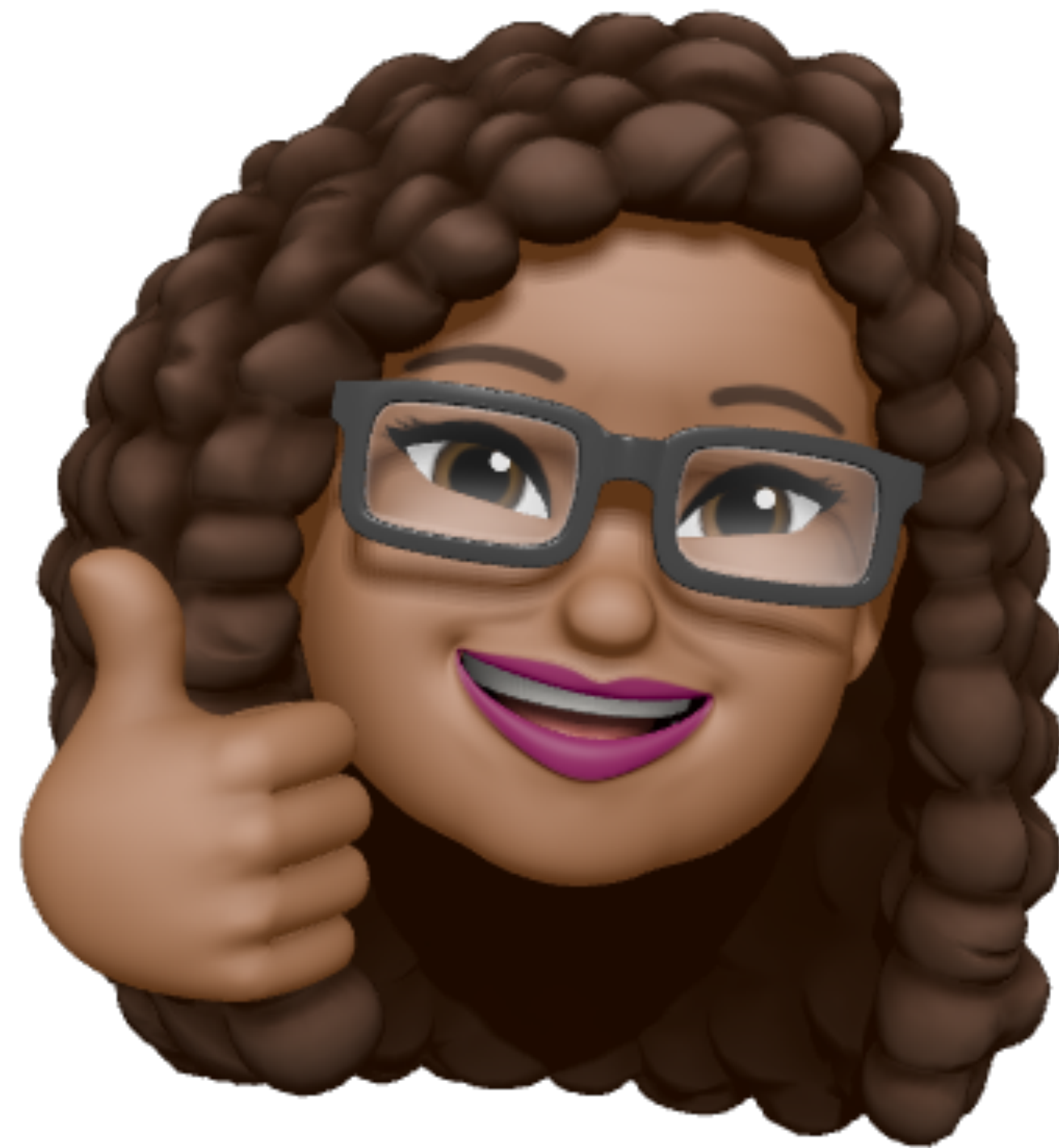


# Denken sichtbar machen: Von der Abhängigkeit hin zum selbstständigen Lernen im digitalen Kontext

eEducation Praxistage & Fachtagung 2021

19. November 2021



Alicia BANKHOFER

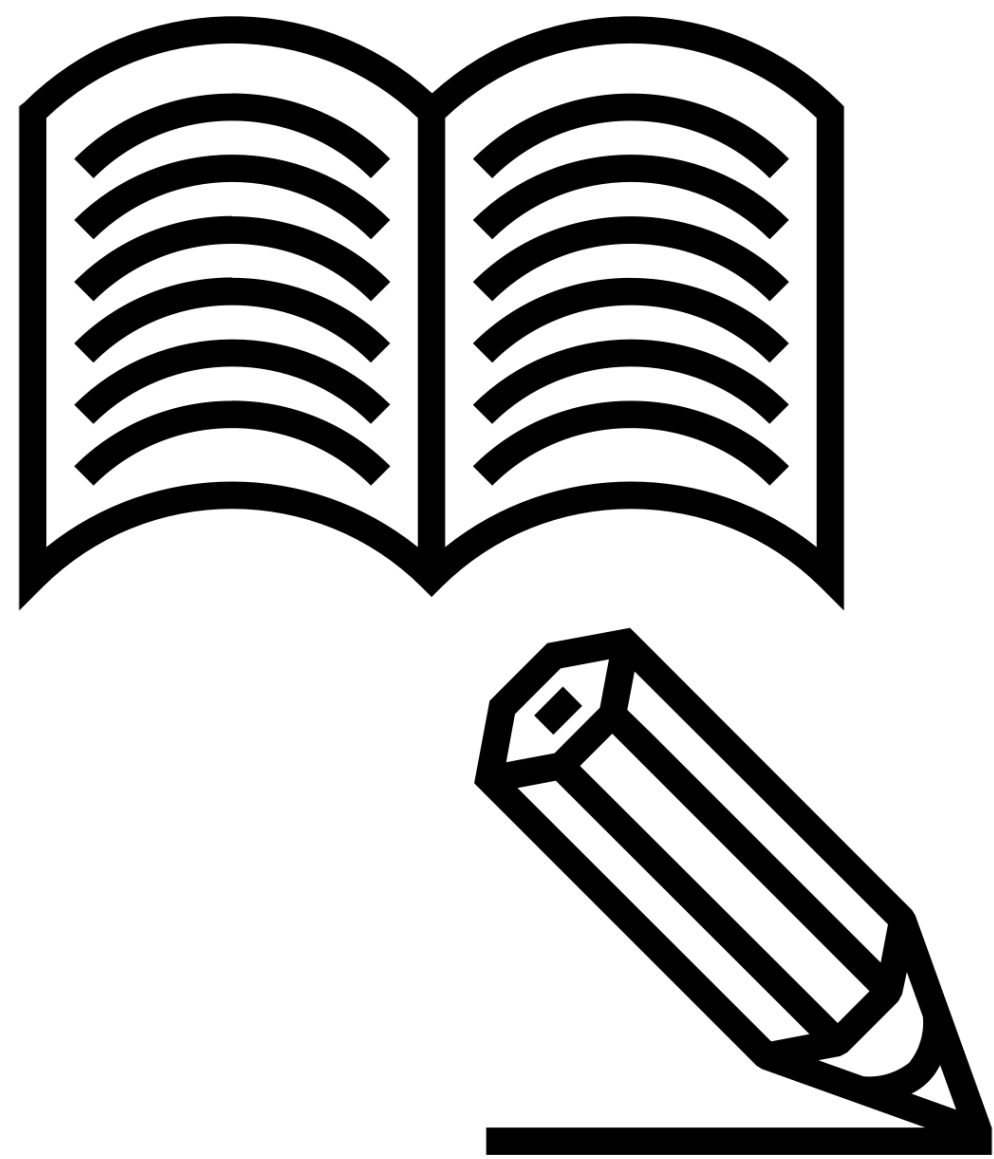
Kinder und Jugendliche, die gerne  
und gut lernen, und fähig sind,  
Herausforderungen selbstständig  
zu meistern.

Was möchten Pädagoginnen und Pädagogen im digitalen Zeitalter?

# Arbeitsaufträge?

# Arbeitsblätter?

# Tests?

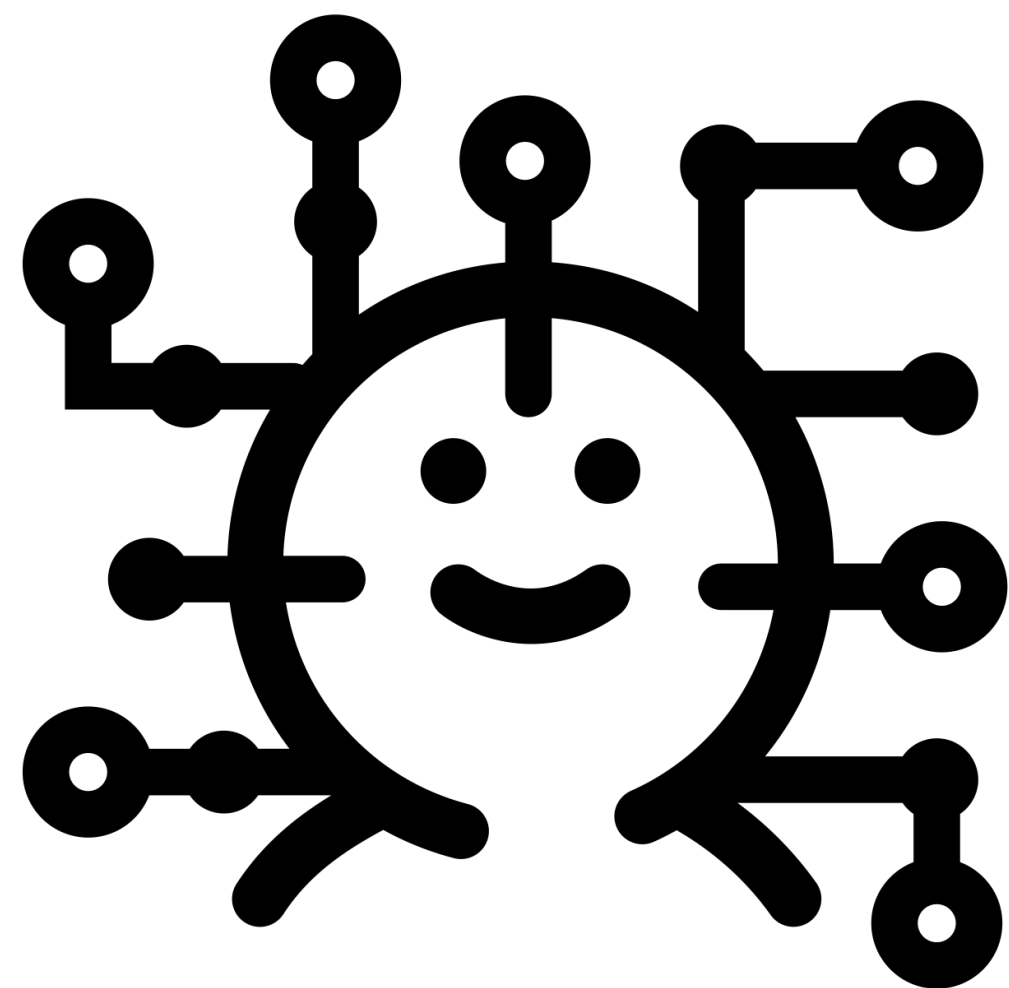


Wie erreichen wir das?

