

# METHODS GLOSSARY

## FOR REFLECTION IN THE CLASSROOM

### A-E

#### AIR BALLOON-EVALUATION

In individual or partner work, the students note down three statements about the exchange on an air balloon.

As soon as all the students are finished, they can run around the classroom and throw the balloons. The teacher will play music while they run around the room. As soon as the teacher stops the music, the students should each hold on to one balloon and take turns reading the comments on their balloon out loud.



#### ALL IN MY HAND

At the end of the exchange, the students will lay their left hand on a sheet of paper and draw an outline of it. Then, they will write in each of their fingers:



- **Thumbs:**  
This receives a big thumbs up; this is something I would like to pursue further: ...
- **Pointer Finger:**  
This was especially important: ...
- **Middle Finger:**  
I did not enjoy this as much: ...
- **Ring Finger:**  
I really enjoyed this: ...
- **Pinky Finger:**  
This was too short.  
This could have lasted longer: ...

The results can be collected by the teachers and/or be mutually shared in a class walk.

#### AUTOGRAPH HUNT

The students receive a worksheet with different evaluation questions. They must ask one person to answer per question. i.e. Find a person, who really enjoyed the whole project. This person will then write their autograph by the question on the sheet of the person who asked them.

The students run around the classroom and try to get as many signatures as possible on their paper. Each person can only sign each paper once. This way the students mingle and converse with one another and can thus evaluate the exchange.

#### CHAIRS OF PRAISE AND COMPLAINTS

The teacher will set up two chairs and attach the term „praise chair” to one and “complaint chair” to the other. The students will then take turns sitting in the chairs and “praise” or “complain” about the exchange.



#### CHARADES

The students should form groups. In their groups, they should think about aspects from the exchange that they can present in pantomime. The other groups should then guess what they are presenting.

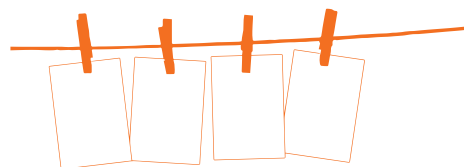
#### CLASS WALK

The students move around the classroom and converse with another student. Then they go to the next person and exchange with this person as well.



#### CLOTHESLINE

The students attach the results of their group work to a clothesline for reflection. The clothesline should be prominent in the room.\*



#### COMMERCIAL

The students create a commercial about the most important contents of the exchange.

#### EVALUATION: SO, HOW WAS IT?

The students go around the room like in a class walk and search for a partner for a spontaneous mini role play. On a signal given by the teacher, the students will explain how the exchange was, while acting as if they were a parent. Then they will continue to walk around. Once the teacher gives a signal again, the students will explain to their new partner how the exchange was from a different perspective. Possible roles are: “another teacher,” or “best friend.”

## F-J

### FAIR STAND OR MARKET PLACE

After a group work session, the groups will hang their evaluation/ reflection results (ex. on a poster) up in different spots of the classroom. The students will go around and look at each of the posters or other types of presentations. One member of each group should stand in front of the poster (taking turns in shifts) to answer any questions and comments. The students can answer short evaluation questions, such as „What did I find particularly important/ interesting?“ or “Is there something that I don't agree with at all?“. Alternatively, they can give colorful dots for especially interesting and relevant aspects or ask questions that the presenters must answer.

### FISHBOWL

The students make an inner and outer circle. They exchange with the person standing across from them. On the teacher's signal, the outer circle moves to the next person, and then asks the new person across from them the same / a different question or about the same/ a different aspect.

### FISHING NET

This evaluation form can be done in individual work or together as a class. The teacher or the students draw a coarsely meshed fishing net and a pond. They inspect their “catch” from the exchange and write down the positive results in the net. The less important or less useful results get written outside of the net, since they will get thrown back in the pond.

*Different Version:*

The fishing net and pond are each drawn on a partition wall. The students receive a certain number of moderation cards, which they will then pin on the corresponding board. This way, the results are visible to all students.



