

Claudia Mewald

# LERNEN IM FOKUS

## UNTERRICHTSENTWICKLUNG DURCH LESSON STUDY



## Autonomes Lernen und formatives Feedback zu Lernleistungen

- im Kontext einer interaktiven Lernplattform für den Spracherwerb in acht Sprachen

## Authentische Texte

- von 6-14 jährigen Schüler/innen verfasst

## Lernmaterialien

- von Studierenden entwickelt, mit Lesson Study beforscht

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Erasmus+ Programme  
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**Fokus & Lesson Study 1**  
Lernen der Schüler/innen

**Fokus & Lesson Study 2**  
Materialien



Focus on  
the **goal**

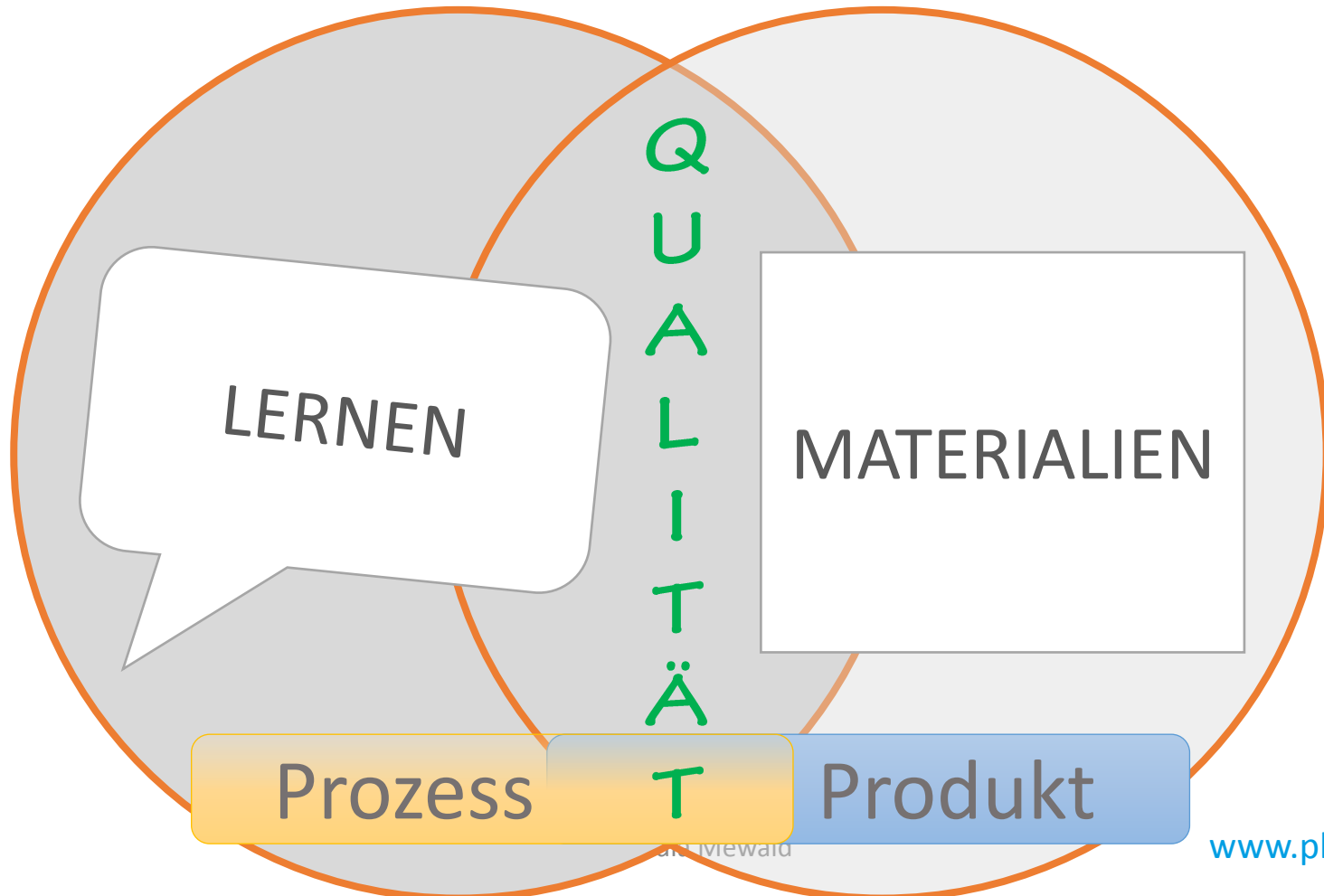


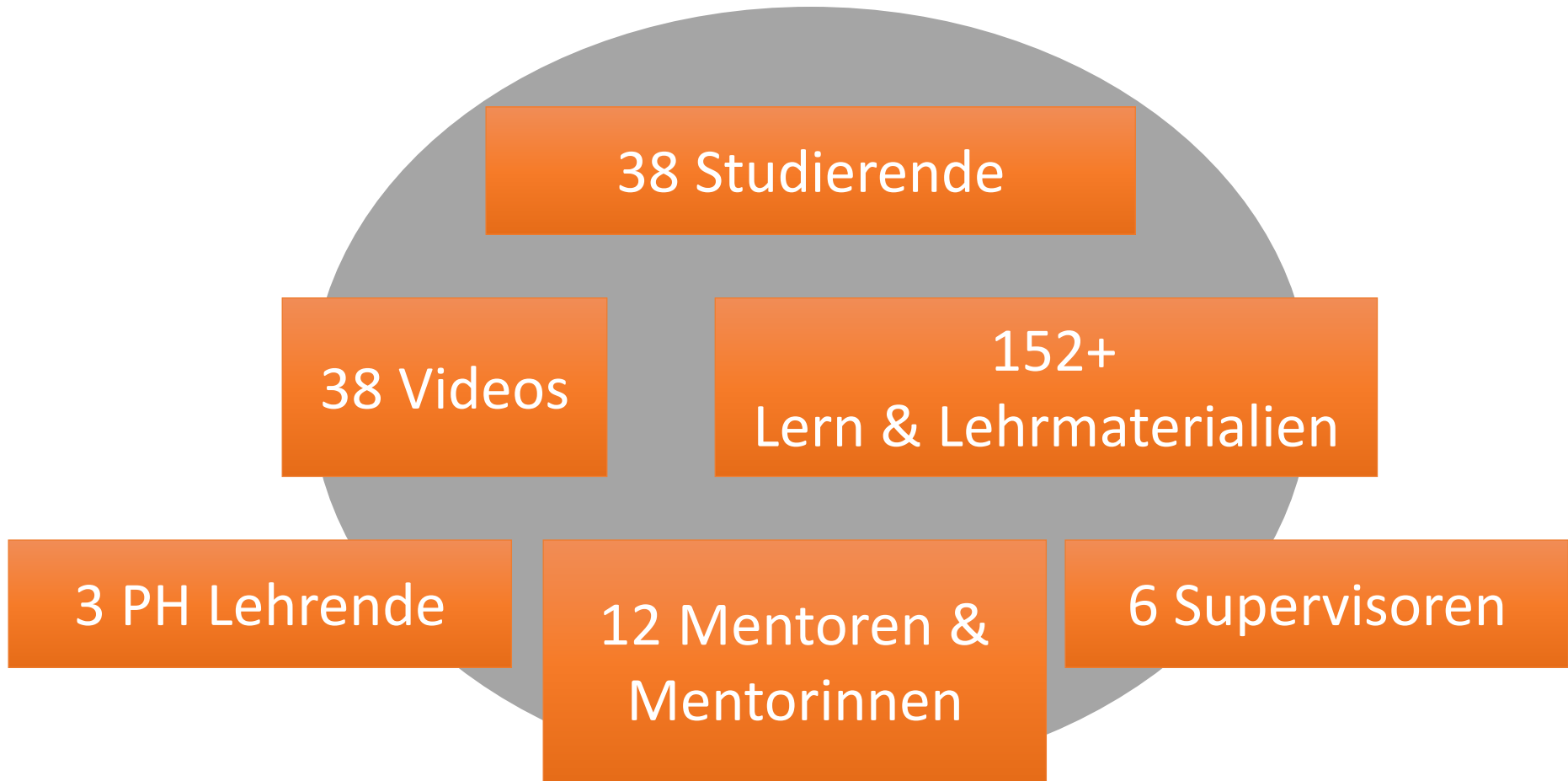
We focus  
on Quality!

LERNEN DER STUDIERENDEN

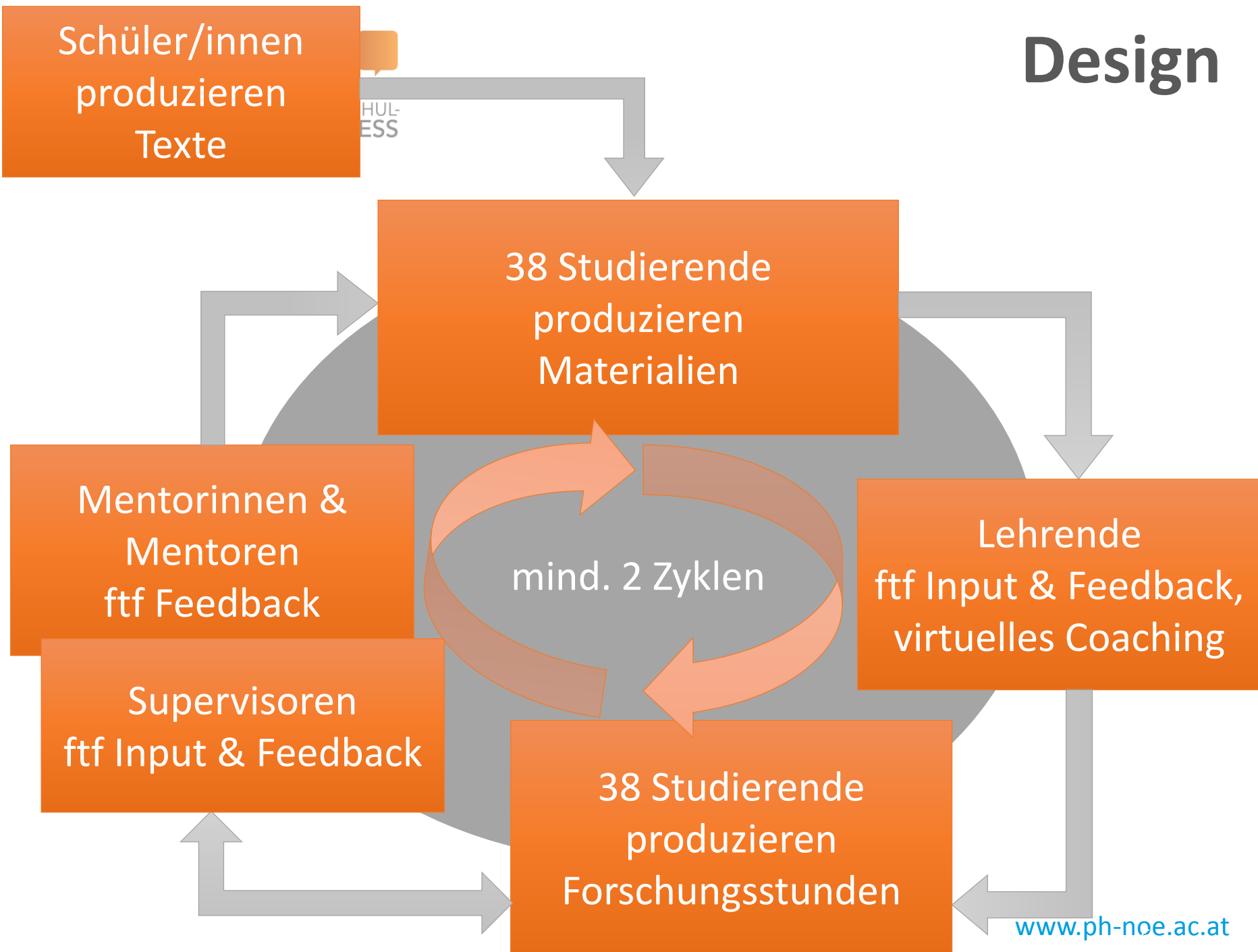
Fokus & Lesson Study 1  
Lernen der Schüler/innen

