

Für alle diese genannten Formen der Evaluation gibt es ein Instrument zur Dokumentation: Das Europäische Portfolio der Sprachen (EPS).

Das Portfolio ist Dokumentation und Evaluation zugleich. Es schafft Transparenz durch die Sammlung unterschiedlichster Produkte und Reflexionen über den Lernprozess (Dossier) und die Beherrschung der Kompetenzen verbunden mit einer Bewertung, die international anerkannt wird. Die Grundlage der Bewertung ist der Gemeinsame europäische Referenzrahmen für Sprachen mit den Kompetenzskalen, die auch Basis unserer Kernlehrpläne sind.

Wirtschaft und Industrie haben sich ebenfalls im Zuge der Globalisierung auf den Referenzrahmen eingestellt (siehe IHK- Anforderungen, Material M 43 ff), um Fertigkeiten international besser deuten zu können.

Damit kommen wir zu der Forderung der Kernlehrpläne zurück nach "Stärkung (...) des lebensweltlichen Bezugs" und der " ... Internationalisierung fremdsprachlicher Standards, (...)"³⁷.

The six thinking hats³⁸



M 29

Hinweise für die Moderation

Das vorliegende Unterrichtsbeispiel dient der Erarbeitung von Argumenten für eine schriftliche Argumentation zum Thema *New Media – A Blessing or A Curse*. Diese werden von den TeilnehmerInnen und Teilnehmern / Schülerinnen und Schülern nach dem Prinzip der *Thinking Hats* (siehe M 29) kooperativ erarbeitet.

Zwei Einschätzungsbögen (siehe M 29 d, 29 e) dienen der Evaluation folgender Aspekte:

- Erfolg von kooperativem Arbeiten
- Verständlichkeit / Kommunikation

Im Anschluss an die Erarbeitung durch die Teilnehmer sind folgende Fragestellungen möglich:

- Wie bewerten Sie die Praktikabilität der vorgestellten Evaluationsbögen?
- Wie gehen Sie mit den Ergebnissen um? (→ Verweis auf den Lernfall)

³⁷ ebda. Seite 11.

³⁸ Little, D / Perclova, R.: *The European Portfolio: A guide for teachers and teacher trainers*. Modern Language Division, Strasbourg 2000.



Thinking is a skill that can be learnt and taught to others.

When you are investigating something, it can be helpful to present ideas from different points of view, wearing different kinds of thinking hats. You can wear purple and be pessimistic or red and be full of strong emotions, or white and be neutral, sticking strictly to facts.

In this exercise you will be asked to think about a subject while wearing six different thinking hats: 1 white, 2 red, 3 yellow, 4 purple, 5 green, 6 blue.

What do the different hats mean?

- White hat: neutral / deals only with facts / is like a computer, has no emotions
- Red hat: strong feelings / emotional / anger / hatred / no need to give reasons for feelings
- Yellow hat: positive / optimistic / hopeful / constructive / the very best point of view
- Purple hat: negative / pessimistic / critical / gloomy
- Green hat: creative / new ideas / new way of seeing things / make changes easy / offer alternatives
- Blue hat: gives an overview of the other hats/ shows what you need more of / shows what you have too much of / good for drawing conclusions

Sample answers from a discussion about cats using the Thinking Hats:

- White: Four legged animals with fur and whiskers, eat mice.
- Red: Dirty, selfish animals who are like dictators in families. Cute, loveable fur balls, warm and soft.
- Yellow: Really useful in a house for catching mice, good for teaching children how to care for animals, independent and easy pets.
- Purple: May carry diseases, best to avoid when pregnant (because of diseases), may cause allergy, need to think carefully about the responsibility of owning a cat.
- Green: You could open up a new business and run a cat hotel, or breed cats.
- Blue: Some people love cats and others hate them. There is no logical explanation. It is all down to feelings.

