

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

July 23-24, 2018, Cologne, Germany



Section VIII “Make every teacher a teacher of literacy” – new approaches in teacher education and professional development.

Chair: Christine Garbe, University of Cologne, Germany

Tuesday, July 24, at 11.30–13.00 **Location:** Seminar Building / Room S 21

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Blended learning in teachers’ professional development (BleTeach / BaCuLit 2.0): A European PD programme for content area and disciplinary literacy

Presenters:

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Abstract:

Our presentation focuses on two EU-funded international projects which developed an in-service teacher training programme on content area and disciplinary literacy for secondary teachers.

The BleTeach project (“Blended Learning in Teachers’ Professional Development”, Erasmus+ programme, 2015 - 2018) has two objectives: (1) to modernize the structures of teacher education by systematically integrating new blended learning opportunities into teacher training, and (2) to develop a blended learning course in the field of “content area literacy teaching”, which should be anchored as a regular course offer in a total of 40 teacher training institutions in the participating 6 countries (Belgium, Germany, Hungary, Portugal, Romania and Russia). Specifically, BleTeach aims at transforming the results of the previous Comenius project BaCuLit (“Basic Curriculum in Teachers' In-Service Training Content Area Literacy in Secondary Schools”) (2011-2012) from a face-to-face into a blended learning format. The BaCuLit program consists of 6 approximately 6-hour modules and a close integration of theory and practice. This program has been translated into 6 national languages (German, Dutch, Portuguese, Romanian, Swedish, Hungarian) and piloted in these 6 countries. (More information at: www.blend-ed.eu)

In the BleTeach project, the six modules of the BaCuLit curriculum have been transformed into a blended learning format, updated and enriched by additional modules depending on specific needs in

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the different partner countries. In Germany, for example, we enriched the curriculum by additional modules on writing strategies, on literacy learning of second language and poor learners, on reading motivation and reading for pleasure and on literacy enhancement as part of school programmes (whole school approaches). All modules comprise a detailed workplan and all related materials (presentations, worksheets, information texts, portfolio for teachers, etc.) in the national languages. The program is now ready for being implemented and applied by all teacher training institutions in the German speaking countries.

References:

Garbe, Christine; Holle, Karl; Weinhold, Swantje (Hg.) (2010): Teaching Struggling Adolescent Readers in European Countries. Key Elements of Good Practice. Frankfurt/M. u.a.: Peter Lang

Garbe, Christine (2014): BaCuLit – Ein europäisches Kerncurriculum zur Vermittlung fachspezifischer Lese- und Schreibkompetenzen. In: Renate Valtin, Irmela Tarelli (Hg.): Lesekompetenz nachhaltig stärken. Evidenzbasierte Maßnahmen und Programme. DGLS-Beiträge Band 16, Berlin: DGLS, S. 247-275.

Garbe, Christine (2015): Building *Content Area Literacy*-Expertise among European Teachers of Secondary Schools. A Report about two European Comenius Projects. In: Viola Boszik (Ed.), Improving Literacy Skills Across Learning. CIDREE Yearbook 2015, Hungarian Institute for Educational Research and Development HIERD, Budapest. (Free download under: http://www.cidree.org/fileadmin/files/pdf/publications/YB_15_Improving_Literacy_Skills_Across_Learning.pdf), S. 154 - 176

Website BleTeach (containing information about ADORE, ISIT and BaCuLit as well): www.blend-ed.eu

Bio Notes:

Yvonne Hörmann, Dr. phil, M.A., is a graduate in literature and a secondary teacher (in German, Music and Informatics). She has been working for years in teacher training with a focus on reading promotion and instruction in all subjects for many types of schools in Bavaria and beyond. She has also been contributing for some time to teacher training at the university and for study trainee teachers. In addition, she has been able to train multipliers for different types of schools, which also carry the promotion of reading in all subjects to teacher training. She is now working in school supervision and is involved in the conceptual implementation of reading promotion in all subjects.

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Stefan Sigges, M.A., is a graduate in publishing and communication technology. He used to work as a teacher in vocational education for 10 years. Now he is working for the Pedagogical State Institute of Rhineland-Palatinate and is in charge for the promotion of language support in vocational schools in the federal state of Rhineland-Palatinate. He is the head of the counselling group language competences in vocational education. Beside this, he trains multipliers in Rhineland-Palatinate, [North Rhine-Westphalia](#) and Switzerland. He takes part in different EU projects about reading and writing support.