A Anhang: Die Fünf-Schritte-Methode – eine Lesemethode für Lehrbücher

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Im Folgenden stelle ich Ihnen eine Methode zum Lesen und Lernen von Lehrbuchkapiteln vor (inhaltlich angepasst von Atkinson et al. 1987), die auf Erkenntnissen der kognitiven Psychologie basiert und aufgrund empirischer Forschungen zum Lernen und Erinnern entwickelt wurde. Sie führt nachgewiesenermaßen zu einer nachhaltigen Verbesserung beim Verstehen und Behalten der Kernaussagen von Texten (Thomas und Robinson 1982).

Die Methode ist im Englischen nach den Anfangsbuchstaben der fünf Phasen (vgl. Abb. A1) benannt (»PQRST Method« für »Preview«, »Question«, »Read«, »Self-recitation« und »Test«), die beim Lesen eines Lehrbuchkapitels zu durchlaufen sind. Diese Phasen gehen aus dem folgenden Diagramm hervor. Die erste Phase (Überfliegen) und die letzte (Überprüfen) beziehen sich jeweils auf das gesamte Kapitel, die mittleren drei Phasen (Fragen, Lesen und Festhalten) betreffen die einzelnen Hauptabschnitte eines Kapitels.

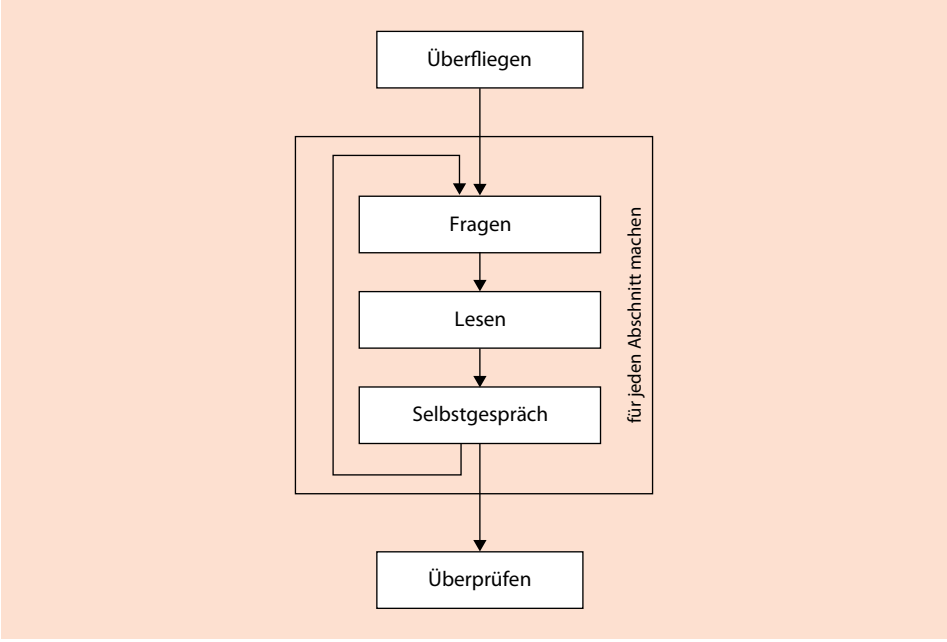

Abb. A1 Lesemethode für Lehrbücher

Phase 1 (Überfliegen) In der ersten Phase verschaffen Sie sich einen Gesamtüberblick über das Kapitel, indem Sie die Hauptthemen identifizieren. Dafür empfiehlt es sich, zunächst das Inhaltsverzeichnis sehr genau durchzulesen. Anschließend blättern Sie das Kapitel durch, wobei Sie die Titel der verschiedenen Abschnitte und Unterabschnitte lesen sowie Bilder, Grafiken und Diagramme kurz anschauen. Der wichtigste Schritt in dieser ersten Phase ist das Lesen der Zusammenfassung, die sich in den meisten Lehrwerken am Kapitelende befindet. Nehmen Sie sich Zeit, um die in der Zusammenfassung angesprochenen Themen Punkt für Punkt zu durchdenken. Versuchen Sie zwei bis drei Dinge zu finden, die Sie besonders interessieren und über die Sie in diesem Kapitel mehr erfahren wollen.

Phase 2 (Fragen) Wie schon erwähnt, durchlaufen Sie die Phasen 2, 3 und 4 für jeden größeren Abschnitt des Kapitels. Normalerweise besteht ein Lehrbuchkapitel aus fünf bis acht solcher Hauptabschnitte. Arbeiten Sie diese nacheinander durch. Erst wenn Sie bei einem Hauptabschnitt die drei Phasen absolviert haben, dürfen Sie sich mit dem nächsten größeren Abschnitt beschäftigen. In Phase 2 haben Sie die Aufgabe, die Titel und Untertitel des Hauptabschnitts zu lesen und daraus eine oder mehrere Fragen abzuleiten, die der Text Ihnen beantworten soll. Nehmen Sie also eine fragende Haltung ein. Verhalten Sie sich so, als fände zwischen Ihnen und dem Buch tatsächlich ein Dialog statt. Sie stellen dem Buch Fragen und erwarten Antworten von ihm.

