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CURRICULUM LOGIC	
> "Prototypical situation oriented curriculum logic" (Bundsgaard, 2006; jf. Bundsgaard et al., 2011)	
> The coherent system of arguments behind THE SELECTION OF SUBJECT LEARNING in schools (Bundsgaard, 2011b, p. 296)	
> With a view on the pupils' PRESENT and FUTURE	
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FIVE IDENTITIES	
>PERSON, CITIZEN, WORKER, AESTHETE	
and CONSUMER (Bundsgaard, 2006).	
> All associated with THE AUTHENTIC (Bundsgaard,	
2005) REAL-WORLD (Shaffer, 1999) OUTSIDE	
SCHOOLS (Hetmar, 2009)	
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22-11=?	
THE SIXTH IDENTITY >LEARNER (Fougt, 2013)	
>Formal education, in-service training	

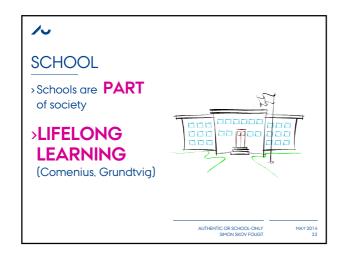
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>LEARNING to LEARN

human being

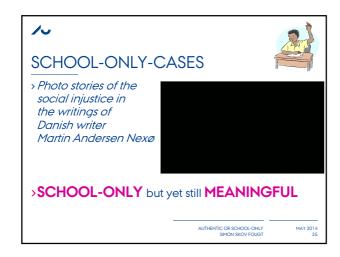
> **LEARNING** is a fundamental part of

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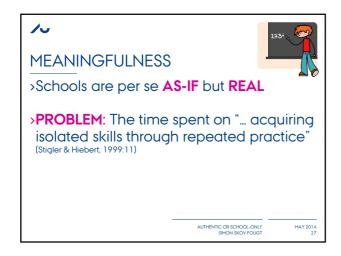


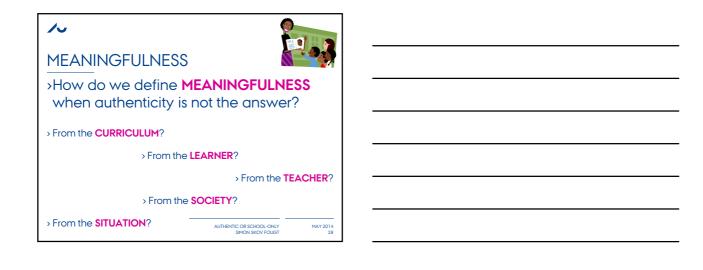


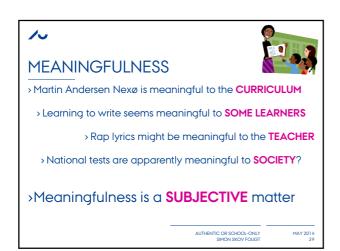














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CONCLUSION	
> MEANINGFULNES derives from pupils accepting their identity as LEARNER in the SITUATION > NOT from AUTHENTICITY	
>And that is a PROBLEM as quite a lot of the CURRICULUM is NOT meaningful to pupils	
>Thank you - Questions or comments?	
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> simon-skov-fougt.dk > sifo@dpu.dk Authentic or school.comy MAY 2014 31	
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/ REFERENCES	
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