

Deutsch-israelische Schulbuchempfehlungen



Deutsch Israelische Schulbuchempfehlungen Expertise

Deutsch Israelische Schulbuchkommission

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Deutsch Israelische Schulbuchempfehlungen Expertise Deutsch Israelische Schulbuchkommission:

Deutsch-israelische Schulbuchempfehlungen Deutsch-Israelische Schulbuchkommission, 2017-01 Zum 50 jährigen Jubiläum der Aufnahme diplomatischer Beziehungen zwischen Deutschland und Israel legt die Deutsch Israelische Schulbuchkommission ihre neuen Empfehlungen vor Wissenschaftler Fachdidaktiker Pädagogen und Bildungspolitikern aus beiden Ländern untersuchten über 400 Schulbücher der Fächer Geschichte Geographie und Sozialkunde im Hinblick auf die Darstellung des jeweils anderen Landes Die aus den Schulbuchanalysen abgeleiteten Empfehlungen zielen auf eine inhaltliche und didaktische Revision der Israel und Deutschlanddarstellung in zukünftigen Lehrwerken um kommenden Schergenerationen ein der Wirklichkeit entsprechendes Bild des anderen Landes seiner Geschichte und Gesellschaft mit auf den Weg zu geben

Misinformation about Israel and Antisemitic Views in School Textbooks? Melanie Carina Schmoll, Teaching and education mirror what societies want to preserve initiate and pass along Thus the impact of teachers and school textbooks cannot be overestimated It is absolutely necessary therefore to ensure high quality textbooks which convey balanced views as well as intellectual and unbiased approaches to the topics The present study by historian and Holocaust education expert Dr Melanie Carina Schmoll PhD offers a fresh approach to analyzing the subjects of Jews Judaism current Israel and the Arab Israeli and Israeli Palestinian conflicts in curricula and relevant textbooks The study indicates the status of information problematic content or words in curricula and history textbooks used in the German province of North Rhine Westphalia Besides analyzing and just denouncing mistakes the study also provides options for an exchange of difficult and or incorrect content in the textbooks The study assists authors and editors to write and develop unbiased textbooks in the future

Glaubensfragen Wolfgang Benz, Christian Kuchler, Frank-Michael Kuhlemann, Uwe Walter, 2016-10-12 Glaubensfragen Uwe Walter Glaubensfragen Zum Thema des Hamburger Historikertages Frank Michael Kuhlemann Die religiöse Dimension des Historischen Lernens Kontroverse Themen in Forschung und Geschichtsunterricht Christian Kuchler Jüdische Geschichte in Lehrplan Schulbuch und Unterrichtspraxis Kontinuum oder epochale Akzentuierung Wolfgang Benz Kriegsgefangenschaft in NS Lagern und in alliierten Gefangenenlagern Geschichte vor Ort außerschulische Lernorte und Projekte Die Frankfurter Judengasse Ein Ort jüdischer Kultur im Europa der Frühen Neuzeit Notizen zur neuen Dauerausstellung Forum Ludowika Huber Ulrich Bongertmann Zum Massaker von Lingiades und zum Film Ein Lied für Argyris Johannes Hein en Kontraste Verflechtung und Abgrenzung Deutsch deutsche Nachkriegsgeschichte als Gegenstand des Schulunterrichts Tagungsbericht Kristina Matron Studium.org geschichte Studieninformationen aus erster Hand Sven Tetzlaff Zum Geschichtswettbewerb des Bundespräsidenten Berichte aus dem Bundesverband und den Landesverbänden Zahlreiche Buchbesprechungen aus Fachwissenschaft und Fachdidaktik Leitrezension Ulrich Lappenkerper Anmerkungen zu Otto von Bismarck anlässlich seines 200. Geburtstages Holocaust und Vernichtungskrieg Etienne Schinkel, 2018-05-14 Wenn Schülerinnen und Schüler dem Thema Nationalsozialismus zum ersten Mal im Geschichtsunterricht begegnen haben sie

