



Leibliches Lernen Gestalt Werden Lassen

David Baud



Leibliches Lernen Gestalt Werden Lassen:

Leiblich lernen und lehren Silke Leonhard, 2006 Religiöse Bildung ist ein personaler Prozess Religion und Lernen sind leibraumliche Vorgänge Im integrativen fachwissenschaftlichen Diskurs zur ästhetischen Dimensionierung des Religionsunterrichts wird phänomenologisch und experimentell gezeigt dass der Focusing Ansatz Eugene T Gendlin durch leibliche Wahrnehmung von Religion deren kommunikative Symbolisierung fordert Er kann so zur berufsbiographischen Kompetenz in der Lehrerbildung beitragen Als heuristisches Element schafft er in der religionspädagogischen Theoriebildung eine methodische Verbindung zwischen Hermeneutik und Ästhetik Phänomenologie und Empirie Der Religionspädagogik wird ein performatives Instrumentarium an die Hand gegeben auch unter säkularen Bedingungen christliche Religion in ihren gelebten Formen zu unterrichten

Das leibliche Selbstbild Anna-Lena Schweinsberg,

Religionspädagogische Professionalität Silke Leonhard, 2018-08-13 Eine entscheidende Aufgabe von Religionslehrkräften ist der kulturelle und pädagogische Umgang mit Erfahrungen des Unverfügbaren im Raum der Schule Wonach bemisst sich aber die Angemessenheit religionspädagogischen Handelns Eine Fallstudie zum personalen Umgang mit schwerer Krankheit im Kontext von Religionsunterricht wird zum heuristischen Ausgangspunkt für die empirisch theologische Erkundung wie Religionslehrkräfte Grenzsituationen ihres professionellen Alltags wahrnehmen und gestalten Erfahrungen der Dimension des Pathischen in Unterricht und Schulleben werden durch den Zusammenhang von Empirie und Normativität kulturwissenschaftlich theologisch und pädagogisch beleuchtet um eine religionspädagogische Professionstheorie auf theologische Füße zu stellen Die Ergebnisse zu Responsivität dienen auch als Theoriegrundlage für eine lebenswelt und schulkulturbezogene Perspektivierung von Schulseelsorge One of the major challenges for religious education teachers is to deal with cultural and pedagogical experiences of the intangible in schools How do we measure appropriateness of religious pedagogical actions A case study on the personal contact with severe diseases in the context of religious education is the heuristic point of departure of an empiric theological analysis on how religious education teachers perceive and deal with borderline situations in their work live Experiences with pathic dimensions in education and school life in connection with empiricism and normativity are being analysed in a cultural scientific theological and pedagogical context in order to create a religious pedagogical profession theory on a theological ground The findings concerning responsivity also serve as a theoretical principle for a lifeworld and school culture related perspective for school counselling

Tanz im Dazwischen

Anne Hilpert, 2020-09-02 Vor dem Hintergrund der kontroversen Diskussionen einer performativen Religionspädagogik widmet sich die vorliegende Studie dem sozial und kulturwissenschaftlichen Performativitätsdiskurs und entwickelt eine Religionsdidaktik die explizit das Paradigma des Performativen in den Mittelpunkt rückt ber die Anerkennung der nicht propositionalen Rationalitätsformen des Performativen werden neue Möglichkeiten aufgezeigt um Religion an allen Lernorten in ihrer Vieldimensionalität zu thematisieren und das Fragen nach Gott als existenziellen Frage und Vergewisserungshorizont

zu gestalten ohne dabei religiöse Praxis zu vollziehen Anschaulich expliziert wird eine solche Didaktik am Beispiel des Tanzes der im Dazwischen die Tiefendimension der Wirklichkeit leiblich erfahrbar macht und so zur Möglichkeitsperspektive wird die das Innerste berührt und bewegt und die Frage nach Gott stellt **Was sind gute Schulen? Teil 4** Natalie Fischer, Hans Peter Kuhn, Carina Tillack, 2016-08-19 Der vierte Teilband zum Thema Was sind gute Schulen bezieht sich auf die Qualität von Ganztagschulen Es werden insbesondere die pädagogischen Chancen einer Rhythmisierung angesprochen die durch ein vergrößertes Zeitpotenzial eröffnet werden das für unterrichtliche Bildung und für informelles Lernen zur Verfügung steht Hierbei werden systematisch Theorie Forschung und Praxis der Schulqualität von Ganztagschulen auf dem neuesten Stand einbezogen Das Themenspektrum reicht vom unterrichtlichen fachlichen Lernen über soziales Lernen sowie Bewegung Spiel und Sport Hausaufgabenbetreuung bis zur Qualität von Kooperationskulturen Alle zentralen Themen des Bandes werden anhand von Praxisbeispielen konkretisiert **Kritische Medienbildung** Maximilian Waldmann, 2024-10-14

