

# ***WHAT IS KNOWLEDGE***

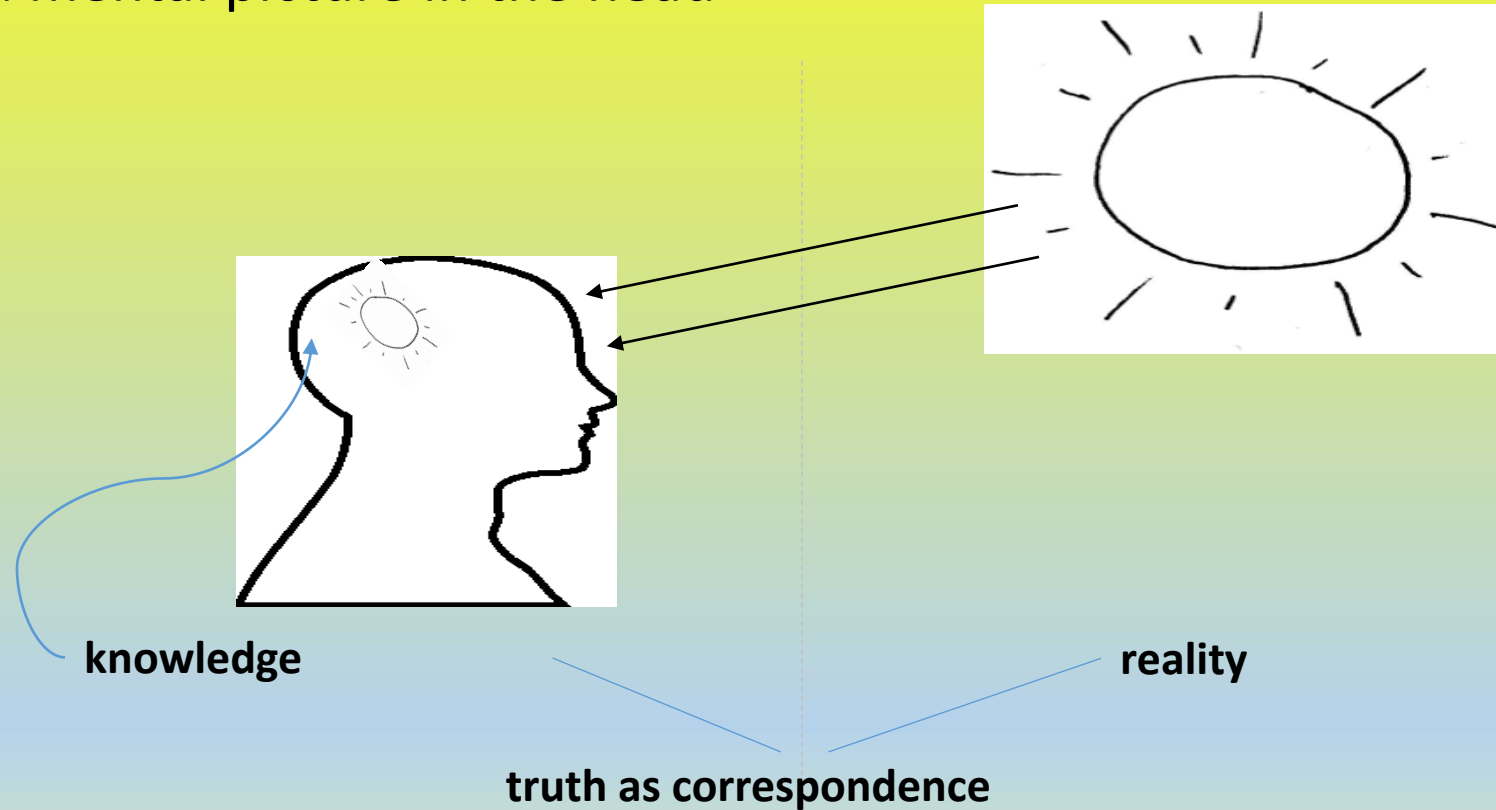
## ***Consequences for social pedagogy***

