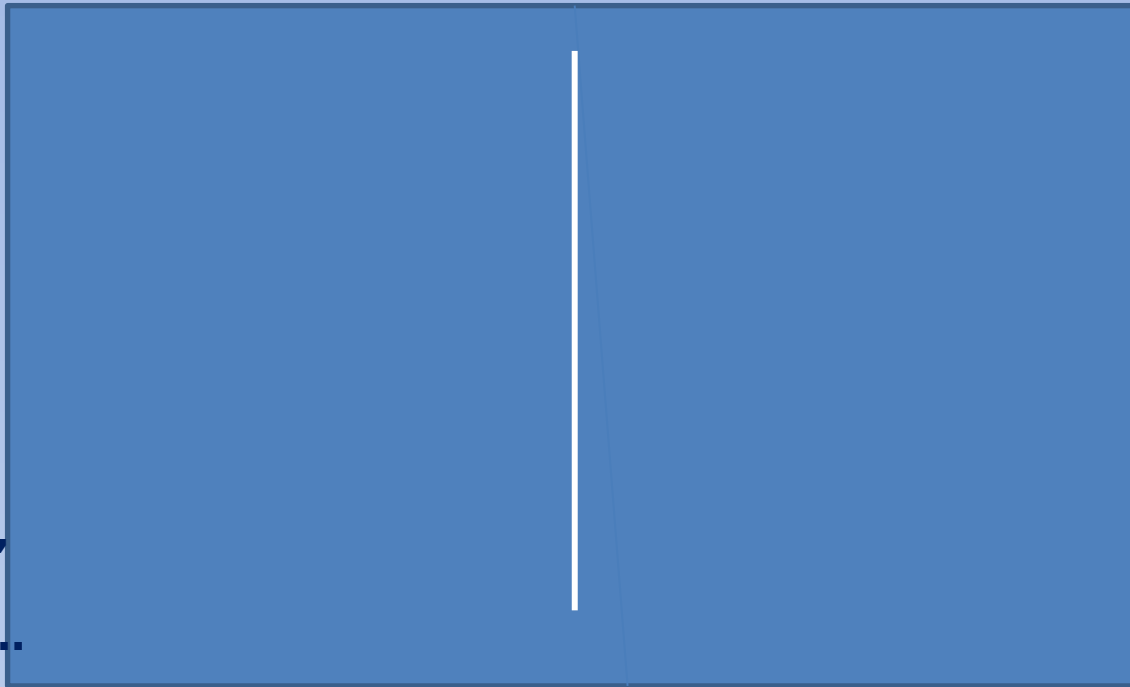


An invitation to discuss on a playground!

ye

S

I agree,
many,
strong...



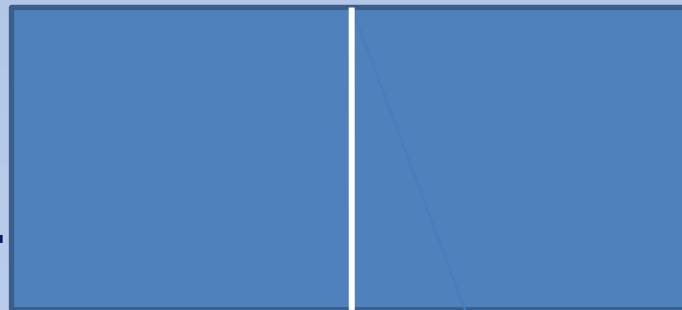
no

I don't
agree,
few,
little...



Test: Do you like the Congress venue?

yes
I agree,
many,
strong...

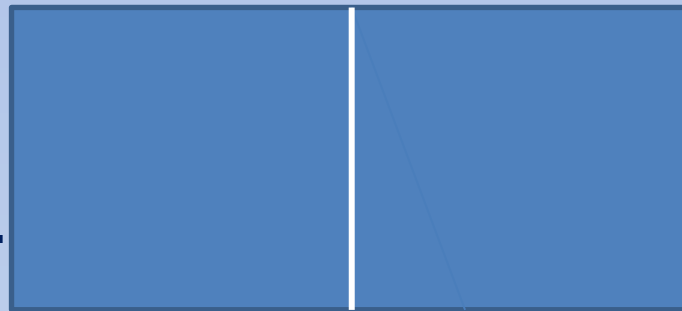


no
I don't
agree,
few,
little...



