

1. The project AkaTex

1.1 Research objectives

The project pursues two different goals:

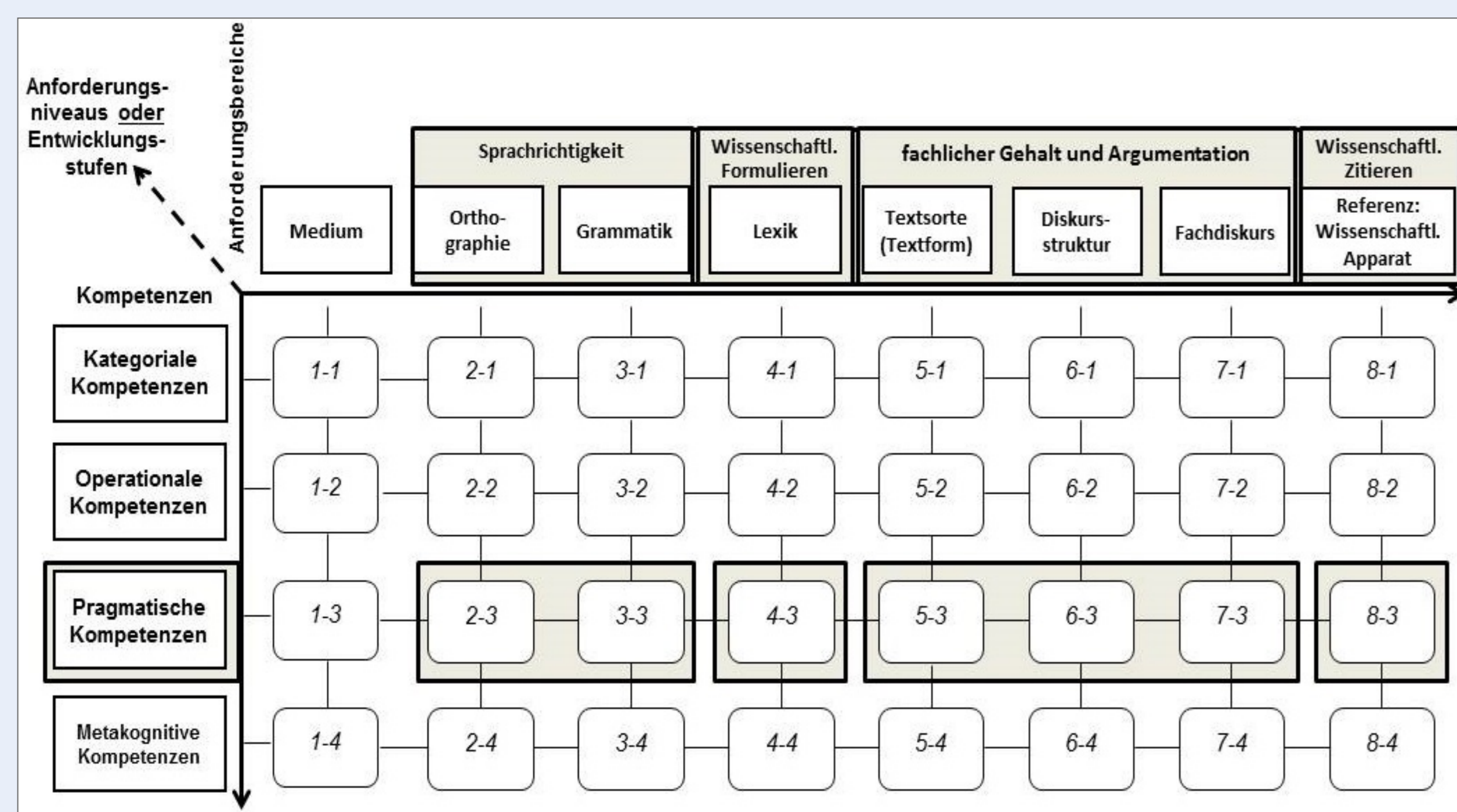
First of all it aims to develop a competence model, which represents academic text competencies of teacher trainees in a way that achievable standards and stages of development can be described. In particular the transition between school and university (academic text competencies in a narrower sense) will be taken into account as well as the transition between university and occupation (academic text competencies in a broader sense). The second goal of the project is to establish a set of tools with which academic text competencies can be located, i.e. identified on appropriate text products or text tasks and described in their further course. Proceeding from the new modular courses of teaching study the project will integrate the results into teaching in the course of study.⁽¹⁾

