

# DGfE-“Nachwuchsförderpreise“ for ZfE-Articles

The three offered awards are adjudicated every two years on the congress of „Deutsche Gesellschaft für Erziehungswissenschaft (DGfE)“ by a jury. At the time of publication of their work the laureates must be younger than 40 years.

## 2006 (Frankfurt am Main)

2 equal Second Prizes for:

**Sara Fürstenau**

*Transnational Paths of Learning and Future Orientation - Results of a survey of young Portuguese immigrants*

in: *ZfE*, Vol. 7, Issue 1/2004, p. 33-57

### Summary

In this contribution, the paths of learning and orientation towards the future of young people from immigrant families will be viewed using recent concepts from the field of migration research. Introducing transnational research, concepts for recording individual life-worlds shaped by mobility will be discussed. Following on from this, the results from a study on the orientation of young Portuguese at the transition from school to job will be presented. Particular attention will be played to their socialization in transnational social domains and to the significance of transnational paths of learning, which will be illustrated using three case studies. Finally, on the basis of the results of the study, questions concerning preconditions for learning success and social positioning will be discussed in the context of transnational migration.

**Birte Egloff**

*Internship as Open Space*

in: *ZfE*, Vol. 7, Issue 2/2004, p. 263-276

### Summary

An integrated internship should actually play a central role within the framework of a vocationally-oriented higher education. However, it must be observed that internships are neither a topic of current reform debates nor a specific object of higher education research. This contribution starts out from this double deficit and focuses on empirical results from an investigation into how students view internships in two courses - pedagogy and human medicine. On the basis of the question of how students perceive their internships, which occur outside of the university and are organized by themselves, two significant problems which students have to cope with are identified (transition between studies to internship, obligation to self-motivation), and implicit patterns of construction may be investigated, which reflect the solutions to these problems. The study shows that despite formal expectations, internships are often approached in an autonomous and multifarious way, and reflect course of study, job, biography and life-world. Therefore their position within a course should not simply be seen as a particular space for learning and accumulated experience, but also as a general place of personal development (Bildung). In the face of higher education reform in which the disappearance of Bildung is a serious threat, this contribution argues that such open spaces for self-determined and creative action should be maintained and recognized more explicitly in future higher education planning.

## 2004 (Zürich)

1st Prize

**Winfried Kronig**

*Weak-ability Immigrant Children as a Social Construct*

in: *ZfE*, Vol. 6, Issue 1/2003, p. 126-141

### Summary

The referral of children and young people from immigrant families to special schools is not only disproportionately high; it is increasingly at a concerning pace. Despite the restrictive explanation power of individual-theoretic interpretations, which has been known for decades, the discussion on low educational achievement commonly falls back on individual deficiencies for explanations. In contrast, an analysis of educational statistics from Germany, Switzerland and a long-range study of comparative achievement show that the referral rate is more likely to be related to the local characteristics of the respective selection structure, than a variance in pupil characterist-

ics. Among other things, an irritatingly loose connection between individual ability and referrals to special schools is observable. The results of the study show, further, that dropping selection practices, which seem hard to legitimize anyway, does not result in disadvantages for the learning development of immigration children.

## 2002 (München)

1th Prize

**Eveline Wuttke**

*Learning strategies in learning processes: Method of analysis, use of strategies, and effects on learning*

in: *ZfE*, Vol. 3, Issue 1/2000, p. 97-110

### Summary

Self-organised learning requires the use of adequate learning strategies in order to successfully plan, co-ordinate and control the learning process. In most research projects learning strategies are analysed with the help of standardised tests (questionnaires). Results achieved with this method indicate a certain strategy potential, but it is difficult to decide if students actually use these strategies in (self-organised) learning processes. We therefore developed a system to identify the use of learning strategies during the learning process. Results indicate that the strategies students used in this process are closely connected with their success in learning.

and two equal Second Prizes:

**Heinz Reinders**

*The Political Socialization of Young People in the Post-unification Period: A mental recontextualization.*

in: *ZfE*, Vol. 4., Issue 2/2001, p. 239-262

### Summary

A review of research into the research field 'young people and politics' shows clearly that the researchers' interest in the political attitude of young people is often met by a marginal interest in this topic from these same young people. From a pedagogical perspective, this situation is explained by the fact that the genesis of political attitudes is linked to social themes which young people do find interesting, or more precisely: worrying. In the 1990s this seems to be the question of personal vocational integration, which suggests that the genesis of political attitudes in young people will be linked to their anticipation of their own vocational integration. In an attempt to show this, theoretical concepts will be drawn upon and empirical evidence demonstrated using the so-called development-task concept.

**Ralf Bohrhardt**

**Family structure and Educational Success**

in: *ZfE*, Vol. 3, Issue 2/2000, p. 169-188

### Summary

This article deals with the frequently made argument that family structure – and here especially the absence of one parent – has an impact on the school success of children. This argument is theoretically criticised from the perspective of life course research and empirically re-analysed on the basis of survey data from Germany and the U.S. It becomes obvious, that the change of family structure as such has no or only very little impact on children's school success. Instead, selection effects play a major roll as well as the social and political framework, under which changes to the family occur.

## 2000 (Göttingen)

Second Prize

**Helga Kelle:**

**Gender Territories. An ethnographic study about the games of school kids in the age of 9 to 12**

in: *ZfE*, Vol. 2, Issue 2/1999, p. 211-228

### Summary

A critical discussion on the duplication of everyday knowledge in research has recently been launched in the field of Gender Studies: the long-established view on differences between boys and girls, between men and women, has been criticized as "reification" and accused of circularity. Recent ethnomethodological and social constructivist studies propose that gender differentiation should not be understood as omnirelevant, but rather as

a situation and context related issue. In light of this debate, a research group financed by DFG (from 1993 to 1997) decided to explore the practices of gender differentiation among nine to 12-year-old schoolchildren ethnographically (cf. Breidenstein/Kelle 1998). This article deals with a small segment of these practices: spontaneous territorial games in which the children split up into gender-based teams and demonstrate a high degree of physical activity. This paper explores how gender defined territories are achieved in interaction, thus staging gender polarity. The concluding play-theoretical reflections are able to show that gender arrangements are simplified, alienated, and aestheticized in these games.