

Feedback Im Unterricht - Olga Hock

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Der Diskurs um die deutsche Schule, der seit der Veröffentlichung der ersten PISA-Studie 2000 in Öffentlichkeit und Fachwissenschaft zugenommen hat, sieht die institutionelle Bildung, die dem Ziel der Chancengleichheit verpflichtet ist, in einer Krise. Nicht die Notwendigkeit einer die nachfolgenden Generationen (aus)bildenden Institution an sich wird öffentlich und im Fachdiskurs der Erziehungs- und Sozialwissenschaften infrage gestellt, sondern die Art und Weise ihrer Ausgestaltung. Das Handeln und die Ergebnisse - im internationalen wie im nationalen Vergleich -, die die heutige Schule erzeugen und hervorbringen, haben ihre legitimierende Basis innerhalb der Gesellschaft brüchig werden lassen (vgl. Baumert, Blum Neubrand 2004; Geißler 2004; Smolka 2005; Rihm 2006a). Eine Reaktion auf die wachsende Kritik an Schule stellt die Schulentwicklung dar. In der Form von Schulentwicklungsansätzen sollen gewollte Veränderungen systematisch unterstützt werden. Schulentwicklung, auf der in der vorliegenden Arbeit der Fokus liegt, kann als konstitutiver Prozess der Schule verstanden werden. Die epochalen Realisierungen der normativen Ansprüche, die verfassungs- und schulrechtlich sowie bildungstheoretisch begründet sind, sind Ausdruck sich wandelnder Lösungsformen im Umgang mit den Widersprüchen. Die stetige Veränderung der Institution kennzeichnet somit ihre Konstitution (vgl. Braun 2006, S.186). Die verweist auf den Zusammenhang, dass schulische Entwicklung in die gleichen Widersprüche eingebunden ist, die für Schule allgemein in der Gesellschaft konstitutiv sind. (vgl. z.B. Holzkamp 1995). Author: Hock, Olga Publisher: GRIN Verlag Illustration: N Language: GER Title: Feedback im Unterricht Pages: 00022 (Encrypted PDF) On Sale: 2011-01-01 SKU-13/ISBN: 9783640795468 Category: Education : General

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