



Zwischen Handlung und Design

Schnittmengen zwischen **Aktionsforschung** und
Design-Based Research in aktuellen Bildungskontexten

Michael Schlauch, Freie Universität Bozen
michael.schlauch@education.unibz.it

Design-Based Research - Überblick

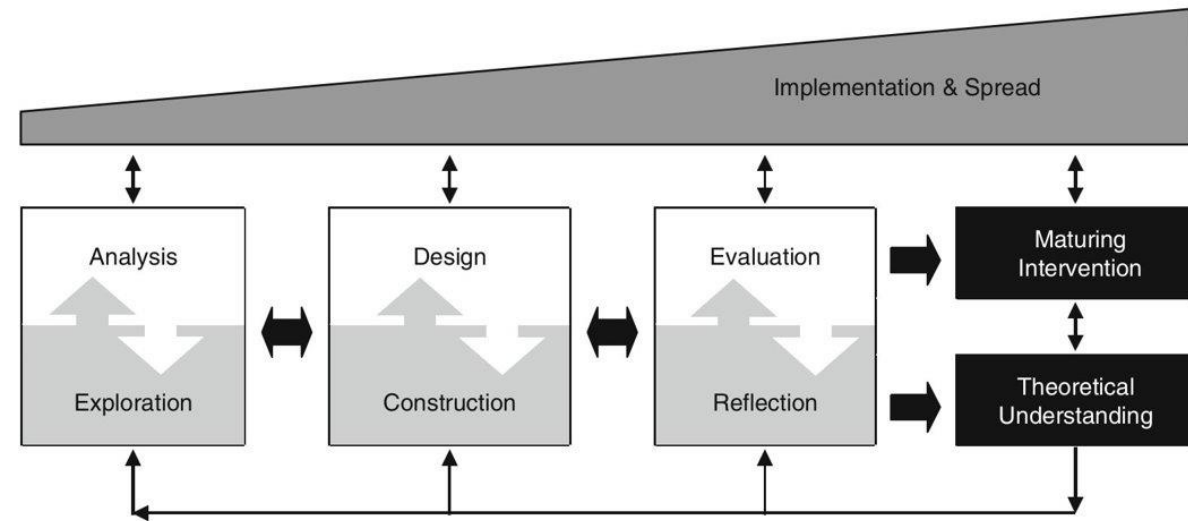


Figure: Generic model for conducting educational design research (McKenney & Reeves, 2012)

-> Forschungsgenre

- auch: Educational Design Research (McKenney and Reeves 2012)
- "Design experiments" (Brown 1992) statt Laborexperimente: praxisorientiert-interventionistisch
- Doppelter Fokus: Anwendung und neue Theorie (-> Design principles)
- Bezugnahme auf Kontext, Kollaboration
- Iterative Vorgehensweise

Von Design zur Praxisgestaltung

Produkte von DBR

- 1990er:
 - "innovative educational environments"
 - "instructional designs" (Brown, 1992)
- 2000er:
 - educational interventions.. an instructional program, a textbook or a policy (DBRC, 2003)
 - "learning environments, educational technology, and curriculum" (van der Akker, 2006, p. 5)
 - educational software, "transformational play" (Barab et al., 2010)
- 2010er
 - Lehrpraktiken, z.B.:
 - multicultural literature instruction practice (Thein et al., 2012)
 - Lesson Study process for inclusive teaching (Norwich and Ylonen, 2013)
 - communication skills development (Johnson et al., 2015)
 - peer-based teaching (Cohen et al., 2020)
 - ...

Konvergente Tendenzen

neue Realitäten und neue Betrachtungsweisen

**Soziale
Praxis**

Medien durchdringen soziales Handeln



Mediatisierung (Krotz, 2001), "onlife" (Floridi, 2015), Postdigitalität (Jandrić 2018)

Artefakte als Akteure

**Materielle
Umgebung**



Kommunikation und Lehre als Design (New London Group, 1996),
"material turn" (Bräunlein, 2012), Soziomatierialität (Röhl, 2016)

