



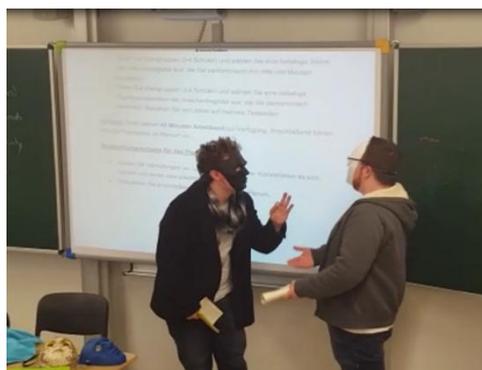
Berufliche Oberschule Erding

Staatliche Fachoberschule und
Berufsoberschule Erding



PORTFOLIO ON THE IMPLEMENTATION OF THE METHODS:

- CONTENT AND LANGUAGE INTEGRATED LEARNING
- MULTIMEDIA
- EDUCATING THROUGH THE THEATRE





Berufliche Oberschule Erding

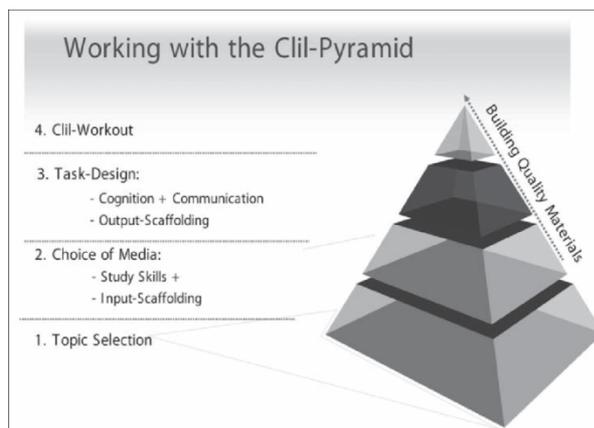
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1. Description of the method presented by the Spanish partner school:

Educating through CLIL (Content and Language integrated Learning)

On the second day of the exchange with our partner school in Spain, we got to know much



about content and language integrated learning, presented to us by teachers when it comes to the theory and CLIL classes in practice. 'CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focussed aims, namely the learning of content, and the simultaneous learning of a foreign language'. (Marsh,1998) This approach involves learning subjects such as

history, geography or others, through an additional language. It can be very successful in enhancing the learning of languages and other subjects, and developing in the youngsters a positive 'can do' attitude towards themselves as language learners. (Marsh, 2000)

We could see Maths, IT and history lessons held in English and were very impressed how normal it was for the students to talk about a subject not in their mother tongue.

2. Description of the method's implementation:

CLIL in curricular lessons like business administration, history and an environment project

2.1 project 1

In five classes that have business administration as a compulsory but non-final-exam subject we taught Marketing and some Management lessons in English using the scaffolding and other aid we got from our experienced Spanish partners. This was done over a period of four month and beside "normal" teaching a project was involved. In the "regular" lessons the

main language was English, but German was used whenever needed. All material was given out in English, most of the tasks that had to be fulfilled had to be done in English as well. But in addition there was a German part in every lesson – often a summary or an explanation of the technical terms. This is something that the German curriculum expects – in order to ensure the students can also talk about the subject in their mother tongue. So this was an adaptation to what we learned from our Spanish partners who stay with the English language as much as possible.

The marketing project was a group work, in which the students had to create and present a marketing strategy for their own company they had invented. So they had to use all the information they were taught about marketing and apply them to their company. The strategy had to be described and explained in a portfolio and presented to the class – everything in English, of course. In addition the group had to create a box which represented the marketing concept, we called this part “product in a box”. Although the students were rather reluctant in the beginning to talk about this subject in English and in particular hold a presentation in English that is graded, they became better and better and more confident during the time we taught them in English. The portfolio and in particular the boxes were really well-done, thought-through and at least as good as I had expected them if being done in German.



Marketing concept for the Café “*Alice in Wonderland*” Marketing concept for a travel agency

2.2 Project 2: environment project

In this project we tried to give the students more reason to use the English language – not just because the teacher says so but because it is essential for communication... as we worked together with classes from our Italian partner school. The students were asked to create a questionnaire for the other class to find out how environmentally friendly their lifestyle is –so the German classes created various questionnaires (in groups) for their Italian partners and vice versa. In a second step the questionnaires had to be filled in and sent back to the group who had created them. The third step then was something that included another method implemented by our school – using multimedia in school... - the students had to evaluate the questionnaires and create a video or a leaflet to give sensible hints to their partners on how they can improve their life to become greener. In the final step the

classes will have the chance (coming up in June) to talk to their partners in a life video call. So in this project the students had to use English as means to communicate with students who cannot understand them if they use their mother tongue. This created intrinsic motivation in addition to the fact that the students could broaden their horizon and think outside the box when it comes to environment and its protection as views are very different in different regions. And this is what CLIL is all about – learn both at the same time: language competence and contents.

Are you green? – Let's find out!

A test created by [Lilypop](#), [Coma](#), [Lilypop](#) and [Susi](#)

1. How often do you use your bike?
 - At least 3 times per week
 - At least 2 times per week
 - Less than 2 times per week
2. How often do you eat meat?
 - More than 4 times a day
 - Once a day
 - Less than one time a day
3. Do you use plastic bags?
 - Often
 - Sometimes
 - Never
2. Do you use public transportation?
 - No, I use the car / motorbike instead
 - Yes, sometimes
 - No, I ride my bike / walk if possible
3. Do you separate your rubbish at home?
 - Yes
 - No
 - Sometimes
4. If you buy water: in plastic bottles or glass bottles?
 - Plastic bottles
 - Glass bottles
 - I drink tap water
5. Do you exercise?
 - Yes (more than 4 times a week)
 - No (less than 4 times a week)
 - Sometimes
6. Do you often eat fast food or takeaway?
 - Yes
 - No
 - Sometimes
7. Are you vegan or vegetarian?
 - Vegan
 - Vegetarian
 - No
8. Do you often buy convenience foods?
 - Yes
 - No




9. Do you or your parents often use the car?
 - Yes
 - No
10. Do you take your lunch with you and if yes, do you use reusable boxes?
 - No
 - Yes, but no reusable box
 - Yes, I use a reusable box
11. Do you drink your coffee at home or do you buy a coffee to go?
 - Coffee to go
 - Coffee to stay
12. Do you leave the light on when you sleep?
 - Yes
 - No
13. Do you write on both sides on a piece of paper?
 - Yes
 - No
14. Do you use more than two electronic devices at the same time?
 - Yes
 - No
15. Is your TV on standby when you're not watching?
 - Yes
 - No
16. Do you open the window when the heater or the air-conditioning is on?
 - Yes
 - No
17. Is the tub running when you're brushing your teeth?
 - Yes
 - No
18. Do you usually use the shower or do you take a bath?
 - Shower
 - Bathtub

Thank you for answering the questions! We'll check your answers and let you know, how environmental-friendly you are!



