

International ELINET Symposium 2018
“Literacy in the 21st Century: Participation – Inclusion – Equity”.

July 23-24, 2018, Cologne, Germany



Section IIa Teaching disciplinary literacy in all subjects – new research and practices

Chair: Sari Sulkunen, University of Jyväskylä, Finland

Monday, July 23, at 16.00–17.30 **Location:** Seminar Building / Room S 22

LITERACY CHANGES LIVES.

Strengthening literacy and cultural participation in inclusive, innovative and reflective classrooms

Presenter:

Wiebke Dannecker, PhD

Junior professor for Literature and its Teaching for Students with Special Needs and Inclusion
University of Cologne IDSL II, Germany

Abstract:

Reading literature can be seen as an act of cultural participation (cf. Hurrelmann 2002). While the ability to understand and enjoy literature is often denied to persons with disabilities, empirical studies however show the contrary (vgl. Groß-Kunkel 2017; Wilke 2016). Accordingly, the *UN Convention on the Rights of Persons with Disabilities (CRPD)* demands for designing learning settings in a way that they provide participation for every child (cf. Dannecker 2014, 209). Consequently, it is important to assess every child’s individual reading abilities in order to facilitate learning and deduct supporting measures. Therefore, the diagnostic competencies of teachers are fundamental for the improvement of learning and the development of teaching quality (cf. Schrader 2013, 155). This applies in particular for inclusive classrooms (cf. Heinrich u.a. 2013, 86f.). As the reading of literature can be seen as a highly individual act (cf. Dannecker 2012, 212), the diagnosis of reading skills needs to be carried out on an individual basis, too. Thus, the Etadii-L-Project at the University of Cologne aims at developing a comprehensive tool for the diagnosis of reading literature. The innovative approach of the project includes the evaluation of the suitability of combining the following instruments: eye-tracking (cf. Rayner 2006, 252ff.), thinking aloud interviews (Ericsson & Simon, 1980) and a standard reading comprehension test. The presentation will provide insights into the study’s theoretical framework and its empirical design.

References:

- Dannecker, W. (2014): Literaturunterricht inklusiv gestalten – individuelle Zugänge zu einem literarischen Text ermöglichen. Ergebnisse eines empirischen Unterrichtsprojekts. In: Hennies, J. & Ritter, M. (Hrsg.): *Deutschunterricht in der Inklusion*. Stuttgart: Fillibach, 211-222.
- Ericsson, A. & Simon, H. A. (1980): Protocol analysis: Verbal aspects as data. *Psychological Review*, 87(3), 215-251.

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Gropengießer, H. (2008): Qualitative Inhaltsanalyse in der fachdidaktischen Lehr-Lernforschung. In: Mayring, P. & Gläser- Zikuda, M. (Eds.): Die Praxis der Qualitativen Inhaltsanalyse. Weinheim, Basel: Beltz, 172-189).

Heinrich, M., Urban, M. & Werning, R. (2013): Grundlagen, Handlungsstrategien und Forschungsperspektiven für die Ausbildung und Professionalisierung von Fachkräften für inklusive Schulen. In: Döbert, H. & Weishaupt, H. (Eds.): Inklusive Bildung professionell gestalten. Situationsanalyse und Handlungsempfehlungen. Münster: Waxmann, 69-133.

Rayner, K., Chace, K. H., Slattery, T. J. & Ashby, J. (2006) Eye Movements as Reflections of Comprehension Processes in Reading. In: Scientific Studies of Reading, 10(3), 241–255.

Bio Note:

Wiebke Dannecker, JProf, works as a junior professor in teaching literature and inclusion at the Institute for German Language and Literature II, University of Cologne in Germany. Her research interests include teaching literature in inclusive settings as well as teaching film and new media.

Last year she established the network group “inclusion & gender” for the German Society of Teaching Language and Literature (SDD). She has worked as an assistant professor at University of Hanover, finished her teacher training and is currently working in a multidisciplinary research project focusing on eye-tracking as a tool for the diagnosis in inclusive settings.