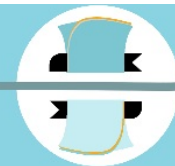


Portfolio for student teachers during their internship

for a combined reflection of learning lessons (theory)
and classroom observations (practice)



Portfolio method for student teachers during their internship

August 31, 2017 | Dr. Susanne Huber

Introduction:

With this portfolio method master student teachers reflected on their learning lessons in pedagogy at the Teacher Institute, which they attend during their internship, and on their classroom observations. Besides training reflection competencies the aim was to link theoretical knowledge with practice. The internship lasts for 12 weeks with lessons on pedagogy in every other week with a total of 32 h.

Procedure:

The students' task was to reflect on the learning lessons (1) and classroom observations (2):

- (1) After each lesson, students had to work on reflection tasks which were related to the content of the lesson as well as feedback tasks, which focused on the overall impression of the lesson and suggestions for the content of the next lesson.

Examples of reflection tasks:

- Describe what was new to you today.
- In which phases did you feel comfortable/uncomfortable today (presentation by instructor, group work, your own presentation of results, etc.)?

Examples for feedback tasks:

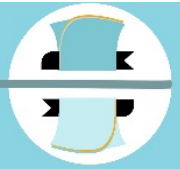
- Write down positive aspects of the lesson.
- Write down aspects of the lesson that were not helpful to you.

Students generated an anonymous code for their answer sheets. The answers of each lesson were evaluated by two students and presented at the beginning of the next lesson. Answer sheets – identified by the students themselves – were given back to the students for their portfolio.

- (2) Students were given an observation tasks at the end of each lesson for the periods at school. Two students presented the findings of their observation task in the next lesson.

Examples of observation tasks:

- In two different lessons observe the teaching aspects which contribute to the cognitive activation of the students, to structure and clarity of instruction, to an effective classroom management and a good learning climate.
- Interview students of different ages to find out what they expect from a good teacher. Note down class level and gender.
- Create a memory log for 2-3 feedback results that you have received in your lesson sequences. Use the feedback rules to analyze the feedback you have received. Were the feedback rules applied?/ Did students stick to the feedback rules?



- Observe students' behaviour during lessons and during their break. Which behaviors are typical (depending on age and gender)? For this observation task, observe two breaks (two classes each) and four lessons.

Evaluation of (1) and answers of (2) were also handed in via email to the educator of the student teachers.

Required Time:

The method requires 15 to 20 minutes at the beginning of each lesson and 10 minutes at the end of each lesson.

Results:

Experience with this method shows that students can improve various competencies with this method:

With task (1) they can learn to reflect upon their own learning experience and they can also learn to give feedback to the instructor. By analyzing the answers of the group, they compare different perspectives on the same lesson. With task (2) they practice their observation skills and can connect theoretical topics of the learning lesson to observations in practice. In both (1) and (2) students apply, when reflecting on lessons they observed and when analyzing the data. The presentation of the results of (1) and (2) helps them to improve their presentation skills.