

Broad tasks – narrow thinking: what limits Medienbildung in teacher education

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Media education is unquestionably an important cross-sectional topic and, according to Braun et.al. (2021) and the European Commission (2022), is structurally embedded in the curricula of our schools. Media education is also being taken up more and more in teacher training, but here we often see a narrow form of implementation compared to approaches that formulate a broad understanding of media education (Boettger et al. 2019; Marotzki & Jörissen 2009; Bleckmann & Kernbach 2023; Kernbach 2025 (in publication) This phenomenon can also be observed among teachers at Montessori and Waldorf schools (Bleckmann et al. 2022). The funnel model (Kernbach 2025 (in publication) of the “Konstitution und Exklusion von Themenfeldern der Medienbildung” (constitution and exclusion of thematic aspects of media education), which is based on empirical data on the media education-related needs of Montessori and Waldorf teachers, can give important insights into which initial prejudices and blinders may have to be addressed in teacher training, in order to allow teachers to access their experiences and knowledge (which they do not frame as belonging to “media education”). This might widen future teachers’ understanding of “media education” beyond the use of digital devices in the classroom, including an understanding of at least basic principles of how information-processing systems work, as well as analogue media use, and supports the understanding of cooperation with families and the wider community as important aspects preventing digital risks and fostering digital skills.

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