Using Frames – Examples and Exercises

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Planica - 30th November, 2013
Overview

1. What is a frame and what is it good for?
2. What have frames got to do with values?
3. How can values support competencies?
4. How can frames support science learning?
5. Applying frames to different areas of learning
1. What is a frame and what is it good for?
Frames

General Motors Advertising Video ‘Broken Fence’
Frames

- Frames activate values.
- Frames give meaning.
- Frames connect to personal experience.
- Frames organise information.
Example: 9/11 - The war on terror (brought up by Lakoff 2009)
2. What have frames got to do with values?
Quality criteria for Real World Learning

The provider uses frames connected to intrinsic values as supporting metaphors to overcome mental barriers in a transparent and responsible way.
based on 
Schwartz 1992
interpreted by
PIRC 2011
Action based on frames...

...strengthening **extrinsic** values

Examples:
- Winning the green future award
- Collecting money for the poor

...strengthening **intrinsic** values

Examples:
- Sharing wealth equally
- Feeling responsible for the community
- Developing own capabilities
Important findings about values

Strengthening extrinsic values means to weaken intrinsic values.

Combining extrinsic and intrinsic values does not add advantages of one to the other.
Using frames to strengthen intrinsic values

<table>
<thead>
<tr>
<th>Self-Direction</th>
<th>Universalism</th>
<th>Benevolence</th>
</tr>
</thead>
<tbody>
<tr>
<td>independent</td>
<td>unity with nature</td>
<td>true friendship</td>
</tr>
<tr>
<td>freedom</td>
<td>social justice</td>
<td>responsible</td>
</tr>
<tr>
<td>choosing own goals</td>
<td>equality</td>
<td>helpful</td>
</tr>
<tr>
<td>curious</td>
<td>a world at peace</td>
<td>honest</td>
</tr>
<tr>
<td>creativity</td>
<td>broadminded</td>
<td>loyal</td>
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<tr>
<td>self-respect</td>
<td>inner harmony</td>
<td>humble</td>
</tr>
<tr>
<td>privacy</td>
<td>wisdom</td>
<td>forgiving</td>
</tr>
<tr>
<td></td>
<td>a world of beauty</td>
<td>mature love</td>
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<tr>
<td></td>
<td>protecting the environment</td>
<td>a spiritual life</td>
</tr>
<tr>
<td></td>
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<td>meaning in life</td>
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UK values

Blackmore et al. 2013
UK values
Public Relations of NGO
Blackmore et al. 2013
3. How can values support RWL competencies?
Values as bases for RWL competencies

Self-direction

- apply sustainability concepts to examples from one’s own life

Universalism

- recognise one’s physical and mental relationship to nature
- include the idea of equal opportunities for all people to shape their lives
- form informed, balanced and independently reached opinions and decisions

Benevolence

- participate in an active, respectful and democratic way
- think and act in a responsible manner for the sake of future generations
4. How can frames support science learning?
Frontpages of books

Van Matre 1987

Drawing of IEE basic science concepts
5. Applying frames to different areas of learning
Our frame: Achieving balance

**Intrinsic value**
- Unity with nature
- Inner harmony
- Social justice

**Competence**
- recognise one’s physical and mental relationship to nature
- form informed, balanced and independently reached opinions and decisions
- include the idea of equal opportunities for all people to shape their lives

30th November, 2013        Ludwig, Schichtel, Schirm, Wiebelitz – ANU Germany
Our science concept: Self-regulation

Lovelock 1991

Image centrifugal regulator
Our science concept: Self-regulation

Video „The earth is breathing“

Bremen University 2013
Our activities within the four areas of learning

- Ourselves
  - Inhaling and exhaling
- Living nature around us
  - Leaves decay to soil
- Inanimate world
  - Pot lids lifted by boiling water
- Society
  - Lack of balance in terms of wages in different countries
Our example in an overview

<table>
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<tr>
<th>Science concept:</th>
<th>Self-Regulation</th>
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<tbody>
<tr>
<td>Frame:</td>
<td>Achieving balance</td>
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<tr>
<td>Intrinsic values:</td>
<td>Unity with nature</td>
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<td></td>
<td>Inner harmony</td>
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<td>Social justice</td>
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<tr>
<td>Areas of learning:</td>
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<tr>
<td>Themselves</td>
<td>Inhaling and exhaling</td>
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<td>Living nature</td>
<td>Leaves decay to soil</td>
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<tr>
<td>Inanimate world</td>
<td>Boiling water is lifting pot lids</td>
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<tr>
<td>Society</td>
<td>Imbalances in terms of wages in different countries</td>
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List of References


Van Matre, Steve (1990) *Earth Education - A New Beginning*. Greenville: The Institute for Earth Education

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