Fokus & Lesson Study 2  
Materialien





# Design



Schulen

Redaktion



PH/Universität

Lehrende

Editieren

Lesson Study - Praxis

Studierende

# Fini makes a rainstick

1339



★★★★★ 5/5 (1)

- Quiz
- Do!
- Classroom task

Question 1 of 3

1. Question

Match the sentences to the correct picture! One sentence per picture.

Sort elements

She carefully pours the cherry pits into the tube.

She has hammered 300 nails into the tube.

She puts one lid on one side very tightly.



- Lexis
- Activities
- My Rating
- ID
- Transcript
- Survey

**Progressive mindmap**

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1

REPLY



**ClaudiaMewald**

5th May 2017 at 13:17

Very nice text!

Reply

## Leave a Reply

Want to join the discussion?  
Feel free to contribute!

Logged in as **ClaudiaMewald**. [Log out?](#)



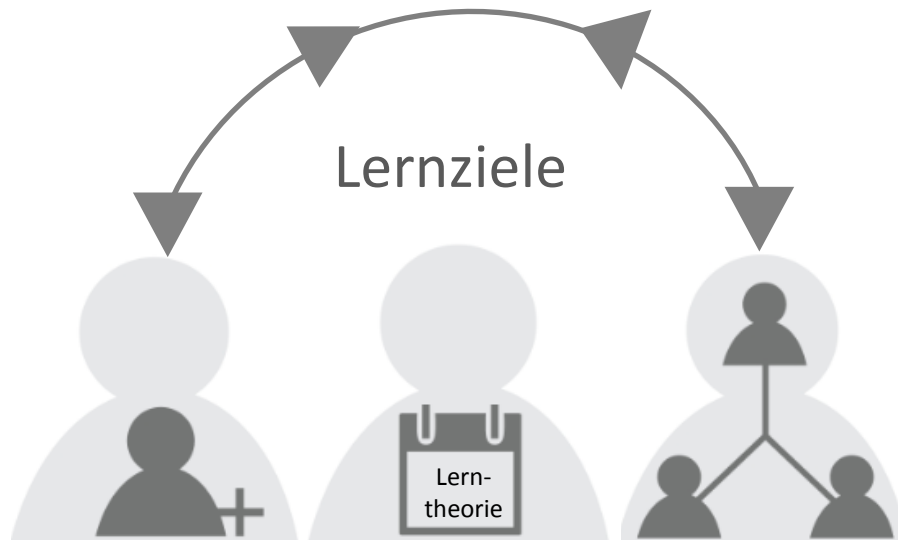
# Lesson Study

- kooperative und evidenzbasierte Unterrichtsforschung
- Studierende untersuchen ihre Praxis systematisch gemeinsam mit Wissenspartnern = Lehrende, Mentoren, Mentorinnen, Supervisoren
- **FOKUS = LERNEN**

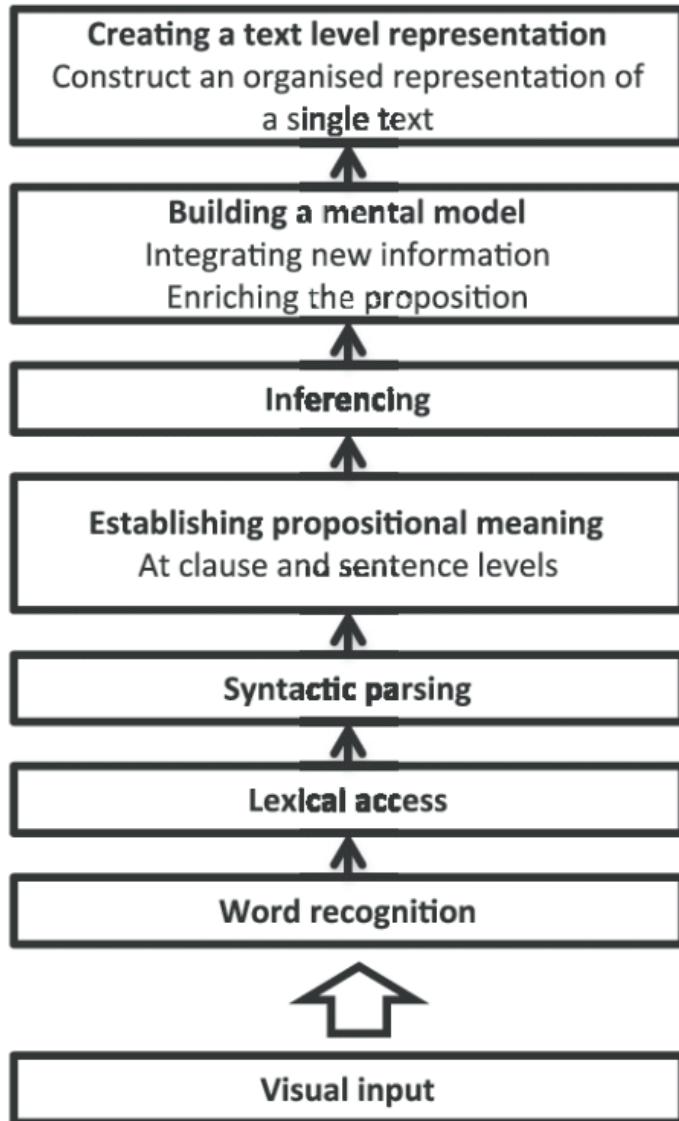
**Ziel = Effektivität und Lernerfahrungen zu optimieren**



