

Background

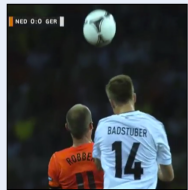
Due to reforms in higher education, the acquisition of occupational competencies is now – more than ever – already an integral part of academic teacher training. Suitable training concepts require systematic research, which takes into account the transition between university and school (as the field of work). In our sub-project, we focus on *academic text competencies in a broader sense*, which refer to the ability and willingness to assess pupil's texts.

Academic Text Competencies in a Broader Sense

What kinds of competencies do teacher trainees need in order to assess pupil's texts?
How can these competencies be measured?
What kinds of levels and facets of competence can be identified among teacher trainees?

Research Questions

Writing Task and Pupil's Text



Writing task (extract): "Imagine, you have seen the football match in the stadium. You are very impressed by the crash of Robben and Badstuber, so you want to report it in the school magazine."

Gelesen am 23.11.12 war ich auf dem Spiel im Olympiastadion. Dort hat mich das Spiel beeindruckt, weil es so spannend war. Ich habe auf dem Fußballfeld gesehen, wie Robben und Badstuber einen tollen Schuss gemacht haben. Ich bin sehr beeindruckt von der Macht des Fußballsports. Ich bin sehr beeindruckt von der Macht des Fußballsports. Ich bin sehr beeindruckt von der Macht des Fußballsports.

Fig. 1: Pupil's text (Anastasia): Report about the European Football Championship 2012

Competence Model¹

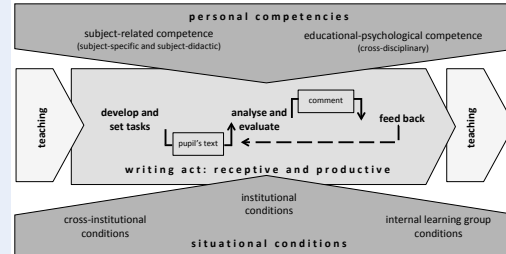


Fig. 2: Academic Text Competencies in a Broader Sense
¹ Based on research of literature, analysis of curricula and interviews with members of the professional community.

Data and Methods

The assessment of pupil's text includes several actions, which are embedded in teaching activities (s. Fig. 2). In our measurement, we concentrate on competencies teacher trainees need in order to *analyse and evaluate* a pupil's text and subsequently give written *feed-back* (via comment).

Data category	Analyse and evaluate		Feed back	
Data type	Test (n=134)	Collaborative writing (n=4)	Collaborative writing (n=4)	Full text: Comment (n=131)
METHODS OF ANALYSIS	Analysis of variance	Correlation analysis	Content analysis	Rating
FOCUSSES OF ANALYSIS	Differences between various student groups	Correlations between various indicators of the construct	Discussed criteria, norm- and self-concepts	Holistic evaluation of text quality
EXAMPLES FOR ANALYSIS CATEGORIES	School types: Are there any differences between (prospective) primary and secondary school teachers?	Subject-related competencies: Is there a correlation between the indicators of subject-specific and subject-didactic competence?	Norm-concepts: What kinds of concepts are verbalised concerning the writing of comments?	Structure: Is the comment structured sensefully?
				Positive assessment: What kinds of patterns are used to phrase positive assessment?

Fig. 3: Overview of data and methods

Test

Fig. 4: Topics for the operationalisation

Competence dimension	Topics for the operationalisation (examples)
Subject-specific	Text type knowledge (e.g. comment), grammar, syntax, morphology, orthography, punctuation
Subject-didactic	Text type knowledge (e.g. report), writing development
Educational-psychological	Reference standards, curriculum knowledge, recipient design

A test offers an insight about subject-related and educational-psychological competencies; competencies that teacher trainees need to *analyse and evaluate* pupil's texts. It does not allow conclusions about the competencies of students to give *feed-back*. Most of the items give the impression that there is a crucial lack of these competencies; this is even true for items we expected to be very easy – like recognizing the tense the pupil (Anastasia) used in her text (s. Fig. 5).

