

- Time permitting, the students should already begin to think about their object for discussion and to outline the presentation in form of a mind-map. Assignment for next week: prepare and practice the short presentation of 5–10 minutes length.
- In the following week, the presentations are given with subsequent discussions in terms of quality of content, language, and adherence to the established tips for presentations.

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For evaluation: flashlight

Goal

The students familiarize themselves with a simple procedure for learning evaluation, which is suitable for any situation (following a discussion, a recitation, a presentation, etc.). In order to apply the procedure, students must have carefully listened and learned to summarize their thoughts succinctly and concisely in at most two sentences.

1st–9th grade

5–10 minutes



References:
Ernst & Ruthemann 2003,
p. 51 (see bibliography).

Hint:

- The use of the flashlight is well suited to conclude a learning content or lesson sequence. Owing to its brevity, it has the advantage that all students get a chance to speak and reflect their learning. However, the flashlight does not replace more comprehensive criteria-oriented forms of discussion and learning evaluation. See chapter 3d in the introduction.

Procedure:

- Pursuant to a lesson, a presentation, a discussion, etc., each student summarizes in at most two sentences what s/he particularly liked (what s/he thought was very good and/or where s/he finds potential for improvement. (The questions have to be modified, depending on the event to be assessed.) The feedback should be phrased in the I-form, see also #13 “providing feedback”.
- The instructor concludes the flashlight round with an evaluation of 1–2 sentences on her own or a short summary of the student contributions.

Comments:

- Sentence building blocks can help the students with converting their thoughts into sentences. Example: (“The highlight of this ... was for me ...”, “I had difficulties with ...”. “I was bothered by ...”)

Variant:

- Sentence gifts: each student pays a one-sentence compliment to a selected classmate or a learning partner (e. g. on the occasion of this person’s birthday). This method must be practiced as well. Finding and expressing genuine compliments as well as accepting them is not easy for many students.