

Biography of Heinz Moser

Heinz Moser received his doctorate from the University of Zurich in 1973 and completed his habilitation 1979 in Educational Science at the University of Münster. For many years, he was Professor of Media Education at Zurich University of Teacher Education (PH Zurich) and Honorary Professor at the University of Kassel.

From 2004 to 2012, Moser served on the Executive Board of the Media Education Section of the German Educational Research Association (Deutsche Gesellschaft für Erziehungswissenschaft, DGfE). He was also a founding member and, until 2013, managing editor of the online journal *MedienPädagogik*, which has established itself as a major academic publication platform for media education in the German-speaking world.

In his current work in media education, he focuses in particular on the challenges of digital capitalism as well as on the opportunities and risks associated with digitalisation and artificial intelligence.

Research Areas and Publications

Heinz Moser is regarded as one of the influential voices in media education in the German-speaking world. His work explores the significance of media for education, socialisation, and participation in society. His textbooks and introductory works have received particular attention, including the widely used and repeatedly revised *Einführung in die Medienpädagogik (Introduction to Media Education)* and *Einführung in die Netzdidaktik (Introduction to Network-Based Didactics)*, both of which are widely used in higher education, teacher education, and continuing professional development.

Moser's approach to media education is culturally oriented: he understands media as central forms of social and cultural representation that have a lasting impact on perception, communication, and the ways in which children and young people grow up.

Detailed Notes on His Work and Contributions

Moser's books, particularly his *Einführung in die Medienpädagogik (Introduction to Media Education)*, are standard works for students and professionals and provide a comprehensive overview of the challenges and opportunities of a media-based society. His work is characterised by the following areas:

1. Pioneer of Modern Media Education

Development of the discipline: Moser has been one of the key figures in the development of media education as an independent and forward-looking field, contributing to its emergence from the status of a marginal discipline.

Culturally oriented approach: He regards media as central forms of representation in culture and society that create new realities and shape everyday life as well as the ways in which children and young people grow up.

2. Theoretical Innovations

Constructivist approach: Moser understands reality as the result of processes of construction in which media play a central role. From this perspective, media are not merely channels of communication but also actively contribute to shaping social reality.

Concepts of media competence and media education: He has contributed significantly to the dissemination and conceptual refinement of key terms such as *Medienkompetenz* (media competence/media literacy) and *Medienbildung* (media education), which have become central to German-language discourse in the field.

3. Didactic and Practical Contributions

Network-based didactics (*Netzdidaktik*): Moser developed the concept of *Netzdidaktik*, which emphasises the integration of digital media into teaching and learning processes and calls for a new culture of learning in the digital knowledge society.

Practice-based research and action research: He contributed to the methodological foundations of empirical research in media education and linked them to practice-oriented projects, including projects concerned with the introduction of multimedia in schools.

4. Institutional Contributions

Moser's books, particularly his *Einführung in die Medienpädagogik*, have become standard literature for students and professionals, providing a broad overview of the challenges and opportunities of the media society. He also played an important role in the establishment and development of degree programmes and academic journals that contributed to the further professionalisation of media education.

Heinz Moser as a Bridge-Builder

A central characteristic of Moser's academic profile is his role in mediating between different perspectives within media education. His work is characterised by both thematic breadth and conceptual coherence. However, Moser's work is not defined solely by this bridge-building function; it is also marked by distinctive theoretical and conceptual contributions to media education. Through the development of *Netzdidaktik* and his constructivist understanding of media as constitutive elements of social reality, he has provided important points of reference for media education in digitally shaped societies.

Moser's writings combine theoretical reflection with educational practice. He understands media education as a reflective, practice-oriented discipline whose task is to provide orientation for educational action under changing media conditions. This perspective is particularly evident in his work on teacher education and practice-oriented media education.

Moser has also acted as a bridge-builder in key debates within the field, including discussions about the relationship between *Medienkompetenz* (media competence/media literacy) and *Medienbildung* (media education). Rather than treating these concepts as mutually exclusive, he examined their respective functions and limitations, thereby contributing to a more integrative perspective within media education discourse.

Practice-Based Research and Social-Pedagogical Perspectives

Another major focus of Moser's work is practice-based and action research. He has advocated research approaches that combine academic analysis with the development of educational practice, thereby contributing to the methodological profile of media education.

In addition, he extended questions of media education into social-pedagogical and sociocultural contexts, particularly in the field of sociocultural animation. Within this perspective, media are understood as resources for social participation, cultural expression, and democratic negotiation.

(This text was created with the assistance of artificial intelligence.)

Curriculum Vitae – Heinz Moser

Born: 11 January 1948 in St. Gallen, Switzerland

Education and Academic Qualifications

Year(s)	Education / Academic Qualification
1967– 1973	Studies at the University of Zurich in Education, German Studies (Linguistics), and Social Psychology
1972	Licentiate degree, University of Zurich
1973	Doctorate, University of Zurich
1979	Habilitation, University of Münster

- 1987 Appointment as *außerplanmäßiger Professor* (Adjunct Professor), University of Münster
- 2003 Appointment as Honorary Professor of Media Education and Research Methods, University of Kassel

Professional and Academic Positions

Year(s) Position / Activity

- 1971–1977 Research and Teaching Assistant at the Institute of Education, University of Zurich
- 1977–1979 Research Associate at the Institute of Education, University of Münster
- 1979–1983 Heisenberg Fellowship of the German Research Foundation (DFG)
- 1984–1991 Editor and Consultant for the magazine *Schweizerischer Beobachter*
- 1991–1998 Lecturer in Education and Educational Science at the *Höhere Fachschule im Sozialbereich*, Basel (now part of the University of Applied Sciences and Arts Northwestern Switzerland, FHNW)
- from 1994 Teaching assignments in practice-based research in the postgraduate programmes in Social Therapy and Social Management at the Protestant University of Applied Sciences Darmstadt
- from 1995 Member of the Media Education Working Group of the German Educational Research Association (DGfE) and of the Society for Media Education and Communication Culture (GMK)
- from 1998 Head of the Publications and subsequently Media/Informatics team, and Research Associate at the Pestalozzianum, Zurich
- from 2002 Head of the Knowledge Management Department and subsequently Professor at Zurich University of Teacher Education (PH Zurich)
- 2013 Professor Emeritus, Zurich University of Teacher Education