

### Guidelines for drafting a Seminar Reflection (*Prüfungsleistung*)

A seminar reflection is a tool for reflection that can trigger a particularly profound and lasting learning process. The students are encouraged to present and reflect on objects of knowledge as well as their own learning processes during the seminar in a documenting and reflective part. The seminar reflection enables a (final) dialogue as well as feedback between learners and teachers, so that not only students, but also the lecturer can go through a learning process.

The aim of a seminar reflection is to deepen and revive the understanding of the topics covered. From the entire seminar, a special focus will be placed on the subjectively particularly significant, informative and interesting as well as previously unknown topics. By looking back on the entire seminar during the reflection, it should be recognized which thematic (also cross-seminar) connections have been recognized or not yet understood. This stimulates a conscious perception of one's own learning process. This can also lead to an awareness of one's own work behaviour, which in turn can be used to develop new learning and work strategies. In addition, active writing as well as the expression of one's own thoughts in compact form promote a further learning process, so that this work can be regarded as a method of active, self-regulated learning. The information gained from the seminar reflection should also provide an opportunity to optimise the implementation of the seminar by the lecturer.

As a *Prüfungsleistung* in my seminars, a seminar reflection consists of *a cover page with all necessary information about the author (see below), a running text without headings/subheadings (between 8-10 pages long incl. literature references) and a signed declaration of intellectual integrity.*

These guidelines are intended to help you prepare and conduct seminar reflections as a ***Prüfungsleistung***. All seminar reflections have to be agreed with me **personally** in advance.

### Components of a Seminar Reflection

Especially due to the growing popularity of approaches such as research-based learning („*Forschendes Lernen*“), students are increasingly confronted with the production of reflexive text types. Although the practice of reflection consists of the levels of description, analysis, evaluation and planning, inexperienced learners often remain at the first *descriptive level* of description and documentation. At this level, the completed actions are described and documented with reference to the overall action, so that the reader has a comprehensive overview of the course of the facts. In order to also reach the second *analytical level* of reflection, it is necessary to additionally consider the concrete context of action. In doing so, the described can be analysed with reference to one's own performance/performance ability and interpreted with regard to the consequences of action. This makes it possible to call into consciousness both the quality of one's own way of dealing with things and the relevance of what has been experienced. The reader thus experiences a comprehensive explanation of the conditions under which an event took place. At the third *evaluative level*, the comparison with (own) expectations/goals or other achievements leads to an evaluation and an assessment based on informative criteria. This gives the reader an impression of the (adequately described) internal and external criteria of the evaluation. Finally, the fourth *level of planning* is now reached by new concrete and well thought out action alternatives, in which the individual motives are openly presented. In

order to gain a longer-term learning process from this reflexive practice, students are made aware at this point that intrinsic motivation serves as a fundamental prerequisite for this, so that it is particularly important to bring individual goals to consciousness (cf. Bräuer 2016, pp. 24-30).

### Key questions

The following *key questions* can provide guidance while preparing the seminar reflection:

- What expectations did I have of the seminar and to what extent were these (not) fulfilled?
- Which insight gained from the seminar was the most important one for me?
- Which findings have particularly irritated my previous pedagogical understanding?
- Are there any findings that in my opinion are also relevant for (or my future) pedagogical practice?
- Can I think of own (biographical) examples that confirm or contradict what has been discussed?
- Are there findings that (beyond the seminar topic) are also relevant for my general pedagogical understanding?
- Have there been connections, parallels or contradictions to methods, theories, discourses or findings (e.g. from other seminars) already familiar to me?
- Has an interest in a topic developed that I would like to deal with beyond the seminar?
- Have there been any open questions that I would like to clarify?
- Are there concrete and justified suggestions for improvement for the didactic and content implementation of the seminar?

### Formal design

- Cover sheet: university, department, module, course, lecturer, semester, type of work; (sub-)title of the paper; name, telephone number, e-mail, study semester, matriculation number, date of submission, indication whether the paper must be graded;
- Scope: 8-10 pages (with usual formatting, i.e. serif font: 12 pt.; line spacing: 1,5; page margins: 2,5 cm);
- If applicable, bibliography;
- Do not forget a signed declaration of intellectual integrity (!)

### Notes on scientific work

Please have a look at the file *Notes on Scientific Work*.

On my homepage you will also find the *feedback form*, which I use for grading written assignments. Please have a thorough look at it.

*Deadline for submission* is always the end of the semester period (*summer semester usually end of September, winter semester usually end of March*) - please contact me if you need a justified extension. The submission does not have to be in person, the printed paper can be dropped in my mailbox. Please let me know at an early stage if separate registration deadlines or similar have to be taken into account. Please also note this on the paper.

I will read *all written assignments* thoroughly and make use of the entire range of grades; a short explanation will be attached to the grade. All papers will be reviewed as soon as possible. Please refrain from individual requests by e-mail in unjustified cases.

Good luck and much success!

### Further literature

Bräuer, Gerd (2016): *Das Portfolio als Reflexionsmedium für Lehrende und Studierende*. 2. Ed. Opladen/Toronto: UTB.

Gläser-Zikuda, Michaela & Hascher, Tina (2007): *Lernprozesse dokumentieren, reflektieren und beurteilen*:

*Lerntagebuch und Portfolio in Bildungsforschung und Bildungspraxis.* Bad Heilbrunn: Klinkhardt.  
Ziegelbauer, Sascha & Gläser-Zikuda, Michaela (Eds.) (2016). *Das Portfolio als Innovation in Schule, Hochschule und LehrerInnenbildung: Perspektiven aus Sicht von Praxis, Forschung und Lehre.* Bad Heilbrunn: Klinkhardt.