



Religiöses Lernen: Subjektive Theorien von ReligionslehrerInnen (Praktische Theologie heute) (German Edition)

Andrea Lehner-Hartmann

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Jenseits von Lehrplänen und Bildungsreformen wird die Unterrichtspraxis vom Selbstverständnis und den Zielen der Lehrenden mitbestimmt. Welche "subjektiven Theorien" von religiösem Lernen haben die Betreuungspersonen von ReferendarInnen? Die Betonung des "Andersseins" von Religionsunterricht, die in der Untersuchung deutlich wird, birgt die Gefahr in sich, dass Religion und religiöses Lernen am Rand von Schule und schulischem Lernen angesiedelt wird. Das verlangt nach vermehrter Arbeit, Religion im Lebensraum Schule sichtbar zu machen, um sie selbstbewusst in den Diskurs mit anderen Disziplinen einzubringen und zu einem pluralitätsfähigen Umgang in der Schule beizutragen.

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