Projekte?

Portfolios?

Individuelle Produkte?

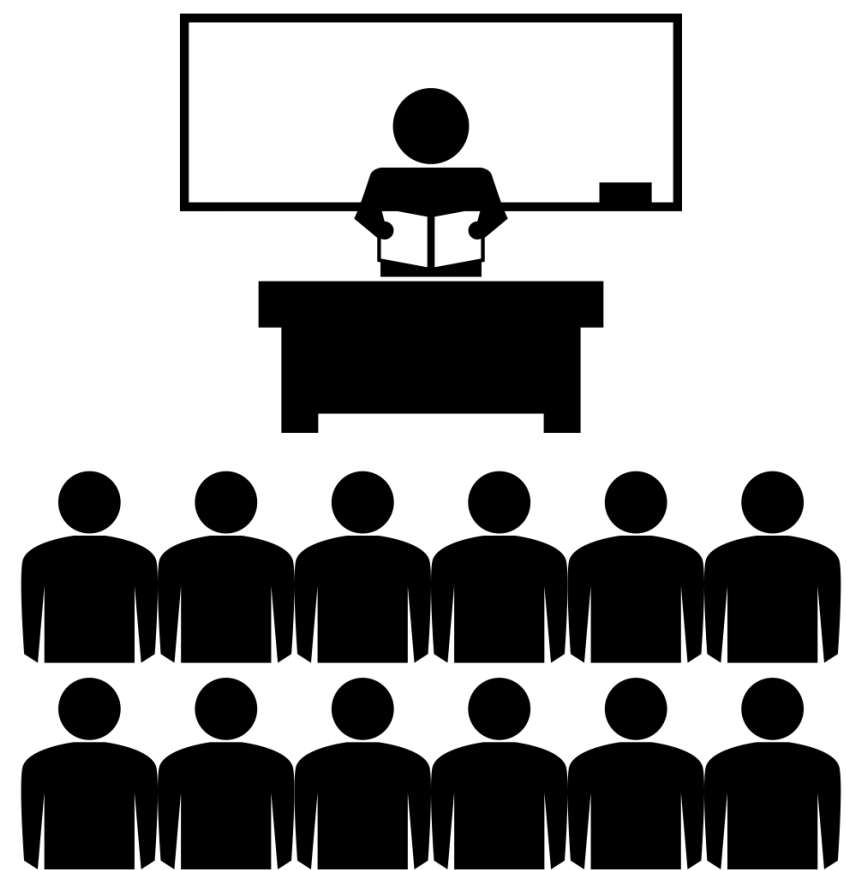


Wie erreichen wir das?

# Arbeitsaufträge!

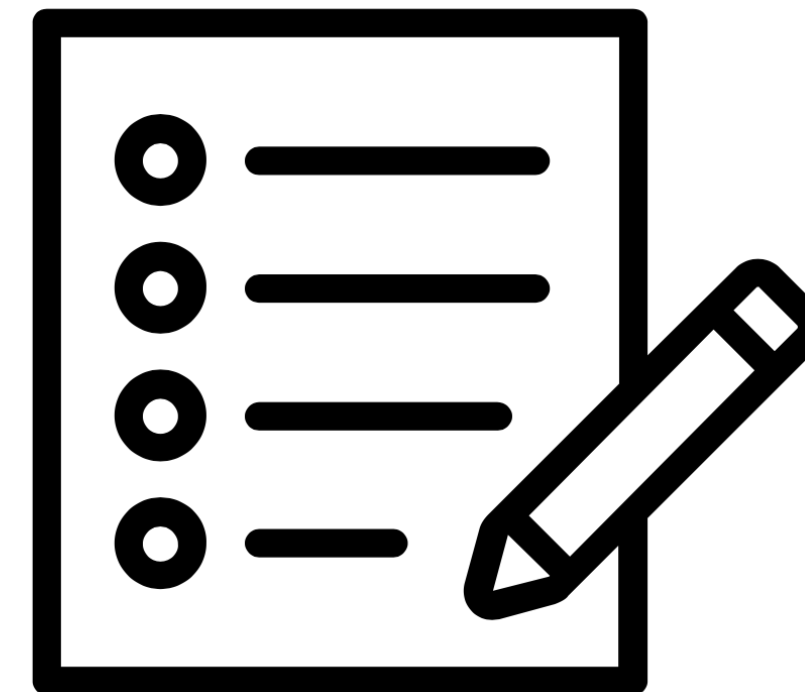
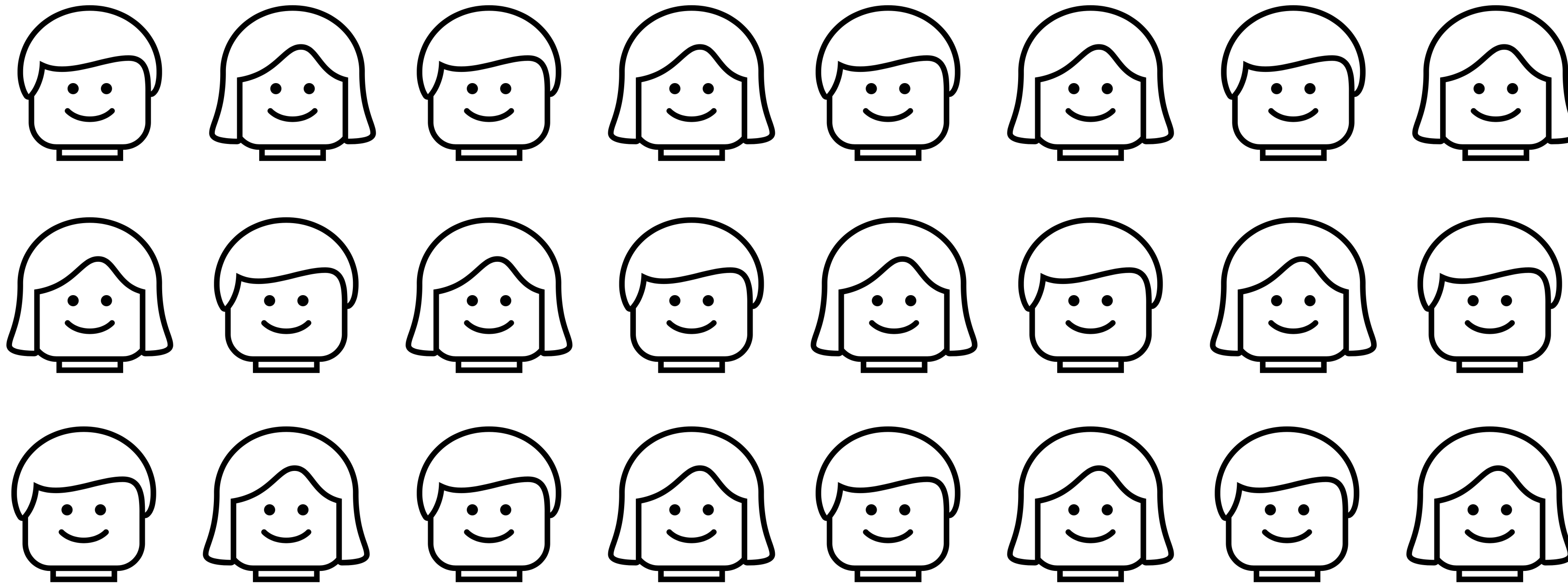
# Arbeitsblätter!

# Tests!



Lockdown! Keine Zeit! Keine Geräte! Kein Internet! Meine S sind anders! Meine S können das nicht!

