

## Feedback/ Sum-up

### From Phase 5: Presentation and Final Reflection

Phase five is the final phase. In this phase, not only the information gathered is collected and saved, but there is also the possibility of a reflection of the teaching series as a whole and feedback from all participants. Therefore, the methods in phase five have an evaluative character.

#### a) General information

**Time frame:** Part of lesson

**Social form(s):** Group work

**Number of people:** 6-30

**Short summary:** At the end of a lesson series participants are asked what was their favourite aspect of the examined topic. What was from their individual point of view especially interesting, new, hard or surprising? After the collection of these answers the groups gather around the topics and form groups (the people interested in the same topic form a group). Then the groups are asked to prepare ten minutes a little knowledge revision to present it in class afterwards (not with a lot of tools, even though they can if they want be creative).

#### b) Description of the method

This method gives a meta overview on a unit, semester, module, etc. It can be used for revision. The lecturer might get an insight in the interests of the participants (what was their favourite aspect of the topic, what did make fun, what wasn't picked at all in the revision, etc.). Moreover, the revision is helpful for the participants to think about what was part of the topic, and it might be useful to sum up content in their own words for the peers.

#### 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 does not culturalise, but culturalisation could be in the presentation of the topics. If so, it needs to be discussed.

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

See *previous question*.

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

A possible variation to increase multilingualism might be to pick five words in relation of the selected topic, translate it to the languages spoken by the presenters and include them in the presentation.

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

The selection of topics might be tricky for some participants. It might be easier to have five different topics given as option. Also picture impulses can be used for Feedback/Sum-up.

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

As the group finding process is rather open, there might be people, who pick a topic out of different reasons (some find it the best of the course, some find it difficult or challenging, others find it especially interesting). This is no problem and shows the variety of perspectives and opinions on it. Also, it empowers critical thinking and creates a space for diverse opinions.

### **Examples/possible topics**

One possibility for a Sum-up is that after a lesson series on heterogeneity in school, the participants reflect on various aspects. For example, are there methods, learning strategies or school laws that the participants were previously not familiar with? Were there any learning needs of different students (e.g. language learners of the regular teaching language or with special learning needs) that they did not know before? Or were there perhaps also aspects that surprised them in a negative way, such as forms of institutional discrimination? In this way, an individual access to the contents of the lesson series can be achieved, which makes their individual gain in knowledge visible.



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