

Academic Reading in Cognitive Science

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Academic reading is one of the most important academic skills for new-coming students of interdisciplinary research domains as Cognitive Sciences or Media Studies. Successful academic readers have to develop particular reading skills and metacognitive strategies to combine deep understanding, critical examination, memorization, and speed reading (Locke et al. 2010).

But how is it possible to extract knowledge from textbooks of very heterogeneous fields ranging from neurobiology, computer science, linguistics, psychology to skills in cognitive modelling, experimental design, and data analysis in a motivating and effective way (Von Eckardt 2001)? Students of the Cognitive (Mind and Brain Sciences) have to be trained both in individual homework assignments and in small-group reading to develop suitable reading techniques to build scaffolds that support interdisciplinary knowledge acquisition and knowledge transfer.

Within the teaching project „Docendo discimus“ at Studiumplus, part of ZESSKO, Centre of Languages and Key Competencies at the University Potsdam, Germany (http://www.uni-potsdam.de/studiumplus/studiumplus_archiv_docendo%20discimus.html) we developed a course program for student tutors who independently taught the acquired reading strategies to beginning fellow students in subsequent terms.

In a first stage of expansion a lecture series with associated training sessions was developed which included two additional important academic skills: (1) information literacy and (2) academic writing. In combination with a series of didactic workshops and web-resources this training program for prospective student tutors has become firmly established at ZESSKO and is widely used by university departments.

In a second stage of expansion a web-based tutorial will be integrated into the training program which allows for a greater extent of self-paced learning in the student tutorials and for students refreshing their knowledge and skills during exam preparation.

We will discuss learning outcomes and satisfaction collected by an online learning diary (<http://www.uni-potsdam.de/db/Lerntagebuch/lfb/>) and present suggestions for a structured program of academic reading skills in Cognitive Science, which will support theoretical integration of the involved scientific domains (Haack et al. 2010).

Haack, J., Wiese, H., Abraham, A., Chiarcos, C. (eds.) 2010. Proceedings of KogWis 2010. 10th Biannual meeting of the German Society for Cognitive Science. Potsdam, Germany: Universitätsverlag Potsdam (Potsdam Cognitive Science Series: Vol. 2).

Locke, L.F., Silverman, S.J., Spirduso, W.W. 2010. Reading and understanding research. Los Angeles: Sage.

Von Eckardt, B. 2001. Multidisciplinarity and cognitive science. *Cognitive Science* 25, 453-470.