

Bildungsstandards ENGLISCH – Prototypisches Unterrichtsbeispiel  
Lesen

Fachgruppe	Englisch	
Titel	The Knowledge Society	
Niveau GERS	B2	
Relevante(r) Deskriptor(en)	E L-5	Kann <b>Artikel</b> und Berichte zu aktuellen Fragen lesen und verstehen, in denen die Schreibenden <b>eine bestimmte Haltung oder einen bestimmten Standpunkt</b> vertreten.
Fertigkeit	Lesen	
Themenbereich	Kultur und Gesellschaft – aktuelle gesellschaftliche Entwicklungen und Trends Wirtschaft und Arbeitswelt – Informationstechnologie	
Allgemeine Kompetenzen	Fachkompetenz 1,3,4,5,6 Methodenkompetenz 1,6 Kommunikative Kompetenz 1,2,3,5,8 Kooperationskompetenz 6,7	
Methodisch-didaktische Hinweise	<p><u>Durchführung:</u> Part A+B (<i>Reading+Interpreting</i>): Der/Die Lehrer/in sollte die Schüler/innen zu echtem <i>reading for gist</i> ermutigen. Ein Zeitlimit von 5 Min. kann dabei hilfreich sein.</p> <p><u>Follow-up:</u> Part C (<i>Vocabulary work</i>): Mithilfe dieser Aufgabe wird das exakte Formulieren von Definitionen geübt. Die Schüler/innen sollen ermutigt werden, die zur Verfügung gestellten Phrasen aktiv anzuwenden. Zur Veranschaulichung könnte die erste Definition gemeinsam erstellt werden.</p> <p>Part D (<i>Discussion and presentation</i>): Diese Aktivität soll den Schülern/innen helfen, die im Text vorgestellten Konzepte auf das alltägliche Leben zu übertragen und sich gegenseitig beim Verstehen der dargestellten Ideen zu unterstützen.</p>	
Quelle	Norris, Susan u. a.: <i>Best Shots. Projects for Presentation, Simulation, and Role-play</i> . Wien, Braumüller, 2006. (On-line Update Materials, 15 February 2006.)	
Zeitbedarf	Part A+B: 20-45 Min., Part C: 15-30 Min., Part D: 20-45 Min.	
Input	<p>Aufgabenstellung</p> <p>Reprint eines Artikels von Bill Gates in <i>Newsweek. Special Edition. December 2005-February 2006</i>. (ca. 800 Wörter), online verfügbar unter  <a href="http://www.microsoft.com/presspass/ofnote/12-05newsweek.msp">http://www.microsoft.com/presspass/ofnote/12-05newsweek.msp</a>  (3.1.2010)</p>	
Erwarteter Outcome	Part A+B ( <i>Reading and Interpreting</i> ): Die Schüler/innen können einen Artikel lesen, um grundlegende Ideen und Konzepte zu erkennen und durch nochmaliges Lesen Details zu bewerten. Part A stellt dabei einen sogenannten „ <i>Stepping Stone</i> “ zur eigentlichen, auf den Deskriptor bezogenen Aufgabe Part B dar.	

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	<p>Follow-up:</p> <p>Part C (<i>Vocabulary work</i>): Formulierung eindeutiger, allgemein verständlicher Definitionen und Erklärungen.</p> <p>Part D (<i>Discussion and presentation</i>): Eine interessante und gut geführte Diskussion zwischen den Gesprächspartnern/innen über praktische Anwendungsbeispiele der im Text vorgestellten Software, sowie eine interessante und gut strukturierte Kurzpräsentation.</p> <p>Part C+D sollen zudem die an die jeweiligen Aufgabenstellungen angefügten Kriterien erfüllen.</p>
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## TASK

### Part A: Reading

You have heard quite a lot about the Internet, the Information Highway, and the way Information Technology affects our lives. In this task you will learn how Intelligent Agents and Mind-Mappers will enable us to turn mere information into useful knowledge.

Read the *Newsweek* magazine article, "The New Road Ahead", (Special Edition, Dec. 2005 - Feb. 2006).

Remember, you do not have to understand every single word of the text, just the main ideas. Underline any vocabulary you do not understand but feel is blocking your understanding of the article. Do not check in a dictionary just yet.

Tell the student sitting next to you what you think are the main points of the article and see if they know any of the vocabulary you have underlined. Look any remaining words/phrases up in the dictionary or ask your teacher.

Read the article again in detail.

### Part B: Interpreting

Say which of the following statements represent Bill Gates's views accurately, based on your understanding of the article.

	Statement	T	F
1.	The knowledge economy is the product of putting together information and know-how.		
2.	Knowledge is available to everyone these days via the Internet and computers.		
3.	The processing of knowledge is not yet as advanced as that of information.		
4.	Employees are worth more to an employer if they have more factual, theoretical knowledge, rather than knowledge based only on their experience.		
5.	It can be difficult to find out where the knowledge you need is to be found within sophisticated company structures.		
6.	Computer software will soon be able to "think" and make connections between ideas.		
7.	One problem that has not yet been solved is how to bring together all the different ideas that are currently available in the world.		

Compare your answers with a partner.

## FOLLOW-UP

### Part C: Vocabulary work

With a partner, define the following concepts from the article, based on your understanding of how they are used in the article. You may want to use the Internet (e.g. via *Google*) as a resource to find out more about these concepts.

The paragraph where the expression appears in the article is given in brackets.