Phase 3 (Lesen) Versuchen Sie beim Lesen des Abschnitts, die in Phase 2 formulierten Fragen zu beantworten. Denken Sie über das, was Sie gerade lesen, nach und versuchen Sie Verbindungen zu dem herzustellen, was sie sonst noch über das Thema wissen. Nehmen Sie eine kritische Haltung ein, indem Sie die Argumente des Autors und die Gültigkeit der beschriebenen experimentellen Nachweise hinterfragen. Unterstreichen bzw. markieren Sie Schlüsselwörter und wichtige Sätze. Oder setzen Sie Ausrufe- und Fragezeichen an den Rand. Notizen sollten Sie jedoch erst nach dem Lesen des gesamten Abschnitts machen, wenn Sie sich mit allen Ideen vertraut gemacht und ihre relative Bedeutung erfasst haben.

Phase 4 (Selbstgespräch) Wenn Sie mit dem Lesen eines Hauptabschnitts fertig sind, versuchen Sie, sich an die wichtigsten Aussagen zu erinnern und sich diese selbst vorzusprechen. Dieses Selbstgespräch ist äußerst wirksam, um den Stoff im Gedächtnis zu verankern. Fassen Sie die gelesenen Ideen in Worte und sprechen Sie diese bewusst aus (vorzugsweise mit lauter Stimme oder, wenn Sie nicht alleine sind, mit lautloser Lippenbewegung). Bei diesem Selbstgespräch zeigen sich die noch vorhandenen Lücken und gleichzeitig hilft es, die Informationen im Geist zu strukturieren und in der Erinnerung zu bewahren. Sind Sie mit einem Hauptabschnitt fertig, gehen Sie zum nächsten über und durchlaufen dort wieder die Phasen 2, 3 und 4.

Phase 5 (Überprüfen) Nach dem Lesen des Kapitels sollten Sie den gesamten Stoff testen und wiederholen. Sehen Sie sich Ihre Notizen, das Inhaltsverzeichnis oder die Zusammenfassung an und überprüfen Sie, ob Sie sich an die wichtigsten Punkte erinnern. Versuchen Sie zu verstehen, wie die verschiedenen Fakten miteinander verbunden sind und wie sie im Kapitel strukturiert wurden. In dieser Phase müssen Sie das Kapitel eventuell nochmals durchblättern, um sich einiger Fakten und Kernaussagen zu vergewissern. Jetzt ist auch der richtige Zeitpunkt, um erneut die Zusammenfassung des Kapitels zu lesen. Versuchen Sie dabei, jeden Satz der Zusammenfassung mit mehreren eigenen Sätzen um weitere Einzelheiten zu ergänzen.

Es wurde wissenschaftlich nachgewiesen, dass die Fünf-Schritte-Methode dem klassischen Lesen ganzer Kapitel von Anfang bis Ende in einem Zug überlegen ist (Thomas und Robinson 1982). Eine besonders wichtige Rolle kommt hier dem Selbstgespräch zu. Es ist besser, bis zu 80 % der aufgewendeten Zeit dem Selbstgespräch zu widmen, als ebenso viel Zeit dem Lesen und nochmaligen Lesen des Stoffs (Gates 1971). Anderen Untersuchungen zufolge ist es besonders produktiv, zunächst die Zusammenfassung sorgfältig zu lesen, bevor man das gesamte Kapitel in Angriff nimmt (Reder und Anderson 1980). Wenn Sie die Zusammenfassung vorweg lesen, verhilft Ihnen dies zu einem besseren Verständnis der Inhalte, die im Kapitel auf Sie zukommen, und es fällt Ihnen leichter, Bezüge zwischen den Unterthemen herzustellen. Sollten Sie sich entscheiden, nicht alle Phasen der Fünf-Schritte-Methode anzuwenden, dann denken

Sie daran, dass das Selbstgespräch und die Vorablektüre der Zusammenfassung ein tieferes Textverständnis garantieren.

Die Wirksamkeit dieser Methode kann durch Gruppenarbeit intensiviert werden. Zum Lesen und Wiederholen von Kapiteln können Arbeitsgruppen gebildet werden. Als Minimaloption gibt es die Möglichkeit, sich mit anderen Studierenden zur Phase 5 (»Überprüfen«) zu treffen. Ein Gruppenmitglied stellt Fragen, die anderen versuchen sie zu beantworten. Dazu liest ein Teilnehmer einen Satz der Zusammenfassung vor, die anderen tragen mit zwei oder drei Sätzen zusätzliche Details bei. Die Effizienz dieser Gruppenarbeit ist nicht zu unterschätzen. Nach Aussagen einiger Wissenschaftler ist ein gutes Textverständnis häufig auf die Erklärungen zurückzuführen, die man einem Gesprächspartner gegeben hat (Smith 2000).

Sie können in der Gruppe auch das ganze Kapitel nach der beschriebenen Methode lesen: Das Gruppentreffen beginnt mit dem Durchblättern des Kapitels. Dann stellt ein Teilnehmer die Hauptthemen des Kapitels vor, die anderen überprüfen und vervollständigen diesen Beitrag bei Bedarf. Danach werden die Abschnitte einzeln durchgegangen und ein Gruppenmitglied identifiziert die Fragen, die der Text beantworten soll. Wenn gewünscht, steuern die anderen weitere Fragen bei. Anschließend lesen alle Teilnehmer den Text in Stillarbeit. Wer zuerst mit Lesen fertig ist, beginnt mit einem stummen Selbstgespräch. Danach folgt die Wiedergabe in der Gruppe: Ein Teilnehmer nennt eine Abschnittsüberschrift, die anderen müssen den Inhalt wiedergeben, ohne ins Buch zu schauen. Jetzt werden auch die Bezüge zwischen den wiedergegebenen Inhalten und den anderen Abschnitten oder Kapiteln genannt. Nach dem Durcharbeiten aller Abschnitte geht die Gruppe zur Überprüfungsphase über (siehe den vorangehenden Absatz).

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