

WHAT IS KNOWLEDGE

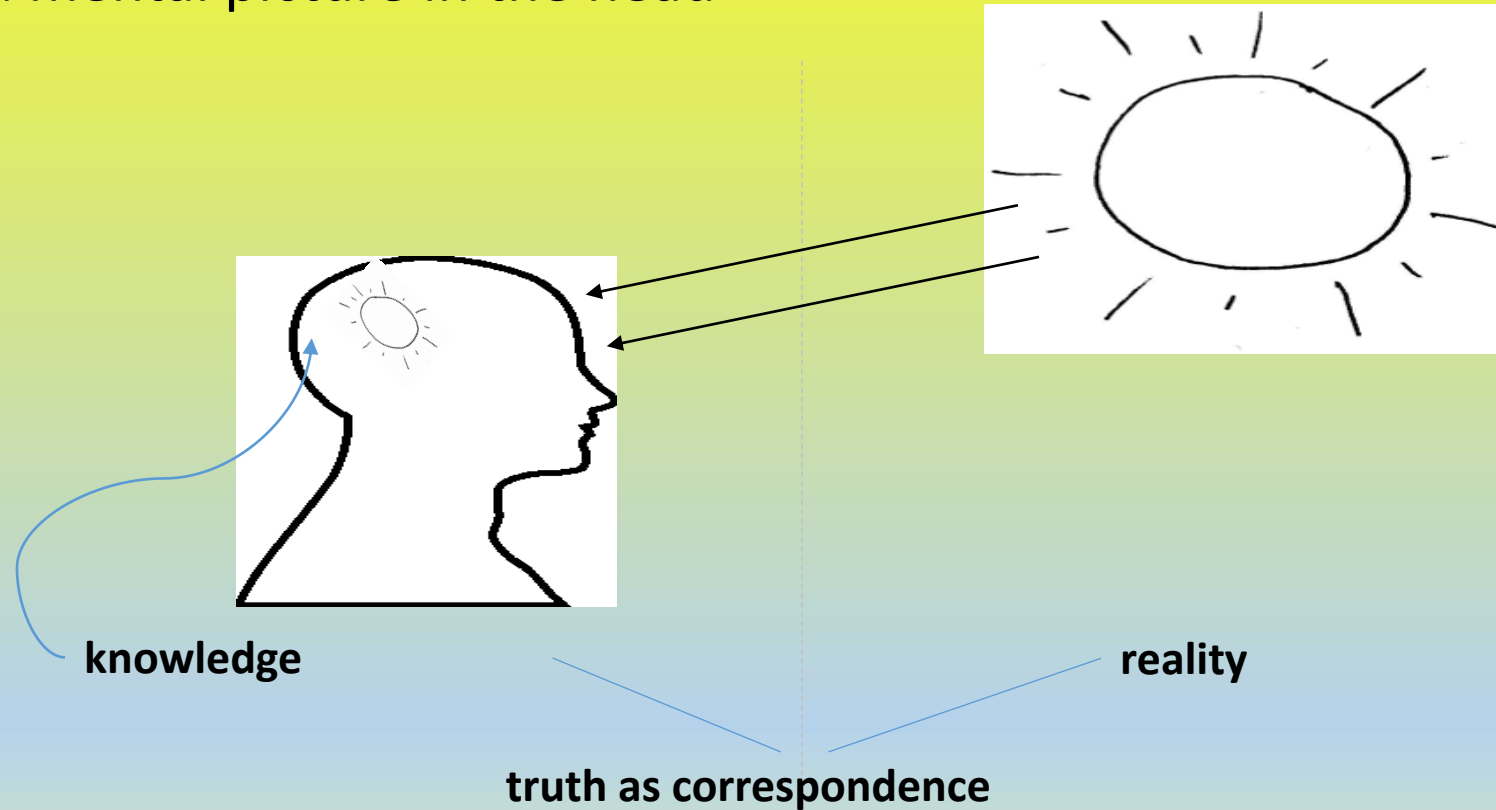
Consequences for social pedagogy

Radim Šíp

Department of social pedagogy

Traditional conception of knowledge

knowledge as a mental picture in the head



Traditional conception of knowledge

knowledge

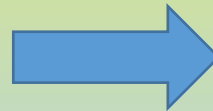
- that what is in our brain/mind
- that what has strict borders
- that what has clear meaning
- that what we hold and manipulate with
- that what is cognitive and not emotional