1.2 Research objectives of the sub-project Siegen: Academic text competencies in a narrower sense

Objectives of the sub-project Siegen are modeling and measuring academic text competencies in a narrower sense. We define these competencies as the capabilities that students have to develop to take part in a scientific discourse.⁽²⁾

2. Modeling of academic text competencies

The modeling of the academic text competencies is based on research of literature, analysis of curricula and interviews with members of the professional community.⁽³⁾

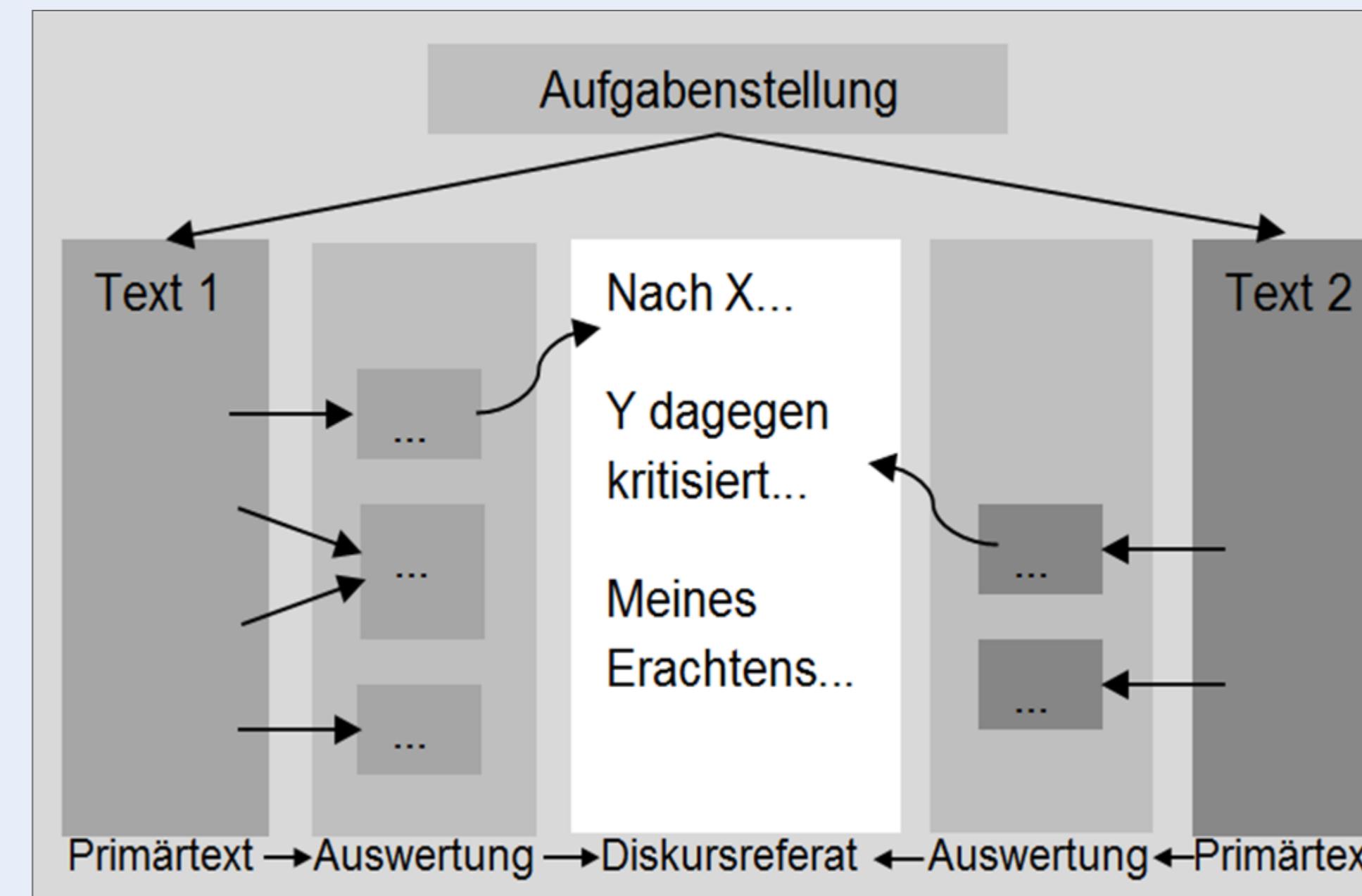


Model of academic text competencies in a narrower way ⁽¹⁾

The academic text competencies in a narrower sense are measured on basis of text products which concern the area of „Pragmatische Kompetenzen“. Except the „Medium“ the complete range of requirements is taken into account.