***Radim Šíp***

***Department of social pedagogy***

# Traditional conception of knowledge

knowledge as a mental picture in the head



# Traditional conception of knowledge

knowledge

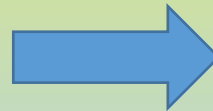
- that what is in our brain/mind
- that what has strict borders
- that what has clear meaning
- that what we hold and manipulate with
- that what is cognitive and not emotional

# Problems – ex. activation of seniors

## Seniors

- lowering their cognitive capacity
- destruction of memory

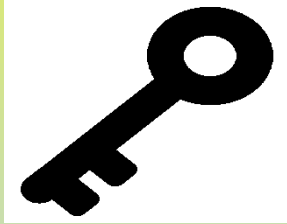
activation  
(theatre play with marionettes,  
storytelling, drama therapy)



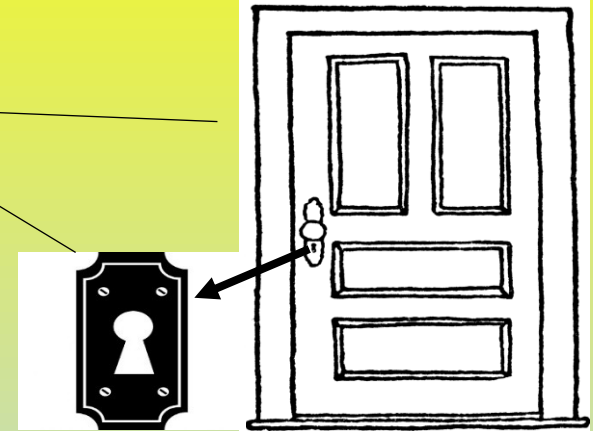
- reconstruction of memory
- emotinal state that leads  
to restoration of mental and  
cognitive capacity

# What is knowledge in fact

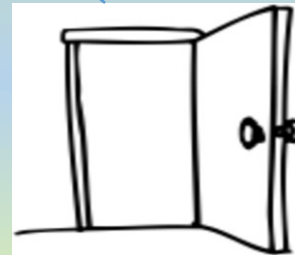
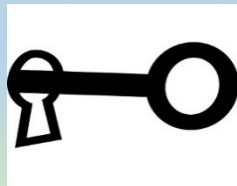
piece of knowledge =  
individual knowledge,  
skill



external conditions  
(material changes in  
environment)

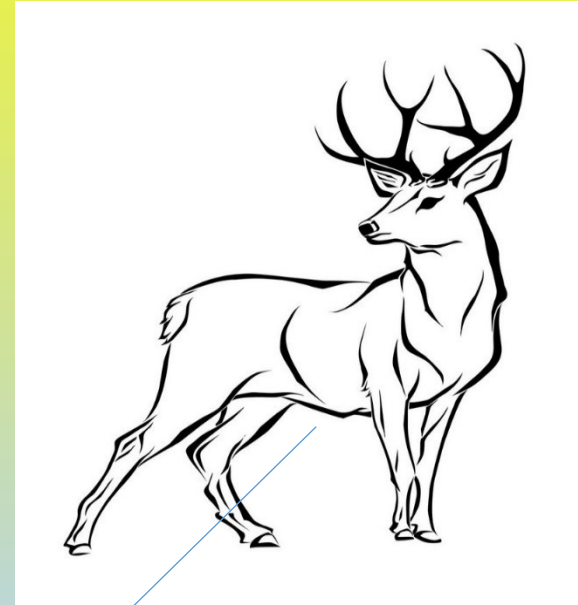
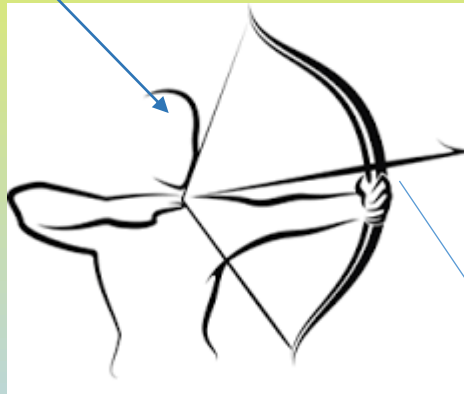