Procedure



M 29a

(for a group of 25 participants)

- Read *The six thinking hats* (M29).
- You will work in groups of 5. (count 1 - 5).
- Each group goes to one poster. There are 5 posters / 5 subjects (*mobile phones, internet, answering machines, digital cameras, fax machines*).
- You will find 5 different hats (green, yellow, purple, red, white).
- Hats in each group are chosen.
- Each member of a group thinks about the group topic from his point of view and writes down keywords onto his coloured sheet (M 29c).
- Then stick your hats onto the group poster. Tell the other group members about your ideas.
- Make sure that everybody knows what the other group members want to say.
- Evaluate the process of the group work (M 29d).
- Form 5 new groups (the hats of one new colour are one new group. Each group goes to one poster (e.g. green= mobile phones; yellow= internet...))
- The “expert” of each group (who worked on *this* topic before) explains the different hats (points of view). The other group members are not allowed to look at the poster.
- Reflect your performance with the help of M 29e.
- Discuss the use of both evaluation sheets in your groups / class.



M 29b

What do the different hats mean?

White hat:

- neutral / deals only with facts /
- is like a computer, has no emotions

Red hat:

strong feelings / emotional / anger / hatred /
no need to give reasons for feelings

Yellow hat:

positive / optimistic / hopeful / constructive /
the very best point of view

Purple hat:

negative / pessimistic / critical / gloomy

Green hat:

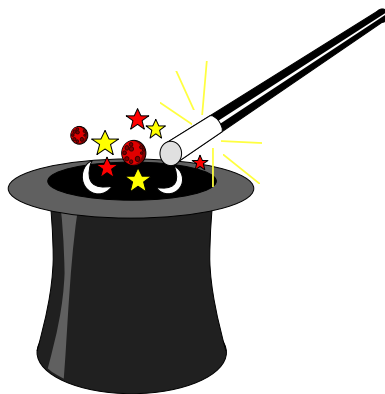
creative / new ideas, new way of seeing things /
making changes easy / offer alternatives

Blue hat:

gives an overview of the other hats /
shows what you need more of /
shows what you have too much of /
good for drawing conclusions

M 29c

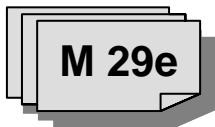
THINKING HAT



M 29d

The Six Thinking Hats – Assessment sheet 1

		Yes	No
1	Did you choose your hats?		
2	Did one of you distribute the hats?		
3	Did you have enough time?		
4	Did all members of the group work?		
5	Did you help each other?		
6	Were the members' ideas useful?		
7	Are you happy with your result?		
8	Can this way of learning help you in your life?		
9	Was English your working language?		



The Six Thinking Hats – Assessment sheet 2

1.	I listened to the other members of the group.	<input type="checkbox"/> yes, always	<input type="checkbox"/> most of the time	<input type="checkbox"/> from time to time	<input type="checkbox"/> rarely
2.	The <i>other</i> members of the group listened to me.	<input type="checkbox"/> yes, always	<input type="checkbox"/> most of the time	<input type="checkbox"/> from time to time	<input type="checkbox"/> rarely
3.	I spoke fluently and clearly.	<input type="checkbox"/> yes, always	<input type="checkbox"/> most of the time	<input type="checkbox"/> from time to time	<input type="checkbox"/> rarely
4.	The <i>others</i> spoke fluently and clearly.	<input type="checkbox"/> yes, always	<input type="checkbox"/> most of the time	<input type="checkbox"/> from time to time	<input type="checkbox"/> rarely
5.	I could understand what the people in the group said.	<input type="checkbox"/> yes, always	<input type="checkbox"/> most of the time	<input type="checkbox"/> from time to time	<input type="checkbox"/> rarely
6.	The other group members asked questions, because <i>they</i> couldn't see my point.	<input type="checkbox"/> yes, always	<input type="checkbox"/> most of the time	<input type="checkbox"/> from time to time	<input type="checkbox"/> rarely