Module 3 Portfolio Information - SoSe 2016

Competences
The assessment for Module 3 is a portfolio (workload WHR HF approx. 80 hours; WHR NF approx. 40 hours; GS: approx. 60 hours). The Module 3 Portfolio is based on the competences (see Appendix 2) from all courses in the module. You need to have taken part in all the necessary seminars in Module 3 (or be able to demonstrate that you have acquired the competences elsewhere) before you complete the M3 Portfolio.

Q 1 Do I have to take part in all the seminars listed for Module 3 in my Studienplan?
You must be able to demonstrate that you have gained all the competences listed in the Studienordnung. If you successfully take part in a seminar listed in your Studienplan, you will get a signature from your instructor to confirm that you have participated in the seminar and in this way have gained some of the M3 competences required. By attending all the seminars you will have the opportunity to gain all the competences required.
If you choose to acquire the competences elsewhere (eg during a semester abroad or by taking part in a conference or workshop), then you must be able to demonstrate how you have gained the competences (eg by showing the work you did as part of a seminar done abroad along with a transcript of your grades).

Submitting the Module 3 Portfolio
You can hand in the portfolio in your 7th semester or at another time. To register for the Module 3 Portfolio simply sign up on the list in the Fremdsprachensekretariat in the semester in which you plan to submit your portfolio.

Hand in after summer semester/Staatsexamen in spring: the deadline for signing up is 30th July. Submit your portfolio by 30th September (end of the summer semester before you intend to take the final exams). An extension may be granted to 1st November (apply to fremdsprachen@ph-freiburg.de).
Hand in after winter semester/Staatsexamen in autumn: the deadline for signing up is 15th February. Submit your portfolio by 31st March (end of the winter semester before you intend to take the final exams). An extension may be granted to 1st May (apply to fremdsprachen@ph-freiburg.de).

In the semester leading up to the final exams cycle we do not provide support for samples of work.

Please hand in one printed copy and a digital version on CD including the portfolio text and scans of your samples of work.

Content
The concept of the portfolio has a long tradition amongst artists and architects, but is now also a widely accepted tool for teacher education. Portfolios have a number of purposes: some are a way of forming a collection of work, some showcase achievements and others invite reflection.

The Module 3 Portfolio documents your learning process during your studies, with a focus on the competences outlined in Appendix 2. It shows your achievements and showcases work that demonstrates your professional development, building on what you have learned previously. It will
contain reflections demonstrating your ability to critically examine your development. The reflections you write should be based on what you have learned in seminars, during time spent abroad, on teaching practice and in conferences during your studies. It is important that you relate your experience to the theory. You need to integrate references to the specialist literature you have read and list the academic sources referred to in your reference list.

To support the description of and reflection on your learning process, you need to include examples or samples of your work to show evidence of your development. The examples or samples of your work may be in the form of written texts, or in video, audio, or multi-media formats. In order to keep within the page numbers recommended, you may have to select excerpts from your work that are representative. For instance, you can choose a section from another portfolio as an example to represent your achievements. When you use an excerpt, you need to include the final feedback that you got for the piece of work, too.

You must also include an index of your samples of work in the form of a table. A blank table is available in Appendix 5.

**More information about samples of work**

**Q 2 Where can I take my examples or samples of work from?**
You can use examples or samples of work done as part of your seminar courses at the PH, during a semester abroad or in other contexts. Your reflection upon the work should be recent, but the work itself can be from earlier stages of your development.

**Q 3 Can I use work done in pairs or groups?**
You can include samples of work done in pairs or groups, but it must be clear who worked on which parts. The reflection itself must be your own work, and cannot be done in pairs or groups.

**Q 4 Do I have to include the whole piece of work?**
In order to keep within the page numbers recommended, you may have to select excerpts from your work that are representative. For instance, you can choose a section from another portfolio as an example to represent your achievements. When you use an excerpt, you need to include the final feedback that you got for the piece of work, too.

**Q 5 Do the examples or samples of work have to include a mark?**
Examples or samples of work done at the PH should ideally include some kind of feedback. They can, but do not have to include a grade. The feedback may be on the content and/or the language. It may be feedback from staff, peer feedback, or feedback from a tutor. Examples of work done elsewhere may be included without feedback if none is available. The most appropriate samples of work will include feedback, but a well-chosen sample without feedback will still support the reflection. The important thing is that the samples help you to describe and critically reflect on your learning process and the competences you have developed.

