

ZEITSCHRIFT FÜR INTERPRETATIVE SCHUL- UND UNTERRICHTSFORSCHUNG

ZISU 4

**Empirische Beiträge
aus Erziehungswissenschaft
und Fachdidaktik**

**Thema: Dinge, Wissen, Fachkulturen.
Materialitäten in Unterricht
und Schule**



Verlag Barbara Budrich

**4. Jahrgang 2015
ISSN 2191-3560**

Zeitschrift Interpretative Schul Unterrichtsforschung Erziehungswissenschaft

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Zeitschrift Interpretative Schul Unterrichtsforschung Erziehungswissenschaft:

, Theorizing Teaching Anna-Katharina Praetorius, Charalambos Y. Charalambous, 2023-03-11 This open access book seeks to create a forum for discussing key questions regarding theories on teaching Which theories of teaching do we have What are their attributes What do they contain How are they generated How context sensitive and content specific do they need to be Is it possible or even desirable to develop a comprehensive theory of teaching The book identifies areas of convergence and divergence among the answers to these questions by prominent international scholars in research on teaching Initiating exchanges among the authors it then evaluates whether consensus can be reached on the areas of divergence The book concludes by discussing lessons learned from this endeavor and outlines steps that need to be taken for advancing future work on theorizing teaching As such the book is aimed at readers interested in an overview of the theorizing of teaching and key open questions that if addressed help to move the field forward **Fachlichkeit und Fachdidaktik** René Torkler, 2020-05-25 Der Band versammelt Beiträge zum Verhältnis von Fachdidaktik und Lehrerbildung im Fach Ethik Philosophie Dabei kommen Perspektiven aus mehreren deutschen Bundesländern Österreich sowie der Schweiz zu Wort und auch Unterschiede zwischen verschiedenen Schulformen werden in den Blick genommen Inhaltlich befassen sich die Beiträge vor allem mit der Bedeutung der Fachlichkeit für die philosophisch-ethische Lehrerbildung dem Verhältnis von philosophischer und fachdidaktischer Reflexion sowie der Rolle von Empirie und Wissenschaft für die fachdidaktische Ausbildung von Lehrerinnen und Lehrern *Jahrbuch der berufs- und wirtschaftspädagogischen Forschung 2017* Jürgen Seifried, Susan Seeber, Birgit Ziegler, 2017-09-11 The Jahrbuch für Berufs- und Wirtschaftspädagogik Yearbook on vocational and economic pedagogy provides an overview over the current state of relevant research This section takes into account the broad thematic and methodological spectrum of research and theory formation in vocational and business education *Schul- und Berufspraktische Studien und die Fachdidaktiken* Tobias Leonhard, Thomas Royer, Matthias Schierz, Christine Streit, Esther Wiesner, 2022-10-24 In den Schul und Berufspraktischen Studien wird Unterricht der immer auch Fachunterricht ist geplant gestaltet und nachträglich zum Gegenstand von Analyse und Reflexion Doch in welchem Verhältnis stehen die Fachdidaktiken zu diesem Studienbereich und wie lassen sich die spezifisch fachlichen Aspekte in der Arbeit im Studienbereich vertieft berücksichtigen Der Band adressiert diese Fragen ebenso wie empirische Befunde zum hier fokussierten Verhältnis Die Beiträge ermöglichen Einblicke in die Verhältnisse Bestimmungen einzelner Fachdidaktiken zum Studienbereich und erste bergreifende Überlegungen dazu Die methodischen Beiträge knüpfen an den Anspruch akademisch-analytischer Befassung mit Unterricht an In ihnen wird gezeigt wie sich auch spezifisch fachliche Fragen an das Unterrichtsgeschehen daten- und methodengestützt bearbeiten lassen Nicht zuletzt zeigen die empirischen Beiträge verschiedene methodologische Ansätze sowie interessante Forschungsdesigns und Befunde **School in Distance - Childhood in Crisis** Jürgen Budde, Drorit Lengyel, Caroline Böning, Carolina Claus, Nora