Wissenspartner unterstützen bei der theoretischen Grundlegung der Lernangebote und des Feedbacks



# Lerntheorie



auf den Text reagieren, z.B. durch Reflexion, kreative oder kritische Kommentare oder Antworten geben

Informationen, die nicht direkt erwähnt werden, verstehen

konkrete Informationen aus dem Zusammenhang herausfiltern und Details verstehen

konkrete Informationen, die eindeutig erkennbar sind, verstehen

das Wesentliche, die Hauptidee verstehen

Lesen oder Zuhören auf der Wortebene bzw. Verstehen von Phrasen

2. Frage

Welcher Titel passt zu dem Text?

- Die Superheldin Laura
- Die Helferin Lara
- Die Superheldin Lara
- Die Helferin Laura

Korrekt

Du kannst den richtigen Titel finden.

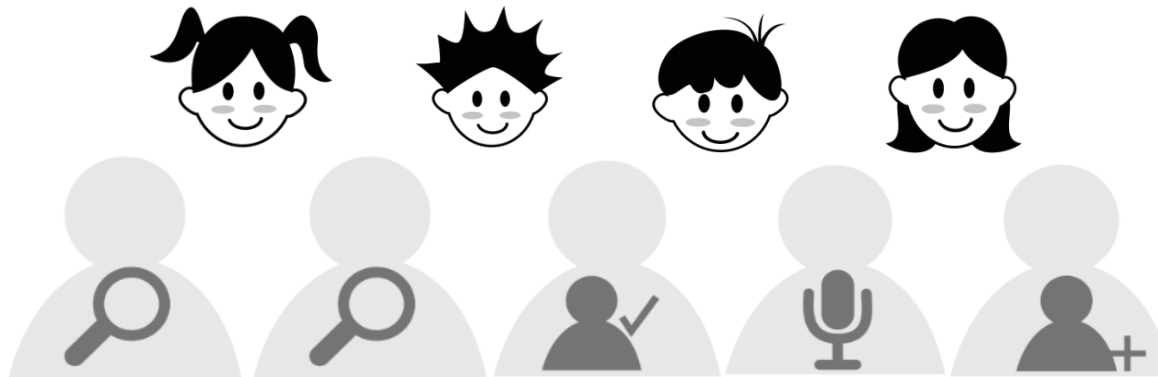
Tipp

Weiter

Strategie	Kompetenz	Feedback
Rasches Lesen Selektive Aufmerksamkeit (Hören und/oder beobachten), global	Verstehen auf Wortebene Verstehen von Phrasen (1)	Du kannst einzelne Wörter verstehen. (1) Du kannst Phrasen verstehen. (2)
Rasches Lesen Selektive Aufmerksamkeit (Hören und/oder beobachten), global	Verstehen von Basisinformationen. (2)	Du kannst die Hauptidee verstehen. (3) Du kannst den richtigen Titel erkennen. (4) Du kannst den richtigen Titel nennen. (5) Du kannst das Thema erkennen. (6) Du kannst das richtige Thema nennen. (7)  Du verstehst, worum es geht. (8)
Rasches Lesen Selektive Aufmerksamkeit (Hören und/oder beobachten), lokal	Verstehen von konkreten Informationen aus dem Text. (3)	Du kannst Informationen verstehen, die im Text vorkommen. (9)
Sorgfältiges Lesen Sorgfältiges Zuhören lokal	Verstehen detaillierter Informationen in einem Zusammenhang. (4)	Du kannst bestimmte Informationen aus dem Text herausfiltern. (10)
Sorgfältiges Lesen Sorgfältiges Zuhören	Verstehen von Informationen, die nicht direkt im Text erwähnt werden (5).	Du kannst verstehen was gemeint ist, auch wenn es nicht direkt im Text vorkommt. (11) Du kannst zwischen den Zeilen lesen. (12) Du kannst zwischen den Zeilen hören. (13) Du kannst Informationen aufnehmen, die im Text nicht direkt erwähnt werden. (14) Du kannst Wörter durch den Zusammenhang verstehen. (15)
Sorgfältiges Lesen Sorgfältiges Zuhören	Produktion kritischer oder kreativer Antworten / Beiträge (6)	Danke für deine Antwort. (16)

# Forschungsstunden

- Studierende erarbeiten idealtypische „Forschungsstunden“
- beobachten Fallschüler/innen bei ihrem Lernen und interviewen sie dazu



- Erkenntnisse aus Beobachtungen und Interviews werden dazu verwendet, einen Entwicklungsprozess zu generieren, d.h. die Lernangebote der „Forschungsstunde“ zu verändern



Ein/e Studierende/r implementiert die Forschungsstunde, die anderen Teampartner beobachten und interviewen  
Fallschüler/innen



Beobachtungsplan  
Interviewplan



Teams führen ein Reflexionsgespräch und planen nächste Schritte ⇒ nächste Forschungsstunde(n)



Reflexion  
Triangulation



Teams fassen Erkenntnisse zusammen

Dissemination

# Evaluation

## Weshalb?

Qualität der Materialien



Bekommen wir das bestmögliche Lernszenario für die Lernenden?

