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Autore	Fendt Tanja
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Sommario/riassunto	Based on the need in teacher training and further education to deal with student ideas in class, this study has set itself the goal of examining the complex interaction of teacher and student contributions against the background of co-constructive learning processes using the example of chemistry lessons. A theoretical framework was chosen (Chapter 2) that explains learning processes on the basis of moderate constructivism and creates a connection to co-construction processes through social interaction. The conceptual change approach understands learning as a change of ideas and describes conducive conditions for learning processes. From this, conclusions such as characteristics of constructivist learning environments and the importance of student ideas as learning tools are shown. The concept of co-construction is defined for this work and applied to learning processes in groups. Characteristics of co-constructive conversations take up the handling of student ideas in class discussions and lead over to the importance of the conversation conducted by the teacher. The questions (Chapter 3) take up the complexity of the research subject by considering several levels. At the level of the discussions, on the one hand the content of the teacher and

student contributions and on the other hand the function of the contributions in the co-construction process are examined. The level of the learner shows individual learning processes and the perception of the role of the teacher in the discussions. The level of the teacher is the focus of the investigation. Your goals and method decisions are the subject of the questions on didactic structuring. The didactic reconstruction model was chosen as the research framework (Chapter 4), as it can grasp the issues from multiple perspectives thanks to the triplet of professional clarification, learner perspectives and didactic structuring. The data collection and evaluation was carried out with different variants of the qualitative content analysis. Based on the technical clarification (Chapter 5), the learner's perspectives (Chapter 6) could be examined. The content analysis of the conversations showed that learning processes take place and that the students develop technical explanations for the chemical issues. The formal analysis indicated that student and teacher contributions met the criteria for successful, co-constructive discussions. Identified conversation patterns and detailed analyzes of teacher and student contributions show exemplary conditions that are conducive to co-construction processes.