

Attitudes and practice in the field of media education - understanding changes and discrepancies

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In a number of publications on digital education, especially on teachers' so-called "technology acceptance" (Köhler et al. 2015), i.e. their attitude towards using digital media in educational contexts, as well as teachers' corresponding practice, marked changes as a result of the pandemic lockdown situations are documented (in the case of changes in practice, Brooks et al. 2021) and hypothesized (in the case of attitudes). So, do attitudes really change that fast? And if so, is the same true for institutions that have a more critical, age-dependent view on the subject, such as progressive-oriented pedagogies? In 2019, the MünDig-I online survey investigated the attitudes and practices of professionals, parents and pupils in Waldorf, Montessori, as well as forest and nature education institutions (Bleckmann et al. 2022a; Bleckmann et al. 2022b; Streit et al. 2023; Bleckmann et al. 2023). In 2021, the follow-up study MünDig-II was conducted with teachers who had agreed to participate in a follow-up study. By linking the data from the two studies, it was possible to investigate potential changes in attitudes and practice within these two years. Using the Media Maturity Matrix (Streit 2022) as a tool, the change can be examined in great detail, encompassing the differentiation between analogue and digital media, the purpose of use as well as the age of the user. The result is that although there are significant changes in the practice of using digital media in Waldorf and Montessori schools during lockdowns, many aspects of practice revert to the pre-lockdown mode when in-person teaching is possible again. Also, and perhaps most surprisingly, there are mostly no changes or at best minor changes in teachers' attitudes. It appears that the combination of knowledge and experience on the foundations of how children learn and that this requires certain framework conditions such as in-person contact and an age-appropriate step-by-step approach may lead to a certain immovability of attitude, which has often been called "backward", while at the same time creativity is demonstrated in quick adaptation to changed circumstances of educational practice. The lecture can be held in context of the working group "The Roles of Knowledge, Imagination and Creativity in Teacher Education and in Schools".

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