**“Practice/activity of the students
is an essential part of my
educational philosophy”**

yes
I agree,
many,
strong...

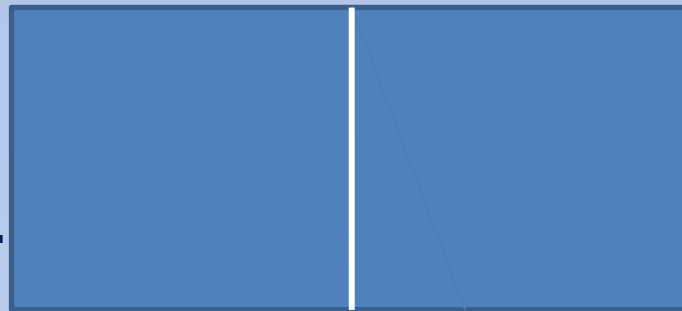


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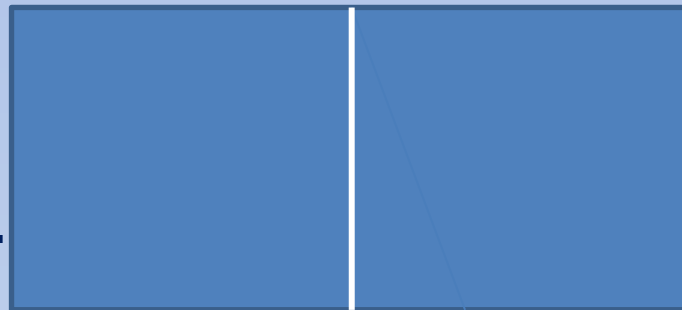


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agree,
few,
little...



**“The focus of practical learning
is personality development - not
subject learning”**

yes
I agree,
many,
strong...

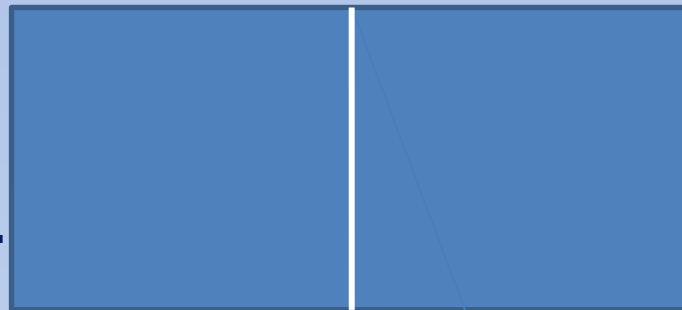


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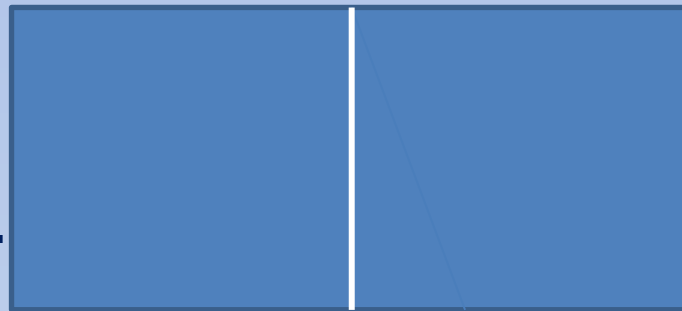


no
I don't
agree,
few,
little...



“The math skills needed for secondary education can be learned well in practical learning settings”

yes
I agree,
many,
strong...