bereits durch die vielfältigen Manifestationen der Geschichtskultur und die mündlichen Überlieferungen im Verwandten und Bekanntenkreis relativ feste Vorstellungen über die NS Diktatur ausgebildet. Häufig neigen Lernende zu einer weitgehenden Viktimisierung der Täter und Exkulpation der nichtjüdischen Gesellschaft des Nationalsozialismus. Ausgehend von diesen befremdlichen Befunden untersucht Etienne Schinkel unterschiedliche Geschichtsschulbücher, ob sie solche simplifizierenden und unhistorischen Geschichtsvorstellungen diskutierbar machen. Welche Narrative und Deutungen enthalten Lehrwerke über die ganz normalen Deutschen über ihre Kenntnis vom Holocaust, ihre antisemitische Einstellung und ihre Reaktionen auf die antijüdischen Maßnahmen des NS Regimes? When students encounter the theme of National Socialism for the first time in history lessons they have already formed relatively strong ideas about the Nazi dictatorship through the manifold manifestations of public history and the oral traditions in the circle of relatives and acquaintances. Often learners tend to a victimisation of the perpetrators and to an exculpation of the non Jewish society. Etienne Schinkel examines different history textbooks whether they make discussable such unhistorical concepts. What are the narratives and interpretations of textbooks about the normal Germans, their knowledge of the Holocaust, their anti Semitic attitude and their reactions to the anti Jewish measures of the Nazi regime.

Judentum und Islam unterrichten Stefan Altmeyer, Bernhard Grümme, Helga Kohler-Spiegel, Elisabeth Naurath, Bernd Schröder, Friedrich Schweitzer, 2020-09-07. An der Art wie Judentum und Islam im christlichen Religionsunterricht thematisiert werden, kann man zugleich Signifikantes über die christliche Religionspädagogik selbst ablesen. Zumeist wurden diese als Objekte aus christlicher Perspektive unterrichtet. Was aber, wenn zunächst jüdische und islamische Stimmen selbst eingeholt werden, wenn untersucht wird, unter welchen komplexen Bedingungen religiöser sozialer oder auch kultureller Art Muslime und Muslimen sowie Jüdinnen und Juden in Deutschland leben? Was, wenn zugleich theologische, didaktische und methodische Grundierungen eingespielt werden und man analysierte, wie sich derzeit das Verhältnis von Judentum, Christentum und Islam unter den Herausforderungen zunehmender Säkularität und Heterogenität darstellt? Dann könnte sich daraus eine vieldimensionale Konstellation ergeben, die für die didaktische Erörterung von Judentum und Islam höchst ertragreiche wie vielversprechende Perspektiven anbahnt. Genau solches unternimmt dieses Jahrbuch. Von erfahrungsbasierten Schlaglichtern über interdisziplinäre Perspektiven bis in didaktische Konkretionen hinein eröffnet es somit innovative Horizonte, die schließlich auch für Interreligiöses Lernen insgesamt relevant sind.

Antisemitismusprävention in der Grundschule - durch religiöse Bildung Reinhold Mokrosch, Elisabeth Naurath, Michèle Wenger, 2020-11-16. Für den deutschen Kontext ist bislang weitgehend unerforscht, wie sich antisemitische Einstellungen bei Kindern bilden. Aber bereits bei den Sechsk- bis Zwölfjährigen prägen sich spätere jugendliche Erscheinungsformen von antisemitischen Einstellungen. Hierbei kommt der religiösen Bildung im Grundschulkontext eine besondere Bedeutung zu, denn das Thema Judentum ist für die höheren Grundschulklassen fest in den Lehrplänen verankert und dies führt für viele SchülerInnen zu einer Erstbegegnung mit jüdischer Geschichte, Theologie, Tradition und Kultur.

eventuell auch zu einer ersten dialogischen Begegnung mit Menschen jüdischen Glaubens oder dem Besuch einer Synagoge. Dieser Band ist ein evidenter Schritt zu einer friedenspädagogisch motivierten Reform für den Religionsunterricht in der Grundschule stärker als bisher gesehen und umgesetzt steht der Unterricht vor der gesamtgesellschaftlich bedeutsamen Herausforderung antisemitische Präventionsarbeit zu leisten. Even though it is still largely unexplored in the German context whether and how anti-semitic attitudes develop in children it must be assumed that the roots for later forms of these prejudices in schoolyards and in classrooms are already growing among the six to twelve year olds. In this context religious education is of particular importance in the context of primary schools because the topic of Judaism is firmly anchored in the curricula for the higher elementary school classes and this may lead for many students to a first encounter with Jewish history, theology, tradition and culture, possibly also to a first dialogical encounter with people of Jewish faith or a visit to a synagogue. In this respect this volume is a step towards a peace education motivated reform for religious education in primary school. Religious education is facing the challenge of doing anti-semitic prevention work that is of major importance for society as a whole and is stronger than previously seen and implemented.