Named tenses	Number of namings (n=134)
Correct answers	77
Präteritum, Perfekt	71
Imperfekt, Perfekt	6
Incorrect answers	40
Präteritum	8
Plusquamperfekt, Präteritum	5
Vergangenheit	4
Vergangenheit, Perfekt	3
Plusquamperfekt, Präteritum, Perfekt // Präteritum, Perfekt, Präsens // Plusquamperfekt, Perfekt // Präteritum, Präsens // Vergangenheit, Gegenwart // Präteritum, Imperfekt // Perfekt	ea. 2
Plusquamperfekt, Präteritum, Präsens // Präteritum, Past Perfect // Vergangenheit, Präteritum // Plusquamperfekt, Präsens // Vergangenheit, Präsens // Präsens	ea. 1
No answer	17

Fig. 5: What kinds of tenses does Anastasia use in her text?

Collaborative Writing

Writing task (extract): "Please work together. Write a comment on Anastasia's text (s. Fig. 1). Let her know the results of your analysis and evaluation."



Fig. 6: Students (S1 and S2) writing a comment

Collaborative writing makes it possible to see in detail how *analysing, evaluating and giving feed-back* works. It can also show how these are associated in a given situation. Opposite to a test or a higher number of texts it can only be used by a very small sample as the data process is extremely time consuming. In our data (4 groups), students (n=9) show that they are not only aware of their important role, they are also keen dealing with the task professionally (s. Fig. 7).

1 S1: ich finde das ist total gut verständlich | also im grunde würde i think it is absolutely comprehensible | basically
2 unser kommentar ja wirklich das beinhaltet | also natürlich | er our comment would include this | of course
3 gliedert sich erst einmal in dem in den positiven dingen die sie at first it emphasizes the positive things she
4 macht | dass man die aufgreift | und in anschluss fügt man hinzu was does i we need to pick up on this | and afterwards we should add things
5 viell | was ihr eben noch nicht so gut gelangt | oder das müssen wir she did not manage well yet | what we have to
6 üben | ich würde es vielleicht positiver formulieren, ne? practice | i would express it rather positive, wouldn't it?
7 S2: genau | das würde ich so | genau | mh genau exactly | i would do that | exactly | mh exactly

Fig. 7: Students showing their text type knowledge

Full Text: Comment

sehe Anastasia, du hast eben gut verständlich und informativ überarbeitet. Ich finde gut, dass du die Struktur gegeben hast, die du genau Angenommen ist. Ich und ich die Geschichte macht. Leider hat du eine Überschrift gegeben. Diese hätte dem Leser etwas mitgeteilt. Würdest du versuchen, präzisier? Das kann die Aufgabe steigern. Dann ist es besser. Im Hauptteil deines Erzeugnisses solltest du sich zeigen, dass du beiden Kriterien zusammenbringen. Du solltest nach sprachlich beschreiben können. Ich bin über dem Zusammenhang. Wenn du zusammenhängend schreiben ist. Haben sich die beiden Aspekte gegeben? Ichken sie ein zusammenhängend schreiben können. Die Schrift davon. Schreibe sie dir gut gelungen.

Corpuslinguistics and rating describe linguistic patterns of *feed-back* and the ability of students to use them. These methods do not allow direct conclusions about students' capability of *analysing and evaluating* the pupil's text – as students might not realize certain aspects or decide consciously to leave them out in their comment. Although there is no difference within the student groups (Item x Semester: p = .85, s. Fig. 10), the challenges in giving *feed-back* are executed differently (Item: p < .001). Nearly all of the students are able to focus criteria that are assessed positively (s. Fig. 9). Moreover, they also have various patterns to phrase the assessment (like variations of "gelungen", s. Fig. 8).