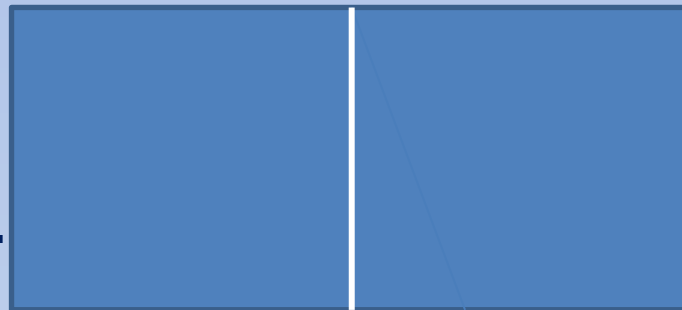


no
I don't
agree,
few,
little...



“The language skills needed for secondary education need a school setting for most students to be developed well”

yes
I agree,
many,
strong...

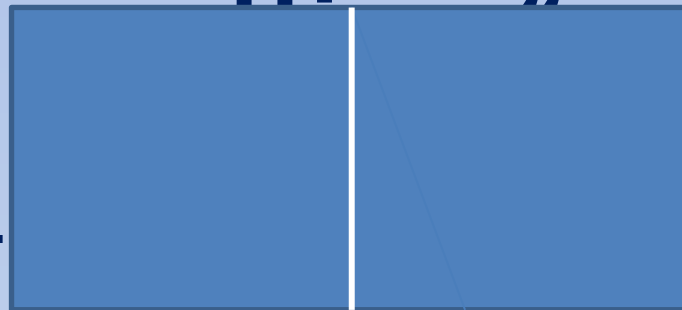


no
I don't
agree,
few,
little...



“The science curricula (biology, physics, chemistry) in my country are easily connected with learning in practical

yes
I agree,
many,
strong...

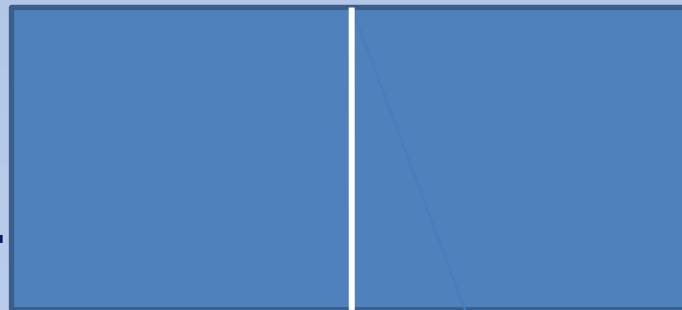


no
I don't
agree,
few,
little...



**“The social science curricula
(history, politics) in my country
are easily connected with
learning in practical settings”**

yes
I agree,
many,
strong...

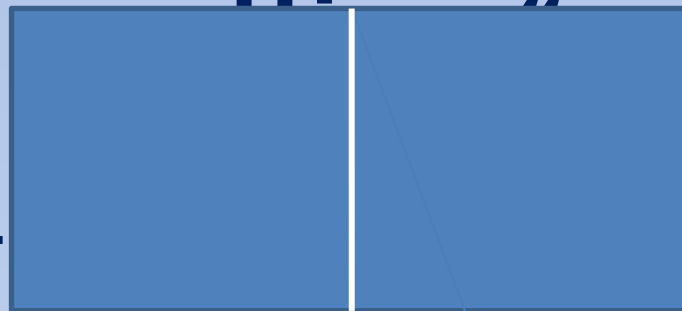


no
I don't
agree,
few,
little...



**“The social science curricula
(history, politics, ethics...) in my
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with learning in practical**

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I agree,
many,
strong...