### FOOT VOTING

The students move to designated spots within the classroom to cast their vote on certain aspects or questions about the exchange

### (FOUR) CORNERS DISCUSSION

The teacher attaches a poster/ poster board to each corner of the room with the theses/ discussion topics that the students should discuss in turn.

### FREEZE FRAME

A freeze frame is a physical representation of a problem, topic, or situation through the bodies of people in a learning group. In particular, the relationships of individual people to one another can be depicted, as well as attitudes, outlooks, and feelings – and all without speaking a single word. Step by step, a student acting as ‘film director’ or ‘sculptor’ should either create or mold this freeze frame with the bodies of the other students. In this manner, the exchange can be reflected.

### ICEBERG

The students draw an iceberg, which has a tip sticking out of the water. In the part above the water, they should write down the knowledge and results of the exchange that definitely should be continued after the exchange. In the part furthest below the surface, the students should write down the knowledge that they cannot or do not want to pursue going forward. In the part directly under the surface, they should note down the things that have a relatively large amount of personal relevance, writing things with less personal relevance towards the bottom.



### JIGSAW GROUPS

The students first exchange with one another in groups of four (core group) about the exchange and the predetermined key questions. Afterwards, the groups will be mixed, so that each group has one person from each core group sitting together in a new constellation. There, they will compare their results. After this exchange, they will return to their core group and share anything interesting they discussed.

## L-PI

### LEARNING POSTER

In groups, the students write the most important aspects of the exchange on a poster and then present it. The aspects will be provided by the teacher.

### LIGHTNING ROUND

A lightning round is a short plenary round table to uncover the current state of the students on a certain question. It should not last longer than 15-30 seconds per student.

The teacher poses a question. All students vocalize their response to this question. For groups who are not yet familiar with this method, you can provide them with sentence starters. Otherwise, the students should be given a moment to contemplate their answer.



### LETTING PICTURES TALK

Pictures with different motives will serve as conversation starters. The students will take a card (out of a pre-arranged deck of cards). In plenary or in fishbowl-fashion, they can talk about the exchange as an introduction or evaluation activity. These variations of this method are suitable for students who are hesitant to share their opinion. The motive of the picture is to help students speak freely. Alternatively, the students can search for a picture on their phone/ off the internet that can serve as a conversation starter.

### MEMORY WALL

On the memory wall, reflection results of the students are recorded. The teacher first formulates and depicts one or more questions on different bulletin boards. The students each receive two moderation cards/ post-its and note down their answers/ viewpoints. Then, ideally at the same time, all the cards will be hanged, clustered, and discussed together.

### ONE WORD STORY

The teacher asks the students to think about a word, which describes how they feel about the exchange. After a short reflection phase, each student says a word to describe their current opinion. The statement should highlight perspectives, wishes or feelings. The statements will then be given in turn but will not commented on by teachers or students.

### OPINION SHOPPING

Up to six students will talk with one another about the exchange and create a thesis or statement about it. The group will then hang up their poster with their thesis. One to two group members should explain the poster. In conclusion, students will walk around the room and fill the posters with comments, additions, and opinions.

### PAIR-REFLECTIONS

The students sit across from one another in pairs and determine who is A and who is B. If necessary, "knee contact" can be used to increase personal distance. While

A should take about 5 minutes to report about the content, knowledge, and ideas of the exchange that they found most important, ex. answering key questions: „What did I find especially important?“, „What would I like to pursue further? ...

B should listen silently. At the end of the A's presentation, the roles will be reversed, and B should explain his/ her side for approximately 2-4 minutes. Afterwards, the teacher will answer any open questions which arose during the pair reflections.

### PEER-EVALUATION

The students sit together in pairs and mutually ask each other questions about the content of the exchange. They should also mutually provide each other with feedback.