Perspektiven einer körpersensiblen Religionspädagogik des Jugendalters Caroline Teschmer, 2023-04-26 Der Körper ist omnipräsent Unter anderem durch Social Media geprägt gehen Ideale von Schönheit Schlankheit Lifestyle und Fitness gegenwärtig zu den elementaren Bedingungen des Aufwachsens Der Körper wird zu einer instrumentalisierten Baustelle in Fragen der Ernährung der Körperinszenierung sowie in Bezug auf die Messbarkeit der Körperdaten Ausgehend von der Omnipresenz und Relevanz des Körpers fragt dieser Band nach seiner Bedeutung für religionspädagogische Bildungsprozesse und die religiöse Identitätsbildung von Jugendlichen Der Band reflektiert ausgehend von der theologischen Erschließung des Körpers den Religionsunterricht als Erfahrungsraum und Experimentierfeld von Körperlichkeit in der Lebensphase Jugend Somit wird der Körper selbst zum Gegenstand des Religionsunterrichts und nicht lediglich zum Medium oder zur Erschließungshilfe von religiösen Inhalten **Andere Geschichten erzählen** Marie Hecke, Katharina Kammeyer, Anna Neumann, 2024-08-28 Disability Studies erzählen andere Geschichten über Behinderungen Rosemarie Garland Thomson die diese nicht als defizitäre sondern als produktive Kategorie erschließen und damit einen Perspektivwechsel initiieren Durch alle Fachbereiche der Theologie suchen die AutorInnen des Sammelbandes den Diskurs zwischen Disability Studies und Theologie und loten Möglichkeiten und Herausforderungen einer disabilitysensiblen und ableismuskritischen Theologie aus Hierfür werden die Themenfelder von Ebenbildlichkeit Heilung und Gottesrede analysiert und oder neu interpretiert Darin begibt sich der Sammelband auf die Suche nach einer anderen Theologie Friedrich Ludwig Stamm's Ulfilas oder die uns erhaltenen Denkmäler der gothischen Sprache, 1878 **Die Württemberger Summarien, das ist:**

Kurzgefaßte Auslegung der Heiligen Schrift Alten und Neuen Testaments, 1879 **Integrale Gestalten mit Tonerde** Ursula Straub, 2018-07-23 Die Methode des Integrale Gestaltens mit Tonerde wird in ihren Grundzügen erläutert und beispielhaft mit Gestaltungsprozessen aus der kunsttherapeutischen Praxis verbunden Die Autorin versteht Gestaltungsprozesse als Wandlungsprozesse die sie beispielhaft für Lebensthemen und -situationen zeigt Wichtige Impulse