# *Fördern diese Methoden eigenständiges Denken?*

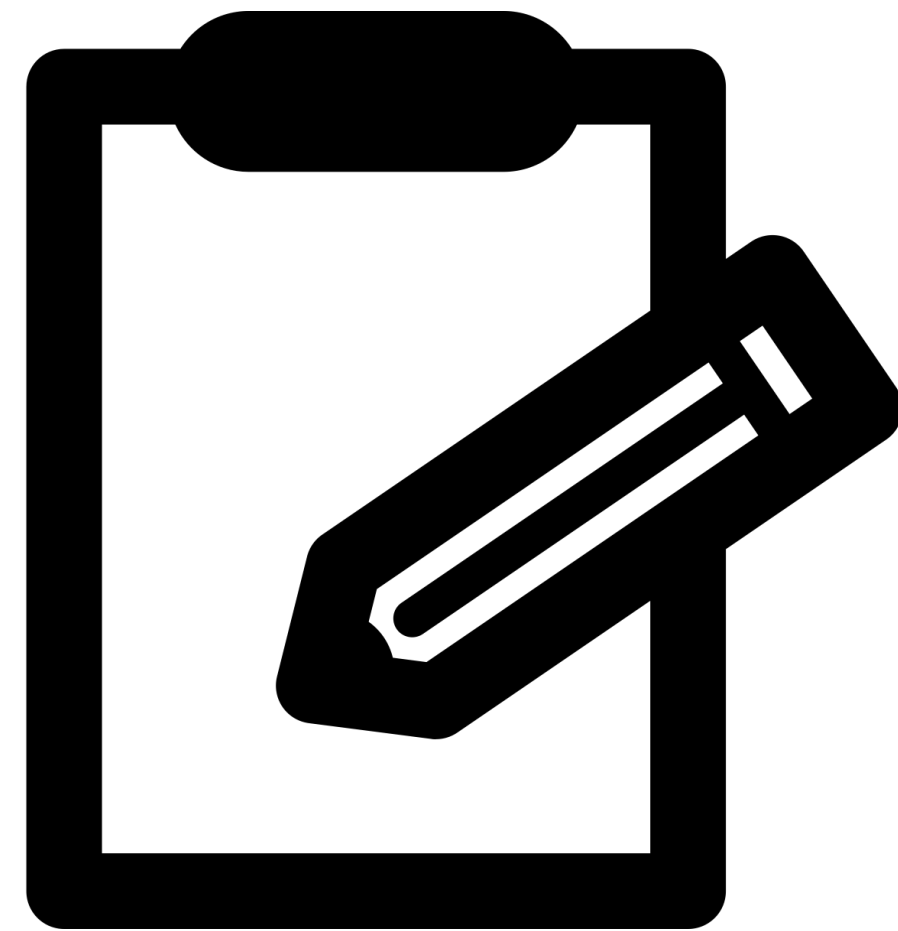


Arbeitsblätter, Arbeitsaufträge, Tests

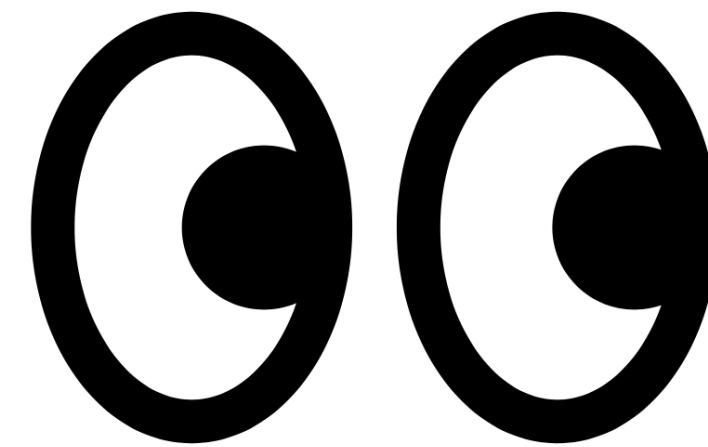
# *Wessen Gedanken werden reflektiert?*



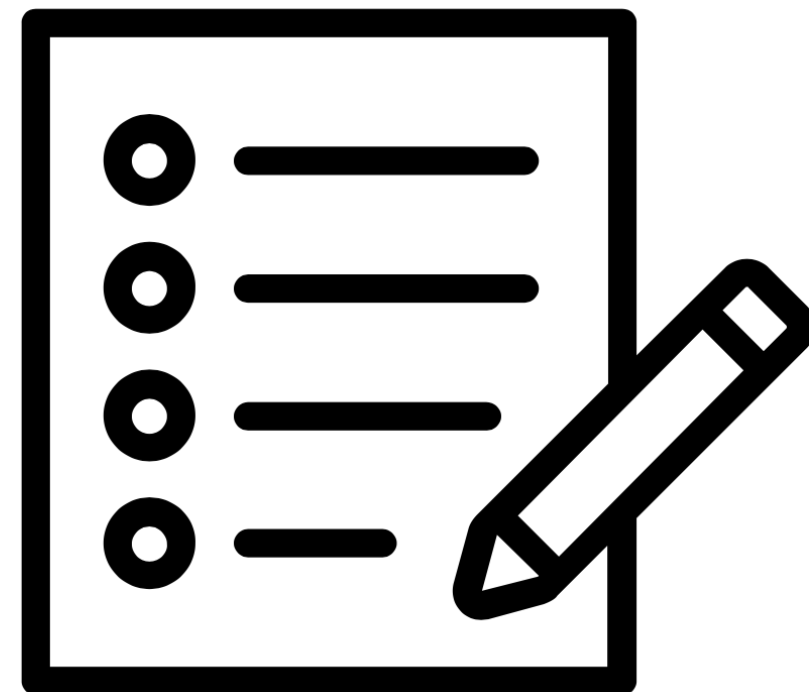
Lehrperson fragt



Nur eine richtige Antwort



S kopieren von anderen ab  
oder schauen nach

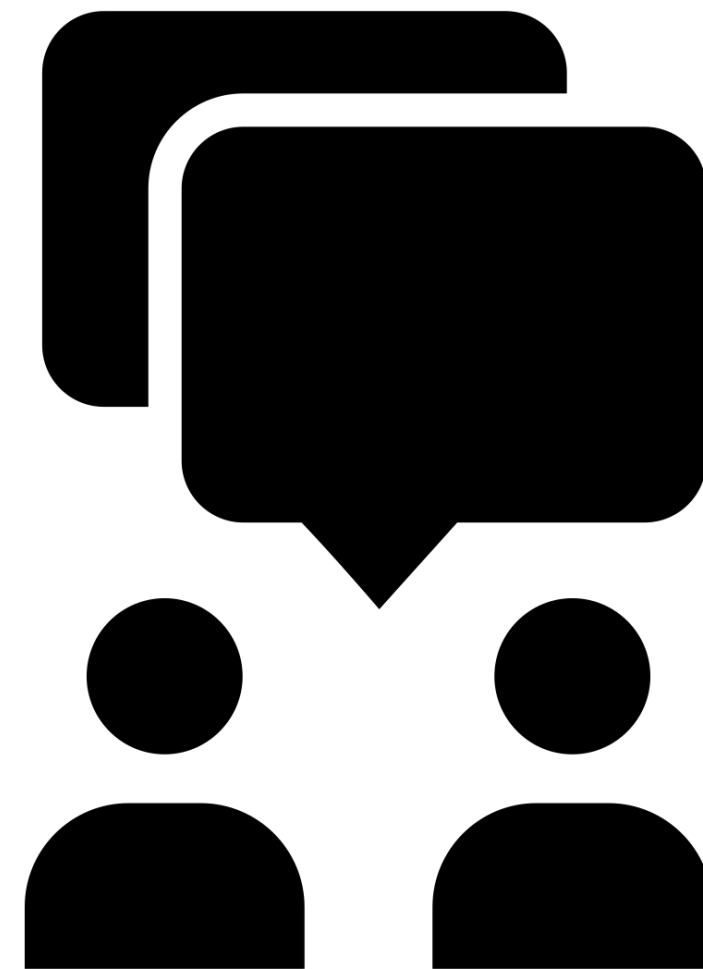


Arbeitsblätter, Arbeitsaufträge, Tests

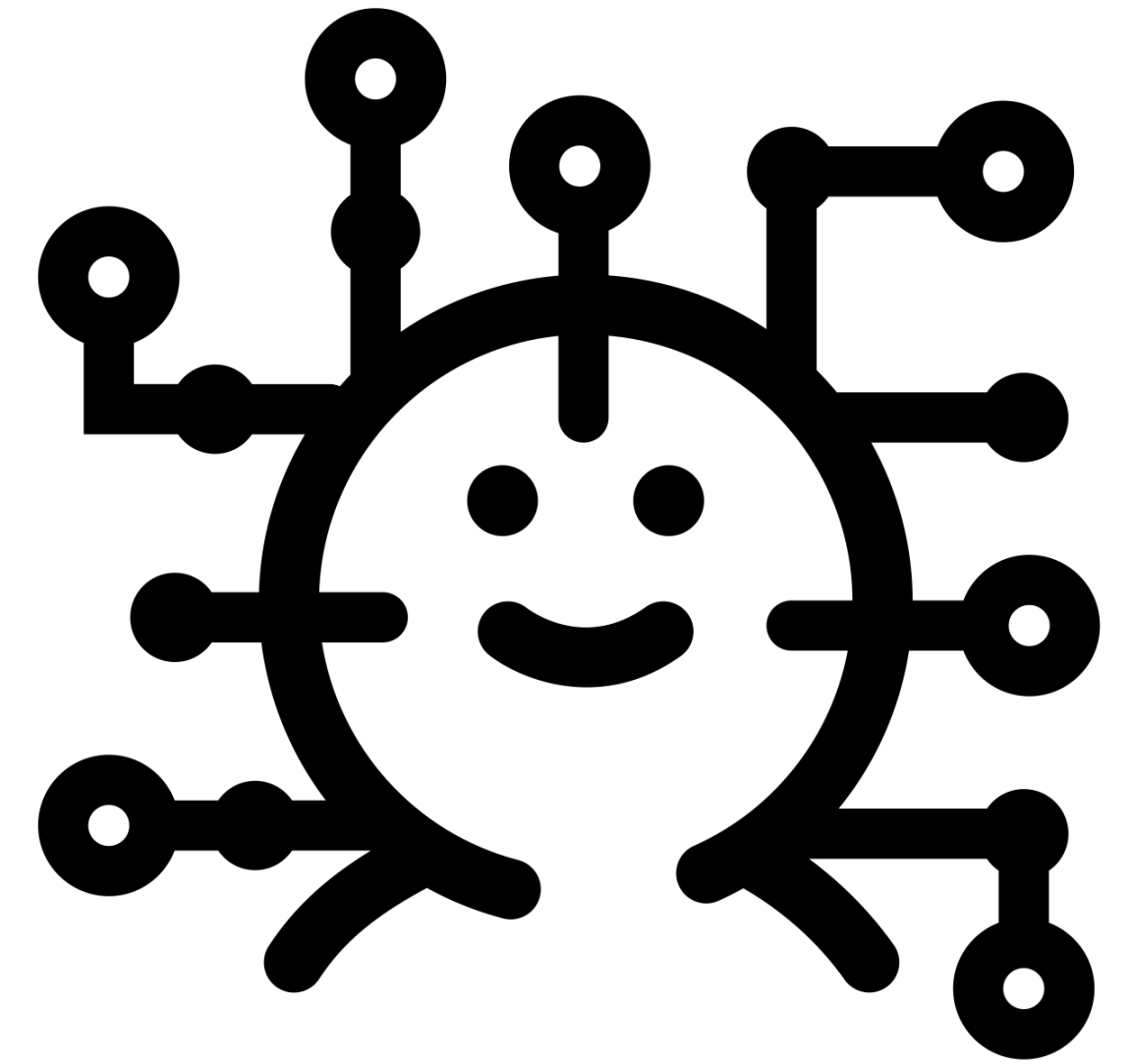
# *Erkenntnisse zeigen, dass wir anders lernen*



Durch Aufgaben, die das nachhaltige Lernen fördern



Durch soziale Interaktion und Kollaboration



Lernen durch Entdecken,  
Herausforderungen überwinden,  
Strategien entwickeln,  
Fehler machen





## BUSYSHEET

keeps kids busy but has little educational value

## POWERSHEET

directly supports learning; may support other tasks



word searches  
word scrambles  
irrelevant coloring,  
cutting & pasting

recall questions  
comprehension  
questions  
labeling stuff

skills practice  
(only as  
needed and not  
for a grade)

graphic organizers  
note-taking templates  
data collection tools  
planning sheets

# FRICKIN' PACKETS

„Beschäftigungstherapie“



Zum Denken anregen  
Individuelle Lernansätze  
Personalisierte Lernpfade



CULT OF PEDAGOGY

# WHAT TO DO INSTEAD OF PACKETS

## CLASS

### DISCUSSIONS

gallery walks  
philosophical chairs  
think-pair-shares

### INTERACTIVE EXPERIENCES

simulations  
role plays  
labs  
escape rooms

### THOUGHT- PROVOKING LESSONS

concept attainment  
inductive learning

## GROUP LEARNING

jigsaw  
reciprocal learning  
games  
icebreakers  
maker challenges

## READING AND WRITING

self-selected  
reading  
research projects  
journal writing  
short writing  
challenges  
long-term writing  
projects

## LONG-TERM PROJECTS

genius hour  
project-based  
learning  
service learning

## PERSONALIZED LEARNING

HyperDocs  
stations or centers  
listening to  
podcasts  
blended learning

# Alternativen

- Choice boards / learning menus
- Diskussionen
- Challenges
- Projekte
- Rollenspiele
- Breakout (Escape Rooms)
- Tagebücher
- Podcasts
- Videos
- Interaktive Präsentationen
- Mindmaps, Infographiken

# Personalisierte Lernpfade

## LEARNING MENU 1

STARTER	FIRST COURSE	MAIN COURSE	DESSERT
<b>A</b> Spell my name and your name	<b>A</b> Write these plurals	<b>A</b> Write your own wide-mouthed frog story	<b>A</b> Write these numbers
<b>B</b> Spell 4 animals you know	<b>B</b> Write <b>a</b> or <b>an</b>	<b>B</b> Write a greeting dialogue	<b>B</b> How many things can you see?