2.3 Project 3: CLIL Lessons: S13b, History / Social studies

History and Social Studies is a combined subject in year 13 which is taught one double period per week. The curricula contains quite different topics, from the origins of democracy in ancient Greece to the Middle East conflict. The one most suitable for CLIL lessons was the Industrial Revolution and its consequences, as many of the important developments started in Great Britain and a lot of the sources are easily available in English. Therefore this topic, which comprised four double periods, was taught as CLIL.

The first lesson started with a short video clip taken from Charlie Chaplin's "Modern Times" to spark a discussion about changes in the workplace. Then the students saw different pictures showing inventions that radically changed society and the economy and discussed the implications. After that, the students got different sources dealing with the technological and social changes enabling the Industrial Revolution. These included statistics on population growth and texts describing the factors contributing to Britain's role as the birthplace of the industrial revolution.

In the second lesson, the focus was laid on the effects of the Industrial Revolution on society. Working conditions in factories were one major topic. The students saw pictures and read several reports and interviews with small children working in factories. Long working hours, dangerous workplaces and numerous diseases contracted due to lacking security measures illustrated the situation much of the population was in back then. At the end of the lesson, students discussed in how far those conditions can still be found today.

In the third lesson, the students informed themselves about different attempts to solve the social question. They got different texts dealing with the introduction of the social security system / laws which were introduced to limit child labour, the invention of trade unions, the idea of communism, and measures taken by the church and entrepreneurs. Each student read his/her text(s) and then they informed each other about their measures in groups of four. Afterwards they discussed the feasibility, effectiveness and problems of the attempts and compared it to related problems and solutions nowadays.

The last lesson focused on the effects of the Industrial Revolution and an outlook on the future. The students were shown different statements and cartoons dealing with the Industrial Revolution, which they had to discuss / analyse. Then they had to speculate in groups in which ways the Industrial Revolution still influences society today. In the second part of the lesson, the so called "Fourth Industrial Revolution" was discussed and the students speculated about possible future developments.

The main language of the lessons was English, and the majority of the students also used English during the group work / discussions. The texts as well as the sources which the students got were in English. Technical vocabulary (e.g. social question – Soziale Frage) was also given in German, and at the end of each lesson the main aspects were summarised by one student in German. Important English vocabulary was written down on the blackboard during the lesson/ given as annotations on the worksheets.

3. Evaluation of implementing the method

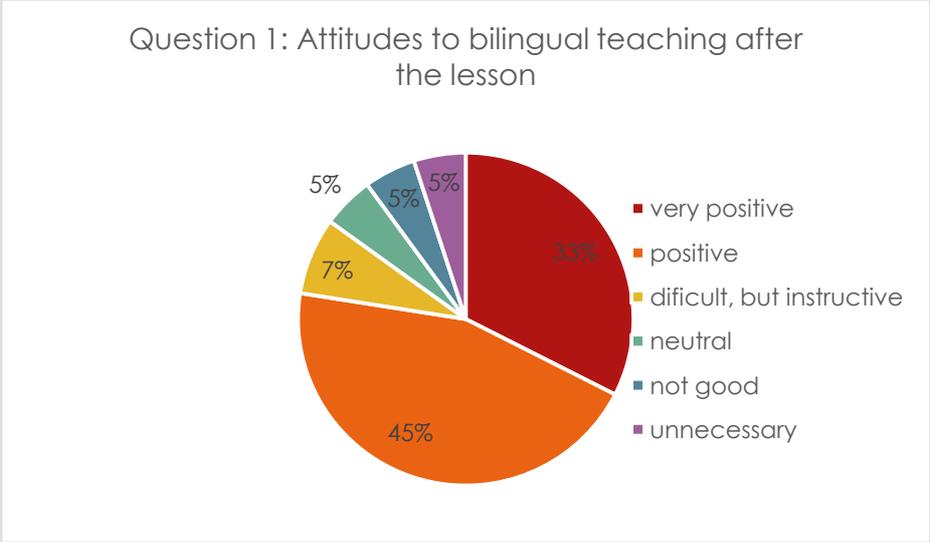
The following evaluation of the survey on bilingual teaching is based on 39 questionnaires filled in by two classes of the 12th and 13th grades. In both classes a bilingual teaching unit was conducted in the subjects history and business administration. The questionnaire was created by students who participated in the Erasmus+ programme and consists of nine open questions.

Questionnaire:

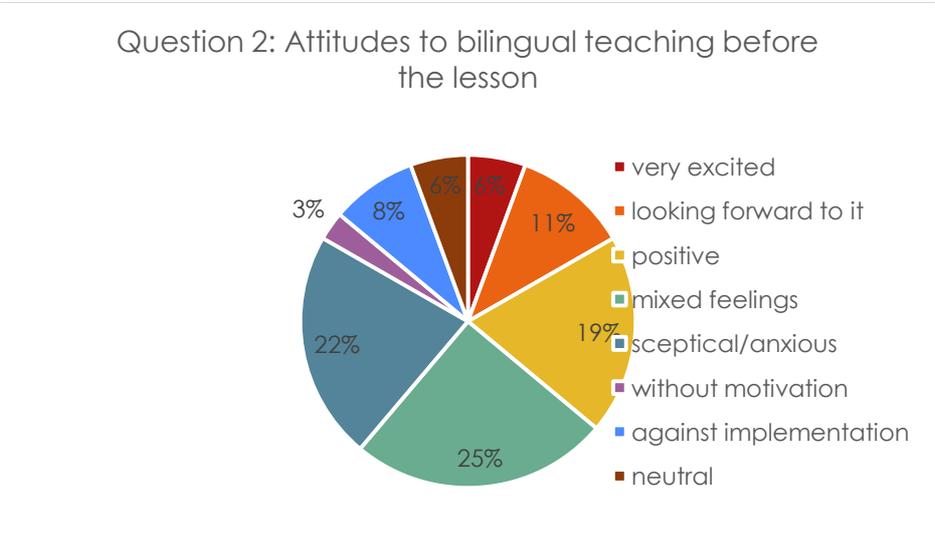
1. What do you think about CLIL after these lessons / this school year?
2. What was your opinion on CLIL before?
3. Did you understand everything that was taught in the lessons?
4. Do you think that much of the content is lost due to CLIL?
5. Which subjects are most suitable for CLIL?
6. Which subjects are least suitable for CLIL?
7. How could the lessons be improved?
8. Do you think that your English skills have improved / will improve?
9. Do you have any comments / recommendations concerning CLIL?

The **first question** relates to the students' attitudes to bilingual teaching after the lesson. As can be seen in the diagram below, almost half of those surveyed are positive about this and

a further third even very positive and find the teaching very interesting. Three students found bilingual teaching difficult, but instructive and only five students are neutral or do not find bilingual teaching good or even unnecessary.

