

Guidelines: Presentation

1. Teaching unit/task

Please pay attention to the following aspects when planning your teaching unit/task

- discernable connection to the topic of the course
- relevant topic (students should be able to relate to it)
 - Why did you choose it?
- suitable for the suggested learning level
- adequate learning goals (competence orientation)
 - if applicable, references to the curriculum
- analysis of the text/film/etc., context and background information (“Sachanalyse”)
- stimulating materials
- suitable methods (methods suit the goals)
- variation of methods and class arrangements
- worksheets with task instructions
- scaffolding/differentiation
- progression of the lesson
- suitable transition between the different phases of the lesson
- possible results (“Erwartungshorizont”)

2. Presenting your teaching unit/task: content

- Make sure that the structure of your presentation and your line of arguments are clearly formulated.
- Structure your presentation according to content points.
- The presentation should be coherent.
- Show your material/worksheets (slide, handout).
- Make sure that you make use of and refer to relevant literary sources on your topic.

3. Presenting your teaching unit/task: formal aspects

- Visualize your presentation with the help of images or a PPT.
 - Provide the structure of your presentation.
 - Don't forget to name your sources.
- Keep your target audience in mind and think of what they need to know.
- Think about how you use your voice during your presentation: speak as clearly as possible and as loud as needed in order for everyone to understand you.
- Make sure to keep to the time available.
- Use the correct didactic terms during your presentation (see glossary on our website).
- If you work as a group, make sure that the parts are evenly divided.
- Try to address the audience explicitly from time to time (ask questions, be interactive with your audience).

4. Trying out an activity that is part of the presented task/teaching unit:

In this part of the presentation you display your didactic skills. These include:

- instruction of the activity
- support of the learners, e.g. during group work
- feedback on the learners' statements
- using what students have said/their products as a basis for further work