Vorlage der Lehrperson

## LEARNING MENU 1

STARTER	FIRST COURSE	MAIN COURSE	DESSERT
<b>A</b> Spell my name and your name	<b>A</b> Write these plurals	<b>A</b> Write your own wide-mouthed frog story	<b>A</b> Write these numbers
<b>B</b> Spell 4 animals you know	<b>B</b> Write <b>a</b> or <b>an</b>	<b>B</b> Write a greeting dialogue	<b>B</b> How many things can you see?

Schülerbeispiel

# Digitale Arbeitsstationen

**Monday**  
On Monday, she plays the violin.

On Tuesday, we sing.

**Tuesday**

**Thursday**  
On Thursday, we watch TV.

**Friday**  
On Friday, she reads a book.

**Wednesday**  
On Wednesday, he finishes his assignments.

**Saturday**  
On Saturday, it draws a picture.

**Sunday**  
On Sunday, we dance.

Example: On Monday, he cooks pizza.

Google Jamboard

<https://jamboard.google.com/d/1o1H2OOkCzBBtuGWzNdVH7Tb8FZqynuWXtUN6Elazmv8/edit?usp=sharing>

Yes I can!

I can!  
Answer these questions.  
Add post-it answers.

Example: Do you drink coffee?  
Example: Yes, I do.

Does your class learn English?  
Do you live in Vienna?  
Do you play video games?  
Are you hungry?  
Do dogs like ice cream?  
Does it snow in summer?  
Do you like sushi?  
Has you mum got a car?  
Is he tired?  
Do you speak Serbian?

Google Jamboard

<https://jamboard.google.com/d/1Zv1T6AC5PGfojoWrAISlaeBEbMbUEllvjLjd8-3Ft6c/edit?usp=sharing>

Wie viele Entscheidungen treffen Ihre Schüler\*innen?

Müssen Ihre Schüler\*innen immer Ihre Meinung teilen?

Reflektiert der Lernraum Ihre Interessen oder die der  
Schüler\*innen?

3 Fragen zum Nachdenken

# Projekte



# Projekte

**OUR CLASS PHOTO!**



RGORG 23-antonkriegergasse

4E

2019/2020

# Projekte



***The best  
students in the  
whole world***



# Projekte



2E



3E



1E



4E

**THROUGH THE YEARS**

# Projekte

## **KENNENLERNWOCHE**

When school started one of the first things we heard was that we are going to drive to Raabs an der Thaya. When we went out of the bus we were in front of the Jufa. It was a really nice hotel for our class and it was the first time to stay a long time with some friends. We went on some trips like on a castle.

## **EXPERTS PROJECT**

At the Experts project we showed the whole class and their parents what we know about some things. I was talking about cars other were talking about Lego...

## **HAUNTED HOUSE (GEISTERBAHN)**

The boo was an end-of-year project in the first class. In the last week we played some roles at the School festival. Lots of people were visiting the Geisterbahn. We couldn't take a break, because there was a lot of people.

## **TIME TRAVEL IN ENGLISH**

This project was in 2 weeks of English. We did a movie about time travel.

# Portfolios



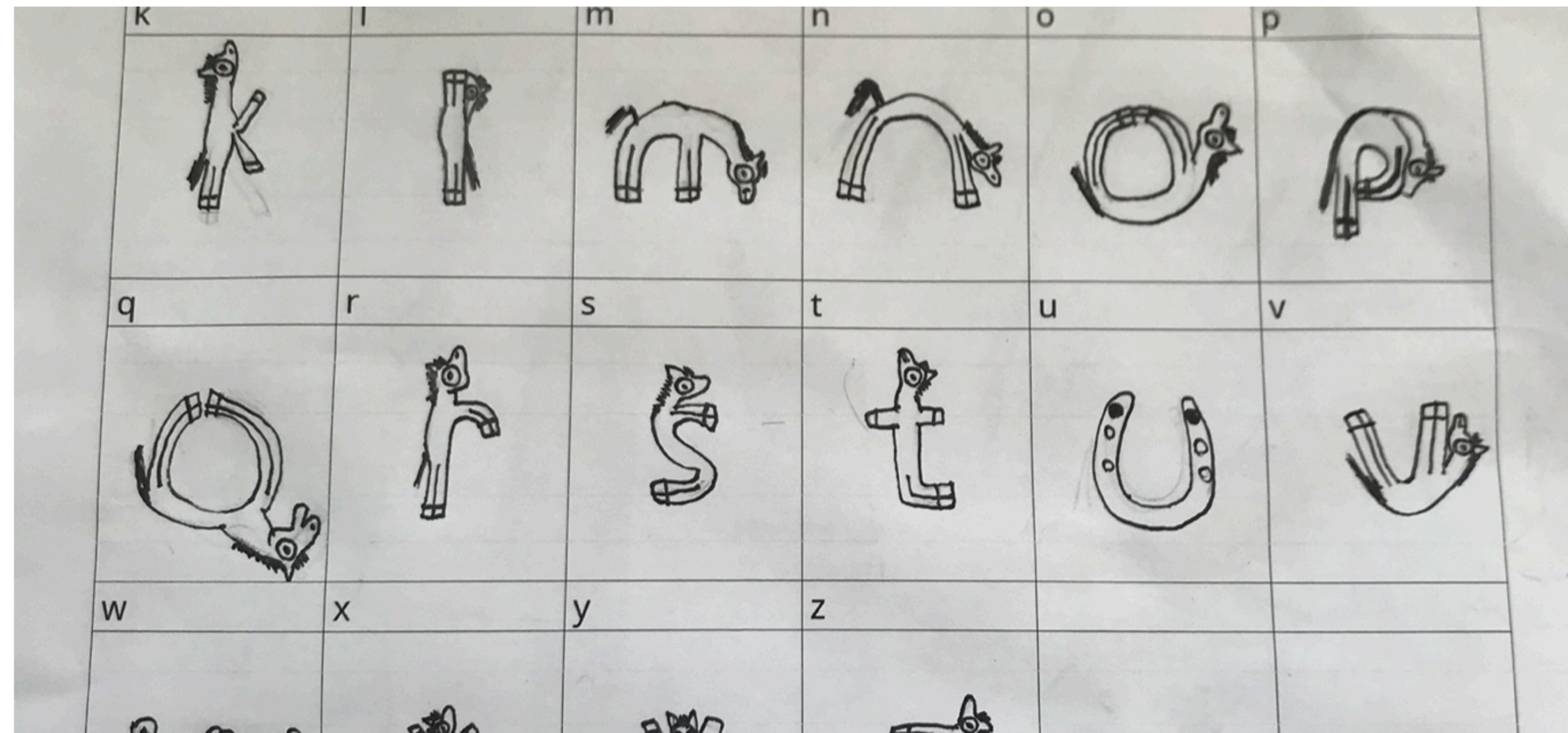
My Design Portfolio

By Mara

---



# Portfolios



Grade 8 Design

In Digital Design class, I learned how to design my own alphabet!



# Portfolios



My National Horse Day google logo

This a google logo I designed for National Horse Day in keynote!

# Portfolios

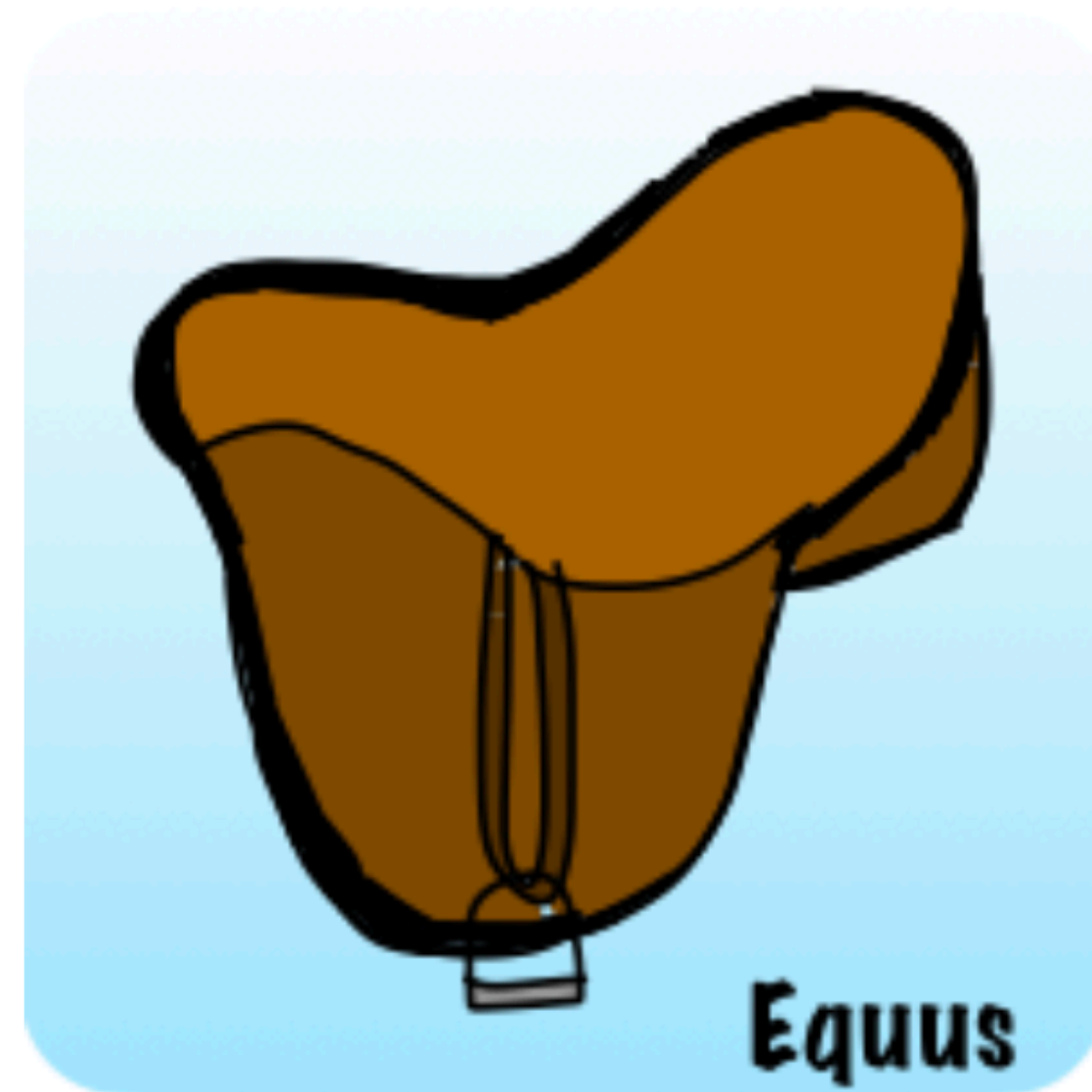


## My "INSTAPONY" Chair

I designed my own chair and created an add for it! My chair was called "INSTAPONY" and it was an eco chair.