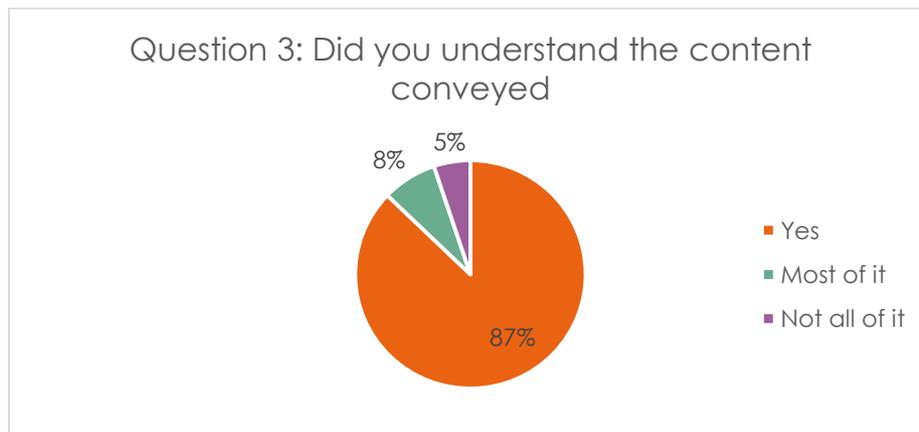


In response to the **second question**, what the pupils' thoughts about bilingual teaching were before the lesson, 13 of the 39 pupils surveyed (approx. 33%) answered that they were very excited about it, were looking forward to it or had a positive attitude (see diagram). Nearly a quarter of the students entered the lesson with mixed feelings and a further 20% were sceptical or anxious about the method. Only four students went to class without motivation and were against the implementation of the method.



A comparison of questions 1 and 2 shows that some of the students who were sceptical or anxious, or even opposed, could be convinced for the better.

In **question 3**, more than 87% of pupils stated that they also understood the material taught in the foreign language. Another three students understood most of the contents and only two students did not understand everything.



Question 4 "Do you think that much of the material is lost if the lessons are held in a foreign language" was denied by almost 80 %. Only three students state that small details are lost, but can then be repeated in the mother tongue. Two students believe that part of the content is lost in English during class and one student states that from his perspective it is substance-dependent whether content is lost or not. Overall, the majority is convinced that the content can also be conveyed very well in a foreign language.

When asked about the subjects suitable for bilingual teaching (**question 5**), a large number of different subjects were listed. The most frequently mentioned subjects were business administration (approx. 26 %), history (approx. 18 %), social studies (approx. 9 %), religion (approx. 7 %) and law (approx. 4.5 %).

The following subjects are most frequently mentioned as not suitable for bilingual teaching (**question 6**): Math (approx. 25 %), biology (approx. 19 %), chemistry (approx. 15 %), German (10 %) and law (approx. 7 %).

It is striking here that above all scientific subjects are regarded as unsuitable and law is seen by some as very suitable and by others as completely unsuitable.

As suggestions for improvement in bilingual teaching a wide variety of things were mentioned (**question 7**). For example, some students require vocabulary lists that can make it easier to understand and fewer texts in English. Others would like to see more group work and examples to illustrate the contents. The extension of bilingual teaching to other subjects is also proposed by one student as well as the encouragement of students to speak English more actively in class.

Over 50% of the students surveyed believe that they can improve their English skills through bilingual teaching (**question 8**). A third of the students disagree with this statement and a further 18% think that you will hardly be able to improve your English language skills due to bilingual classes.

In summary, the results speak positively in favour of the bilingual teaching method, even if it does not seem equally useful for all subjects.

The following remarks and requests were also mentioned (**question 9**):

- Four students would like more bilingual instruction.

- Two students would like booklet entries on the topics instead of distributed worksheets
- Two students would like to see films in English more often in class
- Vocabulary at the blackboard were good
- Not every topic is suitable
- No great benefit, as English skills are not improved
- No presentation in English, presentations in English are stress- and anxiety-makers
- Project was very much liked in English, hope that creativity will be maintained in the implementation
- Gladly had the lessons in English throughout the year
- More interaction
- More information in advance

4. Description and evaluation of the transnational and interactive conferences via Skype and general thoughts and opinions of the German CLIL team

In the first of a total of two Skype conferences with our Spanish and Italian partners we talked about general ways and problems when implementing CLIL lessons. Both of us, the Italians and us, had tried some lessons held in English already and had tried out various methods and techniques. This was what we were talking about, exchanging experiences and solving minor problems in particular about anxieties of students and their willingness to try out being taught in English.

The second conference mainly focused on the CLIL project we were doing with our Italian partners and the Spanish experts gave advice and helped with questions and problems.

Alltogether we can say that the “experiment CLIL” worked quite well for our students and teachers. We teachers were surprised how positive the students acted and reacted to this new method and how much we could get across. Students learned a subject and the English language at the same time and in particular saw English as means and natural way to transport information. We enjoyed teaching a second subject in English and hope to convince more teachers to do so in the future.

As regulations and rules in Bavaria are rather strict concerning CLIL teaching (the teachers must be teachers for both subjects, no CLIL in exam subjects, you always have to make sure the students know the German technical terms as well - to name a few) it might be hard to do it in many subjects. In addition some organizational frames are not as good in our school as they are in our Spanish partner school (we do not have the chance to let students decide before they enroll whether they would like to participate in a “CLIL class”) so that we have to adapt our CLIL offers to organizational boundaries, but we are very sure to keep up the offer of CLIL-subjects or at least some CLIL-lessons in certain subjects in the future.



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1. Description of the method presented by the Portuguese partner school Escola Secundária de Monserrate

Educating through Multimedia

Multimedia is content that uses a combination of different content forms such as text, audio, images, animations, video and interactive content. Multimedia contrasts with media that use only rudimentary computer displays such as text-only or traditional forms of printed or hand-produced material **(from wikipedia)**

Multimedia can be used either by the teachers as one more pedagogical method or by students, for example to present their learning results.

In the three workshops teachers and participating students learned how to use the various applications that they need in order to use multimedia in the classroom.

First, they were taught how **to use photos**. They were introduced to an online tutorial on how to remove background from photos, using the program *Photoshop*. In this activity the participants were supposed to shoot some photos of their group or in front of the green background. They were instructed to verify the camera configuration to get the best result possible.

In the next workshop the focus was on the **editing of sound**. One of the teachers' tasks is to transmit information to their students, whether it is a text of the language they teach, a scientific explanation or a guide on how to carry out an experiment. One of the students' tasks is to present the teacher an essay about the class subject.

Instead of just using pdfs or posters, the participants had to create a MP3 file. They had to choose a small text of their choice, record it using either a smartphone or a digital recorder and to copy the file to the PC. Then the files were edited using *Audacity*. An online tutorial was used to get all the information needed for the task.

The third step was a workshop on **editing videos**. Based on the previous text that was recorded in the second workshop, the participants had to create a movie, adding some images and music. These kind of movies could be used in class but also for the method "Flipped Classroom" (see: Italy). The students can use videos to visualize their ideas, be create or to explain certain topics to other students.

The instructor provided various links to tutorials and sites from where to download music, images or free video editing software in order to avoid the violation of copyright laws. In addition, examples created by the Portuguese students were shown to give ideas how to use all the applications in the classroom.

All the workshops were conducted in a multimedia classroom so that every participant had access to a computer, allowing everyone to get hands-on experience. Portuguese students offered their help as assistants, passing on their knowledge to the participants. In discussions the participants exchanged their individual experiences with the various methods in their classrooms and planned the implementation in their schools.

