

# The Non-Cartesian Way: Developing Media Competence through Media Production

*Sebastian Vogt, Department of Educational Science, Fern Universität Hagen, Germany*

*Annika Maschwitz, Department of Continuing Education, Carl von Ossietzky Universität, Oldenburg, Germany*

---

## EXECUTIVE SUMMARY

*Based on the seamless learning approach (Wong, 2012), this paper illustrates how media competence can be developed, what didactic design is necessary, and what features this design possesses for teaching media competence at university. The 'Natural History Museum Berlin project' is considered as an example of this. In this project, during the 2009 summer term, students at the Carl von Ossietzky Universität Oldenburg (Germany) in cooperation with the Natural History Museum Berlin (Germany) developed and produced media products (magazine articles, audio and video podcasts) in which they explored and reflected on the topic of knowledge transfer in terms of constructivism in an authentic context. The closeness to research activities at the university, especially in the Department of Continuing Education, is one of the essential aspects.*

*Keywords: Learning Approach, Media, Media Competence, Students, Teaching*

---

## ORGANIZATIONAL BACKGROUND

The Carl von Ossietzky Universität Oldenburg (referred to below as University of Oldenburg) that emerged from the teacher training college 'Pädagogische Hochschule Oldenburg' in 1973 is one of Germany's younger universities. Today it has achieved a profile as a medium-sized, interdisciplinary university, with study programs geared to research and spearheading new and existing priorities in interdisciplinary

cutting-edge research. It excels in teaching with a focus on research and interdisciplinarity, centering on lifelong learning as its education mandate. In the winter term 2013/14 there are 12,000 students at the University of Oldenburg, supervised and taught by 182 professors who are supported by altogether 2,000 academic and non-academic staff (University of Oldenburg, 2013a). Academic life is divided between three campuses—the 'Campus of Wechloy', the 'Campus of Haarentor' and the 'Lifelong Learning Campus'. The University of Oldenburg offers

82 bachelor and master degree courses as well as a wide range of other further education options (University of Oldenburg, 2013b).

The ‘knowledge transfer’ module presented here is based in the Department of Continuing Education (Institute of Educational Science; Faculty I)<sup>1</sup>. It is at the same time part of a larger range of modules addressing students from all schools/faculties and semesters (Table 1). The module is offered regularly in the summer term and is open to all students at the university within the ‘Professionalisierungsbereich’ (career-oriented phase: acquisition of key competencies). The composition of the student groups is heterogeneous as regards their primary subjects, and it is this interdisciplinary background that is a special feature of the module. A further hallmark is the close cooperation with external partners-in-practice, such as museums. All students can take advantage of such cross-subject and interdisciplinary study offerings during their studies and obtain credit points for these. The underlying idea is that fostering key competences and meta competences, such as those promoted by these overarching modules, can improve subsequent employability. Such skills also include for instance media competence, on which the present article focuses.

Furthermore, one essential priority area of the University of Oldenburg is combining teaching and research along the lines of research-based learning (Barr & Tagg, 1995). This concentrates on links between teaching and research in the same way as between the subjects and their cultures. The approach is complemented by a selection of (regional and supraregional) cooperation arrangements that open up new vistas, enable new results, and make teaching a practice-driven, problem-based and project-oriented experience. This is reflected in the approach presented here and illustrated below with the example of a project conducted with the Natural History Museum Berlin.

### SETTING THE STAGE

From the outset, the University of Oldenburg aimed to link science and society. This project manages to do so by joining learning products and social interests through cooperation with public institutions. It allows students to participate proactively in the development and research process by taking part and collaborating self-reliantly in producing the artifacts, and to develop their media competence. Central questions addressed by this article are:

Table 1. Role of the ‘Professionalisierungsbereich’ within the university structure

School of Educational and Social Science (Faculty I)	School of Computing Science, Business Administration, Economics and Law (Faculty II)	School of Linguistics and Cultural Studies (Faculty III)	School of Humanities and Social Science (Faculty IV)	School of Mathematics and Science (Faculty V)	School of Human Medicine and Health Sciences (Faculty VI)
<i>Institute of Educational Science Institute of Special Needs Education and Rehabilitation Institute of Social Science</i>	<i>Department of Computing Science Department of Business Administration, Economics and Law</i>	<i>Institute of English and American Studies Institute of German Studies Institute of Art and visual Culture Institute of Textiles and Dress Institute of Dutch Studies Institute of Slavic Studies</i>	<i>Institute of Protestant Theology Institute of History Institute of Philosophy Institute of Sport Science</i>	<i>Institute of Biology and Environmental Sciences Institute of Chemistry Institute of Chemistry and Biology of the Marine Environment Institute of Mathematics Institute of Physics</i>	<i>Department of Psychology Department of Medical Physics and Acoustics Department of Neuroscience Department of Health Service Research</i>
‘Professionalisierungsbereich’ (career-oriented phase: acquisition of key competences)					

11 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: [www.igi-global.com/article/the-non-cartesian-way/112088](http://www.igi-global.com/article/the-non-cartesian-way/112088)

## Related Content

---

### Analytical Knowledge Warehousing for Business Intelligence

Chun-Che Huang and Tzu-Liang ("Bill") Tseng (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 31-38).

[www.irma-international.org/chapter/analytical-knowledge-warehousing-business-intelligence/10794](http://www.irma-international.org/chapter/analytical-knowledge-warehousing-business-intelligence/10794)

### Mining Software Specifications

David Lo (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 1303-1309).

[www.irma-international.org/chapter/mining-software-specifications/10990](http://www.irma-international.org/chapter/mining-software-specifications/10990)

### Dynamic Data Mining

Richard Weber (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 722-728).

[www.irma-international.org/chapter/dynamic-data-mining/10900](http://www.irma-international.org/chapter/dynamic-data-mining/10900)

### Intelligent Image Archival and Retrieval System

P. Punithan and D.S. Guru (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 1066-1072).

[www.irma-international.org/chapter/intelligent-image-archival-retrieval-system/10953](http://www.irma-international.org/chapter/intelligent-image-archival-retrieval-system/10953)

### Knowledge Acquisition from Semantically Heterogeneous Data

Doina Caragea and Vasant Honavar (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 1110-1116).

[www.irma-international.org/chapter/knowledge-acquisition-semantically-heterogeneous-data/10960](http://www.irma-international.org/chapter/knowledge-acquisition-semantically-heterogeneous-data/10960)