Schule als Spiegel der Gesellschaft Julia Bernstein, Marc Grimm, Stefan Müller, 2022-02-08. Erst wenn die Stimmen von Jüdinnen und Juden ernst genommen werden können die Verletzungen, Diskriminierungen und sozialen Legitimationen von Antisemitismen, deren Auswirkungen auf jüdische Identitäten und auf die Gesellschaft verändert werden. Das vorliegende Buch schlägt daher einen Paradigmenwechsel auf jüdische Perspektiven vor. Im Band werden pädagogische Ansätze aus Forschung und Bildungspraxis für eine Auseinandersetzung mit Antisemitismus diskutiert, die für jüdische Perspektiven sensibel ist. Aufgezeigt werden Handlungsansätze für Lehrende, um durch Bildung zum Erkennen und Handeln gegen Antisemitismen zu Mündigkeit und gleichberechtigter Teilhabe an Gesellschaft zu befähigen.

Deutsch-Israelische Schulbuchkommission, 2015. English summary: In time for the fiftieth anniversary of the commencement of diplomatic relations between Germany and Israel the German Israeli Textbook Commission issued a new set of recommendations. Over a period of four years a group of academics, teaching specialists, educational practitioners and policymakers from both countries worked together to analyse depictions of the other country in over 400 history, geography and social studies textbooks in use in Germany and Israel. The recommendations the experts have made on the basis of the analysis seek to promote revisions in the content and educational approaches used in depictions of Israel. Germany in future textbooks the hope is that these books will contain realistic images of the other country, its history and society. The Israeli German discussions on textbooks were coordinated by the Georg Eckert Institute for International Textbook Research in Braunschweig, Germany and the Mofet Institute of Research, Curriculum and Program Development for Teacher Educators in Tel Aviv. German description: Zum 50-jährigen Jubiläum der Aufnahme diplomatischer Beziehungen zwischen Deutschland und Israel legt die Deutsch-Israelische Schulbuchkommission ihre neuen Empfehlungen vor. Wissenschaftler, Fachdidaktiker

Padagogen und Bildungspolitiker aus beiden Landern untersuchten über 400 Schulbücher der Fächer Geschichte Geographie und Sozialkunde im Hinblick auf die Darstellung des jeweils anderen Landes Die aus den Schulbuchanalysen abgeleiteten Empfehlungen zielen auf eine inhaltliche und didaktische Revision der Israel und Deutschlanddarstellung in zukünftigen Lehrwerken um kommenden Schulergenerationen ein der Wirklichkeit entsprechendes Bild des anderen Landes seiner Geschichte und Gesellschaft mit auf den Weg zu geben *Niemals Nummer – Immer Mensch* Sonja Danner, 2020-07-13 In den letzten Jahren erlebt Rechtspopulismus in den Gesellschaften und der Politik Europas einen Aufschwung Im Gegensatz dazu stehen die Lehrpläne an österreichs Schulen die einen Unterricht vorsehen der über das Thema Nationalsozialismus informieren und menschenverachtendem Umgang gegensteuern soll Orientierungskompetenz und Persönlichkeitsbildung für SchülerInnen sind dabei wichtige Wertmaßstäbe Abseits der Leichenbergpädagogik haben sich seit den 1990er Jahren neue Vermittlungskonzepte im Erinnerungslernen entwickelt nicht zuletzt durch die Experimentierfreude evangelischer ReligionspädagogInnen Im Fokus des Bandes stehen neben den Unterrichtskonzepten erstmals die Lehrpersonen selbst mit ihren persönlichen und fachlichen Zugängen zum Thema In recent years right wing populism has gained momentum in European societies and politics In contrast to this development the syllabus in Austrian schools provide an education which should inform the students about Nazism and which shall oppose inhuman treatment Here orientation skills and personality forming for students are highly valued Apart from the so called Leichenberg pedagogics of heaps of corpses new conveying methods in remembrance education have been developed since the 1990s thanks to innovative Protestant religious teachers This volume focuses not only on teaching concepts but also on the teachers themselves and concentrates on their personal approaches and expertise on this subject 1985-01-01, □□□□□□

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