3. Measurement of academic text competencies

3.1 Survey instrument: The text form „Diskursreferat“ ⁽⁴⁾



3.2 Corpus of texts

Times of measurement		Number of texts
1	1. Semester: in the beginning of two elementary lectures for teacher trainees	80
2	1. Semester: in the end of these two lectures	80
3	3. Semester: in the end of a seminar for the same teacher trainees	40
total		200

3.3 Rating „Wissenschaftliches Formulieren“ ⁽⁵⁾

The „Diskursreferat“ were evaluated by contemplating the areas „Sprachrichtigkeit“ (analysis of orthography and grammatical mistakes), „Wissenschaftliches Formulieren“ (rating), „Fachlicher Gehalt und Argumentation“ (rating) and „Wissenschaftliches Zitieren“ (analysis of the citations) – as shown in the competence model.

The rating of „Wissenschaftliches Formulieren“ will be presented in the following.

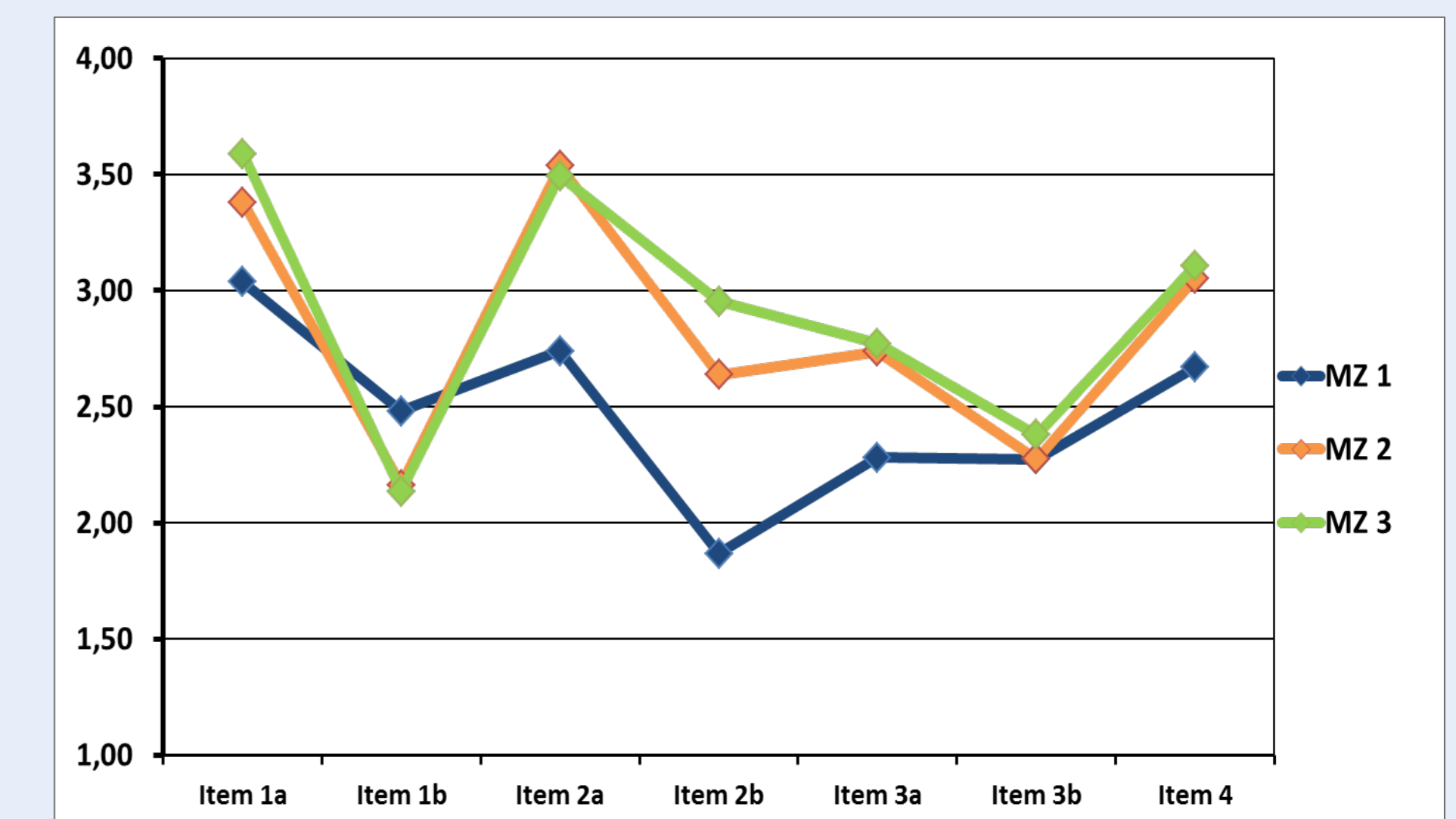
Two independent raters have assessed the 200 texts each considering 7 different items. All ratings were taken from a four-level-scale of increasing values from 1 to 4. Both raters passed a training and got detailed instructions concerning every item and values.

