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A semiotic perspective on teaching and learning.

The article tries to evaluate the possible benefit of a general semiotic perspective for the examination of educational phenomena. It is a basic assumption, that all communicative processes – teaching and learning processes among them – can be treated as sign processes. Some of the essentials of a general theory of semiotics are outlined in order to illustrate this fundamental assumption. If it is possible to treat educational processes as processes of semiosis, then it appears quite plausible to expect some relevant insights from a semiotic examination, e.g., of the problem of similarity for the psychological research on analogy and transfer. Though, whether a semiotic perspective on educational phenomena can support educational research remains an open question. To really carry out the corresponding examinations will provide the answer.

Classification: C30