

***Textbooks for fire fighters must bridge
the gap between practitioners and
theorists***

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- We are practitioners! Not theorists!

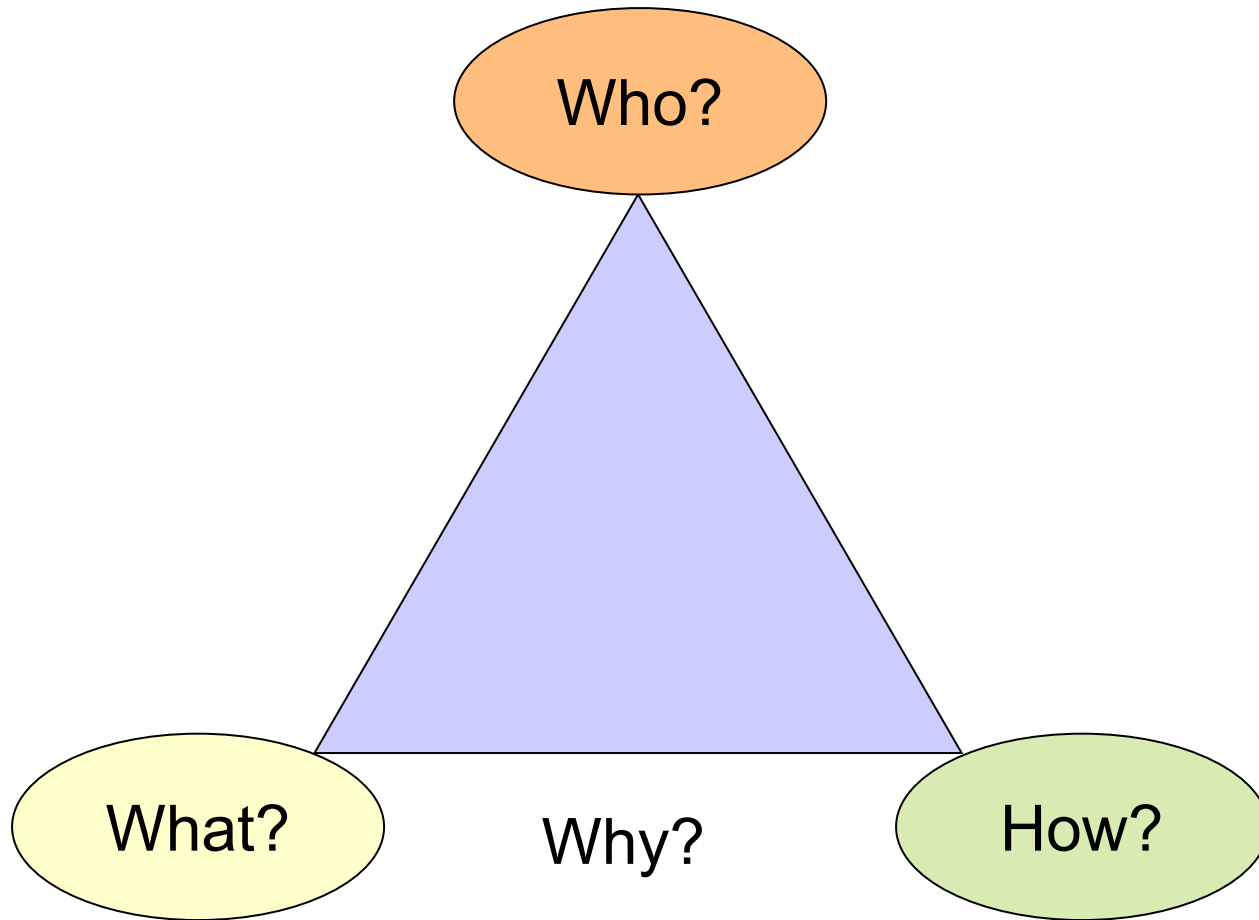
If I've never before cut wood, the axe will slip.

If I've never before met the concept of gravitation, the mind will slip.

(Gustavsson 1996b)

FF: Fire. A rapid often uncontrolled oxidation process, the result of which is the development of heat and light of varying intensity. I've written there. And of course the principal qualities of a fire I've mentioned a little as well. A flammable liquid vaporizes and the pyrolytic gaseous fuel created during vaporization consists of various... reacts with oxygen and forms products of combustion, such as carbon monoxide, carbon dioxide and water and a little of that stuff. That's what I've mentioned... I've also written a short story about how fire spreads, or about a fire's progress then.