Problems – ex. activation of seniors

Seniors

- lowering their cognitive capacity
- destruction of memory

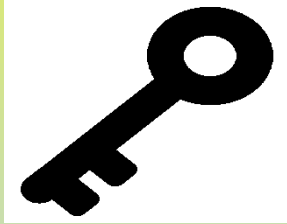
activation
(theatre play with marionettes,
storytelling, drama therapy)



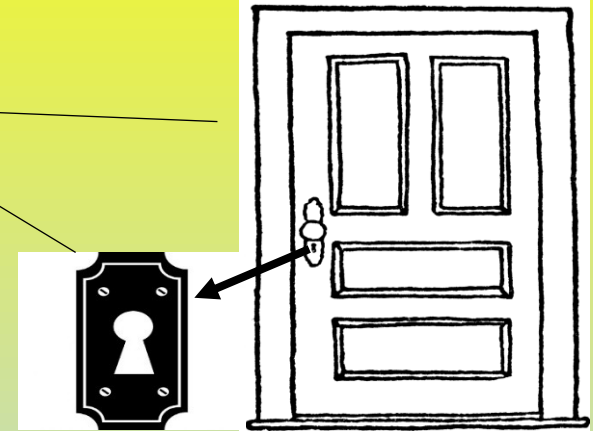
- reconstruction of memory
- emotinal state that leads
to restoration of mental and
cognitive capacity

What is knowledge in fact

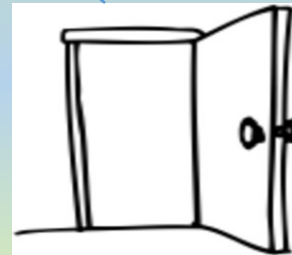
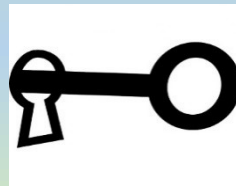
piece of knowledge =
individual knowledge,
skill



external conditions
(material changes in
environment)

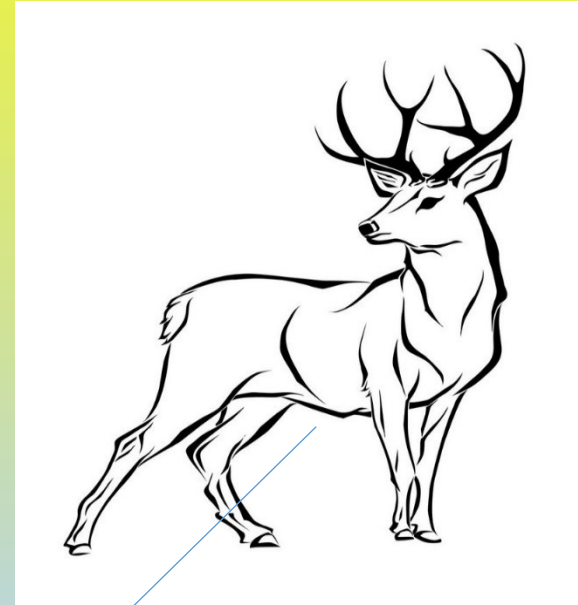
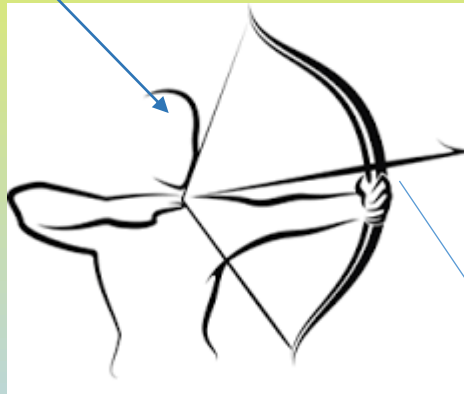


