

## Anhang

# **Community Engagement and German Teacher Training in Four American “SPARK for German” Teaching Labs**

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# **Apendix I**

## **SPARK Lab at the University of St. Thomas: Oral Reflection and Assessment Worksheet**

SPARK Lab and activities at the University of St. Thomas are integrated into multiple courses such as *German for the Profession* (GERM 440), *Introduction to German Studies*, a fifth semester course mandatory for all German minors and majors (GERM 300) taught every fall semester, or a two-credit stand-alone practicum-course offered during spring semesters called *German in the Community* (GERM 488). Scaffolding the SPARK activities this way guarantees continued collaboration with our partner K-12 schools. No matter the course modality, students engaged with SPARK have regular reflection assignments such as one-minute papers, journaling, group reflection and self-assessment, as well as a final reflective presentation. This reflection worksheet is used in GERM 440 and meant to facilitate oral group reflection.

## **Community Engaged Learning (CEL) Worksheet**

In Vorbereitung auf Ihre Journals, Reflexionsaufsätze und/oder die Abschlusspräsentation sollen die folgenden Fragen dazu dienen, Ihre Gedanken zu ordnen. Besprechen Sie diese mit Ihren Partnern im Unterricht und benutzen Sie diese als Grundlage für schriftliche Arbeiten.

### **I. Übergreifende Fragen**

1. Beschreiben Sie Ihr SPARK-Projekt allgemein. Geben Sie dazu einen kurzen Überblick: Wo? Was? Wann? Warum? Mit wem? Wie lange?...
2. Was fanden Sie (bis jetzt) besonders gut? Was haben Sie besonders gut gemacht?
3. Was fanden Sie (bis jetzt) nicht so gut? Was möchten Sie zukünftig verbessern?
4. Probleme? Wenn ja, welche? Wie reagierten Sie darauf? Fanden Sie eine Lösung?

### **II. Gefühltes**

1. Was haben Sie am Anfang von dem SPARK-Projekt erwartet?
2. Was hat Sie an Ihrem ersten Besuch bei Ihrem CEL-Partner am meisten erstaunt?
3. Sie haben gerade angefangen/sind schon halb durch das ganze Projekt durch oder vielleicht haben Sie es bereits beendet; was war das wichtigste Element des SPARK-Projekts für Sie?
4. Was/Wie denken Sie über:
  - a. die ehrenamtliche Tätigkeit, und die Qualität Ihres Engagements?
  - b. die Kollegen und Menschen, mit denen Sie zusammenarbeiten?
5. Wie sehen Sie sich selbst in dieser Umgebung (*setting/situation*)?
6. Wie halfen Sie dem CEL-Partner/SPARK Lab oder den Schülern, die Ziele zu erreichen?

### III. Gelerntes

1. Wie passt das SPARK in diesen Kurs und in das weitere Kurrikulum Ihres Studiums?
2. Wie wird die Verbindung zwischen Studium und Außen-/Arbeitswelt durch das CEL-Project illustriert? Nennen Sie 3 Dinge, Theorien oder Konzepte, die Sie in diesem Kurs gelernt haben.
3. Wie unterstützt/widerspricht das, was Sie in diesem Kurs gelernt haben, SPARK?
4. Erklären Sie die Antworten und beziehen Sie sich dabei auf Kursmaterialien.
5. Welche Schlüsselkompetenzen haben Sie durch SPARK erlangt?
6. *CEL* ist ein wichtiger Teil des Kurses. Beschreiben Sie die den Wert ehrenamtlichen Engagements für sich selbst und Ihr direktes Umfeld.

## **Appendix II**

### **SPARK Lab at the University of Tennessee: Assessing Community Engagement and Service Learning**

Students participating in this SPARK Lab usually enroll in “GERM 494: German Community Service Practicum.” This is a one-credit-hour course available for undergraduate and graduate credit.

[GERM 494 - German Community Service Practicum](#)

#### **GERM 494 - German Community Service Practicum**



**1** Credit Hours

Supervised by the director of the lower-division German program. Students assist German classes at local schools or they perform supervised service with local institutions that promote awareness of German culture among the general public.