Fig. 8: Variations of the term *gelungen* (well-made)

Item	Results (n=131)
Item 0: Is the comment generally good?	MEAN = 2.20 ¹ SD = 0.66 ICC(3,2) = .73 ²
Item 1: Does the comment refer to the writing task?	MEAN = 2.63 ¹ SD = 1.02 ICC(3,2) = .96 ²
Item 2: Is the comment subject-specific correct?	MEAN = 2.54 ¹ SD = 0.84 ICC(3,2) = .66 ²
Item 3: Does the comment focus criteria, which are assessed (rather) positively?	MEAN = 3.24 ¹ SD = 0.79 ICC(3,2) = .91 ²
Item 4: Does the comment focus criteria, which should be revised?	MEAN = 2.53 ¹ SD = 0.79 ICC(3,2) = .91 ²
Item 5: Is the comment structured sensefully?	MEAN = 2.60 ¹ SD = 1.06 ICC(3,2) = .73 ²

Fig. 9: Rating and results
¹ Increasing four-level-scale; ² absolute agreement.

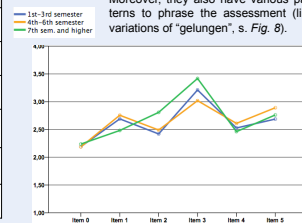


Fig. 10: Results: Item x semester (cross-section)

Analyse & Evaluate

Feed Back

Publications: (1) Fischbach, J., Schindler, K. & Siebert-Ott, G. (in press). Akademische Textkompetenzen modellieren – Entwicklung und Beschreibung eines Kompetenzmodells für das Beurteilen von Schüler/innentexten. In B. Koch-Priewe, A. Köker, J. Seifried & E. Wulke (Eds.), *Kompetenzen von Lehramtsstudierenden und angehenden ErzieherInnen*. Klinkhardt; (2) Fischbach, J., Schindler, K. & Vetterich, G. (2014). Schüler/innentexte beurteilen. Kompetenzen von (angehenden) Lehrkräften modellieren. *AkaTex Working Papers*, 2. Siegen & Cologne: University of Siegen & University of Cologne; (3) Kaplan, I., Decker, L., Siebert-Ott, G., Schindler, K. (2013). AkaTex – Academic Text Competencies of First-Year and Advanced Teacher Education Students with Particular Reference to their Pre-Conditions. In S. Blomeke & O. Zlatkin-Troitschanskaia (Eds.), *The German Learning Initiative: Modeling and Measuring Competencies in Higher Education: 23 research projects on engineering, economics and social sciences, education and generic skills of higher education students* (pp. 75-77). KoKoHS Working Papers, 3. Berlin & Mainz: Humboldt University & Johannes Gutenberg University; (4) Schindler, K. & Fischbach, J. (in prep.). Normanforderungen und Normvorstellungen bei der Beurteilung von Schülertexten. In A. Peyer & H. Zimmermann (Eds.), *Professionelle Kompetenz und Normen in der LehrInnen- und Weiterbildung*; (5) Schindler, K., Fischbach, J., Teichmann, A. & Krüppel, L. (in press). „Gestern am 13.6.12 war ich auf dem Spiel in Ukraine“ – Wie lassen sich Kompetenzen modellieren und messen, die (angehende) Lehrkräfte zur Beurteilung von Schülertexten benötigen? In A. Bresges, B. Dilger, T. Hennemann, J. König, H. Lindner, A. Rohde & D. Schmeink (Eds.), *Kompetenzen perspektivisch. Interdisziplinäre Impulse für die LehrInnenbildung*. Münster: Waxmann; (6) Schindler, K. & Siebert-Ott, G. (2014). Schreiben in der Zweitsprache Deutsch. In H. Feilke & T. Pohl (Eds.), *Schriftlicher Sprachgebrauch. Texte verfassen* (pp. 195-215). Baltmannsweiler: Schneider; (7) Schindler, K. & Siebert-Ott, G. (2013). Textkompetenzen im Übergang Oberstufe – Universität. In H. Feilke, J. Köster & M. Steinmetz (Eds.), *Textkompetenzen in der Sekundarstufe II* (pp. 151-178). Stuttgart: Fillbach.