

Die Bildungspotentiale Des Internets In Der Wissensgesellschaft - Kerstin Funk

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1 Einleitung
Bislang waren es an erster Stelle Bücher und Texte, die an klassischen Bildungsorten wie Bibliotheken und Bildungsinstitutionen als Träger von Bildung fungierten (Marotzki et al., 2000). Gegenwärtig zählen der PC und das Internet als bedeutsame Informationsquellen, die in der öffentlichen Diskussion zunehmend hinsichtlich ihres Stellenwertes als Bildungsmedium diskutiert werden. Entsprechend hat sich das Bundesministerium für Bildung und Forschung zum Stellenwert der Neuen Medien in der Bildung dahingehend geäußert, dass der Einsatz von Computer und Internet in Bildungseinrichtungen in den letzten Jahren als Reformmotor gewirkt hat und als geeignetes Mittel zur Entwicklung und Nutzung neuer und zukunftsweisender Lehr- und Lernformen zu betrachten ist, da sich wichtige pädagogische Ziele wie eigenverantwortliches und selbstbestimmtes Lernen sowie kommunikative Fähigkeiten fördern lassen (BMBF, 2007). Diese Aussage untermauert auch das den Neuen Medien zugesprochene Potential der Erschließung neuer Bildungsräume im außerinstitutionellen Kontext. Im Zuge der aktuellen bildungstheoretischen Debatte werden den hypertextualen und vernetzten Informationssystemen wie dem Internet besondere Qualitäten wie Förderung des selbstorganisierten Lernens, Modifizierung der Lehrfunktion in Lernbegleitungs- oder Moderationsfunktion, Motivationsförderung, Kompetenzerwerb, Erwerb von nicht sequentiell organisierten Informationen ascripiert. Marotzki sieht das Internet als neuen 'Lern- und Sozialisationsraum, als neuen Kommunikations-, Partizipations- und Kulturraum' (Marotzki et al, 2000, S.14). In diesem Zusammenhang ergeben sich elementare Fragestellungen.
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