L  
E  
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U  
D  
Y

intern

externe Wissenspartner

Qualität der Lernprozesse

Hat das PALM Team die bestmögliche Plattform produziert?

Forschungsfrage(n)  
Forschungsinteresse

Welche Auswirkungen zeigt der Einsatz des Lexical Notebooks xy in Hinblick auf die lexikalische Breite beim Berichten über Freizeitaktivitäten?

Theoretischer Rahmen –  
Lerntheorie(n)

Beobachtung –  
Informationen über  
das Lernen

Performanzen &  
Interviews  
– die Stimme der  
Lernenden

Geplantes Lernen  
Ziel  
Performanzdeskriptor

Beobachtetes Lernen

Lernergebnis &  
Reflexion über das Lernen



Team Meeting 1



Forschungsstunde 1



Team Meeting 2



Forschungsstunde 2



Team Meeting 3



Endversion

## Forschung & Vorbereitung

Lehrende und Studierende produzieren Materialien

## Implementation 1

Studierende, Mentorinnen, Mentoren, Supervisoren planen Forschungsstunde und pilotieren Materialien

## Reflexion & Variation

Studierende, Mentorinnen, Mentoren, Supervisoren und Lehrende reflektieren und editieren Materialien

## Implementation 2

Studierende, Mentorinnen, Mentoren, Supervisoren planen Forschungsstunde und pilotieren editierte Materialien

## Reflexion & Variation

### Bericht nach dem letzten Zyklus

Studierende, Mentorinnen, Mentoren, Supervisoren und Lehrende reflektieren und editieren Materialien

Lehrende beenden **Materialproduktion**

# Feedback zur Strategie

## Video 1031

### TASK 1


#### 1. What is the video about?

- a) food
- b) buildings
- c) supermarkets
- d) asking for the way/direction
- e) friends


Correct: asking for the way/direction (d)

Competence: Overall understanding. (2)

Feedback: You can give the correct topic. (7)

 Claudia Mewald  
12 Mar 2017 Resolve

you need to add more items. maybe some at word level (comp. 1)

 Claudia Mewald  
12 Mar 2017 Resolve


your distractors don't work because they are too different from the solution. please make sure they are all of the same kind but different. also, this may too specific for overall understanding.

# Feedback zur Verwendung von Aufgaben

4. **Find the way to the stadium by using the map. Write down the directions.**


Competence: providing a personal response that shows understanding (6)  
Feedback: Thank you for your reply. (16)

1. **Which of the buildings from the map would you like to visit in your free time?  
Why?**

 Claudia Mewald  
12 Mar 2017 Resolve ⋮

this can only be a classroom task and should be added to TM\_1031

Reply...

 Claudia Mewald  
12 Mar 2017 Resolve ⋮

you would have to present the map directly here with the question.

# Beobachtung von Performanzen auf der Basis von Kompetenzbeschreibungen

Ziele



Anfangskompetenz

Identification of the material: *I\_1081 / TM\_1081\_questions / TM\_1081\_interview*

Objective (competence, function, skill, strategy):

*Target goal: The pupils can summarise the gist of the video and answer detailed questions about it. Additionally, the pupils are able to interview each other about their favourite sport(s) and can answer the questions asked by their colleagues with little help from their written notes.*

*Simpler goal: The pupils understand the gist of the video and can answer general questions about it. Additionally, the pupils are able to interview each other about their favourite sport(s) and can answer general questions asked by their colleagues with help from their written notes.*

*More complex goal: The pupils can summarise the video in detail and answer detailed questions about it. Additionally, the pupils are able to interview each other about their favourite sport(s) and can answer detailed questions asked by their colleagues.*

Author(s): *Lukas*

Observer / observers:

Instructor (s): *Lukas*

Reflection (date, person, instrument): *06.04.2017*

Persons:

Audio file: *TM\_1081\_audio*

Version: #1

Date: *30.03.2017*

Place: *PMS-Pelzgasse*

Context: *2e*

## Starting competence

General

Learner A (Elias)

Learner B (Denise)

Learner C (Lea)

*The learners know some sport related lexis and can ask questions. Additionally, they are able to answer questions about their favourite sport with help of dictionaries.*

*Learner A is a good English speaker and is not afraid to participate. He has fair lexical range and is able to ask questions accurately. His listening, speaking and reading skills are above average. His writing skills,*

*Learner B is a fair English speaker. She is participating very actively especially during discussions or conversations. She has a fair lexical range and ask questions with minor mistakes. Her listen, reading, speaking and writing skills are average.*

*Learner C is reserved, especially during oral activities. She is able to ask questions with help of written chunks and phrases. Her listening, speaking and reading skills are improvable. Her*

*especially in terms of accuracy are improvable.*

*writing skills are good, especially in terms of accuracy.*



Zielkompetenz

Zielperformance

**Target competence**

General	Learner A	Learner B	Learner C
<i>The learners should be able to ask questions and to answer questions about their favourite sport. They also should know how to use a (online) dictionary to find the lexis they need for their interview. Additionally, some learners can summarise their findings and present them using the third person.</i>	<i>Learner A should be able to summarise the gist of the video and answer detailed questions about it. Additionally, she should be able to interview her colleagues about their favourite sport(s) and can answer the questions asked by her colleagues with little help from her written notes.</i>	<i>Learner B can summarise the gist of the video and answer detailed questions about it. Additionally, she should be able to interview her colleagues about their favourite sport(s) and answer the questions asked by her colleagues with help from her written notes.</i>	<i>Learner C understands the gist of the video and can answer general questions about it. Additionally, she should be able to interview her colleagues about their favourite sport(s) and can answer the questions asked by her colleagues with help from her written notes.</i>

