

# 12 Conclusion and Closure

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Sometimes there are really subtle differences. While the end of school is a long-awaited event by almost everyone involved, which promises two months of vacation and fun, the three-week school closure as part of the measures to combat a pandemic is an act of violence that deprives a generation of children and young people of their educational opportunities and a high livelihood becomes. At least that is what it sounds like in the "religious war" that broke out over the question of whether educational institutions should switch back to distance learning. Wars of faith do not bode well. As a rule, it is about confessions and less about arguments. Despite all the pros and cons, some of the paradoxes that characterize this dispute are astonishing.

The opponents of the school closings like to conjure up the importance of education, which has to fall by the wayside. Interestingly, however, that the educational losses that were recorded in the years before Corona due to nonsensical curriculum reforms, didactic fashions, unnecessary test inflation, hysterical Pisa activism and excessive control systems worried as little as the continuous increase in functionally illiterate people. Perhaps all of this is not about education at all, but rather that the children do not have to be at home. Then you should say that clearly.

It is amazing that there is now a complaint that the substance cannot get through because of Corona. Material? Do we hear right? Hasn't it been raved to us all the time that modern teaching has no material, no knowledge and no content to convey, but only competencies that can best be acquired not in school but in the real world? Is this didactic innovation no longer valid just because a virus has contaminated the classrooms that are already hated by education experts?

Before Corona, the "flipped classroom" was the latest craze in school education. The students - all of them are known to be highly talented digital natives - do their research at home on the Internet, and the teacher, as a learning guide, only gives gentle feedback. And was that not why there was constant talk of an autonomization of learning that wanted to leave the subject, method, pace and level of teaching to the individual pupil - and now the world is supposedly collapsing because the school gates are closed for a few days?

Oh you of little faith! No sooner does reality offer the restless educational reformers the chance of realizing their concepts than they are despaired. That is not surprising. The euphemistic notions of self-determined digital learning have always been naive. They overlooked the fact that socially disadvantaged children suffer again; they ignored the fact that without basic technical knowledge there is no meaningful learning online; they overestimated young people's ability to discipline themselves; they neglected the function of the school as a place of contact, care and storage; they denied the vital importance of a professionally qualified teacher for teaching; and they misunderstood the importance of digital technology: This is a tool, but not a miracle cure.

The nicest thing - the complaints about the school closings suggest - it is when many young people sit in one room and a teacher stands in front of them who has something to say. Anyone who finds this notion horrific shouldn't be upset about school closings; The others, however, could learn a lesson from the experience with Corona for the reopened schools: an end to unnecessary, pseudo-progressive, ideology-driven and unrealistic educational reforms.