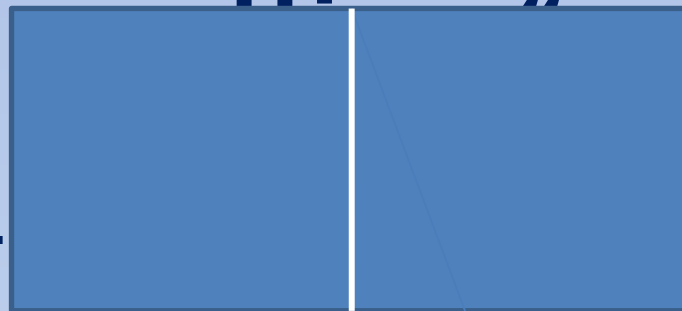


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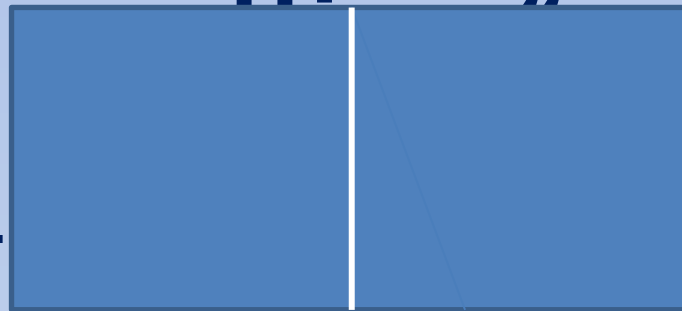
no
I don't
agree,
few,
little...



“In my country “practical learning approaches” are well recognized and seen as equivalent to more theory based

yes

**I agree,
many,
strong...**



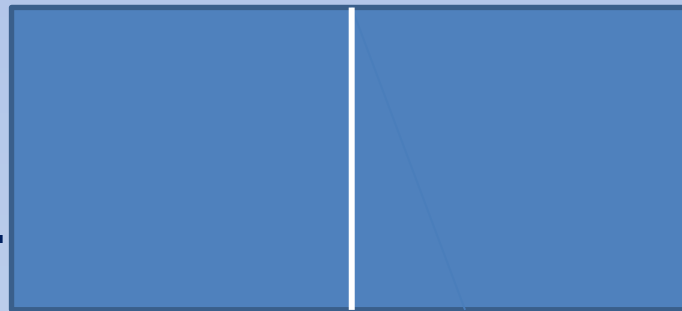
no

**I don't
agree,
few,
little...**



“Central exams have a strong influence on my educational work (the educational work in my school/country)”

yes
I agree,
many,
strong...

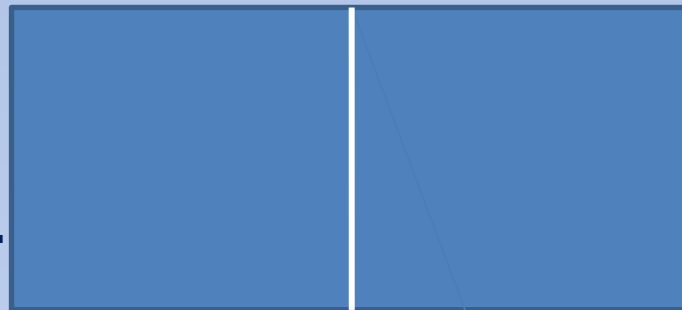


no
I don't
agree,
few,
little...



“If I could - I would cancel central exams in school education”

yes
I agree,
many,
strong...

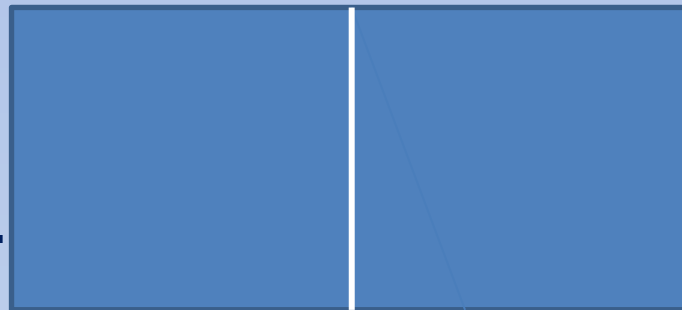


no
I don't
agree,
few,
little...



You are invited: Ask something to the group!