# Portfolios

---



## *Equus App*

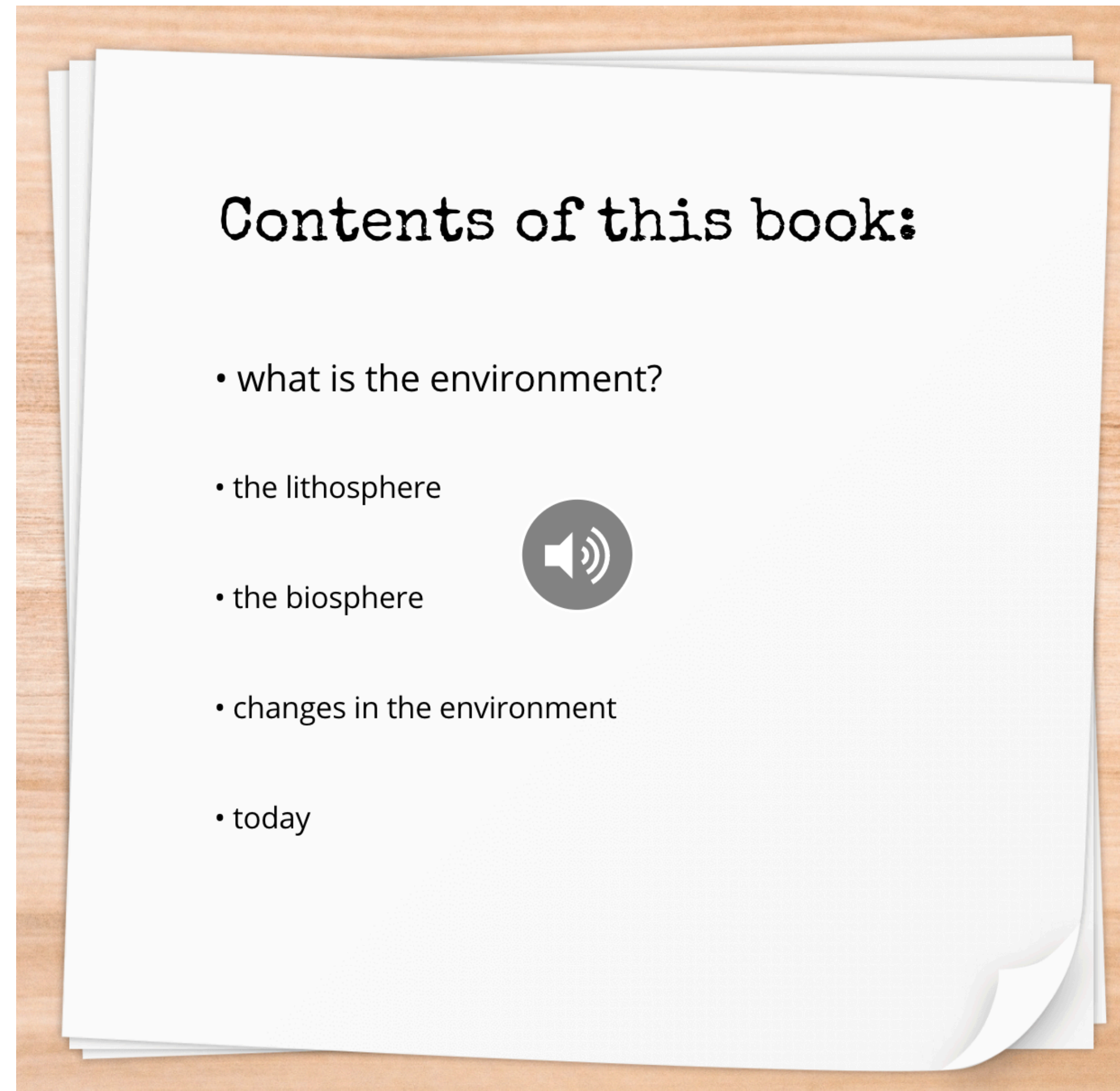
I designed my own working app prototype! It is called Equus. It is a shopping app for equestrians. You can buy horse tack and equestrian equipment.



# Individuelle Produkte



# Individuelle Produkte



# Individuelle Produkte

## The environment

- All the physical surroundings on Earth are called the environment. The environment includes everything living and everything nonliving.



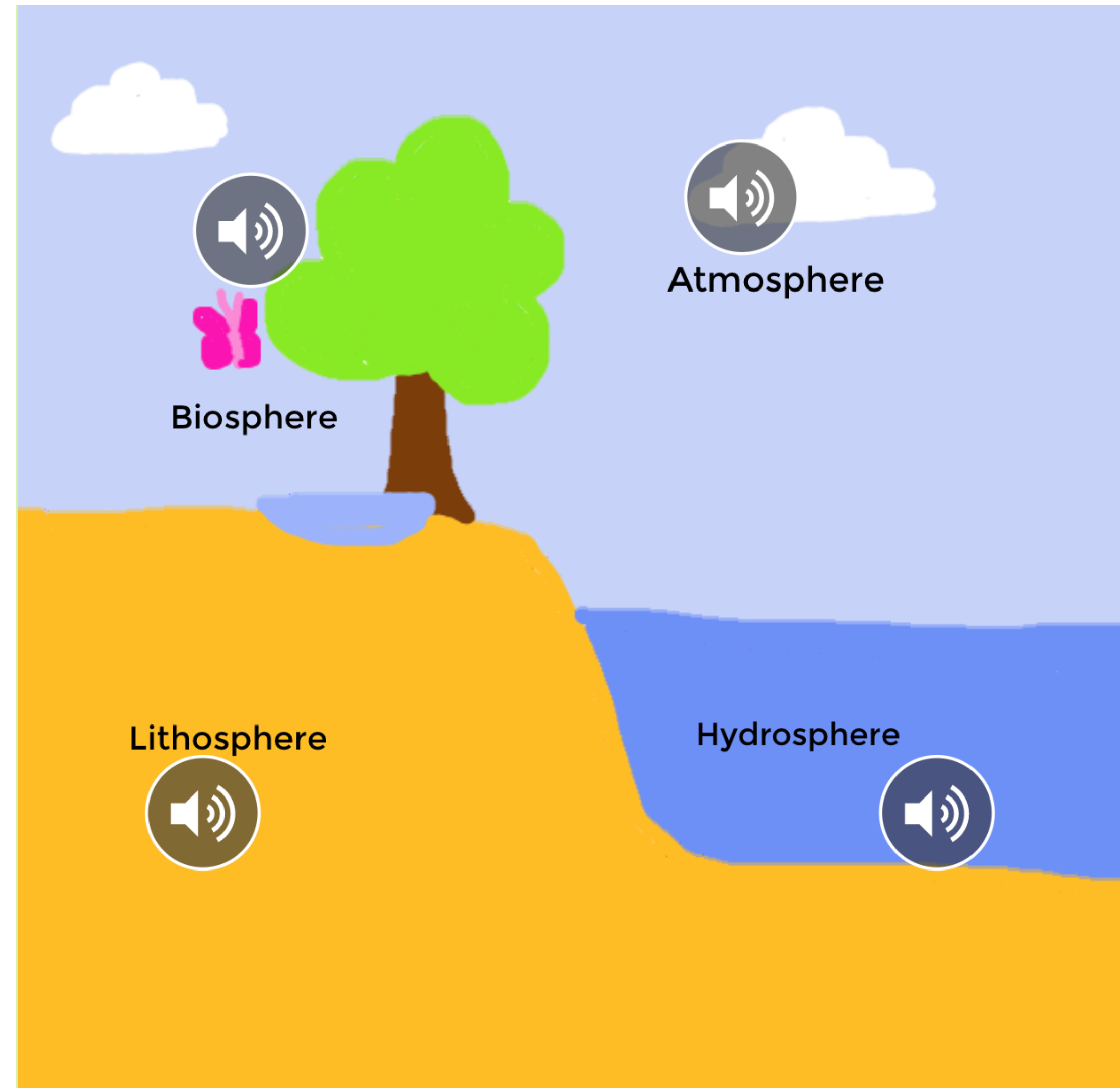
# Individuelle Produkte

Nonliving part of the environment

The nonliving part of the environment has three main parts:

- the atmosphere
- the hydrosphere
- and the lithosphere

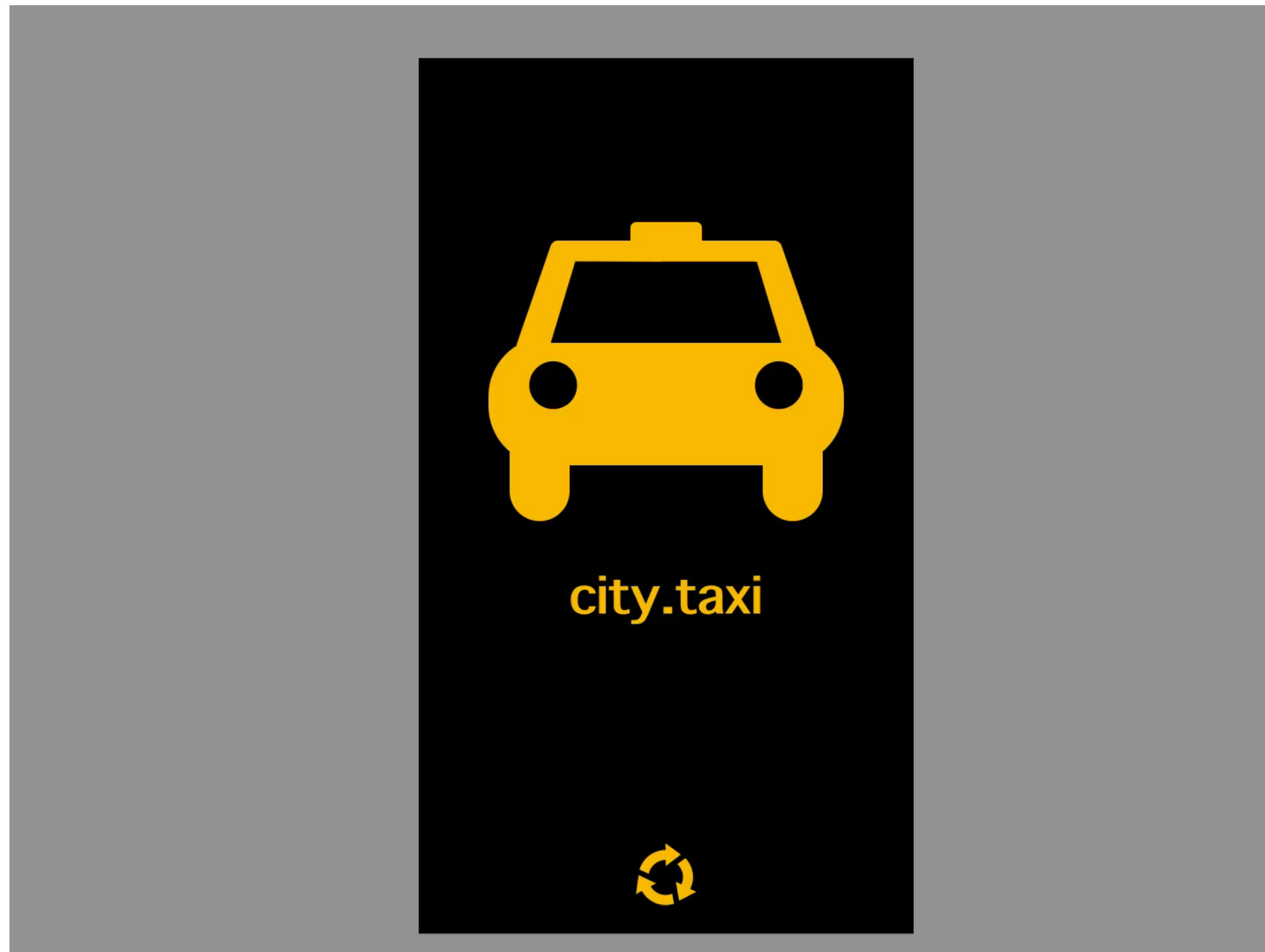
# Individuelle Produkte



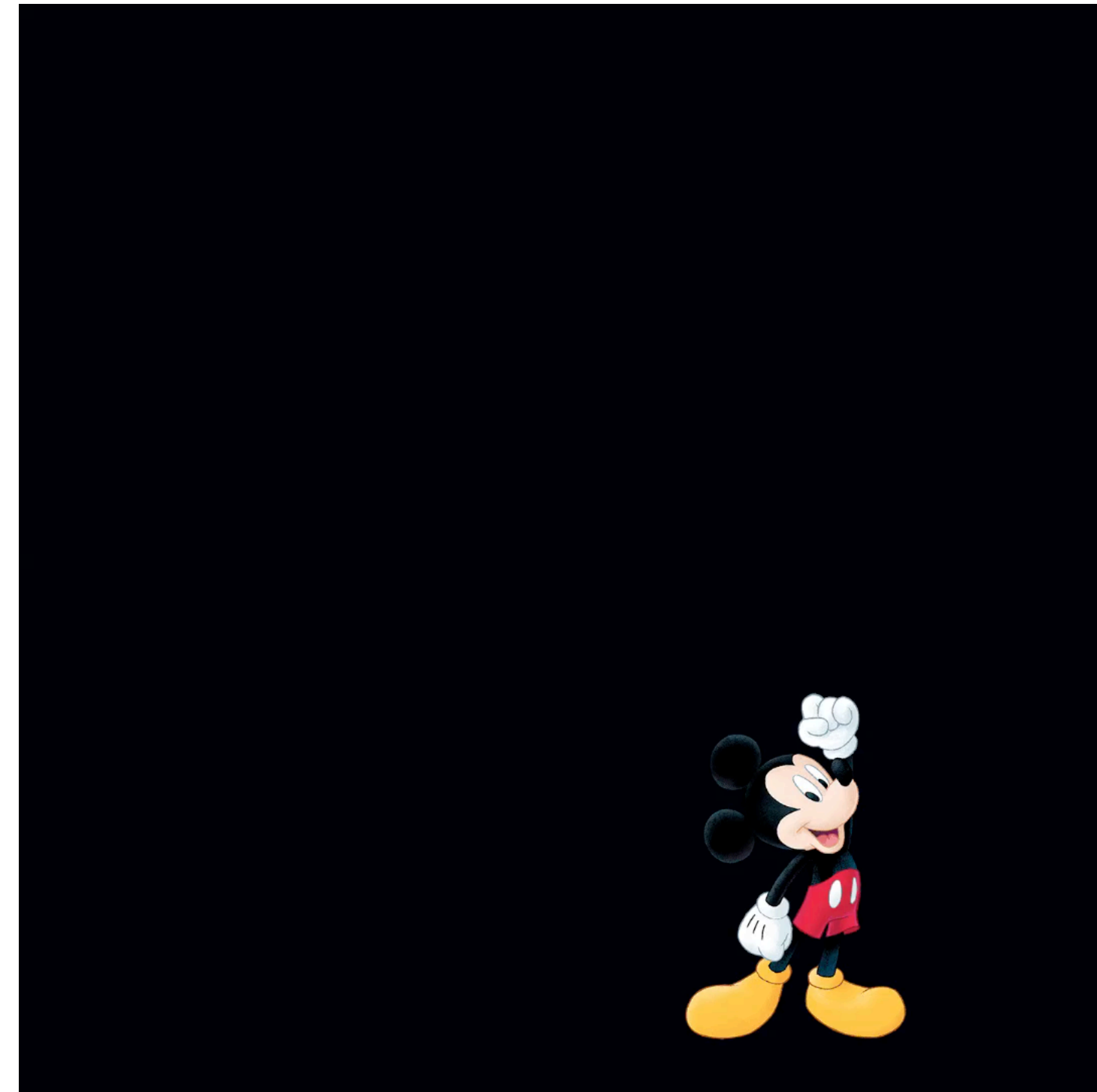
# App Analyse



# App Prototypen



# Etwas erklären





# Eigene Botschaften



# Stories erzählen



# Stories erfinden

**Space story**  
By Mina

# Stories erfinden

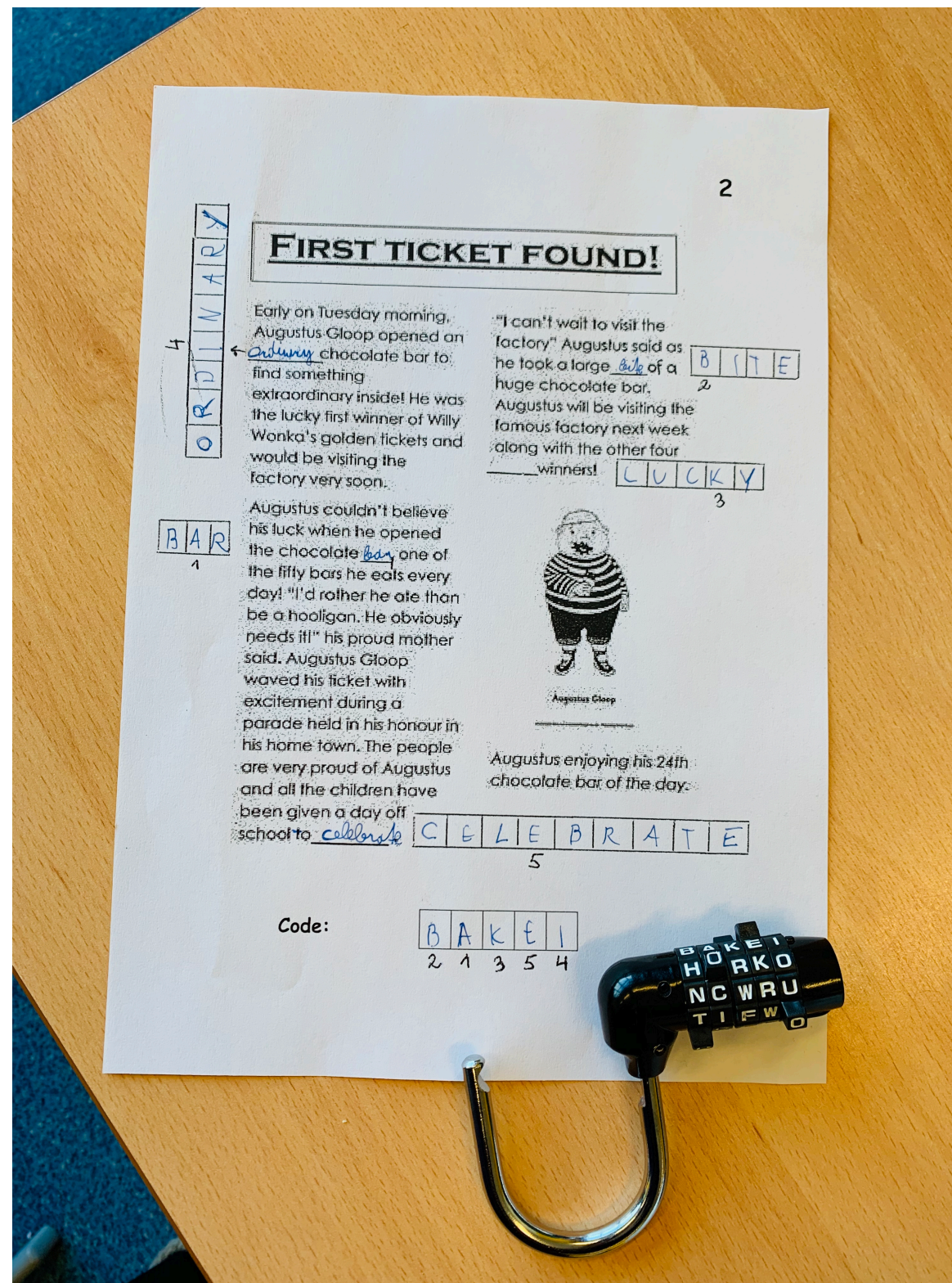
*Spaghetti für zwei!*



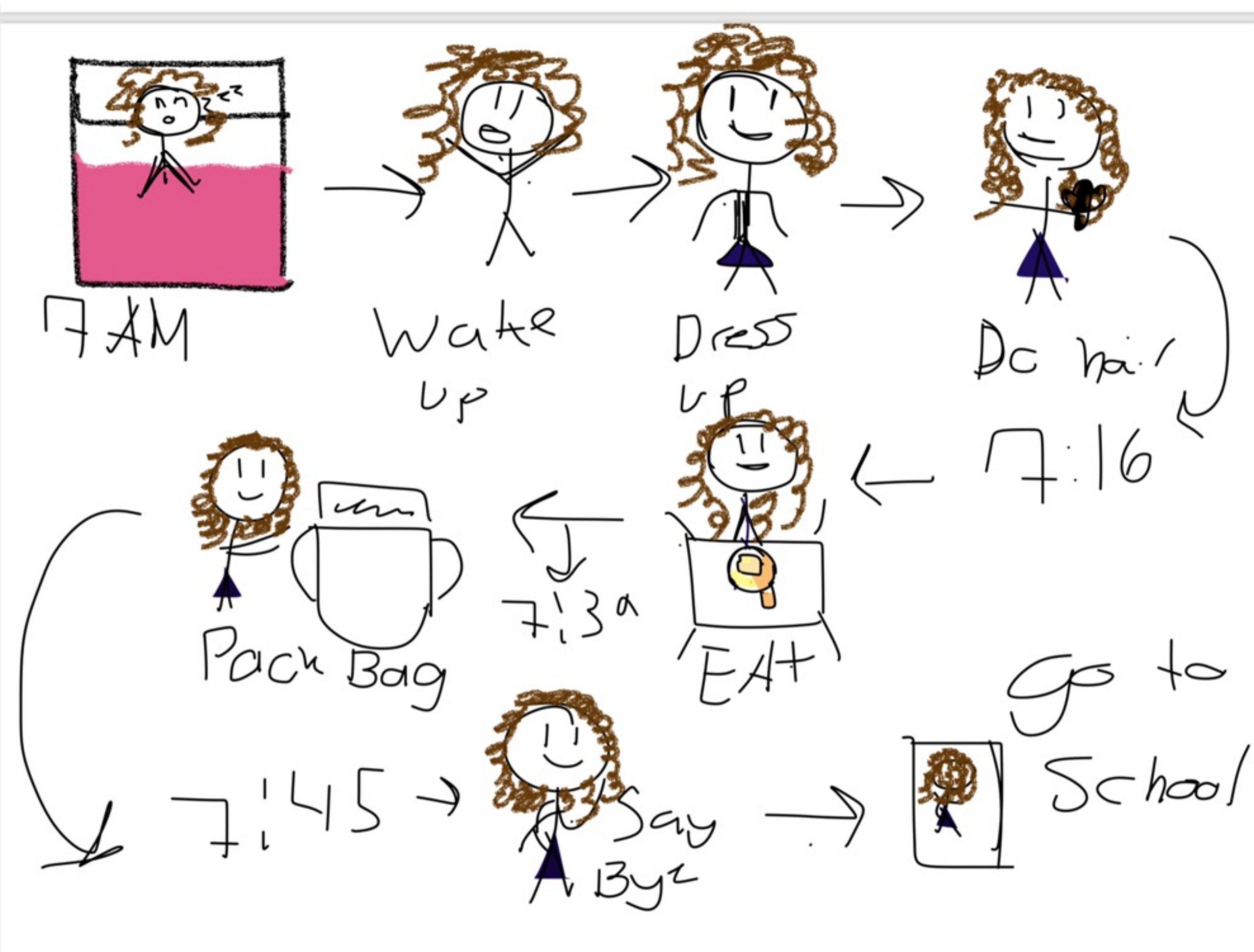
Von : Iris, Pavle, Natalija, Anna (3A)