2. Description of the method's implementation:

a) First of all, we handed out **questionnaires** to all of our teachers to find out, who is already using multimedia in the classroom. Here are some examples of the outcome of this questionnaire:

Teachers Evaluation of Multimedia Usage and Knowledge

- -nearly all teachers use simple multimedia activities in their lessons on a weekly base
- most of the teachers use web activities (short video-clips etc.)
- only a few teachers use learning apps or other open educational resources
- most of the teachers do not feel competent at using video-editing, digital storytelling or other creative activities
- there are some extracurricular multimedia activities like taking part in a school radio competition of the public Bavarian broadcast system, creating individual learning videos, etc
- most of the teachers would use a bigger variety of multimedia activities more often under the following conditions: easier availability, less rules (data protection, etc.), W-LAN Hotspots in the classrooms, more inhouse trainings, more time

As we will be getting WLAN in our school building next school year we soon have the chance to try out what we learned in Portugal on a broader scale

As part of a school conference we informed all of our colleagues, members of our student government and our parent-teacher-association about our training in Portugal.

b) In addition, we got in contact with our **system administrator** and our **data protection supervisor** to research what kind of limitations there are concerning equipment and legal matters. Since Bavaria has one of the strictest data protection laws for schools, we always had to make sure that we had the permission of the students and the parents to use their results in class or to pass them on to other people. As a consequence we created a letter that can be used for different projects asking the participants/parents for permission, for example to use their mobile phones for the project or to put the results online.

c) Then we created several new projects focusing on the use of multimedia. In the following we are going to describe three of them: The **creation of learning videos by the students** in their class, the usage of a **blog as a learning device** as a part of the regular English class and our **Etwinning project** with our Italian partner school that ended with the exchange of self-made videos giving advice on how to live environmentally-friendly.

d) After each project using multimedia, we used our **evaluation sheet** to find out if the students liked the method and how we could improve it.

2.1 Project 1:

Presentation of various legal forms of businesses by creating learning videos for the classmates

The students got a brief introduction of various legal forms of businesses using material provided by the teacher.

Then they got together in groups of 3-4 students who had to work on the project together. Each group had to research one special type of business (for example Ltd).

First the students had to come up with a strategy plan how to tackle the tasks.

Additionally, the students were given forms that they had to fill in after every meeting to make sure that they used their time efficiently and to give the teacher the possibility of evaluating each individual student.

Then the students had to research the topic online.

The next and most important step was the production of a learning video that had to be presented to the rest of the class to explain the special features of their legal form of business. To support the students they were given a sheet with the most important aspects that they had to include in their video. Various links to tutorials on how to create videos were handed out to the students. They were allowed to use the school's multimedia room and the library to work on the project.

The groups had to present their videos in front of the class. On top of that the students had to prepare a handout that summarized their findings. In the final presentation they also had to talk about their working strategies, what went well and what went wrong, thereby reflecting their work methods.

Using the information they presented in the video each group also had to invent a fictive business that they had to present to the class. After the presentation of the video and the fictive business the group had to provide an extra exercise for the classmates that tested their knowledge on their legal form of business.

Before the start of the group work each student was informed about the assessment of the project with the help of an assessment sheet. Since the creation of the video is the multimedia part of this project, we translated this material into English.

After the presentations all the groups the students were asked to evaluate the entire project using the 5 – finger- evaluation.

Focusing on the multimedia content we handed out our questionnaire for our multimedia lessons and evaluated the project in each class.

In 2017/18 six classes took part in this project.

The following pages give you an overview of the materials used to explain the project to the students. The evaluation sheet was translated to English, since we thought this might be of use to the other countries as well.



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Erding, 01.03.2018

Informationsbrief „Kurzfilm“

Sehr geehrte Eltern,

wir möchten Sie aus Gründen des Datenschutzes darüber informieren, dass die Schüler der 11. Jahrgangsstufe im Fach Rechtslehre im Rahmen des Themengebietes „Unternehmensformen“ einen kurzen Film erstellen werden.

Der Film soll mit Hilfe der „Wischtechnik“ erstellt werden. Hierbei werden nur Applikationen (evtl. auch kleine Figuren wie Playmobil) verwendet. Somit werden von den Schülern lediglich die Hände sowie die Stimme aufgenommen. In YouTube können Sie sich beispielhaft den Lehrfilm „BWL – was ist eine OHG“ ansehen.

Da unsere Schule über keine ausreichende Kameraausstattung verfügt, werden die Schüler den Film mit Hilfe ihres Handys drehen. Wir möchten Sie vorsorglich darauf hinweisen, dass der Film ausschließlich schulischen Zwecken dient. Die Schüler werden daher darauf hingewiesen, dass die Handykamera im Unterricht nur zum Zweck der Erstellung des Lernvideos eingesetzt werden darf. Es ist darauf zu achten, dass in diesem Film keine personenbezogenen Informationen (insbesondere Gesichter) zu erkennen sind. Der Film wird nur zu schulischen Zwecken verwendet. Er darf durch die Schüler nicht veröffentlicht oder verbreitet werden.

Bitte unterschreiben Sie den unten angefügten Abschnitt und geben Sie ihn bis zum **15.03.2018** Ihrer Tochter/Ihrem Sohn mit.

Mit freundlichen Grüßen

Bettina Monazzahian

Bitte ankreuzen:

() Den Informationsbrief „Kurzfilm“ vom 01.03.2018 habe ich erhalten.

() Ich stimme der Handynutzung meines Kindes im oben genannten Rahmen zu.

Klasse W11c

Name SchülerIn

Unterschrift Erziehungsberechtigter

Unterschrift SchülerIn

Situation (W11c):

In der Zeitung stolpern Sie über folgende Anzeige:



Arbeitsauftrag:



1. Finden Sie sich in sechs Gruppen zusammen (mind. 3, max. 4 Personen)
2. Erstellen Sie in der Gruppe einen Arbeitsplan. Der Arbeitsplan dient der Klärung der Verantwortlichkeiten und soll die geplanten Arbeitsschritte enthalten.
3. Informieren Sie sich im Internet über Ihre Rechtsform.

1. Gruppe A: Einzelunternehmung
2. Gruppe B: GmbH
3. Gruppe C: AG
4. Gruppe D: GbR
5. Gruppe E: OHG
6. Gruppe F: KG



4. Erstellen Sie in Ihrer Gruppe ein **Video**, das alle wichtigen Eigenschaften (s. Rückseite) Ihrer Rechtsform enthält.



5. Erstellen Sie ein **Handout** mit den wichtigsten Inhalten sowie eine **Übung**, mit derentfernen Sie diese wichtigen Inhalte mit der Klasse wiederholen.



6. Führen Sie **Protokoll**. Im Protokoll werden die tatsächliche Aufgabenübernahme, aufgetretene Probleme und die erreichten bzw. in der nächsten Arbeitsphase gesteckten Ziele festgehalten. Füllen Sie für jede Arbeitsstunde (z.B. Doppelstunde Rechtslehre) ein Gruppenprotokoll aus. Die erstellten Gruppenprotokolle werden am Ende gesammelt abgegeben.