### PICTURE EVALUATION WITH CELL PHONE

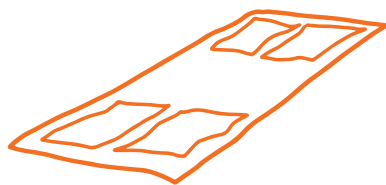
The students present an aspect of the exchange in groups. They will either take a selfie or search for a personal picture on their phone or on the internet that reflects their mood regarding the exchange.



## PL-SN

### PLACEMAT

In this cooperative work method, the students sit together in groups of three or four. Each group will receive a big sheet of paper. They should divide the paper into sections, so that each student will have a section of their own in front of them. The center of the paper should be kept free to fill with the group's results. This method has three phases:



1. *Phase: Acquisition/ Thinking:* The students individually note down their thoughts or questions about the exchange in their own sections without talking to one another.

2. *Phase: Mediating/ Exchanging:* The students exchange and compare their individual thoughts. For this purpose, the sheet can be turned clockwise, so that the students each see and understand the other students' results. Students can then state, improve or revise their own results, and discuss any disputes or problems, so that they can develop a collective result. This result will be written in the spot in the middle.

3. *Phase: Finishing/Presenting:* The students present their group results to the class. For this purpose, they can refer to the statements written in the middle of their sheet.

### POINT INQUIRY

With point inquiry, the teacher can ask about students' priorities, content evaluations, and survey their opinions or current moods. The teacher will display the individual aspects on a poster or on a moderation card.



The students will receive colored dots and mark which aspects in the exchange were important or relevant to them, which were not, amongst many other things.

### QUIZ QUESTIONS

At the end of the exchange, the students work in groups and receive different topics/ aspects about the exchange.

They will establish quiz questions about these things, which must then be answered by the other students.

#

### ROLE PLAY/SCENE ACTING

The students discuss the course and aspects of the exchange in a role play or drama scene. This can be done in pair or group work. One to two role plays can be presented as examples.

### SILENT DISCUSSION

The students have a critical look at the exchange, by writing down thoughts and experiences on posters. This should be carried out in silence. During this process, the other students can comment or add on to these thoughts and experiences. It is important that this activity is carried out in complete silence. The posters will afterwards be hung up or otherwise presented where they are clearly visible. The teacher can then read the written statements aloud and certain aspects may be discussed.

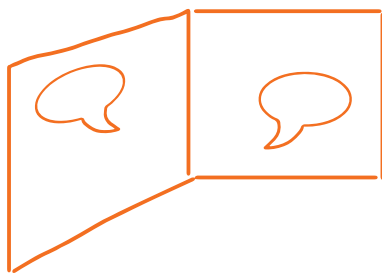
### SNOWBALL

First, in groups of two, the students will collect aspects about the exchange together with which they have been occupied and found relevant. Next, one group of two will meet with another group of two and agree on common aspects. Afterwards, another group of four will join them, and this large group should come to an agreement on the aspects once more. Then, they should write down the aspects, i.e. on a poster / in an Etherpad/Wiki / a mind map / a moderation card, etc.

## SP-Z

### SPEAKING WALLS

Stuck to the different walls of the classroom will be key questions of the exchange, complemented by pictures or quotes when necessary. The students will discuss the key questions, pictures, and quotes. They will formulate their answer to each of the questions on a note card and attach these to the wall. When all groups have answered the key questions, the answers will be presented and discussed together as a class.



### SPEED DATING

The students stand up in two rows, so that each student always has someone in front of them with whom they can talk. The teacher asks a question and the students discuss the topic with a certain time limit. On an acoustic signal from the teacher, the activity stops, and the right row moves forward to the next person. Then, the teacher asks a new question, which the students should discuss with their new partner. The start and end of each question will be indicated by the teacher's acoustic signal.

### A SWARM OF QUESTIONS

The students have cards with questions and ask the other students by walking around the classroom. They write down their answers. In conclusion, they exchange cards and then go to the next person to ask a new question. They then exchange cards again, etc.

### TARGET CIRCLE

The teacher prepares a flip chart with a target circle. Each student receives four sticky dots. By placing each sticky dot in one of the four quadrants, they will give their own evaluation of the exchange.