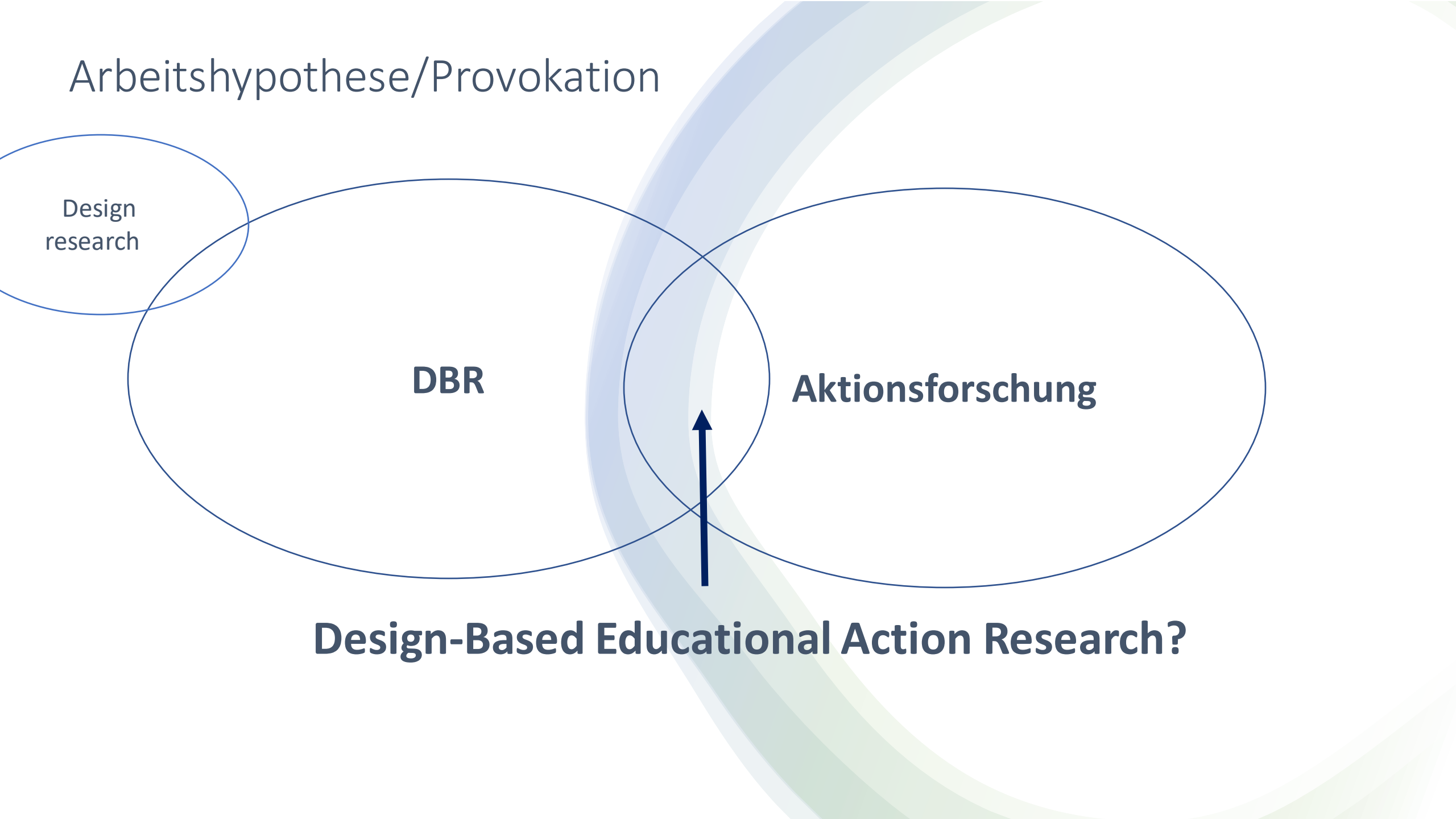
Arbeitshypothese/Provokation

Design
research

DBR

Aktionsforschung

Design-Based Educational Action Research?



Design-Based Educational Action Research?

Möglichkeiten und Risiken

 -> **DBR**: Mitdenken der soziales Komplexität,
Vermeidung von Soluzionismus

 -> **Aktionsforschung**: wiederverwendbares Wissen,
Design als erweiterter Aktionsradius

 **Nachteile**: Verwässerung der Methodik vs
Bereicherung, Vereinbarkeit von Wissenstraditionen

Literatur

- Barab, S. A., Gresalfi, M., & Ingram-Goble, A. (2010). Transformational play: Using games to position person, content, and context. *Educational Researcher*, 39(7), 525–536. <https://doi.org/10.3102/0013189X10386593>
- Bräunlein, P. J. (2012). Material turn. *Dinge des Wissens. Die Sammlungen, Museen und Gärten der Universität Göttingen*, 14–28.
- Brown, A. L. (1992). Design experiments: Theoretical and methodological challenges in creating complex interventions in classroom settings. *The Journal of the Learning Sciences*, 2(2), 141–178.
- Cohen, J., Gaul, C., & Martin, L. (2020). Peer-based teaching and learning in a maker-based educator preparation course: A design-based research study. In *Society for information technology & teacher education international conference*. Association for the Advancement of Computing in Education (AACE).
- Design-Based Research Collective. (2003). Design-based research: An emerging paradigm for educational inquiry. *Educational Researcher*, 32(1), 5–8.
- Floridi, L. (Ed.). (2015). *The onlife manifesto*. Springer International Publishing. <https://doi.org/10.1007/978-3-319-04093-6>
- Jandrić, P., Knox, J., Besley, T., Ryberg, T., Suoranta, J., & Hayes, S. (2018). Postdigital science and education. *Educational Philosophy and Theory*, 50(10), 893–899. <https://doi.org/10.1080/00131857.2018.1454000>
- Johnson, S., Veitch, S., & Dewiyanti, S. (2015). A framework to embed communication skills across the curriculum: A design-based research approach. *Journal of University Teaching & Learning Practice*, 12(4), 6.
- Krotz, F. (2001). *Die Mediatisierung kommunikativen Handelns: Der Wandel von Alltag und sozialen Beziehungen, Kultur und Gesellschaft durch die Medien*. Springer-Verlag.
- McKenney, S., & Reeves, T. C. (2012). *Conducting educational design research*. Routledge.
- New London Group. (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*, 66, 60–92.
- Norwich, B., & Ylonen, A. (2013). Design based research to develop the teaching of pupils with moderate learning difficulties (MLD): Evaluating lesson study in terms of pupil, teacher and school outcomes. *Teaching and Teacher Education*, 34, 162–173. <https://doi.org/10.1016/j.tate.2013.04.012>
- Röhl, T. (2016). *Dinge des Wissens: Schulunterricht als sozio-materielle praxis* (Vol. 16). Walter de Gruyter GmbH & Co KG.
- Thein, A. H., Barbas, P., Carnevali, C., Fox, A., Mahoney, A., & Vensel, S. (2012). The affordances of design-based research for studying multicultural literature instruction: Reflections and insights from a teacher-researcher collaboration. *English Teaching: Practice and Critique*, 11(1), 121–135.
- Van den Akker, J., Gravemeijer, K., McKenney, S., & Nieveen, N. (2006). *Educational design research*. Routledge.

Danke!



Mail:
michael.schlauch@education.unibz.it



Dissertationsthema: die Nutzung
interaktiver **Erzählungen** für die
Medienpädagogik in der Grundschule