In focus of the measurement are the use and variance of „diskursstrukturierende Prozeduren“. These are defined as scientific linguistic expressions, which are used to take part in a scientific discourse namely intertextual means like „Nach X“ and expressions of the own position like „Meines Erachtens“.⁽⁵⁾

3.3.1 Items „Wissenschaftliches Formulieren“

Item 1a)	Using typical scientific intertextual expressions (presentation of the research positions)
Item 1b)	Variance of the intertextual expressions (presentation of the research positions)
Item 2a)	Using typical scientific intertextual expressions (comparison of the research positions)
Item 2b)	Variance of the intertextual expressions (comparison of the research positions)
Item 3a)	Using typical scientific expressions of the own position (presentation of the own position)
Item 3b)	Variance of expressions of the own position (presentation of the own position)
Item 4	Overall judgement „Wissenschaftliches Formulieren“

3.3.2 Results rating „Wissenschaftliches Formulieren“



Inter-rater-reliability: .825 (Cronbachs α)

The students improved from the first time of measurement to the second both in using typical scientific expressions and the overall judgement. This change is stable at the third time of measurement. But the results concerning the variance of the „diskursstrukturierenden Prozeduren“ are different. The values of item 3b remain the same on all three times. The values of the second and third time of measurement even drop below the initial value. A possible reason for this drop is that the students are using intertextual means of journalistic, every day and scientific language in their first „Diskursreferat“, but in the second and third they just use typical scientific expressions. This means that the repertoire of expressions is reduced which explains the lack of variance.

Literature

- (1) Siebert-Ott, Gesa/ Decker, Lena/ Kaplan, Ina (2014): Modellierung und Förderung der Textkompetenzen von Lehramtsstudierenden. Kompetenzorientiert Lern- und Leistungsaufgaben entwickeln. In: Ralle, Bernd e.a. (Hrsg.): Lernaufgaben entwickeln, bearbeiten und überprüfen – Ergebnisse und Perspektiven der fachdidaktischen Forschung. (Reihe Fachdidaktische Forschungen). Münster: Waxmann.
- (2) Siebert-Ott, Gesa/ Decker, Lena/ Kaplan, Ina/ Macha, Klaas (2014, im Druck): Akademische Textkompetenzen bei Studienanfängern und fortgeschrittenen Studierenden des Lehramtes – Kompetenzmodellierung und erste Ergebnisse der Kompetenzmessung. In: Riegel, Ulrich/ Schubert, Ingrid/ Siebert-Ott, Gesa/ Macha, Klaas (Hrsg.): Kompetenzmodellierung und Kompetenzmessung in den Fachdidaktiken (Reihe Fachdidaktische Forschungen). Münster: Waxmann.
- (3) Decker, Lena/ Kaplan, Ina (2013): Textkompetenzen von Schülerinnen und Schülern am Ende der Sekundarstufe II. Eine empirische Untersuchung zur Erhebung der Startvoraussetzungen (AkaTex Working Papers, 1). Siegen und Köln: Universität Siegen und Universität zu Köln. Online abrufbar unter: www.uni-siegen.akatex.de.
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- (5) Decker, Lena/ Kaplan, Ina (2014): Beurteilung von Texten mittels Ratingverfahren im Projekt AkaTex (AkaTex Working Papers, 5). Siegen und Köln: Universität Siegen und Universität zu Köln. Online abrufbar unter: www.uni-siegen.akatex.de.