**Knowledge** = key + lock + opening  
a door



# What is knowledge in fact

**Key** = idea how to use  
bow and arrow



**bow and arrow + animal =  
lock**

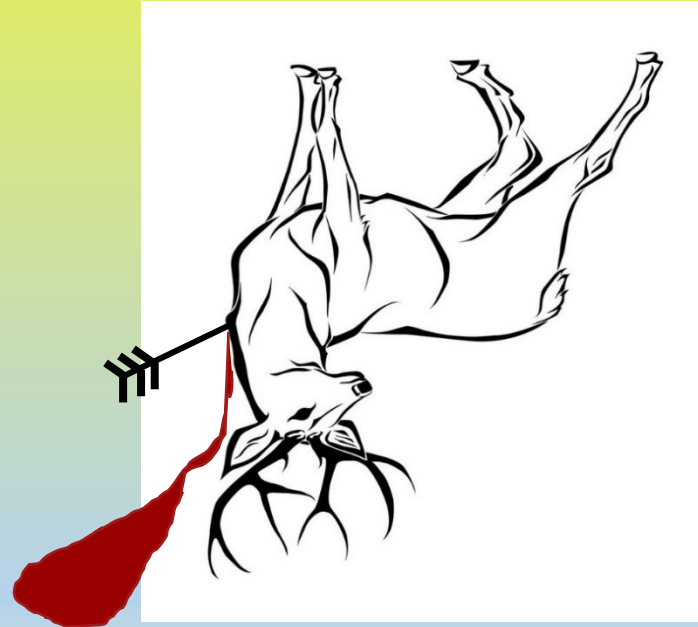
human artefact

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



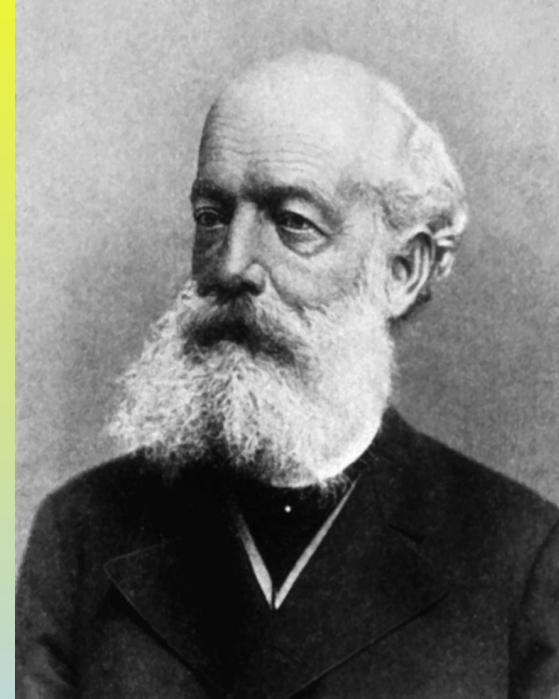
# Tacit knowledge - example

**Friedrich August Kekulé (1829 – 1896)**

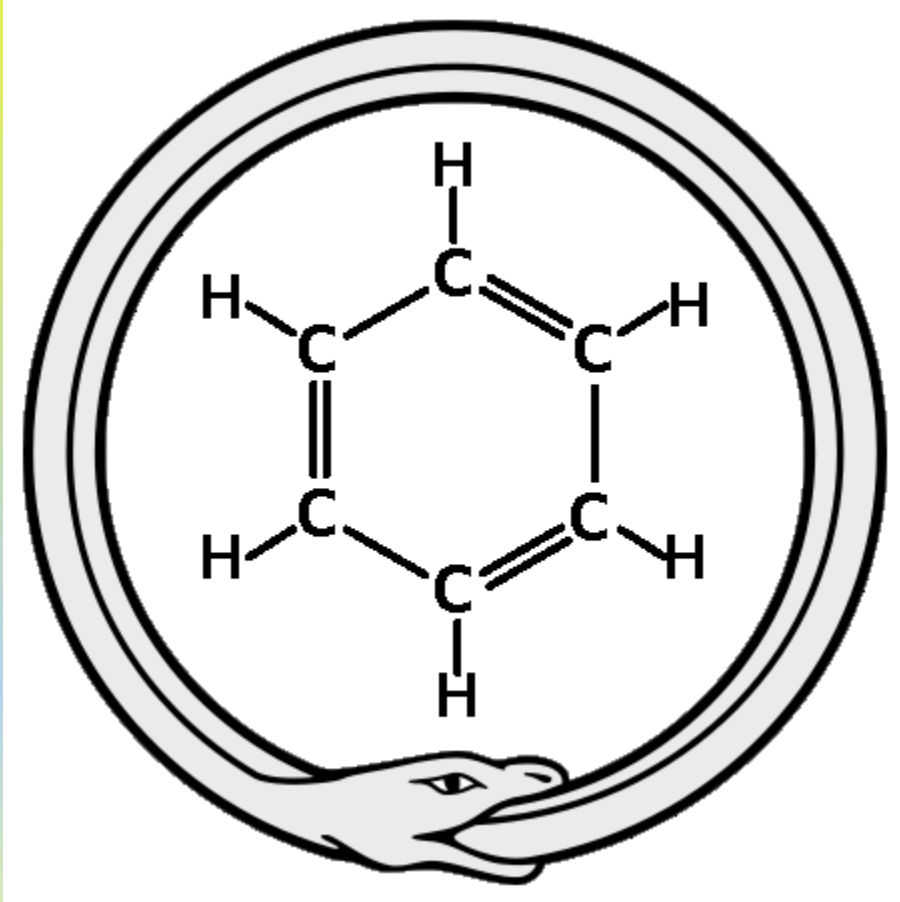
- German organic chemist
- discoverer of structure of benzene
- after years of studying carbon-carbon bond he had a day-dream



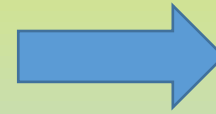
the structure of benzene



# Tacit knowledge - example



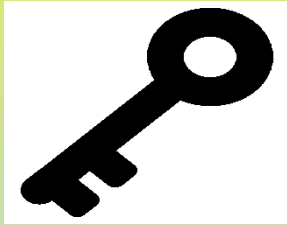