Didactics

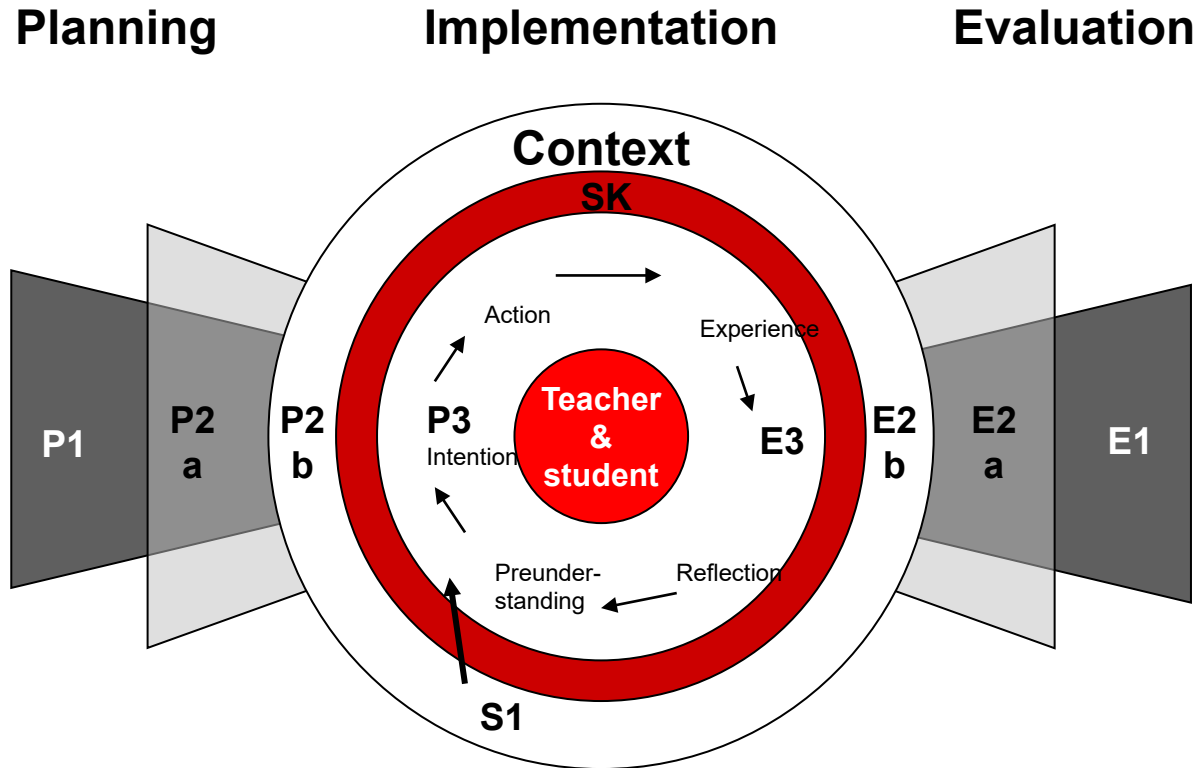




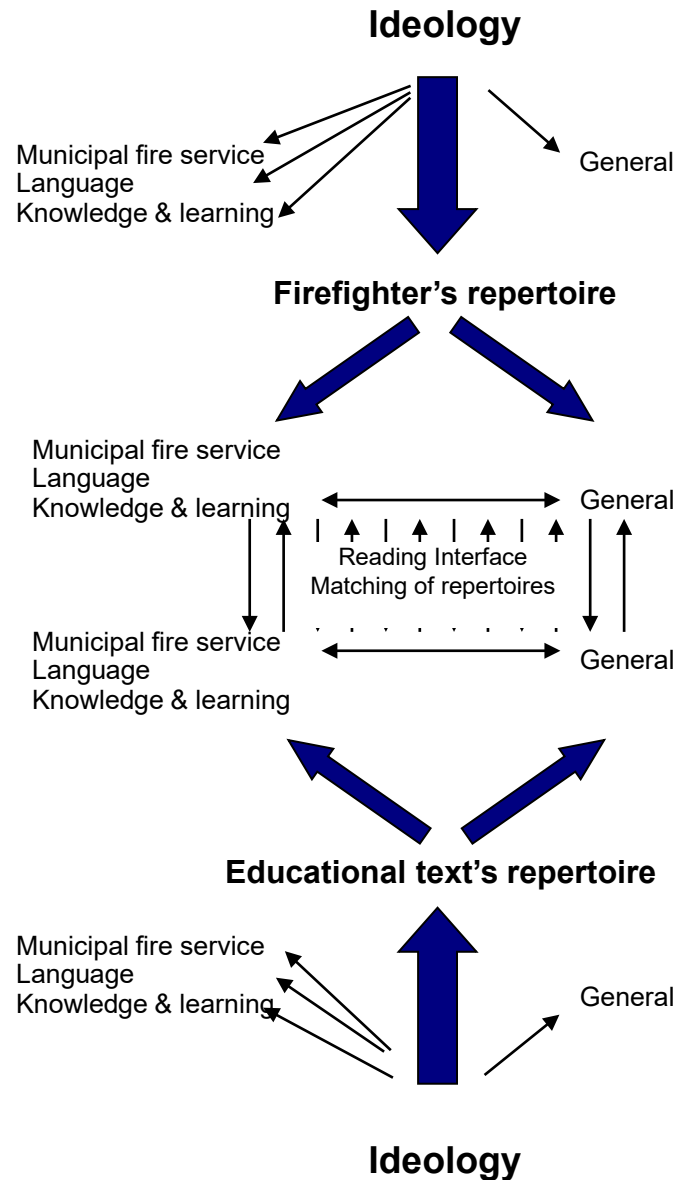
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To understand learning in terms of socialisation, interaction and communication.

