

## Lesson Plan

Phase	Instruktionsphase	Ko-Konstruktionsphase	Präsentation
<b>Prozess</b>	Substantieller Input von Experten: <i>Unterschiedliche Kanäle der Vermittlung</i>	Eigenständige Arbeit an komplexen Aufgaben (alleine und/oder im Team): <i>Voice &amp; Choice (Ko-Konstruktion)</i>	Präsentation und kritische Reflexion von Arbeitsergebnissen und Arbeitsprozess
<b>Lernziel</b>	tiefes Verstehen von Schlüsselkonzepten	Entwicklung komplexer Kompetenzen	Erreichen von Ergebnissen und Meta-Reflexion
<b>Lehrerrolle</b>	Aufbau kognitiver Strukturen für Expertise	Modelling, Coaching, Scaffolding, Fading, Articulation, Exploration, Reflection, formative Assessment	Feedback (formative, summative)

### Lesson 1

5	Introduction of ourselves	activation
15	Introduction: what is mediation? (open discussion of core concepts of mediation and what to 'focus' on during the future exercises)	Instruction
40	Jigsaw-puzzle: group division (4 groups (A, B, C, D: 7 people) assigned to a different teacher: A and B switch teacher, C and D switch teacher 10: presentation and talking about solutions(2 rounds), 5: run through exercise sheet and make sure they got all the information right (2 rounds) → Breaks within the mixing of groups	co-construction
10	Jigsaw-puzzle: groups are mixed and present information to each other	presentation
20	Wrap-up and outlook on next session → What have you learnt? What found you interesting? → Outlook on role play of next session → questionnaire	Presentation, feedback, reflection

### Lesson 2

Incorporation of problems of cultural mediation (as in intercultural communication): hinting at ideas Geert Hofstede (*individualism vs. collectivism*), Edward T. Hall (*high-context vs. low-context cultures*)

15	Questionnaire Best of, Role play: new task (role play), talking about scaffolding material	Instruction/activation
30	dividing the students into groups of twos and threes (boys and girl mixed): they come up with their own role-plays based on the input we give them (example: business deal with an Arabian businessman: high context (small talk), indirect communication) → also important: scaffolding material (that will also be useful for the next session) → a lot of different input situations to build upon → the students will be able to choose which scenario they want to expand upon	Co-construction
<b>5</b>	<b>Break</b>	
10	More time to practice/perfect their roleplays	Co-construction (still)
25	Presentations of their role-plays	Presentation
5	Outlook on next session	

### Lesson 3

5	Cognitive activation: what have we learned so far?	Instruction/activation
30	Spontaneous stand-up mediation (theatre)	Co-construction + presentation
<b>5</b>	<b>Break</b>	
25	Spontaneous stand-up mediation (theatre)	Co-construction + presentation
25	<i>wrap-up discussion (about their impressions)</i> → questionnaire → short reflective writing	Presentation: reflection/feedback

- lesson plan (and insight into classroom)
- 6 key competencies of DL
- Implementation of lesson plan (challenges? Experience?)
- Feedback of the students (their perception of the class)
- Our own reflection on our efforts