Weuster, Katharina Doden, Tobias Schroedler, 2025-05-12 The volume reevaluates the common notions of a good childhood which are influenced in various ways by the Covid 19 pandemic The perspectives of children and adolescents on the pandemic have rarely been the subject of discussion Thematically this volume focuses on questions of well being inequality and the familialization of learning The aim is to explicitly direct attention to the practical living conditions of children and families and to strengthen their viewpoint

Ethnography and Diversity Halyna Leontiy, Miklas Schulz, 2025-07-11 The focus of the volume is on ethnographically oriented research practice It is reflected in the mirror of the currently controversial concepts of diversity and intersectionality in the cultural and social sciences Special attention is paid to the question of how researchers deal with the methodological problem of the production reproduction and reflection of categories Which categories are already brought to the field later revised or solidified and which categories finally accompany the interpretation process and which constitute the presentation of results How and why do they emerge And last but not least How are specific worlds of experience of human diversity co produced or transformed by research categories The Content Conceptual foundations Diversity and inclusion in educational contexts Interculture in diversity Diversity in the field of tension between body gender and disability The Editors Dr rer soc Halyna Leontiy is Substitute Professor Verwaltungsprofessorin of Foundations of Social Sciences Institute of Methods and Methodological Principles in the Social Sciences IMMS University of Goettingen Germany since October 2021 Prof Dr phil Miklas Schulz is a visiting researcher focusing on Inclusive Education and School Development at the Institute of Educational Science Department of Applied Educational Science at the University of Hildesheim

Rekonstruktive Erziehungsforschung Arnd-Michael Nohl, 2020-01-03 Das Buch r ckt Erziehung wieder in den Fokus der Erziehungswissenschaft und macht es der empirisch rekonstruktiven Forschung zug nglich Erziehung l sst sich aus verschiedenen Perspektiven untersuchen von Seiten der Erziehenden wie auch der Erzogenen und als Interaktion zwischen beiden Seiten die zudem gesellschaftlich etwa durch ffentliche Diskurse kontextuiert ist Die Beitr ge des Bandes zeigen erstmals unterschiedliche methodologisch fundierte Ans tze und M glichkeiten auf Erziehung so in den Griff zu bekommen dass dieser p dagogische Grundprozess theoretisch gehaltvoll reflektiert und zugleich empirisch rekonstruiert werden kann

Schule inklusive Langform Christina Huf, Till-Sebastian Idel, 2025-09-30 Der Band versammelt Beitr ge aus der 10j hrigen Begleitforschung zum Schulversuch PRIMUS des Landes NRW ein Unikat im Prozess der staatlichen Schulreform PRIMUS integriert an den teilnehmenden 5 Versuchsschulen die Primar und Sekundarstufe zu einer durchg ngigen inklusiven Schule von Klasse 1 10 in jahrgangsgemischten Lerngruppen Ziel des Schulversuchs ist die Entdramatisierung des bergangs nach Klasse 4 Die wissenschaftliche Begleitforschung fragt nach den Erfahrungen von Lehrer innen Eltern aber insbesondere der Sch ler innen als Akteuren im Schulversuch Der Schwerpunkt des Bandes liegt dementsprechend auf der Rekonstruktion der Perspektiven und der Erfahrungen der beteiligten Sch ler innen Konsequenz kommt dabei der Ansatz einer wissenschaftlichen Schulbegleitforschung zum Ausdruck

die nach Synergien einer qualitativen Schulentwicklungsforschung und einer erziehungswissenschaftlichen Kindheitsforschung sucht

