

Self-Reflection based on the Action-Perspectives of Reich (2006, p. 188)

Description

The enclosed open-database-tool bases on constructivist didactics of Reich (2006, p. 188). Reich combines epistemological perspectives with didactic action fields and thus defines nine action-perspectives (Perspektiven des Handelns).

		<i>Epistemological perspectives</i>		
		<i>„Konstruktivität“</i>	<i>„Methodizität“</i>	<i>„Praktizität“</i>
<i>Didactic action fields</i>	<i>Construction</i>	Inventing (Erfinden)	Rationalizing (Begründen)	Forming (Gestalten)
	<i>Reconstruction</i>	Discovering (Entdecken)	Generalizing (Verallgemeinern)	Experiencing (Erfahren)
	<i>Deconstruction</i>	Degenerating (Enttarnen)	Doubting (Zweifeln)	Criticizing (Kritisieren)

Table: Action-Perspectives of Reich (2006, p. 182).

Reich finds that it is useful to evolve this didactic action-perspectives (inventing, rationalizing, forming, discovering, generalizing, experiencing, degenerating, doubting, criticizing) continuously. Therefore it is recommendable to consider the action-perspectives when reflecting didactic processes.

The Purpose of this tool is to aid teacher students and teachers when reflecting their teaching activities (lessons, periods, class projects, exploratory learning arrangements etc.). The tool offers a form matrix that makes reference to the nine action-perspectives. Teacher students as well as teachers may use this tool to document their differentiated reflection thoughts and to summarize their experience to a personally meaningful conclusion.

Useful definitions

The tool uses the term “*period*”. Here you can find the meaning of this term: Both in lessons and periods education occurs. But conventional lessons are bound to classical class hour structures and last 45, 50 or 60 minutes. Period as an alternative term distinguishes from this comprehension. According to school parameters (schedule, institutional flexibility) and group needs a period can last up to several hours.

Instructions

Open the form “reflection”! Here you can document your reflections differentiated according to the action-perspectives.

Use for each period (teaching activity) a separate dataset (one single form matrix)! So the value of “Datensatz” should be equal to the number of “Period”.

A printable overview about your notes is also available. Therefore double-click the report (Bericht) “OUTPUT_reflection”.

Basically you should be familiar with the theory of OPeRA Organizational Model before using this tool. If you master the German language read therefore the article of Reitinger (2012).

References

Reich, K. (2006). Konstruktivistische Didaktik. (*transl.: Constructivist Didactics*). Lehr- und Studienbuch mit Methodenpool. 3. Aufl., Weinheim und Basel.

Reitinger, J. (2012). Differenziertes forschendes Lernen in den Naturwissenschaften mit leistungsheterogenen Schüler/-innengruppen. (*transl.: Differentiated Exploratory Learning in the Sciences with Heterogeneous Groups*). Eine empirische Studie zur Performanz und Wirksamkeit des AuRELIA-Konzeptes. In T. Bohl, M. Bönsch, M. Trautmann & B. Wischer (Hrsg.): Binnendifferenzierung. (*transl.: Internal Differentiation*). Didaktische Grundlagen und Forschungsergebnisse zur Binnendifferenzierung im Unterricht. Teil 1, (Reprint with supplements). Kassel.