7. Präsentieren Sie Ihr Ergebnis am **23.04. bzw. 26.04.2018**.



Hinweise zur Präsentation:

- Bei der Präsentation der Ergebnisse soll neben dem Video auch auf die **Herangehensweise**, den **Arbeitsprozess**, die **gesetzten Ziele**, die **Schwierigkeiten** und die **Problemlösung** etc. eingegangen werden. Außerdem sollen Sie in der Gruppe ein **fiktives Unternehmen gründen** und die Klasse über die Details Ihrer Firmengründung informieren (Firmenname, Rechtsform, Firmengegenstand etc.).
- Die Präsentation (incl. der Vorführung des Films) umfasst einen Zeitrahmen von **15-20 Minuten je Gruppe**. Jedes Gruppenmitglied übernimmt einen Teil der Präsentation.
- Bitte beachten Sie die Präsentationsregeln! Quellen müssen angegeben werden.
- **Abgabe der Unterlagen:**
 - **per Mail bis Freitag, den 20.04.:** Power-Point und Handout + Übung + Lösung im PDF-Format!
 - in einer Mappe in Papierform (ohne Film) **am Montag, den 23.04.2018 bis 7:45 Uhr:** Protokolle, Handout als Kopiervorlage, Übung als Kopiervorlage + Lösung, evtl. weitere Materialien) → bei Fr. Monazzahian abgeben oder in das Fach im Lehrerzimmer legen lassen!
- Sie sind selbst für eine angemessene Arbeits- und Zeiteinteilung verantwortlich! Melden Sie Probleme frühzeitig!
- Der Termin gilt „ab“ → ab dem 23.04.2018 Tag muss jede Gruppe ihre Präsentation dabei haben. Die Krankheit der „Partner“ gilt nicht als Entschuldigung und führt nicht automatisch dazu, dass die Präsentation nicht gehalten wird!
- **Attestpflicht!**
- Werden die Materialien nicht fristgerecht abgegeben bzw. die Präsentationen nicht fristgerecht gehalten, so werden diese mit 0 Punkten bewertet (Computer- oder Druckerprobleme gelten grundsätzlich nicht als Entschuldigung!).
- Bei Krankheit gilt: → nächster Termin ist die nächste RL-Stunde

Protokoll Nr. ____

Gruppe: _____

Datum:

Arbeitszeit:

Anwesend:

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Abwesend:

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Unser Ziel für heute: _____

Wurde das Ziel erreicht? Ja () Nein ()

Stichpunktartige Tätigkeitsbeschreibung:

--

Wir hatten folgende Probleme:

--

In der nächsten Stunde wollen wir folgendes erreichen:

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Bewertungsbogen FILM (Gruppe)

Gruppe:	Klasse: W11__
Fach: Rechtslehre	Datum:
Thema:	Filmdauer:

	mögliche BE	erreichte BE	Begründun g
1. Inhalt (Film, Handout, Übung)			
1.1 Themenbezug, Problemerkennung, logischer Aufbau	10		
1.2 Sachliche Richtigkeit, Fachsprache, Begriffsklarheit	10		
1.3 Quellenarbeit: Analyse, Interpretation, Kritik	10		
Bewertungseinheiten im Bereich 1	30		
2. Gestaltung (Film)			
2.1 Sorgfältige und ordentliche Gestaltung	3		
2.2 Angemessene Darstellungsmittel (Bilder, Diagramme,...)	3		
2.3 Ausreichende Größe der dargestellten Elemente	3		
2.4 Sinnvoller Einsatz von Farben/Farbkontrasten	3		
2.5 Angabe der verwendeten Quellen	3		
Bewertungseinheiten im Bereich 2	15		
3. Kreativität (Film)			
3.1 Kreativität – Idee	2		
3.2 Kreativität – Umsetzung der Idee	3		
Bewertungseinheiten im Bereich 3	5		
Gesamtbewertungseinheiten	50		

Gruppen-BE + Individuelle-BE = 80 BE			
BE	Punkte	BE	Punkte
80 – 77	15	44 – 41	6
76 – 73	14	40 – 37	5
72 – 69	13	36 – 33	4
68 – 65	12	32 – 27	3
64 – 61	11	26 – 21	2
60 – 57	10	20 – 16	1
56 – 53	9	15 – 0	0
52 – 49	8		
48 – 45	7		

Evaluation sheet FILM (group)

Group:	Class: W11__
Subject: jurisprudence	Date:
Topic:	Film duration:

	Credits possible	Credits gained	reasons
1. Content (film, handout, exercise)			
1.1 reference to problem, problem determination, logical structure	10		
1.2 Factual correctness, technical language, clear terminology	10		
1.3 Source work: analysis, interpretation, review			
Credits in unit 1	30		
2. Composition (film)			
2.1 Accurate and proper composition	3		
2.2 Appropriate means of presentation (pictures, statistics,...)	3		
2.3 Sufficient size of the presented elements	3		
2.4 Wise use of colors/ color contrasts	3		
2.5 Citations			
Credits in unit 2	15		
3. Creativity (film)			
3.1 Creativity - idea	2		
3.2 Creativity – implementation of the idea	3		
Credits in unit 3	5		
Total credits	50		

Group credits + individual credits = 80 credits			
credits	grade	credits	grade
80 – 77	15	44 – 41	6
76 – 73	14	40 – 37	5
72 – 69	13	36 – 33	4
68 – 65	12	32 – 27	3
64 – 61	11	26 – 21	2
60 – 57	10	20 – 16	1
56 – 53	9	15 – 0	0
52 – 49	8		
48 – 45	7		

