



## ARRANGEMENT

NATIONALT  
VIDENCENTER  
FOR LÆSNING

# Teaching Strategies for Navigating Literacies; Navigating Power

## Professor Elizabeth Birr Moje

---

Sådaaaaaan!” Det giver god mening at udbryde det til en fodboldkamp, men mindre at gøre det på den fine restaurant eller midt i en eksamenssituation. Sprog anvendes alt efter situation og sammenhæng, og hvis man mestrer det, så er det let at tage del i samfund, uddannelses- og arbejdsliv.

Men hvordan lærer vi børn og unge at forstå og overføre literacypraksisser fra et område til et andet? Hvordan lærer vi dem at overføre viden og strategier fra et fag til et andet, og hvordan lærer vi dem at navigere mellem hverdagsprog og fagsprog? Det vil den amerikanske forsker Elizabeth Birr Moje give et indblik i den 26. september.

Elizabeth Birr Moje er dekan ved University of Michigan og har mange års erfaring med at forske i literacy, kultur og skole. Hendes forskning tager udgangspunkt i de specifikke literacypraksisser, der udspiller sig i og omkring skolens klasserum. Hun undersøger unges tekstarbejde og tekstforståelse og er særligt optaget af, hvordan man som lærer kan tilrettelægge og differentiere undervisningen, så den udfordrer eleverne til at navigere mellem mange teksttyper i skolens fag.

Den 26. september inviterer vi til en workshop, hvor hun præsenterer en række undervisningsstrategier med fokus på de læsninger og navigationskompetencer, elever skal udvikle for at kunne orientere sig i skolen, i samfundet og i livet. Hun kalder det Navigating literacies, Navigation power.

### DATO

26. september 2018  
10.00-12.00

### STED

Lokale K1.02  
Campus Carlsberg  
Humletorvet 3  
1799 København V

### ARRANGØR

Nationalt Videncenter for Læsning

### TILMELDING

Tilmeldingsfrist den 17. september, hvorefter tilmeldingen er bindende.

### PRIS

Deltagergebyr 300 kr. eksklusive moms.  
Studierende: 100 kr. eksklusive moms.



## PROGRAM

---

**KI. 10.00: Registrering, kaffe og croissant**

**KL. 10.30-12.00: Teaching Strategies for Navigating Literacies; Navigating Power**

Elizabeth Birr Moje will present her work on Navigating Power.

The need to navigate among the many sets of knowledge, skill, and practice represented in a given classroom demands a robust set of teaching skills and practices on the part of the teacher. Teachers need strategies to help them become aware of learners' backgrounds; draw from that knowledge to build new knowledge, skills, and practices on the part of their students; teach youth the valued practices of the specialized domains; and teach youth how to know why, when, and how to engage in the literacies demanded in those domains. In this workshop, Moje will use her 4Es disciplinary literacy heuristic, together with video records of expert disciplinary literacy teachers engaging in such practice, to illustrate what such teaching looks like. Moje will also present particular strategies for engaging in such practice, demonstrating how to incorporate cognitive teaching strategies to support disciplinary literacy instruction.

### **About Elizabeth Birr Moje**

Elizabeth Birr Moje is dean, George Herbert Mead Collegiate Professor of Education, and an Arthur F. Thurnau Professor of Literacy, Language, and Culture in the School of Education. Moje teaches undergraduate and graduate courses in secondary and adolescent literacy, cultural theory, and research methods and was awarded the Provost's Teaching Innovation Prize with colleague, Bob Bain, in 2010. A former high school history and biology teacher, Moje's research examines young people's navigations of culture, identity, and literacy learning in and out of school in Detroit, Michigan. Moje has published five books and numerous articles in journals such as *Science*, *Harvard Educational Review*, *Teachers College Record*, *Reading Research Quarterly*, *Journal of Literacy Research*, *Review of Education Research*, *Journal of Research in Science Teaching*, *Science Education*, *International Journal of Science Education*, *Journal of Adolescent & Adult Literacy*, and *the International Journal of Qualitative Studies in Education*. Her research projects have been or are currently funded by the National Institutes of Health/NICHHD, John S. and James L. Knight Foundation, National Science Foundation, William T. Grant Foundation, Spencer Foundation, International Reading Association, and the National Academy of Education. Moje is a vice president of the American Educational Research Association, Chair of the William T. Grant Foundation Scholar Selection Committee, and a member of the National Academy of Education.