Knowledge = key + lock + opening
a door



What is knowledge in fact

Key = idea how to use
bow and arrow



**bow and arrow + animal =
lock**

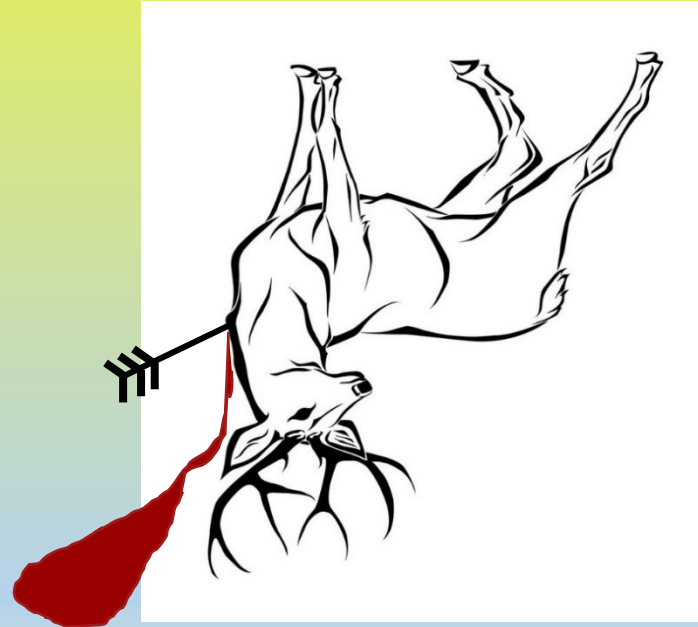
human artefact

external environmental
conditions

characteristics of
environment

What is knowledge in fact

Killed red deer = opening a door / sign that piece of knowledge and external material conditions fitted together



Tacit knowledge

Michael Polanyi

- Hungarian chemist,
- refugee, Jew escaped from Hungaria before the WWII
- how scientist learn something
- there is much more you can be aware of and articulate



TACIT KNOWLEDGE

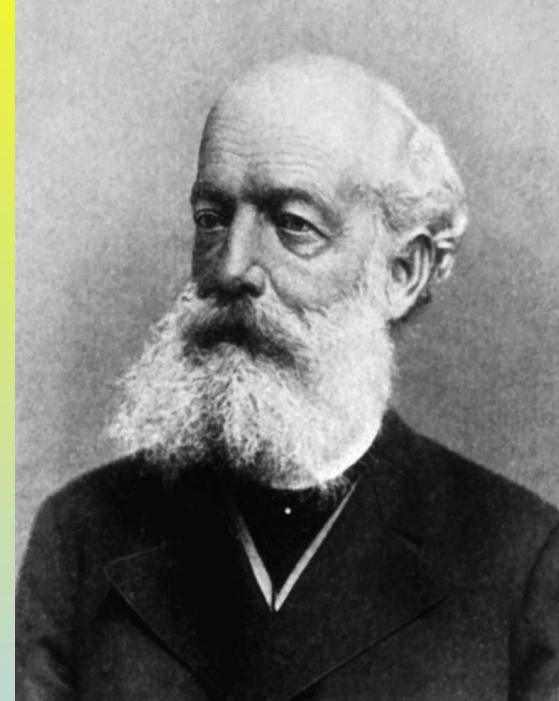
Tacit knowledge - example

Friedrich August Kekulé (1829 – 1896)

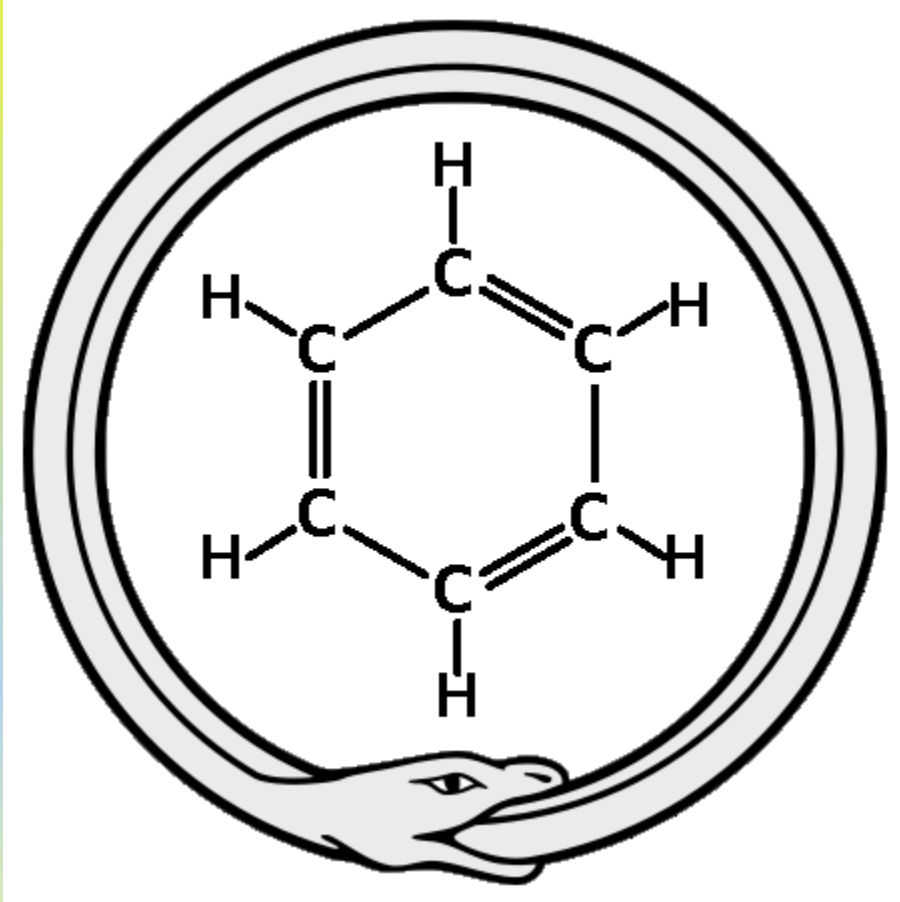
- German organic chemist
- discoverer of structure of benzene
- after years of studying carbon-carbon bond he had a day-dream