**Target performance**

General	Learner A	Learner B	Learner C
<i>All pupils will answer the interview questions about their favourite sport on their own and use the (online)dictionary if necessary. Additionally, they will interview their colleagues and note their findings.</i>	<i>Learner A will answer all questions about his favourite sport with little help of the online dictionary and interview a colleague. Additionally, he will present his findings in front of the class with little help of his notes.</i>	<i>Learner B will answer all questions about her favourite sport with help of the online dictionary and interview a colleague. Additionally, he will present his findings in front of the class with help of her notes.</i>	<i>Learner B will answer all questions about her favourite sport with help of the online dictionary and interview a colleague.</i>



Observed performance			
General	Learner A	Learner B	Learner C
<p><i>Not all pupil answered all interview questions, because some did not understand the questions. The teacher should discuss all questions in detail before the pupils start working.</i></p> <p><i>The observed performances were very differentiated. Some pupils already had interviewed their colleagues and others had not even written their own answers. The teaching material should be adapted.</i></p> <p><i>No pupil could present or summarise the outcome of the interview in third person (Lea's favourite sport is...). Examples should be given by the teacher and on the teaching material.</i></p> <p><i>the performance to be observed; anticipated problems during observation; criteria to evaluate performance (if possible)</i></p>	<p><i>Learner A was working very fast. He answered all questions with little help of the online dictionary and interviewed his colleague. He did present his findings in front of the class with help of his notes. Unfortunately, he could not present his findings in the third person.</i></p>	<p><i>Learner B had difficulties understanding the questions. She needed help from the teacher to answer the questions. Interviewing her colleague was also very challenging for her and she did not seem very motivated for this topic.</i></p>	<p><i>Learner C had difficulties understanding the questions. She needed help from the teacher to answer the questions. Interviewing her colleague was also very challenging for her. She regularly switched to L1.</i></p>
<p>Necessary changes in the material: TM_1081_interview:</p>			

## Kritische Elemente:

- Fragen verstehen
- Fragen bilden
- Interviews durchführen
- Motivaton
- L1

# Die Stimme der Lernenden

Durchgeführt von: Lukas

Durchgeführt am: 30.03.2017

Betrifft Video Nr.: 1081



Schüler	Frage	Antwort
Schüler A	Was hat dir an der <u>Interviewaktivität</u> gut gefallen?	Partnerarbeit, selbständige Wahl der Sportart (auch „lustige“ Sachen“ waren in Ordnung)
	Was hat dir an der <u>Interviewaktivität</u> nicht gefallen?	Nur vorgegebene Fragen, schwierige Fragen,
	Was würdest du ändern?	Zeilen auf dem Arbeitsblatt
Schüler B	Was hast du durch das Interview gelernt?	Neue Wörter, meine Klassenkollegen habe ich besser kennengelernt
	Was würdest du ändern?	Einfachere Fragen, mehr Zeit für das Interview
Schüler C	Nachdem du ein Interview geführt hast und selbst interviewt worden bist, würdest du das gerne öfters machen?	Ja, aber nicht mit diesem Thema.
	Was hat dir an der <u>Interviewaktivität</u> nicht gefallen?	Lustig, wenig schreiben, gute Hilfe von den Lehrern
		Lärm, ich wusste viele Worte nicht welche ich gebraucht hätte

Fragen

Zeit

Motivation/Thema

Lärm, Wortschatz

Task 1: Think about your favourite sport and answer the questions in written form. Write your answers on the reverse.

Task 2: Ask your partner the following questions and write down his or her answers.

QUESTIONS	EXAMPLE (Simon)	MYSELF	FRIEND 1	FRIEND 2
What is your favourite sport?	baseball			
Where do you do your favourite sport?	school, park			
How often do you do your favourite sport?	two times a week			
Whom do you do your favourite sport with?	friends, brother			
Which equipment do you need for your favourite sport?	special glove, baseball, baseball bat			
What do you like most about your favourite sport?	free pizza after a win			
Would you like to be a professional athlete? Give reasons.	no - pilot			

Task 3: What did you find out about your friends? Summarise and present your findings to the class. Speak about one minute about one friend or yourself.

Example:

Simon's favourite sport is **baseball**.

He plays baseball at **school or in the park twice a week**.

He plays his favourite sport with his **friends** and his **brother**.

To play baseball he needs a special **glove**, a **baseball** and a **baseball bat**.

The thing he likes most about baseball is the **free pizza** they get if they win a game.

Simon does **not** want to become a professional athlete, because he wants to be a **pilot**.

