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Quelle

Tatje, C. (2017). Die Rolle des Schulbuchs bei der Vermittlung der Europäischen Union. Nutzung und Wirkung im politischen Fachunterricht. Wiesbaden: Springer VS.

Title

The role of textbooks in teaching the European Union.
Use and evaluation in civic education.

Kurzgliederung

1. Introduction

I Theory and research

2. The textbook in teaching the European Union

2.1 Teaching the EU in civic education

2.2 Textbooks as media

2.3 Textbooks in civic education

II The empirical study

3. Introduction

4. The preliminary studies

4.1 The preliminary study (teacher)

4.2 The preliminary study (pupils)

5. The main study

5.1 Objectives of the main study

5.2 Design and implementation of the main study

5.3 Data structure and measuring models of the main study

5.4 Results of the use of textbooks

5.5 Results of the evaluation of textbooks

6. Conclusion

Abstract

The European Union (EU) has become an important part of civic education at German schools. However, this issue is a particular challenge for teachers as mediators and students as learners due to the high dynamics and complexity of the EU. Consequently there is a special need for high-quality textbooks (Detjen, 2004; Oberle & Forstmann, 2015). Also for textbooks, the complexity and dynamics of the EU, the perceived remoteness or widespread prejudices and misconceptions towards the EU pose difficulties.

There is a lack of knowledge regarding the actual use of textbooks in the planning and design of civic education-lessons in general and in case of EU-related teaching specifically. There has been hardly any empirical research on the reception of textbooks, which is widely criticized (Weinbrenner, 1995; Höhne, 2005; Sandfuchs, 2010; Niehaus, 2011).

These *desiderata* are confronted in the present study. First the actual use of the textbook and other media or materials in civic education-lessons by teachers and students is examined. Secondly the opportunities and shortcomings of textbook content, especially regarding the EU chapters are identified. The study therefore adopts a functional and useful approach (Weinbrenner, 1995), which uses a written questionnaire in the main survey (partially standardized questionnaire; 1076 students and 123 teachers) and is carried out at general schools in Lower Saxony, Germany.

For creating the teacher's questionnaire a qualitative approach in the form of semi-structured interviews (N = 16) was used. Thus, it was possible to detect formerly unconsidered aspects and to integrate them into the main study. The student's questionnaire was tested in a pilot study (N = 282), which included many open questions, allowing to generate additional hypotheses and items. The research approach of triangulation (Flick, 2011) corresponds to a mixed-methods approach in sequential or transferred design (Gläser-Zikuda et al., 2012).