

Somewhere between problems and solutions. Developing language skills for climate and energy discourses as education for sustainable development

Keywords

climate and energy discourse, language education, education for sustainable development, hydrogen

Biographical Note

Yvonne Elger is a research fellow at the Institute of German Studies at the University of Münster. She is working on the BMBF-funded project ARCHĒ, which aims to develop an architecture for language development using the example of climate and energy discourse. In addition, she is working on her dissertation on the topic “developing language skills through structured contextual reflection”.

References

- Grimm, S. & Wanning, B. (2021). Bildung für nachhaltige Entwicklung in und durch Sprache und Literatur. In A. Mattfeldt, C. Schwegler & B. Wanning (Hrsg.), *Natur, Umwelt, Nachhaltigkeit. Perspektiven auf Sprache, Diskurse und Kultur* (S. 85-100). Berlin: de Gruyter. doi:10.1515/9783110740479-004
- Hoiß, C. (2019). *Deutschunterricht im Anthropozän. Didaktische Konzepte einer Bildung für nachhaltige Entwicklung*. München: LMU München, Elektronische Hochschulschriften. DOI: 10.5282/edoc.24608
- KMK & BMZ [= Kultusministerkonferenz & Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung] (2016). *Orientierungsrahmen für den Lernbereich Globale Entwicklung im Rahmen einer Bildung für nachhaltige Entwicklung*. 2. aktual. und erw. Aufl. Bonn: Cornelsen.
- Sippl, C., Brandhofer, G. & Rauscher, E. (Hrsg.). (2023). *Futures Literacy. Zukunft lernen und lehren*. Innsbruck, Wien: Studien Verlag. DOI:10.53349/oa.2022.a2.170

Abstract (500 words)

Abstract (300 words)

Climate and energy crises can result in a lack of orientation, a breakdown of order and a blocked view of solutions (Grimm & Wanning 2021). Approaches to solutions must be developed and negotiated in discourse (Hoiß 2019). In order to be able to follow and participate in controversial discussions, both cognitive skills and the ability to formulate correctly are required (Sippl et al. 2023). This topic therefore offers both a starting point and a target point.

The BMBF-funded ARCHĒ project works with the relevant topic of hydrogen, the use of which is considered a climate-friendly alternative in areas such as energy, industry and mobility. According to the orientation framework for the learning area “Globale Entwicklung” (KMK & BMZ, 2006), which aims to develop skills in the areas of recognizing, evaluating and acting, learners should be enabled to classify and reflect on information in a broader context. This is why we alternately confront them with problem - solution - problem sequences, which the learners should understand (“recognize”), classify (“evaluate”) and continue (“act”) within the framework of planning discourses.

The aim of the project is the interlinking of educational language tools and a learner-sensitive material pool to promote the comprehension and linguistic processing of content. Therefore, in our Sek I-specific sub-project we are developing an adaptive architecture for language development, which supports the improvement of

receptive, productive and re-lective language skills in the area of connecting information. In addition, a material pool, which includes multi-modal presentations of different aspects of the topic “hydrogen”, is being developed, providing a basis for learners to write explanatory products and implement their own planning discourses, while presenting and categorizing connections, contradictions and limitations in a linguistically appropriate manner.

The material is being developed within a design research study and iteratively tested, evaluated and revised.

Hauptautor: ELGER, Yvonne Sarah

Track Klassifizierung: Symposium, Early-Career Spotlight, Out Now Spotlight