

# Formen fächerübergreifenden (interdisziplinären) Lernens - Karin Hiltl

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Themafragen in den letzten Jahren wurden immer mehr Stimmen laut, die fehlende Schlüsselqualifikationen bei Schulabsolventen anprangerten. Vor allem die Hochschulen und die freie Wirtschaft kritisieren mangelnde Selbstständigkeit, geringe moralische Urteilskraft sowie Studienfähigkeit bei den ehemaligen Schülern. Weitere Fertigkeiten und Kenntnisse, die ebenfalls bei ihnen vermehrt werden, sind Orientierungsfähigkeit, Teamfähigkeit und Selbstbewusstsein. In diesem Zusammenhang wird auch immer wieder die lückenhafte Allgemeinbildung der Absolventen erwähnt. All diese Punkte legen die Überlegung nahe, ob die Reformvereinbarungen über die gymnasiale Oberstufe von 1972, die den gegliederten Fachunterricht im Kurssystem vorsieht, neu überarbeitet werden müssen, um in Zukunft Schlüsselqualifikationen besser fördern zu können. Dabei würde fächerübergreifender Unterricht als Ergänzung zum regulären Unterricht eine mögliche Lösung darstellen. Aus diesem Grund möchte ich mich mit folgenden Themen auseinandersetzen: was spricht dafür, fächerübergreifenden Unterricht einzuführen, was charakterisiert diese Form des Unterrichts. Dazu möchte ich im Anschluss jeweils einige praktische Beispiele anführen. Ebenso werde ich mich mit den Fragen beschäftigen, welche Ziele fächerübergreifender Unterricht verfolgt und welche Nachteile sich aus ihm ergeben könnten. Author: Hiltl, Karin Publisher: GRIN Verlag Illustration: N Language: GER Title: Formen fächerübergreifenden (interdisziplinären) Lernens Pages: 00014 (Encrypted PDF) On Sale: 2004-01-01 SKU-13/ISBN: 9783638298858 Category: Education : General

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