

# REFLECTION ON STUDENTS WORK

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## Purpose

The purpose of the activity is to help participating student teachers to reflect on their students' work, and discuss the possible ways of reflection with more experienced teachers (e.g. their mentors) about how they reflect on student work.

## Preparation



### Material

handout for self-reflection with questions (see below),  
whiteboard to take notes for points to reconsider



### Room

plenary group



### Duration

about 60 minutes



### Target group

student teachers, student teachers in internship, students



### Setting

S-PLCs in seminar or internship



### Application

middle / end of the S-PLC work

## Description of the Activity

It starts with the individual work for reflection followed by a discussion within the whole group.

People participating at the S-PLCs are given a handout with the following questions:

1. What was the goal of the activity that you taught?
2. How do you know the goal was reached?
3. What kind of evidence would you use to support your answers in question 2?

Participants have 15-20 minutes to provide answers to this questionnaire. Then each student-teacher presents to the group her / his students' work as well as the goal of the activity to the group, and provides her / his own reflection on what her / his students accomplished and what kind of evidence shows whether the goal has been achieved or not. Afterwards, a discussion follows that will address any of the points raised in the above areas by participants.

## Additional Information



### Alternative



### Learn more

**Template 1** *Idea 1, analysing a problem*  
**Template 2** *Idea 2, switching perspectives*

## TEMPLATE 1: IDEA 1, ANALYSING A PROBLEM

1. The student who brings in the topic of interest to reflect on, reports his/her topic.
2. Questions that address feelings, visions, fears (heard) but also scientific knowledge (head) are posed to the person reporting:
  - Which person was important in the event and how would she describe the case?
  - What would you prefer to happen in this situation?
  - Where is the great uneasiness with you in this situation?
  - How exactly would you like the situation to be different?
  - How do you think the other participants look at you in this situation?
  - What do you fear could happen in the worst case?
  - What should change in the short term, what should change in the long?
  - What was particularly difficult in this case?
  - Who or what stands in your way when you tackle the case?
  - With which theoretical glasses do you look at the case and what do they help to make visible (what is and what is not)?
  - Which empirical findings do you know, with which you could mirror the case?
  - ...
3. The person who reported summarizes the core of the situation and how it is being understood after reflection.

## TEMPLATE 2: IDEA 2, SWITCHING PERSPECTIVES

1. The student who brings in the topic of interest to reflect on reports his / her topic..
2. The group of students in the S-PLC gets into different roles and reports as if they experienced the situation from a different point of view. The idea is to look from a near and involved perspective to a further distanced one. The aim is to make the student-teachers aware of more perspectives from where the situation can be understood. The following roles can offer different perspectives:
  - person(s) concerned directly (for example two children in a classroom who fight)
  - person(s) nearby (e.g. a classmate of the kids, another teacher)
  - person(s) who have not been involved and see the case only from an observant perspective (e.g. an older pupil from a higher grade, the housekeeper who observed the scene)
  - person(s) with expertise on the case (e.g. a street worker, a therapist, a consultant)
3. The person who reported summarized the core of the situation how it is being understood after reflection