Schulische Materialität Jochen Lange, 2017-06-26 Der Klassenraum scheint der Ort zu sein an dem Unterricht situativ entsteht Die Relativierung dieses Allgemeinplatzes stellt für die vorliegende Arbeit den Ausgangspunkt dar Es greift zu kurz einzig die Schulen als Lokalitäten der Hervorbringung von Unterricht zu fokussieren In den Unterricht werden Materialien der Industrie importiert die entscheidende Rollen im Prozess des Machens von Lernen und Lehren übernehmen In der Bildungswirtschaft sind außer schulische Akteurinnen und Akteure der schulischen Praxis zu vermuten Im Zentrum steht die Frage nach dem Wie der Entwicklungspraktiken mit denen innerhalb der Bildungswirtschaft Unterrichtsmaterialien gefertigt werden Verfolgt wird dieses Erkenntnisinteresse am Beispiel der Entstehung sachunterrichtlicher Experimentierkoffer mit denen naturwissenschaftliche Lern und Bildungsprozesse in die Grundschule gebracht werden sollen Die hiermit verbundenen Verhandlungen von Bezugswissenschaften Unterricht Kinderperspektiven und werden ebenso analysierbar wie die Spezifik von schulischen Wissensformen Dies offeriert Anschluss an die neuere Wissenschaftsforschung Techniksoziologie Didaktik sowie Erziehungswissenschaft *Handbuch Schulpädagogik* Marius Haring, Carsten Rohlf, Michaela Gläser-Zikuda, 2022-04-04 Schule wird in diesem Handbuch aus einer interdisziplinären internationalen und empirischen Perspektive beleuchtet Historische erziehungswissenschaftliche soziologische und psychologische Perspektiven Forschungsmethoden Schulformen und Systeme Fach Didaktik Diagnostik Lehrerprofessionalisierung Bildungsstandards sowie aktuelle Herausforderungen werden erläutert und diskutiert Für die zweite Auflage wurden die Beiträge aktualisiert und drei neue Kapitel zur allgemeinen und zur naturwissenschaftlichen Fachdidaktik sowie zum Referendariat in das Handbuch aufgenommen

Jahrbuch für Allgemeine Didaktik 2022/2023 Klaus Zierer, Stephan Wernke, 2023-03-01 Das Jahrbuch für Allgemeine Didaktik JfAD ist ein Periodikum mit double blind Peer Review Verfahren und versteht sich als ein wissenschaftliches Forum zur disziplinären Selbstbestimmung und Weiterentwicklung der Allgemeinen Didaktik Ihm liegt ein methodenübergreifendes interdisziplinäres und international ausgerichtetes Leitbild zugrunde Inhaltlich werden für jeden Jahrgang Schwerpunktthemen festgelegt die durch einen allgemeinen Teil sowie durch Rezensionen und Hinweise ergänzt werden

Schülerpartizipation ermöglichen Antje Liening-Konietzko, 2017-01-16 Lehrende haben bei Schülerpartizipation die Aufgabe den Lernenden Partizipation zu ermöglichen und sie dabei zu unterstützen Die Studie fragt daher nach dem konzeptionellen Schülerpartizipationsverständnis von Lehrenden den von ihnen wahrgenommenen Potentialen beruflichen Anforderungen sowie förderlichen und hinderlichen Bedingungen von Schülerpartizipation Damit wird ein wichtiges Desiderat der Schülerpartizipationsforschung aufgegriffen und umfangreich thematisiert

Leib - Leiblichkeit - Embodiment Malte Brinkmann, Johannes Türistig, Martin Weber-Spanknebel, 2019-06-12 In diesem Band werden ausgehend von systematischen Studien zum Verhältnis von Leib Lernen Bildung und Erziehung neue Impulse aus der empirischen Bildungsforschung den Neurowissenschaften und der

