
2 Student moderated group discussion

Individual lessons and other forms of instruction

For all classes of main subjects

Guideline

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Goal

The student facilitated group discussion for major classes enables a differentiated view of artistic teaching.

Students are significantly involved and receive support in shaping their learning processes more consciously. Dialogue in the class and with the teachers is made possible.

Method, content and procedure

Two student facilitators lead a group discussion with the students without the teachers. The conversation is conducted "at eye level". This enables authentic statements and an honest exchange of opinions among the students.

In the student-moderated group discussion, the evaluation target and five-finger feedback methods are used (see pages 2 and 3).

The Student Moderated Group Discussion provides for the active participation of all participants. In the preliminary discussion between the teachers and the moderator, the basic principles, methods, the teachers' interests in knowledge, organizational matters and the handling of the results are discussed. After the group discussion, the moderators prepare a protocol of the results. This is explained and handed over to the teachers in the follow-up discussion.

The teachers ...

- ... **draw a personal conclusion from the dialog with the students.**
 - ... **derive measures from this and implement them on their own responsibility.**
 - ... **discuss the measures with the students.**
 - ... **check the results and discuss them in the staff meeting.**
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We are at your disposal for any questions and advice:

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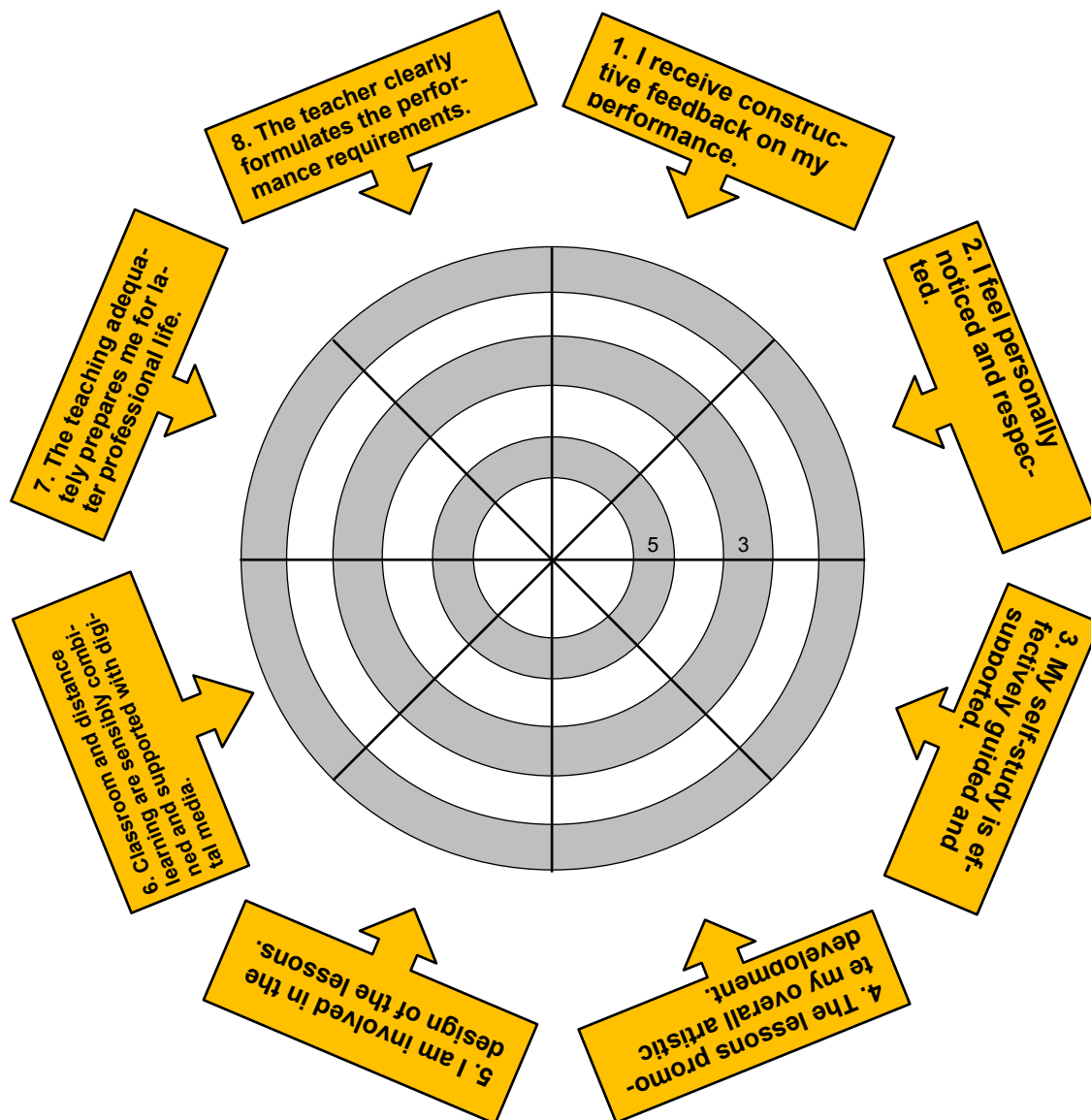
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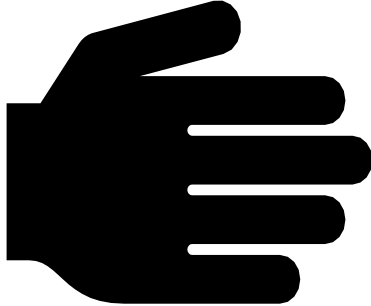
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Evaluation target



Example evaluation target

1. I receive constructive feedback on my performance.
2. I feel personally noticed and respected.
3. My self-study is effectively guided and supported.
4. The lessons promote my overall artistic development.
5. I am involved in the design of the lessons.
6. Classroom and distance learning are sensibly combined and supported with digital media.
7. The teaching adequately prepares me for later professional life.
8. The teacher clearly formulates the performance requirements.

Five-finger feedback

- 1 . The best is, ...
2. Very important to me is, ...
3. As an improvement I suggest, ...
4. Good I like, ...
5. Too short has come, ...

Feedback on the qualitative statements with colored sticky dots:



I agree



I have questions



I do not agree