- intellectual property (1)
  - knowledge management (1)
  - business intelligence (2)
  - information democracy (3)
  - tacit knowledge (4)
  - mind-mapping software (5)
  - reasoning engines (6)
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In order to fulfil this task,

- always refer back to the input text,
- make sure that your definitions are clearly structured and commonly understandable,
- use a variety of phrases to help you structure your definitions, e.g. “By ... we understand something that ...”, “When we talk of ..., we mean something that ...”, “... can be defined as something that ...”.

### Part D: Discussion and presentation

In groups of 3, discuss how the knowledge software outlined in the article could affect one of the following:

- a) your daily life
- b) education
- c) the world of work
- d) any other field you can think of.

Prepare a short 3-minute presentation of your ideas. Remember to give concrete examples of any changes it would bring. Speak freely from your notes – do not write a full text!

Present your ideas to another group and listen to theirs.

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In order to fulfil the first part of this task (discussion), you should

- refer to the information given in the input text,
- clearly outline your own ideas,
- give examples and reasons to support your own statements,
- contribute to the development of the discussion by introducing new ideas and/or expanding on the statements given by your partners.

In order to fulfil the second part of this task (presentation), you should

- use a variety of rhetoric devices to catch the interest of the audience,
- include personal experiences to make your presentation as vivid as possible.

# The New Road Ahead

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Where next for the knowledge economy?

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**Reprinted from Newsweek, Special Edition on Technology  
by Bill Gates**

*December 2005*

It's hard to say exactly when it happened, but at some point in the last 20 years the word "knowledge" became an adjective. As intellectual property became increasingly important to businesses, and personal computers started appearing on every desktop, employees morphed into knowledge workers, companies began to focus on knowledge management and key information was stored in knowledge bases connected -- in theory -- via knowledge networks. The result was the knowledge economy, a phenomenon that has transformed the business of business and helped entire emerging economies to compete globally.

But this is only the beginning. Most of the "knowledge" on which the knowledge economy is built is actually just information—data, facts and basic business intelligence. Knowledge itself is more profound. As management guru Tom Davenport once put it, "Knowledge is information combined with experience, context, interpretation, and reflection." It's the knowledge derived from information that gives you a competitive edge.

Most of us now live in an "information democracy"-- if you have access to a PC and the Internet, you can tap into almost all the information that is publicly available worldwide. Advanced software and Web services can help trace, slice and dice the information in ways that were impossible only a decade ago. But while we've gone a long way toward optimizing how we use information, we haven't yet done the same for knowledge.

This is a vast growth opportunity, and a surprisingly tough challenge. While information wants to be free, knowledge is much "stickier" -- harder to communicate, more subjective, less easy to define. For instance, the knowledge you accumulate throughout your career -- the "tacit" knowledge, rather than the "explicit" knowledge found in, say, manuals or textbooks -- defines your value to the organization you work for. Your ability to combine it with the knowledge of co-workers, partners and customers can make the difference between success and failure -- For you and your employer. Yet today, even locating sources of knowledge within complex organizations can be daunting.

But as software gets smarter about how people think and work, it's starting to help them synthesize and manage knowledge, too. Some of this technology is deceptively simple. Software such as our own Microsoft Office OneNote helps people take and organize their typed and sketched notes using a "pen and paper" approach that is more abstract than text-based word processors. On another level, OneNote and a new generation of "mind-mapping" software can also be used as a digital "blank slate" to help connect and synthesize ideas and data -- and ultimately create new knowledge.

Researchers at Microsoft and elsewhere are developing technology that can unobtrusively "watch" you working, then make suggestions about related subjects or ideas. Interestingly, even if the software makes a bad guess, it can still be valuable in helping spark new ideas. Computer scientists are also making progress against a long-held dream of "intelligent agents" that anticipate your needs and provide just-in-time information that's relevant to the work you're doing. Experimental programs known as reasoning engines can test your ideas against commonsense logic, spotting flaws in hypotheses and acting as "virtual subject experts" to help guide your thinking.

These technologies promote "consilience" -- literally, the "jumping together" of knowledge from different disciplines. They help people combine their own ideas with at least some existing knowledge far more efficiently than was previously possible. But they also leave a key problem unsolved: how to unearth all the new ideas that are being generated around the world.

Today's search engines are good at locating tidbits of information in an ocean of data, and even at finding answers to simple questions. The next step is pattern-recognition engines and mental models to help people mine and assess the value of all that information, and technologies that infuse online data with meaning and context. None of this is science fiction: the technologies that make it possible already exist.

The power they hold is hard to exaggerate. Inventor Robert Metcalfe theorized that the value of a network is roughly equal to the square of the number of people using it. "Metcalfe's Law" applies equally to knowledge: being able to tap into the world's finest thinkers as easily as we can now search the Web for information will revolutionize business, science and education. It will literally transform how we think -- and help us finally realize the potential of a truly global knowledge economy.

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**KEY**

	<b>Statement</b>	<b>T</b>	<b>F</b>
1.	The knowledge economy is the product of putting together information and know-how.	X	
2.	Knowledge is available to everyone these days via the Internet and computers.		X
3.	The processing of knowledge is not yet as advanced as that of information.	X	
4.	Employees are worth more to an employer if they have more factual, theoretical knowledge, rather than knowledge based only on their experience.		X
5.	It can be difficult to find out where the knowledge you need is to be found within sophisticated company structures.	X	
6.	Computer software will soon be able to “think” and make connections between ideas.	X	
7.	One problem that has not yet been solved is how to bring together all the different ideas that are currently available in the world.	X	