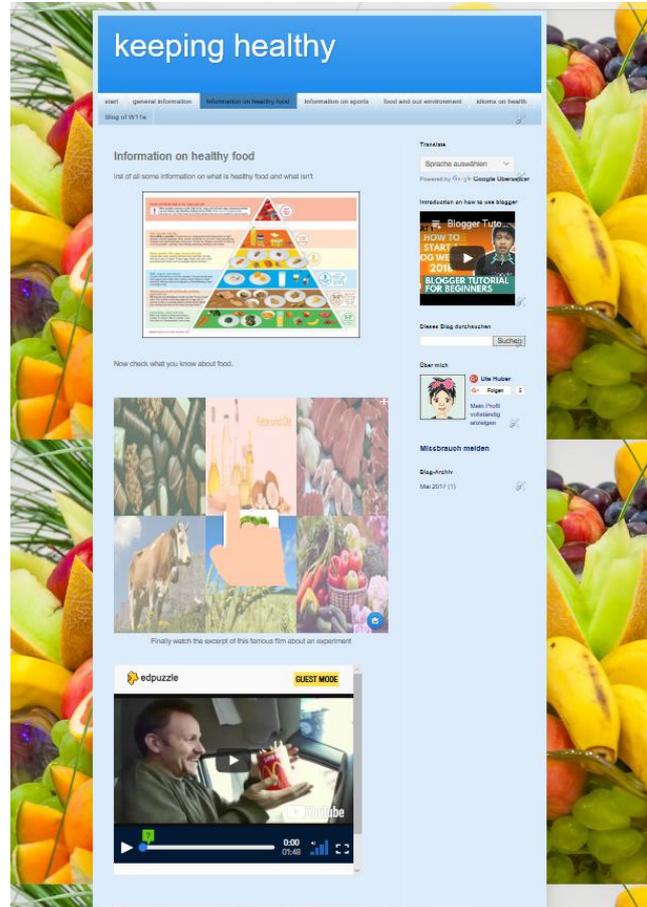
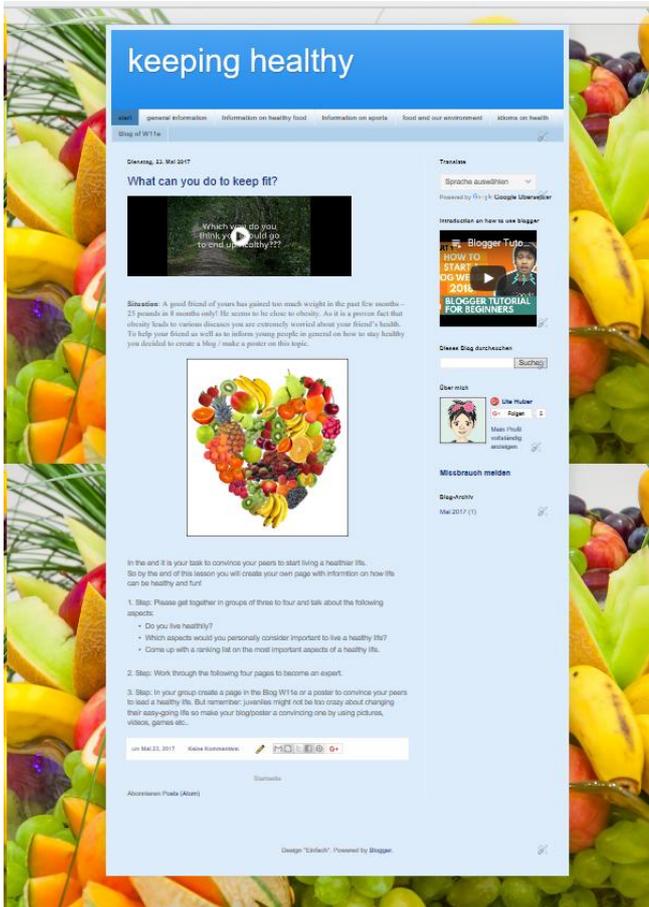
5-Finger-Feedback zum Filmprojekt Rechtsformen



2.2 Project 2:

Using a blog as a basis for self-learning material

In English, two classes from 11th grade were asked to get as much information about healthy living from a blog created for this purpose and create an own blog or a powerpoint on the topic to convince their peers to change their life into a healthier one. Two pages from the blog (which can be viewed on <https://keepinghealthyhuber.blogspot.de/>) are shown underneath.



2.3 Project 3:

Etwinning project with our Italian partner school

This project was a combination of multimedia and CLIL project – so the description appears in both portfolios. In a first step the students were asked to create a questionnaire on the computer for the other class to find out how environmentally friendly their lifestyle is –so the German classes created various questionnaires (in groups) for their Italian partners and vice versa. Those questionnaires were uploaded on etwinning.

In a second step the questionnaires had to be filled in and sent back to the group who had created them. The third step then was most sophisticated when it comes to use of multimedia - the students had to evaluate the questionnaires and create a video or a leaflet to give sensible hints to their partners on how they can improve their life to become greener.

In the final step the classes will have the chance (coming up in June) to talk to their partners in a live video call.

So in this project the students had to use English as means to communicate with students who cannot understand them if they use their mother tongue. In addition they had to use word and the internet as source to find out about green lifestyle and know what questions to ask. They also had to create a video and use skype or another platform for video conferences to talk to the students in our partner school. So various skills were necessary and improved throughout this project and in addition the students had much fun.

3. Evaluation of implementing the method

a) Questionnaire on the usage of multimedia in the classroom

Please answer the following questions according to your individual assessment. Cross the number which best represents your opinion (1 = is not true at all, 2 = is rather not true, 3 = is rather true, 4 = is mostly true, 5 = is absolutely true).

- | | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1. I had fun working with the medium. | 1 | 2 | 3 | 4 | 5 |
| 2. Using the medium I understood the contents well. | 1 | 2 | 3 | 4 | 5 |
| 3. I think in a conventional lesson I would have understood the contents better. | 1 | 2 | 3 | 4 | 5 |
| 4. I think the work with that medium will help me to remember the contents acquired longer as if I had acquired them in a traditional lesson. | 1 | 2 | 3 | 4 | 5 |
| 5. I got along well with the technical challenges of the medium. | 1 | 2 | 3 | 4 | 5 |
| 6. My teacher could help me when technical problems occurred. | 1 | 2 | 3 | 4 | 5 |
| 7. The class time spent with that medium was appropriate. | 1 | 2 | 3 | 4 | 5 |
| 8. The class time could have been used more efficiently without the medium. | 1 | 2 | 3 | 4 | 5 |

9. I would like to work with that medium in class again.

1 2 3 4 5

10. I would like to use the following media more in class:

11. What I liked most about the work with that medium:

12. What I did not like about the work with that medium / What I would like to change:

Thank you!

a) Example: Evaluation of one law class project, which included the production of a video

Results of the Questionnaire on the Usage of Multimedia

One class of 21 students was asked to fill in the questionnaire. Obviously, the usage of power point and film was a success in class as can be seen in the students' answers:

1. I had fun working with the medium.

points crossed	1	2	3	4	5
number of students who chose this answer	1	3	8	4	5

2. Using the medium I understood the contents well.

points crossed	1	2	3	4	5
number of students who chose this answer	0	1	8	10	2

3. I think in a conventional lesson I would have understood the contents better.

points crossed	1	2	3	4	5
number of students who chose this answer	2	10	6	3	0

4. I think the work with that medium will help me to remember the contents acquired longer as if I had acquired them in a traditional lesson.

points crossed	1	2	3	4	5
number of students who chose this answer	2	5	3	8	3

5. I got along well with the technical challenges of the medium.

points crossed	1	2	3	4	5
number of students who chose this answer	0	2	3	10	6

6. My teacher could help me when technical problems occurred.

points crossed	1	2	3	4	5
number of students who chose this answer	0	3	4	7	2

7. The class time spent with that medium was appropriate.

points crossed	1	2	3	4	5
number of students who chose this answer	2	7	6	6	0

8. The class time could have been used more efficiently without the medium.

points crossed	1	2	3	4	5
number of students who chose this answer	5	8	4	4	0

9. I would like to work with that medium in class again.

points crossed	1	2	3	4	5
number of students who chose this answer	3	1	5	8	4

Almost all of the students asked (17) say they had rather or even a lot of fun working with the media, and except for one student the whole class is of the opinion that they understood the contents well. Interestingly enough, 18 students think that in a normal lesson they wouldn't have understood the contents better, which obviously proves the efficiency of this kind of autonomous, media-based learning. Moreover, two thirds of the class assume that the knowledge acquired in the lessons will probably stick in their minds longer than as if they had acquired the contents in a usual lesson.