= a day dream = UROBOROS  
a snake that seize its tail



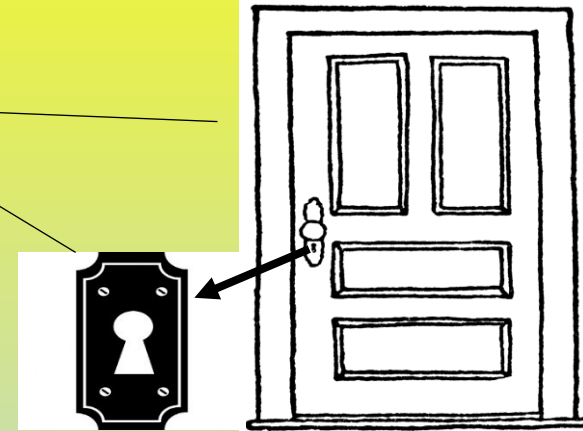
shift in thinking –  
emergence of structural  
chemistry

# Tacit knowledge and seniors

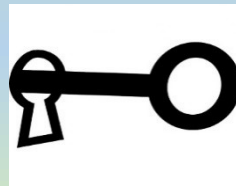
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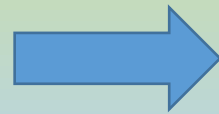


# Tacit knowledge and seniors

activation through theatre play with marionettes

= manipulation with an environment in a such way

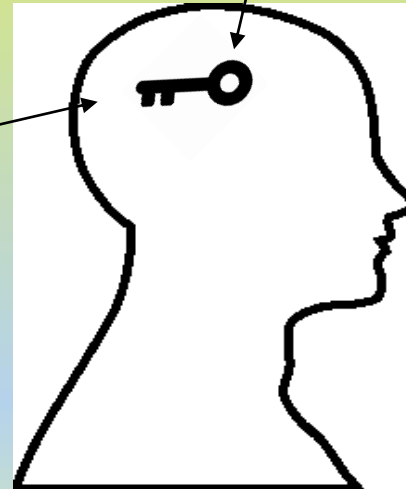
**THAT WE RECONSTRUCT AND SUPPLEMENT INNER STATES OF  
SENIORS' BRAIN/MIND**



**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)**