

# Entlarvt: Ein Professor aus Neuseeland zeigt es den deutschen Einheitsschul-Ideologen!

## Nachtrag

*Unkommentiert noch zwei Nachträge, die Aussagen meines AUSWEGE-Artikels „Entlarvt: Ein Professor aus Neuseeland zeigt es den deutschen Einheitsschul-Ideologen!“ erneut bekräftigen. G. S.*

**1. John Hattie, University of Melbourne, Eric M. Anderman, Ohio State University (Ed.):**

***International Guide to Student Achievement, New York and London 2013***

**Klappentext:**

*The editors “have invited an international group of scholars to write brief, empirically supported articles that examine predictors of academic achievement across a variety of topics and domains. [...] This guide simply provides the first-ever compendium of research that summarizes what is known about the major influences shaping students’ academic achievement around the world.”*

Von den 150 Einträgen widmen sich drei dem Thema der Heterogenität. Sie kommen alle zu einem etwa gleichen Resultat:

**Ed Bains, Institute of Education, London: *Ability Grouping*** (p. 116)

*“The PISA studies involved data collection from [...] up to 65 countries. This research compared the academic performance of students that had experienced homogenous ability grouping for all curricula, with those that experienced some ability grouping or none at all, and found that the more schools grouped by ability the lower the overall performance. [...] The PISA research concludes that “school systems that seek to cater to different students’ needs through a high level of differentiation in the institutions, grade levels and classes have not succeeded in producing superior overall results, and in some respects they have lower-than-average and more socially unequal performance’. (OECD, PISA 2009 Results: What makes a school successful?, 2010)”*

**Yiping Lou, University of South Florida: *Within Class Grouping*** (p. 168)  
*“The effects of within-class grouping are positive for students at all ability levels, especially for lower ability students. However, low ability students tend to achieve significantly more in heterogeneous ability groups than in homogenous ability groups. This may be due to the opportunity of a low ability student to ask more questions and receive more elaborate elaboration from higher ability students, higher expectations, motivation, and self-concept in heterogeneous ability groups. Contrary to critics’ fears, heterogeneous ability grouping does not seem to hinder the achievement of high ability students who appear to learn equally well in either homogeneous or heterogeneous groups.”*

**Janet Ward Schofield, University of Pittsburgh: *Ability Grouping*** (p. 213)  
*“The primary rationale for tracking is that it will improve student achievement by allowing teachers to adjust the content and pace of instruction to students’ ability level. However, there is very little reason to believe that tracking improves achievement, except for high-achieving students in some cases. Indeed, evidence suggests that it frequently undermines the achievement of initially low-achieving students, thus increasing the achievement gap.”*

## **2. Interview-Auszug auf der deutschsprachigen Plattform zu „Visible Learning“**

[www.visiblelearning.de/john-hattie-interview-visible-learning/](http://www.visiblelearning.de/john-hattie-interview-visible-learning/) (zuletzt: 28.2.13)

**Regine Berger** (Schulaufsicht Baden-Württemberg): Welche Unterschiede bestehen zwischen einzelnen Ländern in Bezug auf Visible Learning? Wie können deutsche Schulen die Ergebnisse Ihrer Meta-Studie nutzen?

**John Hattie:** Eine Schlüsselfrage bei dem Versuch zu verallgemeinern ist das Gleichgewicht, bestehend aus zwischen- und innerschulischer Varianz. Mir scheint, man kann leichter verallgemeinern, wenn es mehr innerschulische Varianz gibt als bei Unterschieden zwischen den Schulen. Ich bin mir also nicht sicher, ob sich Deutschland voll und ganz in das Modell einfügen lässt. *Bei stärkeren Unterschieden zwischen den Schulen können strukturelle Aspekte eine immer gewichtigere Rolle einnehmen* [Hervorh. G.S.]. Ich nenne hier zum Beispiel die beeindruckenden Verbesserungen bei Deutschlands Nachbarn Polen. Schlicht und einfach, weil sie den selektiven Charakter ihrer weiterführenden Schulen abgeschafft haben.