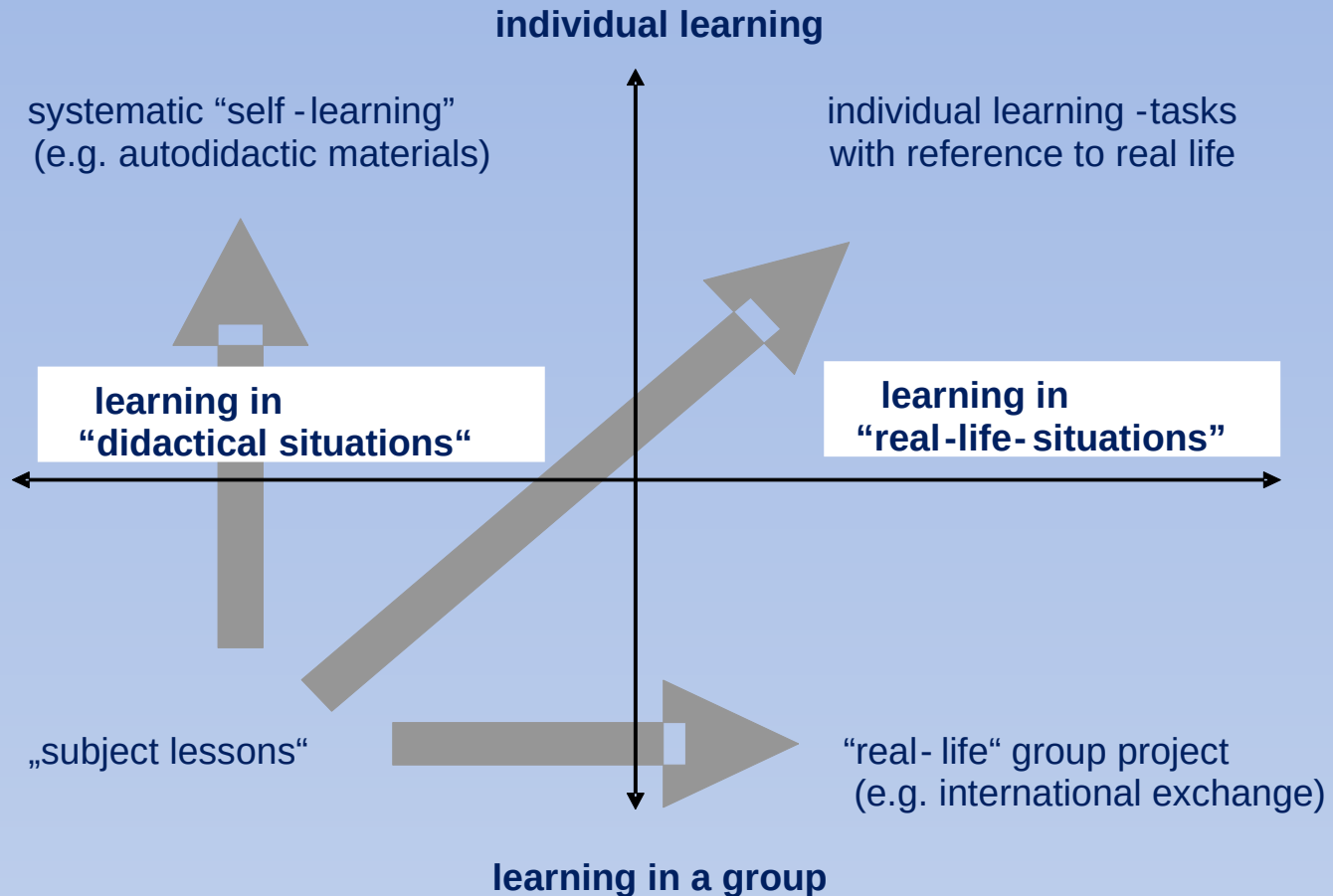
yes
I agree,
many,
strong...



no
I don't
agree,
few,
little...



Subject-related learning in PL - What are the directions of the development?



Mabe **interesting to compare:**

My thesis concerning the “testing” a few years ago - **where are we now?**

1. We can **accept** standardized tests **for monitoring purposes**
2. **Central exams** bear a **risk** for main characteristics of
Productive Learning
3. We **have to deal with them** - let's **reflect** the impact
in a **“differentiated” way.**
4. Central exams do have **positive effects** for
Productive Learning too
5. Central exams can rise the **risk of “exclusion”**
6. The **more subjects** are included in central exams



Thank you very much for our participation!