Postph nomenologie aufgegriffen Ph nomenologische und p dagogische Perspektiven auf Leiblichkeit und Embodiment werden mit diskurs und praxistheoretischen neuroph nomenologischen sowie Perspektiven der Gender Studies verkn pft und auf die p dagogischen Praxisfelder Digitalisierung Schule und Kindergarten bezogen *Lehrer.Bildung.Medien* Christine Menzer, Claudia Gomez Tutor, Mandy Schiefner-Rohs, 1949-12-31 Digitale Medien gehen inzwischen zur Diskussion um eine angemessene Bildung nachfolgender Generationen die durch eine zunehmende Mediatisierung des Alltags immer mehr Eigendynamik erhält Schulen werden damit mehr und mehr vor Anforderungen gestellt digitale Medien zu integrieren und sich gegenber medialen Handlungspraxen zu öffnen Geht es um die Gestaltung von medialen Bildungsrumen in der Schule werden dabei vor allem Fragen hinsichtlich der Professionalisierung von Lehrpersonen angemessener Bildungskonzepte oder der Entwicklung von Schule virulent Im Fokus des vorliegenden Bandes stehen deshalb sowohl zentrale Diskurse zu den Herausforderungen die sich bezuglich der Digitalisierung für Lehrerbildung und Schule ergeben als auch konkrete Beispiele aus der Unterrichtspraxis zur Nutzung und Auseinandersetzung mit digitalen Medien Insgesamt wird so ein Einblick in die Konstellation Lehrer Bildung Medien gewährt der gleichermaßen theoretische empirische und praxisorientierte Aspekte betrifft **Lernseits denken - erfolgreich unterrichten** Evi Agostini, Erika Risse, Michael Schratz, 2018 *Proceedings of the 3rd International and Interdisciplinary Conference on Image and Imagination* Daniele Villa, Franca Zuccoli, 2023-04-05 This book gathers peer reviewed papers presented at the 3rd International and Interdisciplinary Conference on Image and Imagination IMG held in Milano Italy in November 2021 Highlighting interdisciplinary and multidisciplinary research concerning graphics science and education the papers address theoretical research as well as applications including education in several fields of science technology and art Mainly focusing on graphics for communication visualization description and storytelling and for learning and thought construction the book provides architects engineers computer scientists and designers with the latest advances in the field particularly in the context of science arts and education

Pädagogisches Können in der Migrationsgesellschaft Aysun Doğmuş, Yasemin Karakaşoğlu, Paul Mecheril, 2016-05-05 Pädagogisches Handeln in der Migrationsgesellschaft findet in Möglichkeiten statt die strukturell institutionell und diskursiv durch Spannungen und Widersprüchlichkeiten gerahmt sind In den Beiträgen wird diskutiert was unter diesen Bedingungen pädagogisches Können kennzeichnen kann welche Themen und Inhalte bedeutsam sind und wie diese in der Praxis pädagogischer Professionalisierung wirksam werden sollten Befragt werden gewohnte Praxen Institutionalisierungsformen pädagogischen Handelns sowie pädagogische Selbstverständnisse Reflexivität wird als methodisch didaktische Professionalisierungsstrategie und als Ziel pädagogischen Könnens in der Migrationsgesellschaft verstanden *Kreieren - Kollaborieren - Komponieren* Elisabeth Theisohn, 2022-12-02 Dem Komponieren im Musikunterricht wird schon lange ein besonderes sthetisches und kreatives Bildungspotential attestiert bislang jedoch ohne empirische Befunde Elisabeth Theisohn untermauert den musikpädagogischen Anspruch an das Komponieren in der Schule Sie rekonstruiert

kreatives Handeln und Lernen von Sch lern innen beim gemeinsamen Komponieren das sich zwischen pragmatischer Aufgabenerledigung Behauptungen des Eigenen und Kollaboration aufspannt Dabei entwickelt sie nicht nur didaktische Gestaltungsprinzipien f r agilen norm und kontingenzsensiblen Musikunterricht sondern entwirft auch einen differenzierten Blick auf Unterricht und Schule aus praxeologischer Perspektive **Zur Professionalität der Professionalisierenden**

David Gerlach, 2020-01-13 Obwohl Fremdsprachenlehrkr fte in Deutschland in aller Regel das Referendariat als sogenannte zweite Phase durchlaufen ist wenig dar ber bekannt was dort eigentlich passiert Die Studie nimmt in den Blick wie das beteiligte Personal der Fachleiter innen die fremdsprachendidaktische Ausbildung gestaltet Mittels der Dokumentarischen Methode werden die Ausbildungspraxis und die sie bestimmenden Orientierungen rekonstruiert in ihrem Einklang und Widerspruch zu bestehenden Normen Die Untersuchung leistet damit einen Beitrag zur fremdsprachendidaktischen Professionsforschung

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