Syllabus

Descrizione corso

Titolo insegnamento	Promozione della competenza di lettura nell'insegnamento disciplinare (Lab)
Codice insegnamento	83006
Titolo aggiuntivo	
Settore Scientifico-Disciplinare	GERM-01/C
Lingua	Tedesco
Corso di Studio	Percorso universitario di formazione iniziale dei docenti della scuola secondaria di primo e secondo grado in lingua tedesca - 60CP
Altri Corsi di Studio (mutuati)	Training course 30 KP - German section Training course 60 KP - Ladin section Training course 30 KP - Ladin section
Docenti	prof. dr. Ildikò Erika Stephanie Risse, Stephanie.Risse@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/12298
Assistente	
Semestre	Primo semestre
Anno/i di corso	1
CFU	1
Ore didattica frontale	0
Ore di laboratorio	8 Gruppe 1, 2, 3 und 4: Prof. Dr.in Risse Stephanie
Ore di studio individuale	19
Ore di ricevimento previste	
Sintesi contenuti	In modern educational research, mastery of formal language skills is regarded as a fundamental prerequisite for academic success and social participation. Whilst the basic acquisition of written language should largely be complete by the end of primary school, pupils in lower and upper secondary school face qualitatively new challenges. Non-fiction and subject-specific texts are characterised

	by a high density of information, complex syntactic structures (e.g. nominal style, passive constructions, complex attributes) and specific subject-specific vocabulary that differs significantly from everyday language. Reading competence must therefore not be assumed in subject teaching to be a static skill that has already been fully acquired in German lessons. Rather, it should be understood as a dynamic, domain-specific process that must be explicitly guided and practised within the relevant subject context. A mechanistic understanding of reading as mere 'extraction of meaning' – the so-called container metaphor, which regards the text as a passive receptacle for ready-made meanings – falls short in this regard. Successful reading is, instead, an active cognitive construction of meaning based on the interplay of textual features, linguistic prior knowledge and the reader's conceptual schemata.
Argomenti dell'insegnamento	• Academic language vs. colloquial everyday language • Teaching methods for language-sensitive subject teaching and scaffolding • Modelling reading styles and reading strategies • Interventions for reading difficulties in secondary education • Digital reading and media literacy
Parole chiave	Promotion of reading, language of instruction
Prerequisiti	
Insegnamenti propedeutici	
Modalità di insegnamento	Group work, workshop
Obbligo di frequenza	In accordance with the regulation
Obiettivi formativi specifici e risultati di apprendimento attesi	Communication Students • are able to provide pupils with clear, process-oriented and encouraging feedback on their reading skills in order to positively influence their reading-related self-concept. • consciously act as linguistic role models in their own subject teaching.

	Learning strategies Students • develop a professional, inquisitive and self-reflective approach to their own subject teaching and continually question their everyday assumptions about young people's reading behaviour. • are able to identify their own barriers to comprehension when reading complex academic texts and apply metacognitive strategies to their own information processing. • can plan and structure their own professional development process in the field of reading promotion in a self-directed manner by independently reviewing and evaluating current developments in education policy, empirical studies and subject-specific teaching materials.
Obiettivi formativi specifici e risultati di apprendimento attesi (ulteriori info.)	
Modalità di esame	Oral examination interview
Criteri di valutazione	Accuracy of content and language, clear reasoning, reference to specialist literature
Bibliografia obbligatoria	Leisen, J. (2020). *Handbuch Lesen im Fachunterricht: Sachtexte sprachsensibel bearbeiten. Verstehendes Lesen vermitteln*. Klett Sprachen.
Bibliografia facoltativa	
Altre informazioni	
Obiettivi di Sviluppo Sostenibile (SDGs)	Istruzione di qualità