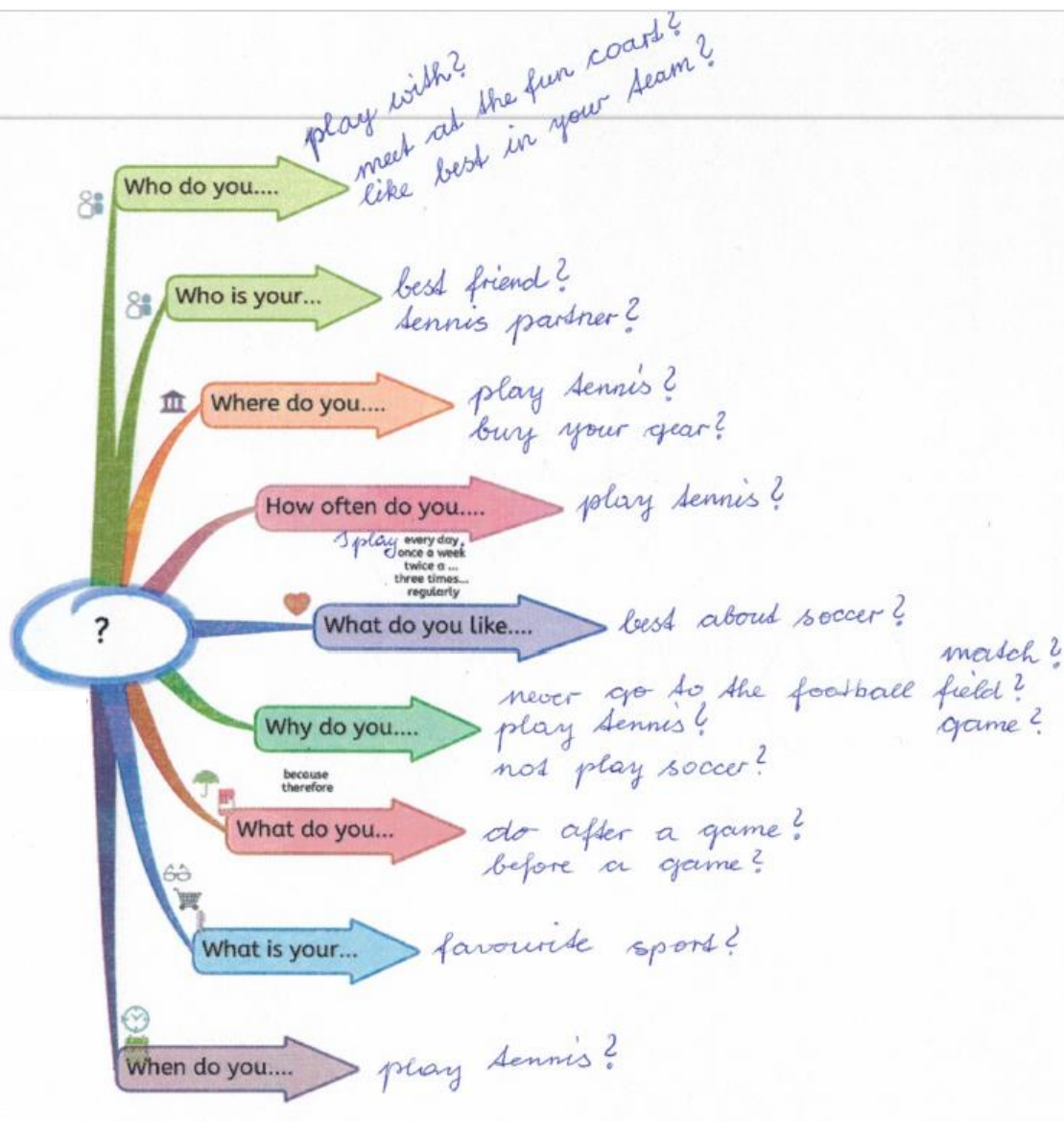
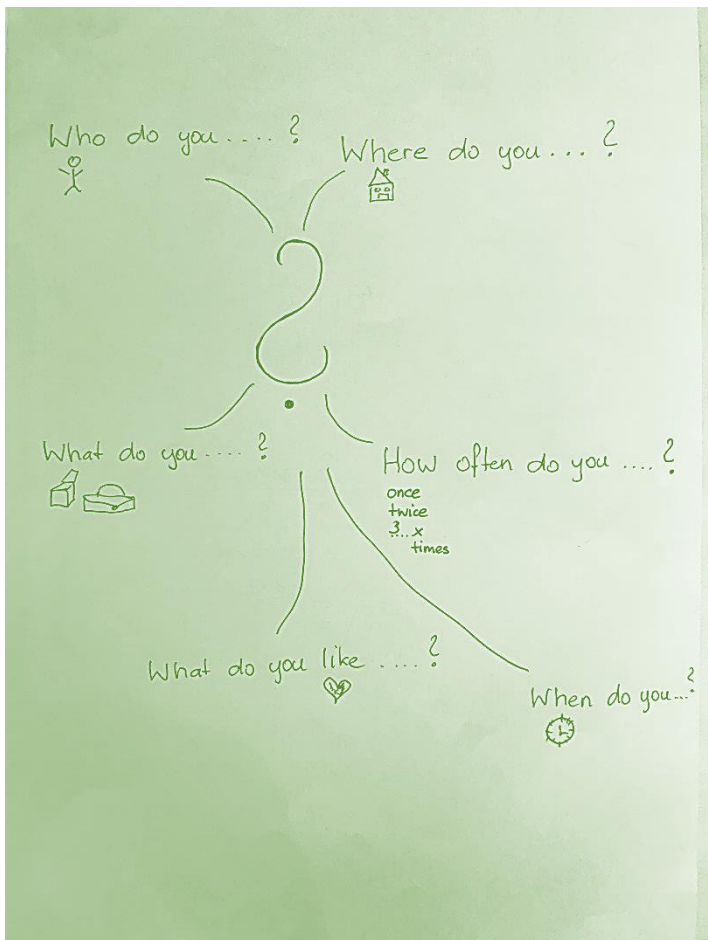


## INTERVIEW about SPORTS

Task 1: Think about your favourite sport and answer the questions in written form. Write your answers on the reverse.

Task 2: Ask your partner the following questions and write down his or her answers.

