

Individual intentions as a source for the social configuration of knowledge, competence and performance and their impact on learning and teaching

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This lecture will base on four main theses:

1. Conceiving individual performances as an expression for the corresponding competencies, it is indispensable to take emotional and motivational aspects into consideration.
2. Actual competencies are a social constitution of all individuals' intentions which are involved in the process of vocational education.
3. Knowledge (re)construction is not only social but also fluid and temporal and therefore a dynamic process.
4. To aim for complexity (concerning theses 1-3) we have to risk disorder on the one hand, but then look for controlling on the other hand.

These four theses will be substantiated; their importance for the development of competencies and performances will be discussed and also didactical consequences will be taken into account. Based upon the statements a bottom-up model of institutionalized teaching and learning processes shall be presented. Consequences for empirical research are to be outlined.