Concerning the technical challenges of the media, 16 out of 21 students did not have any problems, or almost no problems. However, there were also a few students for whom the technical challenges were rather OK (3) or rather not OK (2). Only 16 students answered question 6, which deals with the teacher's help in case of technical problems. This might be due to the fact that almost no technical problems occurred, or that there was almost one student per group who had good knowledge in cutting films and working with PPT. Of those who answered the question the teacher could totally help in two cases, mostly help in 7 cases, rather help in 4 cases, and rather not help in 3 cases.

The questions on the time spent with the medium in the lessons were answered strikingly differently. More than a third of the students (9) feel that the time used was rather not appropriate or even not appropriate at all. Obviously, parts of the class would have liked more time for the work in class, as personal feedback on the part of pupils as well as few additional information given by students on the evaluation sheet revealed. Another third of the class (6) felt the time given was rather appropriate while another 6 students think the time was overall adequate. Consequently, also the answers for question 8

differ. Almost two thirds of the pollees think that the class time couldn't have used more efficiently and usefully without the media usage.

As for question 9, two thirds of the students surveyed would all in all or absolutely like to work with these media again in future lessons. Five students would rather like to repeat the media usage, whereas 4 students negate this idea.

Concerning question 10, the students desire a more intensive use of the following media (number of students given in brackets):

- laptops / tablet PCs (7)
- mobile phones (4)
- computers (3)
- internet (1)
- power point (1)
- social media (1)
- videos / films (1)
- news (1)
- media which promote students' creativity (1)

When inquired after what they especially liked about the work with the chosen media, the students mentioned the following points:

- Searching for information on the internet was easy and quick, and thus led to more efficiency in work steps. (6)
- We extended our knowledge about preparing presentations on power point, cutting films, and recording scenes, and realized that it wasn't as difficult as expected. (6)
- The work promoted our creativity. (4)
- Power Point is a very illustrative program and I liked to work with it. (4)
- We could work according to our individual speed (e.g. in the online research). (3)
- I had fun during work and during the presentations of the others. (3)
- I liked the group work. (2)
- It was a very multi-faceted teaching unit. (2)
- I could remember the contents better because I worked on them myself. (1)
- It was also motivating for those students who already knew how to deal with cutting programs etc. (1)

In contrast to that, students mentioned the following aspects when asked for what they did not like about the work or what they would change:

- It was very time-consuming. (8)
- More information beforehand about technical possibilities would have been helpful. / It is difficult if you work with these media for the first time and can be demotivating if there are students who are experts. (6)
- There were technical problems with the computer. / More computers would help. (3)
- Not everybody has the equipment that is required. (1)
- Some students in the group used the media for private purposes. (1)
- Using too many technical devices can be exhausting. (1)

4. Description and evaluation of the transnational and interactive conferences via Skype and general thoughts and opinions of the German multimedia team

Two video conferences were organized by Paulo Domingues (multimedia expert from Portugal). The first problem was to find a special time that was convenient for everybody. Both conferences lasted around 30 minutes (each one), but this was not only for talking / discussing / helping: more or less half of the time was needed for installing a video- and audio-connection that worked for everybody. Trying different platforms, in the end it turned out that the e-twinning platform was most comfortable for everybody.

After dealing with these "technical problems" the discussion was interesting, helpful and vivid. All in all it was a nice and interesting experience. The tips of the multimedia expert were very helpful.

Altogether the German team got many ideas on how to use multimedia in lessons more often and in various subjects. This is what we will continue doing in the future as in our times it is something the students need and are interested in. And very often you can catch their attention and raise their interest in a topic just because computers or other modern technology is involved.



Berufliche Oberschule Erding

**Staatliche Fachoberschule und
Berufsoberschule Erding**



1. Description of the method presented by the Italian partner school:

Educating through the theatre

On the second day of the exchange with our partner school in Ostia/Italy (19 to 25 April 2017), we got to know the new method „Educate through the theatre“, presented to us in the course of drama workshops. By help of this method, the students get the opportunity to gain self-confidence by taking over different roles on stage or to express themselves respectively their mental stage on stage. The task of taking over roles can include getting into specific characters of a play (here, it was the play “Elettra”) and trying – with the help of tutors – to perfect citing a specific passage of the play. A second element of the education through theatre involves the use of masks on stage. Students can interpret or act out specific mental states or roles suggested to them by help of cues. With their faces covered by masks, the students have to rely on body language to express their emotional understanding of that mental state or role.

We as the German partner school were interested in applying the concept of using masks to a drama lesson about Wolfgang Johann von Goethe’s „Faust I“. For this purpose, we slightly adapted the method shown to us in Ostia/Italy (see 2.)

2. Description of the method’s implementation:

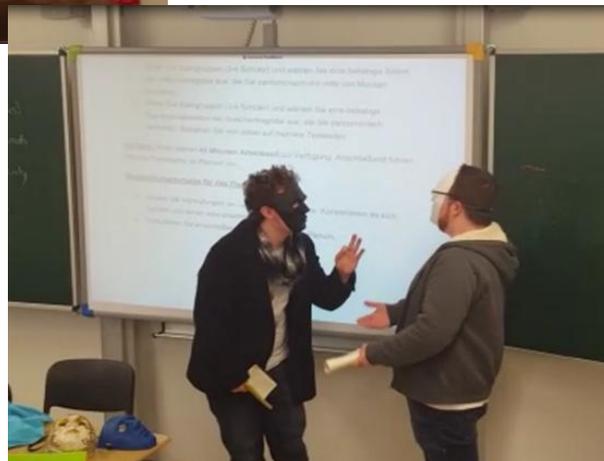
Drama in class - Using masks in a German lesson

Masks, like the ones used in the drama workshops in Ostia, were applied by three different German teachers in three different classes (all of them 13th grade, 55 students present on the day of the implementation) and for two different tasks during a teaching sequence of “Faust I“. At the point of implementation, the protagonist of the play, Dr. Faust, had been studied on and two other central characters of the play, Mephisto and Gretchen, as well as some minor characters had been introduced and analysed in parts.

First, three of the students of a group acted out a scene of “Faust I“, having the mask on and without talking. The other three members of the group had to determine the scene of the play.

Secondly, the students were divided into groups of 3-6 students. Then, three students of each group were supposed to put on a mask and, without talking, create a still that features the three main characters of “Faust I” (Dr. Faust, Mephisto and Gretchen) and portray the relationship

between those three characters. The other three group members had to determine who of the characters were portrayed and which relationship those three characters have. In both tasks, students could test their knowledge of the play's plot as well as their understanding of the play's characters and the characters' mutual relationship.



3. Evaluation of implementing the method Drama in class - Using masks in a German lesson

After the lesson in which the students completed the two tasks described above, the students were asked to fill in an evaluation sheet to evaluate the assets and potential snags of applying the method. The evaluation sheet included a total of 8 questions, partly with the possibility of ranking one's answer from "1" (= no, not at all) to "5" (= yes, very much so).