# Breakouts - Escape Room



# Sketchnotes



**Burg Lockenhaus**

Schloss Lockenhaus - ein Abenteuer für jedes Alter!

Das sechste Dracula Event hat gestattet.

**DRACULA**

Lockenhaus ist eine Burg im Burgenland, Österreich.

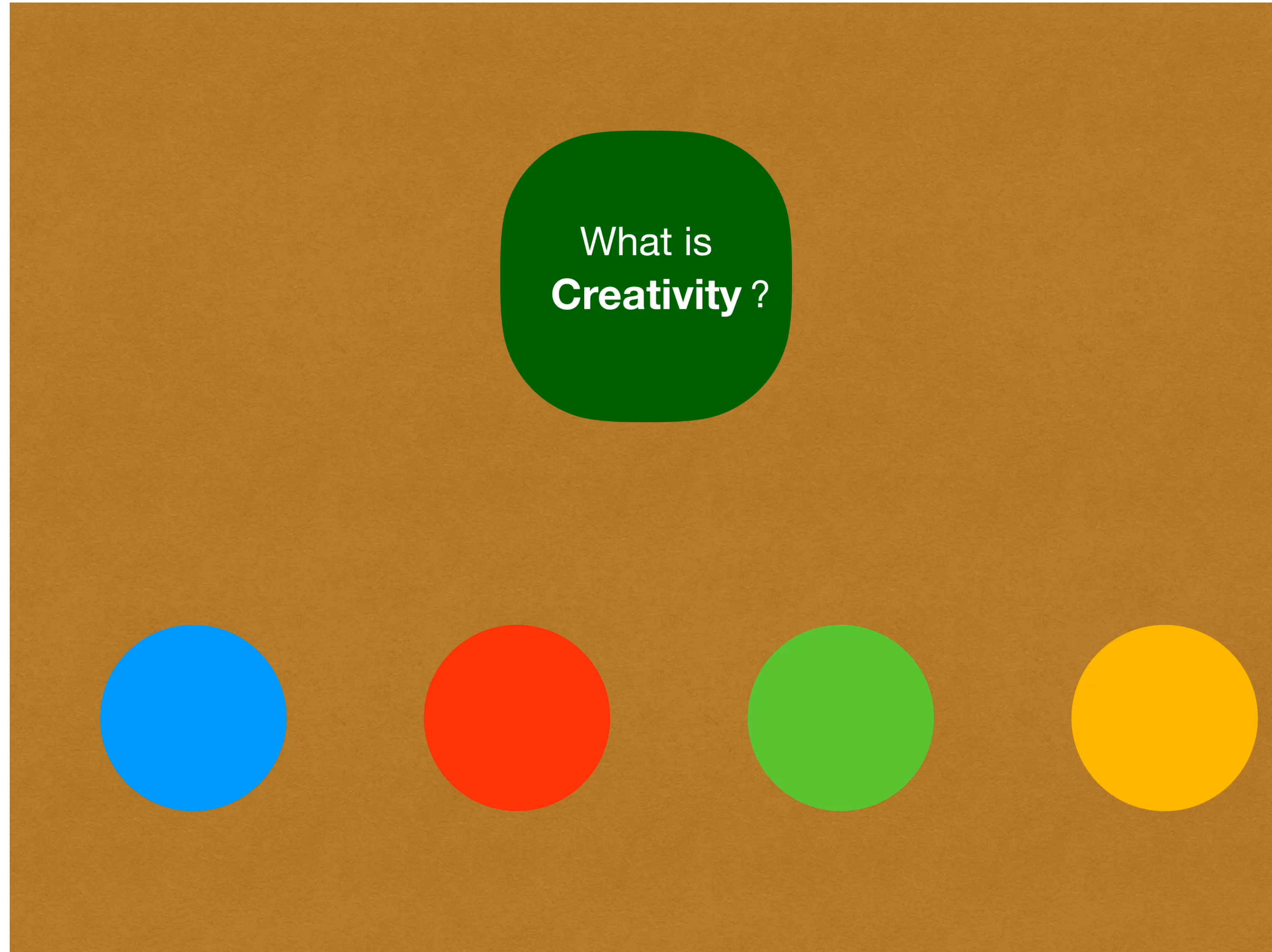
Besuchen Sie uns und erkunden Sie die geheimnisvolle Welt der Tempelritter.

Es lockt mit einer einzigartigen mittelalterlichen Atmosphäre.

Die Burg wurde im 1200 erbaut.

# Eigene Visualisierungen

# Visueller Aufsatz





# Welche Projektideen haben Sie?



Student books

## The Free Spirits

by Natalee Park



Photographs by Natalee Park

Listen to the photographer's reactions as they completed this assignment



Society rarely encourages originality, yet high school takes it to another level. This seems to apply especially to Mira Costa, where kids are expected to kill what makes each of them unique. I've noticed in my time here that it not only comes from peer pressure, but also from the expectations of teachers and adults we are expected to seek guidance from. Yet, these three girls have found a way to rebel against the mainstream. I hope to give them justice through my photographs, portraying the independent and unconcerned disposition they embody. I've had them in my art classes for nearly 4 years. Even through all the pressure brought by middle and high school, they still choose to dress, act, and even sit in any way that they want.

Listen to my interview with Sarah that I recorded in October of 2019.



Fotografie-Projekt:  
Schülerinnen haben die Aufgabe,  
eine andere Person zu interviewen,  
fotografieren und porträtieren.

# Welche Projektideen haben Sie?

## LIVING IN THE SHADOWS

### THE AUTHOR'S MESSAGE TO YOU

I am Kamyjah Blackwell a 11th grader at Mira Costa. Although these stories are not mine. I want you to hear them because people you know face things like this all the time.

As a person of color, throughout my life I have seen how people who are not of color get the spotlight. In many instances, people of white shades opinions are heard over ours. Or, when we feel strongly about something they find a way to invalidate it. In many instances we start to adjust ourselves, and adapt to the way people treat us, it is time to hold them accountable. Also, how within our community we degrade one another, whether it is colorism or LGBTQ-ism. I think that this has led many people of color to feel like they have to sit back and let the people "meant" to shine based off societal standards shine. So in this book, I am showing the impact this has on many people of color. Also demonstrating how no people of any color should have to stand in ones shadow to shine.



Fotografie-Projekt:  
Schülerinnen haben die Aufgabe,  
eine andere Person zu interviewen,  
fotografieren und porträtieren.