*Repeatability:* May be repeated. Maximum 3 hours. (Maximum 1 hour per semester.)

*(RE) Corequisite(s):* [GERM 411](#) or [GERM 412](#) or [GERM 485](#).

*Registration Permission:* Consent of program chair.

University of Tennessee Undergraduate Catalog (2023–24). <https://catalog.utk.edu/content.php?catoid=43&navoid=8317> [21/03/2024].

Students’ work within the context of this course and the SPARK Lab is assessed throughout the semester in many ways, including group reflections, self-assessments, constructive feedback on classroom performance, assessment via rubrics, and a reflective paper at the end of the semester. Below are two examples of these assessments.

#### **1. Assessing the Collaborative Aspect of Students’ Work in GERM 494 / the SPARK Lab**

The University of Tennessee, Knoxville’s Center for Experience Learning and Teaching & Learning Innovation (<https://experiencelearning.utk.edu/>) provides an ‘Assessment Toolbox’ for Experiential Learning. The rubric shown on the following page has been adopted from this Toolbox, and it is used for self-evaluations, peer-evaluations, and instructor-based evaluations. The rubric assesses to what degree students:

- Facilitate the contributions of other team members
- Contribute to team meetings
- Communicate with others
- Make individual contributions outside team meetings
- Work within group contexts and structures

This rubric allows students to reflect on the development of transferable skills and allows for goal setting with regard to addressing areas where growth is desired and/or needed.

Objective	4 - Advanced	3 - Accomplished	2 - Developing	1 - Beginner
Facilitates the contributions of team members	Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others, as well as noticing when someone is not participating and inviting them to engage.	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.	Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.	Engages team members by taking turns and listening to others without interrupting.
Contributes to team meetings	Helps the team move forward by articulating the merits of alternative ideas or proposals.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance the work of the group.	Shares ideas but does not advance the work of the group.
Communicates with others	Tailors communication strategies to effectively listen and respond to the diverse perspectives of others.	Frequently shows the ability to effectively listen and respond to the diverse perspectives of others.	Occasionally shows the ability to effectively listen and respond to the diverse perspectives of others.	Rarely shows the ability to effectively listen and respond to the diverse perspectives of others.
Individual contributes outside team meetings	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline.
Works within group contexts/structures	Demonstrates ability and commitment to collaboratively work across and within group contexts and structures to achieve a common aim.	Often demonstrates ability and commitment to work actively within group contexts and structures to achieve a common aim.	Occasionally demonstrates ability and commitment to work actively within group contexts and structures to achieve a common aim.	Demonstrates some ability to identify intentional ways to participate in group contexts and structures.

Rubric to Assess Collaboration within the Context of Community Engaged Learning and Service-Learning. The University of Tennessee, Knoxville's Center for Teaching & Learning Innovation's *Assessment Toolbox for Experiential Learning*, p. 3. Adapted from the Association of American Colleges and Universities (AAC&U)'s Collaboration VALUE Rubric (2009). <https://experiencelearning.utk.edu/wp-content/uploads/sites/21/2017/08/Rubrics-for-Experiential-Learning.pdf> [21/03/2024].

## 2. Writing Prompt - End-of-Semester Reflection for GERM 494 / the SPARK Lab

**In a brief essay of about 400 words, please reflect on the following:**

- Your expectation before starting to teach in the SPARK Lab and the goals you set for yourself
- Your experience in the SPARK Lab (main accomplishments // what did you like and/or enjoy? and why / what aspects did you not like or enjoy and why? // do you have suggestions for improvements?)
- What do you consider the main accomplishments that resulted from this experience learning opportunity for yourself / for your teaching team / for the children you taught? You may want to illustrate this with examples.
- Did you reach all or some of the goals you set for yourself at the beginning of the semester?
- What new and/or additional goals would you set for yourself if you were to continue teaching in the SPARK Lab in the future?