stammen aus dem Werk des Kulturphilosophen Jean Gebser die von Gebser aufgezeigte Entwicklung Manifestation und Wirksamkeit der Bewusstseinsstrukturen die uns Menschen konstituieren spiegeln sich in eindr cklicher Weise im gestalterischen Ausdruck und k nnen sowohl in ihrem Potenzial wie auch in Krisen und psychischen St rungen beobachtet werden Aus dem Inhalt Tonerde als Werk und Wirkstoff Die H nde als Werkzeug Die Methode des Integralen Gestaltens mit Tonerde Gestaltungswege und Wandlungsprozesse Selbst und Lebensgestaltung Die Entwicklung der Methode basiert auf fast 40 Jahren praktischer Erfahrung und der langj hrigen Ausbildungst igkeit der Autorin Zahlreiche Fotografien dokumentieren die Gestaltungsentwicklungen von Kindern und Erwachsenen zum Teil ber eine gro e Zeitspanne hinweg Integrales Gestalten mit Tonerde ist das Ergebnis eines jahrelangen Forschungs und Entwicklungsprozesses Potenziäle erkennen – Talente entwickeln – Bildung nachhaltig gestalten Christian Fischer, Christiane Fischer-Ontrup, Friedhelm Kärnick, Nils Neuber, Christian Reintjes, 2024-08-01 Vor dem Hintergrund aktueller gesellschaftlicher Entwicklungen und globaler Herausforderungen gewinnt die Bildung f r nachhaltige Entwicklung an Bedeutung und r ckt auch in Schulen als zentralen Bildungseinrichtungen zunehmend in den Vordergrund Wesentliches Ziel schulischer F rderung ist dabei junge Menschen nachhaltig zur gemeinwohlorientierten Gestaltung unserer Zukunft zu bef higen Voraussetzung daf r ist dass Sch ler innen ihre Potenziale zur Selbst und Mitbestimmung zu Kollaboration Kommunikation Kooperation und Kreativit t entwickeln und entfalten k nnen Dazu bedarf es einer Diagnostik und F rderung individueller F higkeiten und Pers nlichkeitspotenziale durch adaptive innovative Lernarchitekturen In den Kongressb nden zum 7 M nsterschen Bildungskongress mit dem Titel Potenziale erkennen Talente entwickeln Bildung nachhaltig gestalten werden Forschungsans tze und F rderkonzepte zur langfristigen Potenzial und Talententwicklung von Sch ler innen mit dem Themenkomplex der nachhaltigen Bildung verkn pft Die Kongressb nde gliedern sich in die Schwerpunkte Begabungsforschung und Begabungsf rderung Dieser erste Band Beitr ge aus der Begabungsforschung startet mit thematischen Beitr gen zu individueller und diversit tssensibler Begabungsdiagnostik und entwicklung Es folgen Artikel aus den Bereichen digitales Lernen Schul und Unterrichtsentwicklung in Theorie und Praxis sowie Lehrer innenprofessionalisierung Den Abschluss bildet ein Kapitel mit Beitr gen die sich mit neuen Wegen in der Begabungsforschung und f rderung zur Gestaltung der Zukunft besch ftigen D. Martin Luthers Werke Martin Luther, 1912 D. Martin Luthers Werke: Abt. Schriften Martin Luther, 1912 **D. Martin Luther's Werke** Martin Luther, 1912 *D. Martin Luthers Werke, Kritische Gesamtausgabe* Martin Luther, 1912 *D. Martin Luthers Werke: Schriften* Martin Luther, 1912 **Grundstrukturen mystischen Denkens** Christian Steineck, 2000 **(Un-)Endlich leben** Peter Bubmann, Traugott Roser, 2025-05-29 Der Begriff Lebenskunst ist in der Beratungsliteratur Praktischen Philosophie und theologischen F chern schnell popul r geworden Aber kann er auch in interdisziplin rer Zusammenarbeit als Leitkategorie dienen Dieser Band fragt im Gespr ch mit Philosophie P dagogik und Therapeutik und in kumenischer theologischer Kooperation nach der Tragf higkeit des Lebenskunstkonzepts Damit findet zum ersten Mal in der

deutschsprachigen Wissenschaft ein vertiefter Austausch zwischen theologischen und kulturwissenschaftlichen bzw philosophischen Ansätzen einer Theorie der Lebenskunst statt Der Band richtet sich an alle die theoretisch wie praktisch an Fragen der Lebenskunst und an ihrer theoretisch konzeptionellen Vertiefung interessiert sind Diskutiert wird was Theologie in die Lebenskunstdiskurse und die konkreten Fragestellungen einer Alltagsethik einzubringen hat und wo sie von den kulturwissenschaftlichen Lebenskunstdiskursen lernen kann Wo gibt es Brücken zwischen therapeutischen Lebenskunstansätzen und christlicher Seelsorge Wie wird Kunst theologisch wahrgenommen und was bedeutet das für ein Lebenskunstdenken Ein eigener Akzent liegt auf der Klärung von Gender Fragen und sexueller Identität und auf der Bedeutung transhumaner Vorstellungen von Lebenskunst Hilfe etwa durch Robotik und KI Wie Lebenskunst zu erlernen wäre ist Gegenstand eines Dialogs zwischen Vertretenden der Allgemeinpädagogik und der Religionspädagogik **Bewegung und Musikverstehen** Anna Unger-Rudroff, 2020-09-03 Kinder reagieren oft spontan mit Bewegungen auf Musik Was können uns diese zur Musik gebildeten Bewegungsgestalten über die Tiefe ihres Zugangs zu musikalischen Sinnstrukturen verraten Anna Unger Rudroff untersucht in ihrer Studie die theoretischen Grundlagen dieses Zusammenhangs von körperlich leiblicher Bewegung und Prozessen des Musikverstehens Ihre Auseinandersetzung mit der Phänomenologie insbesondere der Leib und Sprachtheorie Maurice Merleau Pontys führt sie bis hin zum konkreten musikpädagogischen Praxisbeispiel Die musikalische Begriffsbildung erscheint dabei aus phänomenologischem Blickwinkel als eine Bewegung die im vorsprachlichen Bereich des leiblichen Vollzugs ansetzt

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