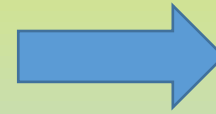
the structure of benzene



Tacit knowledge - example



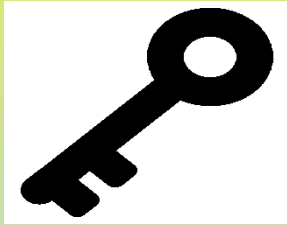
= a day dream = UROBOROS
a snake that seize its tail



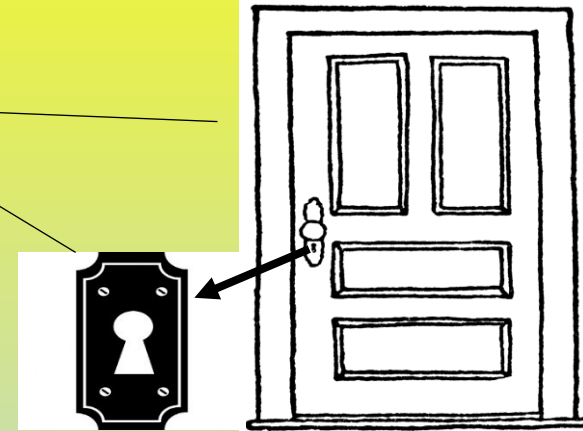
shift in thinking –
emergence of structural
chemistry

Tacit knowledge and seniors

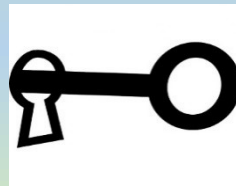
piece of knowledge =
individual knowledge,
skill



external conditions
(material changes in
environment)



Knowledge = key + lock + opening
a door

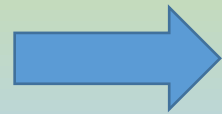


Tacit knowledge and seniors

activation through theatre play with marionettes

= manipulation with an environment in a such way

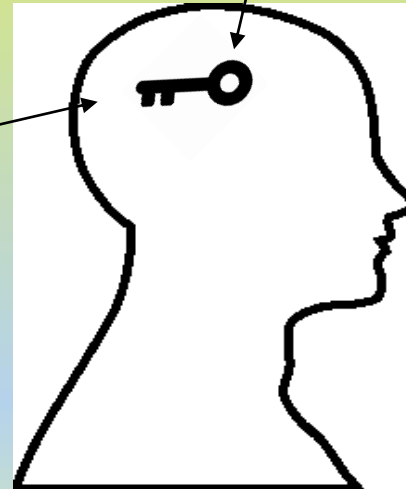
**THAT WE RECONSTRUCT AND SUPPLEMENT INNER STATES OF
SENIORS' BRAIN/MIND**



RECONSTRUCTION OF A STRUCTURE OF PIECES OF KNOWLEDGE

Tacit knowledge and seniors

restoration
of a structure of
information





manipulation in an
environment



What is knowledge

- has its internal and its external features
- there is no strict borders (ie. meaning)
- borders and meanings are set / make clear by an actual situation

- manipulation of external features  changes in brain/mind
activation of seniors leads to restoration of memory and cognitive capacity

- manipulation of internal features  enable to changes in
manipulation of external features
Kekule's structural formula enable to manipulate chemicals in a new way

Consequences for social pedagogy

- explains why an environment is important (manipulation with external features)
- explains why physical activity has great impact (manipulation with external features)

outdoor education, drama education, training courses

- explains why personal development or morality are important (manipulation with brain/mind)
- explains why structure of information can influence emotions and actions of people (manipulation with brain/mind)

axiology, personal development, traditional education (gathering and structuring of information)