EVALUATION SHEET - Drama in class - Using masks in a German lesson (1= no, not at all; 5 = yes, very much so)

1. Was it easy to get used to the mask as a „second skin“?

<p>Yes, because my face was hidden behind the mask, I felt secure.</p>	<p>No, rather not, having the mask on was a very disconcerting/strange feeling.</p>	<p>Well, having the mask on was a bit of an unusual feeling, but next time it will certainly feel less unusual.</p>
-------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------

2. With the help of the mask, was it easier for you to put yourself in the place of a character of the play?

3. Were you able to better understand/reconstruct key elements/scenes of the play by help of re-enacting certain scenes?
4. Describe your „first moves“ with the mask.
5. Were you more confident by help of the mask that gives its bearer anonymity?
6. What was the feeling like to only communicate with the audience in a non-verbal way?
7. Did you have the feeling that by using the mask you were better able to act out/realize your creativity in German lessons?
8. Would you like to work more often with the masks in German lessons?

**Result of the evaluation of implementing the method
Drama in class - Using masks in a German lesson**

**EVALUATION SHEET - Drama in class - Using masks in a German lesson
(1= no, not at all; 5 = yes, very much so)**

1. Was it easy to get used to the mask as a „second skin“?

Yes, because my face was hidden behind the mask, I felt secure.	No, rather not, having the mask on was a very disconcerting/ strange feeling.	Well, having the mask on was a bit of an unusual feeling, but next time it will certainly feel less unusual.
(without comment) 15 x, but the mask was not necessary for feeling secure	(without comment) 18	(without comment) 19

2. With the help of the mask, was it easier for you to put yourself in the place of a character of the play?

Yes, (without comment) = 16
No, (without comment) = 19 maybe better in connection with disguise = 1 it didn't make a difference to me = 9 I can put myself into a character's place without using a mask, too = 1 because the masks didn't look the way you imagine the different characters of the play

(e.g. Faust = a young man)= 3

the mask was not necessary for feeling secure = 1

we would have preferred to show emotions = 4

I couldn't express feelings = 1

I don't feel comfortable with playing generally = 1

3. Were you able to better understand/reconstruct key elements/scenes of the play by help of re-enacting certain scenes?

1	2	3	4	5
1	4	23	20	7

4. Describe your „first moves“ with the mask.

- It was interesting = 1
- It was unusual, unpleasant, disconcerting = 11
- It is unusual to wear a mask, so re-enacting the scene was strange. = 5
- normal = 3
- Despite of restricted visibility I didn't lose the ability to walk = 1
- I didn't have to walk = 1
- It's a bit of a problem if you wear glasses = 1
- It was unusual in the beginning = 9
- Very disconcerting and strange and difficult for people who wear glasses = 1
- it went fine, I also found it interesting to use the mask, however, it was not necessary for me to feel secure = 4
- it was not very authentic = 1
- we had a lot of fun = 6
- I felt immediately comfortable, even without the mask, but the mask helped to better illustrate the plot = 2
- it was quite easy = 1
- interesting experience, makes the lessons easier = 1
- I couldn't express my feelings, no gestures and facial expressions possible = 1

5. Were you more confident by help of the mask that gives its bearer anonymity?

1	2	3	4	5
5	5	17	21	6

6. What was the feeling like to only communicate with the audience in a non-verbal way?

- Ok, because you had the mask on = 2
- disconcerting = 4

- pretty cool, some people realize that they don't have to talk in order to say a lot; however, too few people took the task seriously enough in order to achieve useful results = 1
- good, there are no slips of the tongue = 1
- there was a bigger emphasis on expression = 1
- it felt unusual = 15
- It was interesting to see if the audience could determine the scene even without talking; but in general a normal feeling = 7
- it was a challenge as you were not allowed to use gestures and facial expressions = 4
- it was quite easy = 1
- it was difficult to handle = 4
- a different way to communicate, nice to try something different / new = 1
- more silence, spooky = 1
- nice = 1
- I felt free = 1
- more difficult than playing without masks = 1
- I missed talking = 1

7. Did you have the feeling that by using the mask you were better able to act out/realize your creativity in German lessons?

1	2	3	4	5
2	12	17	11	12

8. Would you like to work more often with the masks in German lessons?

1	2	3	4	5
(without comment) 8 including role plays more often would be good, but rather without masks. But it was a nice idea and a varied German lesson = 1	(without comment) 9	(without comment) 8	(without comment) 13	(without comment) 15

Overall result:

1. The majority (roughly 61%) of the students felt secure using the mask as a "second skin" or were confident that having the mask on would feel more comfortable next time.
2. About the same number of students rated the use of a mask as helpful or not helpful for putting oneself into the place of a character of the play, with supporters slightly in the minority.

3. Roughly half of the students were better able to understand key elements of the play by help of re-enacting certain scenes with masks on (categories 4 and 5). Only 5 students denied the effect of a better understanding of key elements of the play if masks are used (categories 1 and 2). A quite high number of students (= 23 students) saw the masks as rather/somewhat helpful for the purpose mentioned (category 3).

4. A quite high figure of students (= 26 students) indicated that they felt discomfort or discomfort at the beginning when using the masks.

5. Approximately half of the students felt more confident by help of the mask (categories 4 and 5). A minority, only 10 students, did not feel more confident (categories 1 and 2).

6. A total of 23 students indicated that only communicating with the audience in a non-verbal way caused a feeling of discomfort/was disconcerting.

7. A little less than 50% of the students felt they were better able to realize their creativity by using masks in a German/drama lesson (categories 4 and 5). About one quarter denied being better able to use their creativity (categories 1 and 2).

8. The majority of the students (about 52%) questioned wanted to work more often with masks in German lessons.

-> Although working with masks made some students feel uncomfortable, many also were able to make use of the different approach to a drama and would like to work with masks in future lessons.

4. Description and evaluation of the transnational and interactive conferences via Skype prior and after the implementation of the method

The first of a total of two Skype conferences with our Italian partners was held on 22 December 2017. The participants were Tina Del Monaco, Antonino Principato (Italy) and Karin Pfeiffer (Germany). In this conference, we outlined the concept of adapting the method of using masks in drama lessons to our German lesson about Johann Wolfgang von Goethe's "Faust I" (see description of two different tasks in 2.).

In the following months, three different German teachers, Ms. Geißler, Ms. Dobler and Ms. Pfeiffer, implemented the adapted method in their German lessons on "Faust I" (see also 2.).

On 18 April 2017, the second transnational and interactive Skype conference was held in order to report on the outcome of the lessons held. The participants were again Tina Del Monaco, Antonino Principato (Italy) and Karin Pfeiffer (Germany). The results were predominantly discussed on the basis of the results of the evaluation carried out in each of the three classes, but also the teachers' general perception of the students' motivation and interest in this new approach to drama was reported on. All in all, it was recorded that some students had reservations about putting on and acting with masks, specifically at the beginning of the working phase, but that working with masks in a German/drama lesson was considered interesting and helpful by many. With respect to some students' reservations about using

masks, Tina del Monaco suggested responding with consulting a psychology teacher/involving a psychology teacher at school to work interdisciplinarily. With a psychology teacher assisting in a drama lesson that involves working with masks, reservations and insecurities could be addressed, discussed, analysed and possibly eliminated. We, the German partner school, consider involving a psychology teacher when working with masks in a drama lesson next time.