**Reflexionstool für Kooperationsprojekte**

**The following Reflexionstool has been designed to facilitate student reflection during projects between university seminars and school classes. The tool is structured into two sections:**

* **Section 1: Moving from Theory to Practice**Students consider the overarching theories and approaches that they have been introduced to in connection with their cooperation projects. In a project that involves, for instance, microteaching, this section could be completed either at the end of their projects or earlier (i.e. after student have prepared their lesson plans, but before having delivered their lessons).
* **Section 2: Reflecting on Practice, Re-Theorizing from Practice**Students consider the challenges they confronted in preparing and delivering their projects and consider how they met these challenges during their project work or how they might meet these challenges in future practice. Students who have had a chance to consider the table in advance of performing their projects can identify areas they would specifically focus on.

**Ways to use the tool:**

* **Group assignment:** Have a group of students complete the tables together leading into and out of the cooperation project. Consider delivering the table as a collaborative document.
* **Assessment:** Integrate the tables into a reflective log (z.B. when the assessment is a Portfolio or Übungsmappe) or use the tables as a scaffold in preparation for an oral exam where they would then report on their findings.

**Sections in yellow indicate an example of what might be included in the tool. These sections can be changed to suit the parameters of the course and project for which the tool is being used.**

**Section I: Moving from Theory to Practice**

During this course we engaged with various theories relating to “media in EFL”, including:

* 1. multimodality and multiliteracies theory
  2. task-based language learning & *komplexe Kompetenzaufgaben*
  3. transcultural learning with media
  4. literary learning with media

|  |  |  |
| --- | --- | --- |
|  | **What opportunities and challenges do such approaches offer the language classroom?** | **In what way were core concepts related to this theory/approach integrated into your project work?** |
| Theory/Approach a) | **…** | **…** |
| Theory/Approach b) | **…** | **…** |
| Theory/Approach c) | **…** | **…** |
| Theory/Approach d) | **…** | **…** |

**Section II: Reflecting on Practice, Re-Theorizing from Practice**

In planning and delivering your lessons you are going to be confronted with different challenges.

**Preceding your project work:** Using the categories included in the table below, consider challenges that you expect to encounter in delivering your projects, how you will try to meet these challenges, and how you will judge whether you’ve been successful in meeting these challenges.

**Following your project work:** Use the table below to outline some of the specific challenges that you encountered in your project work, alongside a consideration of techniques, approaches or mindsets which you might adopt to meet these challenges in future practice.

|  |  |  |
| --- | --- | --- |
|  | **Specific challenges** that you encountered throughout your project work | **Techniques, approaches and mindsets** for meeting these challenges (that you successfully implemented during the project or that you would consider adopting in future practice) |
| **“Tasks as workplan” (task design)**  As relates to:   * Lesson planning and sequencing * Articulating task outcomes * Scaffolding (structural\*) | **…** | **…** |
| **“Tasks in action” (task performance)**  As relates to:   * Interacting with pupils, managing classroom discourse * Meeting task outcomes * Scaffolding (procedural\*\*) | **…** | **…** |
| **Virtual teaching**  As relates to:   * Synchronous vs. asynchronous environments * Digital tools * Managing digitally-mediated classroom discourse/interaction | **…** | **…** |
| **Working with ‘authentic’ media and materials**  As relates to:   * Selecting, adapting and scaffolding for particular media * Content delivery and follow-up tasks | **…** | **…** |
| **Project management**  As relates to:   * Negotiating a collaborative teaching environment * Time management | **…** | **…** |
| **Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  (add your own category here) | **…** | **…** |

\*Structural Supports: “planned, ritualized structures that surround learning tasks” (Walqui 2006, p.2)

\*\*Procedural Supports: “unplanned support that occurs in-the-moment and in response to something new the learner introduces in classroom interactions” (Walqui 2006, 2)

(Walqui, Aída. 2006. “Scaffolding Instruction for English Language Learners: a Conceptual Framework.” *The International Journal of Bilingual Education and Bilingualism,* 9 (2))