QUESTIONS	EXAMPLE (Simon)	MYSELF	FRIEND 1	FRIEND 2
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Where do you do your favourite sport?	school, park			
How often do you do it?	two times a week			
Who do you do your favourite sport with?	friends, brother			
What do you need for it?	special glove, baseball, baseball bat			
What do you like most about it?	free pizza after a win			
Would you like to be a professional athlete? Give reasons.	no - pilot			



# Vorläufige Ergebnisse

- Studierende benötigen engmaschige Unterstützung vor und während der Materialproduktion sowie bei der Planung von Lehren und Lernen mit ihren Materialien
- Abhängigkeitsverhältnis zwischen Lehrenden und Studierenden durch Beurteilung – Auswirkung auf Evaluation der Lernergebnisse und Qualität der Materialien (Cochran-Smith & Lytle 2009)
- Editionsprozess und Feedback zu Materialien lösen bei manchen Studierenden den SARA Effekt aus: Shock-Anger-Resistance-Acceptance (Maurer 2011)
- Trennung von LS und Beurteilung wird vorgeschlagen (Mewald 2015)
- Theorie-Praxis Verbindung durch Kollaboration der Wissenspartner

# Theorie-Praxis Verbindung

Schüler/innen  
produzieren  
Texte

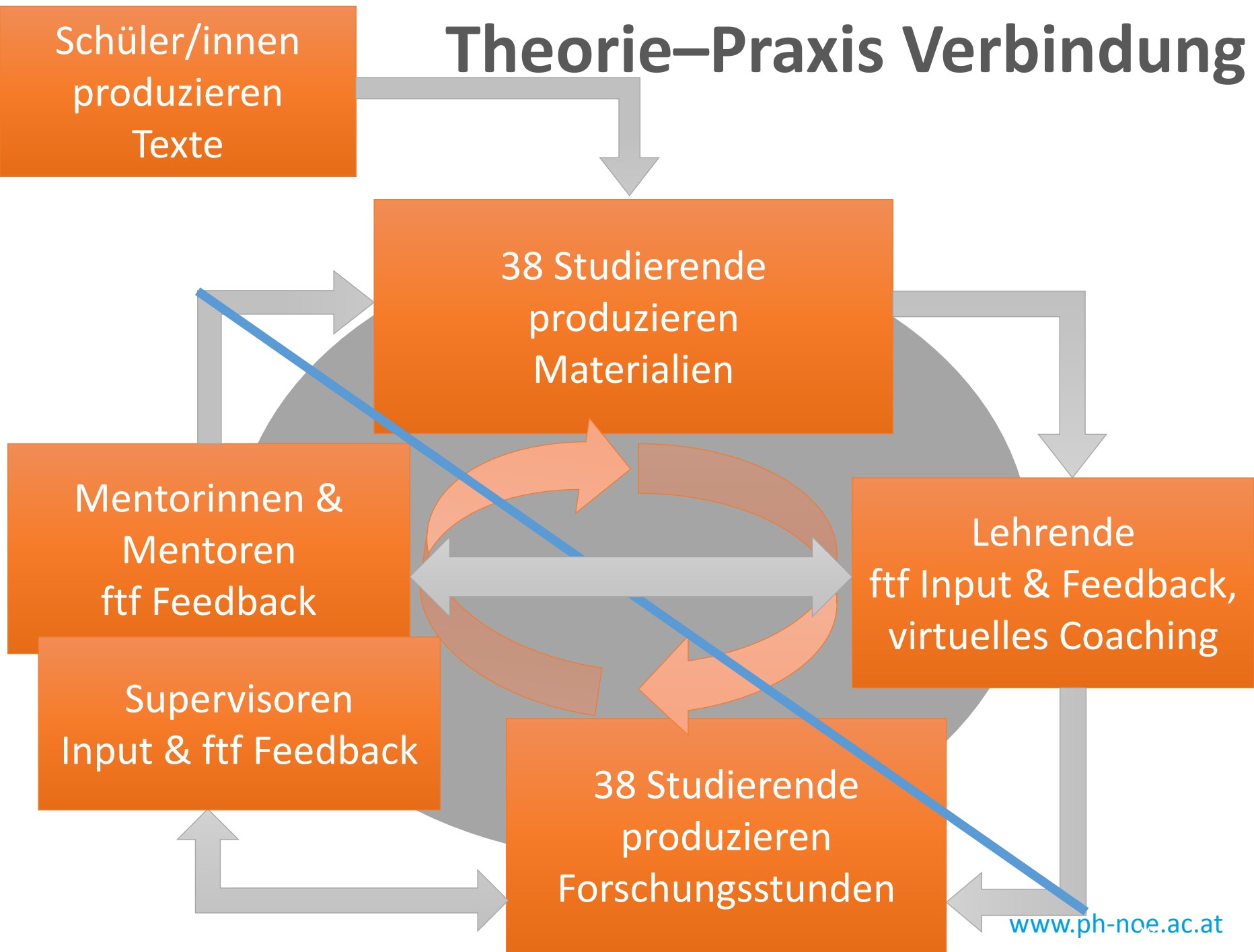
38 Studierende  
produzieren  
Materialien

Mentorinnen &  
Mentoren  
ftf Feedback

Lehrende  
ftf Input & Feedback,  
virtuelles Coaching

Supervisoren  
Input & ftf Feedback

38 Studierende  
produzieren  
Forschungsstunden



# Vorläufige Ergebnisse

- Reflexion nach Kember, McKay, Sinclair und Wong (2008) analysiert

Keine Reflexion

Verständnis

Reflexion

Kritische Reflexion

4 LS: größtenteils Reproduktion, kaum Veränderung

3 LS: Evidenz für konzeptionelles Verständnis, theoretisches Wissen wird noch nicht in Praxis integriert

1 LS: theoretische Konzepte werden in der Praxis angewendet, Erlebnisse und Erkenntnisse aus Praxis werden mit Theorie in Verbindung gebracht, persönlicher Erkenntnisgewinn

1 LS: Evidenz für Veränderung im Denken und in der Haltung in Verbindung mit theoretischen Konzepten

# Danke für Ihre Aufmerksamkeit

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**Fragen.....**

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