# Was haben wir davon?

Personalisierte Lernpfade

Schüler-Motivation

Digitale Arbeitsstationen

Differenzierung

Audio und Video einbinden

Multimodales Denken

Lernen durch Erklären

Analytisches Denken

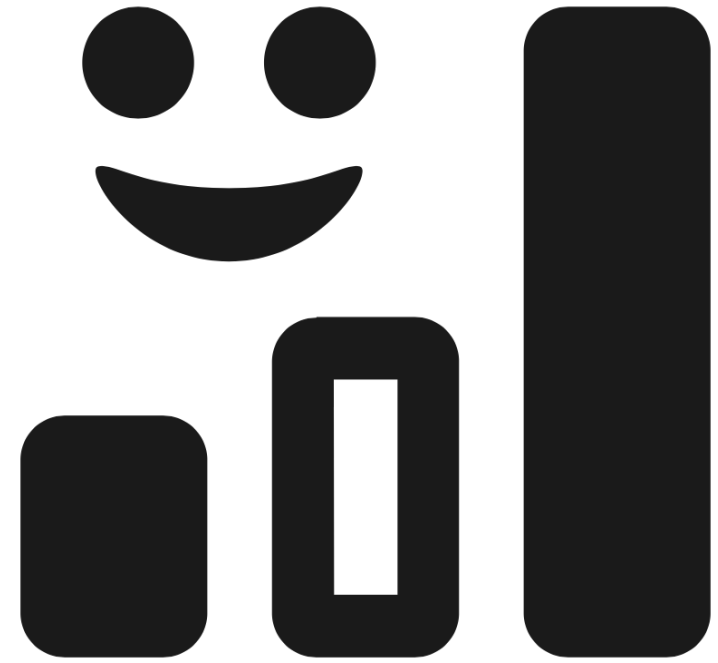
Lernen durch Escape Rooms

Strategisches Denken

Flussdiagramme, Mindmaps, Sketchnotes

Visuelles Denken

# Was haben wir davon?



Individuelle  
Leistungen



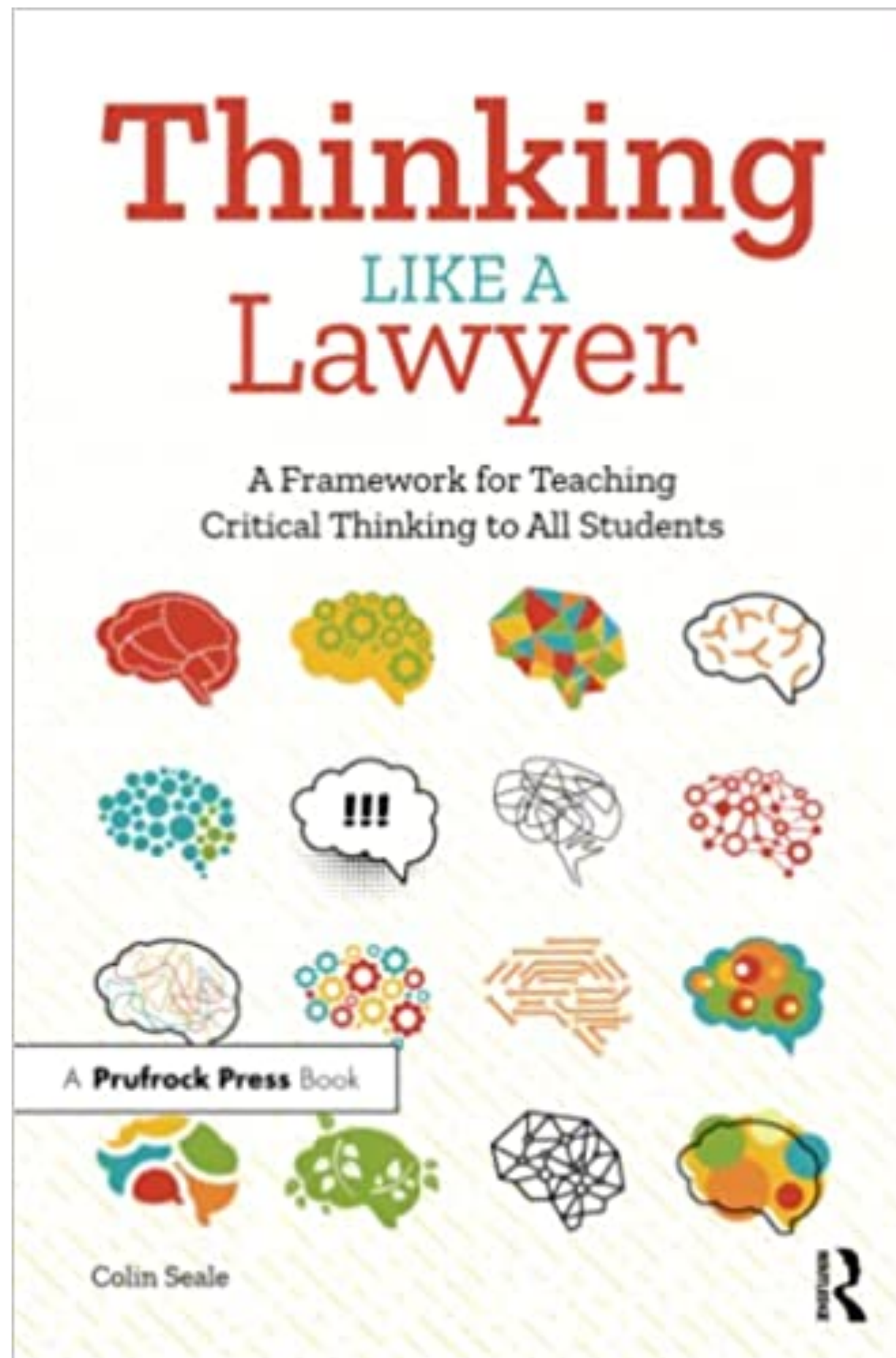
Wir sehen, wie die  
Lernenden denken



Wir sehen, was gut verstanden  
wurde und was fehlt



# Literatur



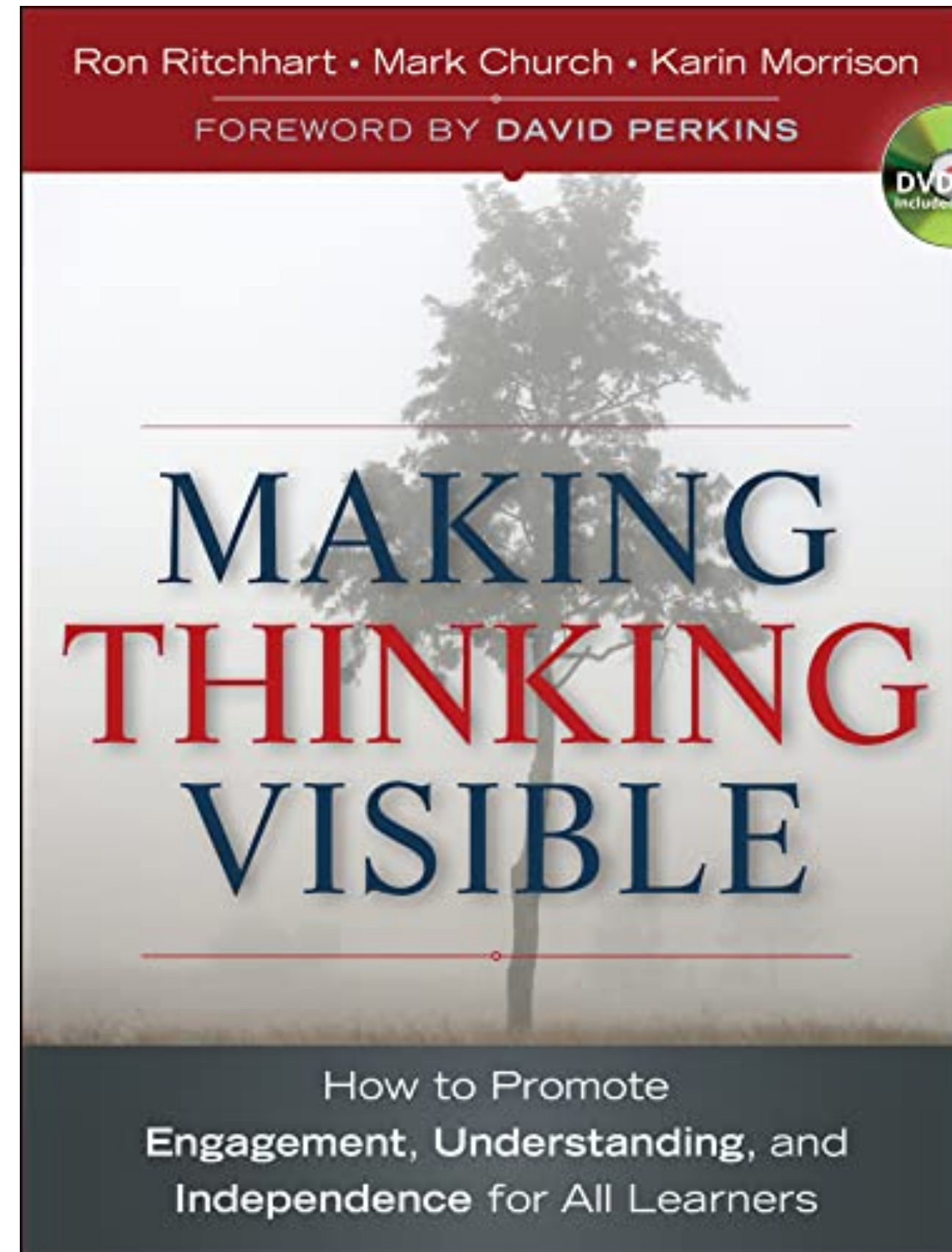
Colin Seale

*„Critical thinking is:*

- 1. the set of skills and dispositions we need*
- 2. to learn what we need to learn*
- 3. to solve problems across disciplines*
- 4. that are grounded in the spirit of doing right instead of simply being right.*

*When people are trained to think like lawyers, they cannot help but approach problems and solutions from multiple angles.”*

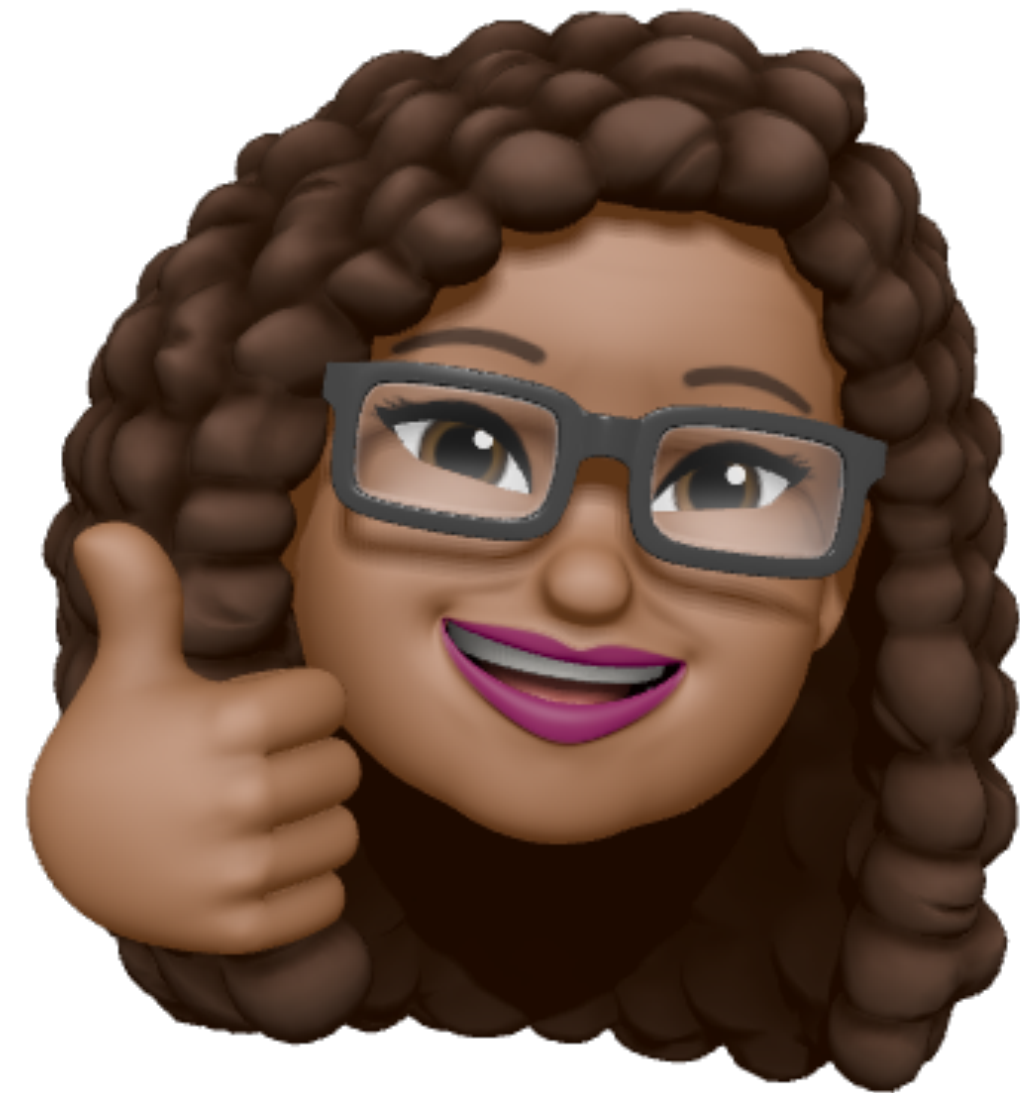
# Literatur



Ron Ritchart und Mark Church

*„What makes you say that?“*

*This simple yet powerful question is a perfect example of the kind of question that can facilitate and clarify the learner's own thinking. In using facilitative questions, the teacher's goal is to try and understand students' thinking, to get inside their heads and make their thinking visible. Again, it is switching the paradigm of teaching from trying to transmit what is in our heads to our students and toward trying to get what is in students' heads into our own so that we can provide responsive instruction that will advance learning.“*



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