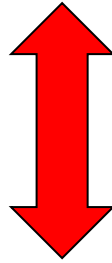
School didactics and learning (Uljen 1997)



The learning process as a meeting between student and educational text



The culturally activated text



The culturally activated reader

matching – mismatching – tension

Aspects of text in context

Setting/scene

Participant

Ends

Act sequence

Key

Instrumentalities

Norms

Genre

Hymes 1986

Method





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Who is the student?

FF: Yes, we talk a lot at work. In fact, it does not happen very much, you know, so we've got time for talking. And it's social to talk and we talk a lot about everything. And when there is someone you go on well with you talk more confidently with him. About feelings and everything.

Who is the student?

FF: Well, we read nothing except the daily papers. //

ALG: And at work you do not have to read at all? It is not even necessary for you to be able to read?

FF: No, but it is...

ALG: Traffic signs, to be course...

FF: Yes, but it is not really so. If you know everything a firefighter knows, then you can also read, I believe.

ALG: Yes, of course. I did not mean it that way. But how much text do you have to read in your daily work, except the traffic signs?

FF: No, traffic signs and the map. That's it.

Different practices with different attitudes and tools for acting meet in the educational setting, which in itself is a situated practice with its own rules for interaction.

Who is the student?

FF: It is a natural thing to read? You mean textbooks? When you participate in a course, it is. Of course, it is.

ALG: So there is no resistance to books?

FF: No, there is no resistance to books!

FF: Maybe you've been out on the training ground and trained and worked like hell and extinguished fires and been all in a sweat and come home and had a shower...

Then you don't want to sit down and read a book, do you?

But that's what they want us to do here.

Who is the student?

FF: A picture can show more than 1000 words... I want pictures, pictures with captions. Then you can get an idée although you read.

Who is the student?

ALG: You mean firefighters remember situations as pictures?

FF: Yes, I think so. That's the way you learn. I mean, to be a firefighter, that means life long learning, so to speak... and then you get used to take things in that way. You remember what it looked like, what happened there. It is very important to have that ability.



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FF: When we practice we learn something instead of getting stuck in the PBL-method. Firefighters are practitioners and not theorists I think.

FF: We are firefighters. I think we get more theoretical knowledge here, than we actually need. What we need is basic: practice, practice, practice.



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Who is the student?

FF: You noticed that in the classroom, didn't you?
When someone with experience tells us something. Then you wake up and listen. Then you learn. And vice versa, when someone without practical experience talks about something...

ALG: Yes, then you just switch off.



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ALG: You have said that many times now.

FF: What?

ALG: That you want experienced firefighters as teachers.

FF: Yes. We do talk about that. That's the problem here. There is no firm link with reality. I mean if you have a class with students who will become dentists and learn how to drill a hole in a tooth, then you don't ask a helicopter pilot to teach them that, do you!?

Insight into the pedagogic object

What does it mean to take responsibility for ones own learning?

What does it mean to search for knowledge?

What does it mean to read, write, speak and listen in various contexts?

What does it mean for these students?

What does it mean for these students here and now?

What must these guys know and be capable of in this situation?



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What must these guys know and be capable of in this situation?



If you don't know and don't care
about who I am
then why should I give a damn
about what you say you do know
about.

June Jordan, On Call p. 29

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