

## 3W-Method

### From Phase 4: Reflection, de-construction and further development of knowledge and concepts

Phase four includes methods that are mainly aimed at discussion and reflection in connection with dealing with heterogeneity in schools. The methods are intended to support participants and lecturers in the programmes in taking up and discussing not only the topics themselves, but also the social controversies concerning social differences and group constructions.

#### a) General information

**Time frame:** Part of lesson

**Social form(s):** Group work of maximum five people each or together in class (this is especially helpful, when the method is new to the group)

**Number of people:** 30

**Short summary:** 3W stands for the questions: *What is happening? Why is it happening this way? Which solution is possible?* The method is based on observational protocols participants have to provide during their internships in schools. These observation protocols can be discussed in the university courses with the help of the 3W-method. The groups or whole class is working together on the protocols according to the three questions above.

#### b) Description of the method (preparation, working steps, aim)

The 3W method can be seen as a tool to build awareness regarding one’s stereotypes (while observing and discussing the given facts – Step 1). Moreover, it is a way to reflect on social situations in class and get aware of own behaviour, teaching role through observing others and reflecting on behaviour.

Complementing to the internships taking part in the R/EQUAL partner programmes the participants have to write observational protocol about a specific scene in class (the scene can be chosen freely or with a given topic from the teacher). Guidelines for writing an observational protocol should be discussed (short scene, about two pages long, description without judgement as objective as possible). Afterwards the participants are asked who is interested in sharing his\*her scene in the course.

When the group is not familiar with the method, it is recommended to work on one protocol with the whole class. If the group is familiar with the method: Groups of 4-5 people are built.

The leading questions for implementing the methods are:

- What is happening? (observation)
- Why is it happening this way? (brainstorming reason, trying to understand the situation)
- Which solution is possible? (further ideas on problem solving, interpreting the situation)

Out of experience, participants tend to have a strong opinion on what they are seeing. Therefore, it is necessary to emphasise on the step 1 (just observing) and also plan a huge amount of time for it. If necessary, remembering the participants to stay with step 1. Step 2: thinking about why this is happening

and step 3: providing solutions most of the time is easier for the participants. In order to stay focused, it might be of help to set a timer for each question.

### **c) Reflecting questions on how to implement the methods in programmes for (recently) immigrated and refugee teachers**

#### **How can the participants and lecturers contribute their knowledge in a way that does not culturalise?**

The method offers the opportunity for observation and bringing awareness to one’s beliefs, stereotypes etc. So, culturalisation, stereotypes are very likely to be part of the interpretation and need to be dismantled.

#### **What must be considered so that this method does not lead to stereotypes and/or discriminatory categorisations?**

*See question above.*

#### **How to work with this method in a language sensitive way/how to include multilingualism?**

The method is very text-related and might be therefore not that multilingual. If the teacher understands more than the teaching language it would be possible to hand in the protocol in another language. The protocol which gets discussed needs to be in a language which everyone in class is able to understand.

#### **How to use this method in a participatory way?**

Participants could be worried about expressing their view on a topic relevant in the observation protocol. This may be counteracted with the General Guidelines provided in 3.3. It might be easier (and faster) to work in smaller groups and not analyse with the whole class.

#### **Possible variations of the method**

As the three steps are quite time-consuming, focusing on all three steps in one lesson might be too much. It could be done the following way:

- Lesson 1: Step 1
- Homework: Step 2
- Lesson 3: Discussion of Homework and Step 3.

#### **Tips**

Reminding to stay at step 1 and not rush through all steps.

#### **Examples/possible topics**

One possible way to use the method is that the participants write down situations from their internship in order to analyse them together with other participants afterwards. These could be, for example, situations in which a conflict or interruption of the learning process has occurred. Based on these situation descriptions, disruptive factors can be identified and possible solutions discussed. But it is also possible to write down situations in which the learning and cooperation of the students has been very successful. In this way, meaningful conditions for success can be determined. If the participants cannot or do not want to draw on their own experience, there are many case studies in the literature, especially regarding the explanation of classroom disruptions. Films about school can also be analysed, whereby it must be ensured that the teaching situations shown are fairly realistic.