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Q 6 Does the mark I originally gained for the example or sample of work count?  
The mark you gained for the original example of work is not the focus here: what is being assessed is whether your reflection in combination with the sample convincingly demonstrates your competences and development.

Q 7 How much feedback do I need on my samples of work to write the reflections?  
The samples should have some feedback, but you can use a sample of work that only has brief feedback (or a grade with brief feedback). Some form of feedback is important because it puts your sample of work in context and links it to the courses you have done. Feedback plays an important role in the development of your competences. When you reflect on how you developed your competences, you need to consider what part feedback played in your learning experience as a whole.

Q 8 Can I show a member of staff the samples of work I want to include in my portfolio and have them previewed?  
No. As you will have done most of the samples of work as part of seminars in the English department, a member of staff will probably already have looked at the pieces of work. It is not necessary for another member of staff to look at them.  
In any case, a member of staff cannot make a meaningful comment on your selection of samples just by looking at the samples in isolation. Whether the samples will support the reflection appropriately depends on how you integrate them in your portfolio and reflect on them.  
The information here will help you decide whether your samples are appropriate. Some of the assessment criteria (Appendix 4) evaluate your ability to choose appropriate samples of work so it is part of the assignment to make the selection yourself.

Q 9 Can I use re-worked versions of work done previously?  
No. Work samples must be the original piece (or an unchanged copy of the original), including the original comments/mark of the member of staff or other feedback (such as peer feedback) that was given.

Q 10 Can I use the same example or sample of work for more than one section of the portfolio?  
No. Work done in a seminar courses may be suitable as a work sample for more than one part of the portfolio, but can only form the basis of ONE reflection.

Marking  
To pass, a mark of at least 4.0 (adequate) is required. The mark for the portfolio forms part of the grade for the final degree.

The professors in the English department mark the portfolio according to criteria based on the competences in the Examination Regulations for Module 3 listed in Appendix 2. Your portfolio needs to demonstrate that you have gained the competences listed.

Q 11 Can I choose who corrects my portfolio?  
No. A portfolio covers diverse areas of your studies. It is not the case that a particular course instructor is responsible for it.
Q 12 Can I see examples of portfolios that have been assessed?
No. Sample portfolios often encourage students to model their portfolio on the sample rather than doing a portfolio which reflects their own unique experience. A portfolio can also contain very personal information, which the writer may not wish to share with unknown readers.

Please check English department webpage for new FAQs. If after reading the information available here and on the webpage, you still have a question you can send an email to: schocker@ph-freiburg.de
The Three Parts of the Module 3 Portfolio

The portfolio is made up of three parts. There is an overview of the three parts in Appendix 3. WHR HF students must do all sections. WHR NF students do all sections except 1.2 and 2.2 GS students do all sections except 2.2

Each part is worth 25% of the overall mark for Module 3. A further 25% is awarded for formal requirements and language. The three parts are described below. In each case, the numbers of the relevant competences (see Appendix 2) are included in brackets.

Introduction

Your portfolio should include one general introduction (approx. 1 page) to the whole portfolio outlining the purpose of this portfolio within your professional development. Please mention which degree course you are taking (primary or secondary) and whether English is your major subject in the introduction as well as on the cover sheet to your portfolio. (See Style Sheet for details of cover sheet).

Part 1: Reflecting on Personal Experience as a Tool for Professional Development (25% of the mark, relating to competences 1 & 8)

This part contains three sections. WHR HF and GS do all three sections. WHR NF do sections 1.1 and 1.3 only. Stimulus questions/critical incidents to help you with your reflections, and some suggestions for possible examples/samples of work are listed in Appendix 1.

Length:

WHR HF and GS:
Reflections: 2 – 3 pages on each relevant section (ie 6 - 9 pages in total)  
Work samples: about 5 pages per section (ie 15 pages in total)  
WHR NF:
Reflections: 2 – 3 pages on each relevant section (ie 4 – 6 pages in total)  
Work samples: about 5 pages per section (ie about 10 pages in total)

You may decide to include a longer reflection/biography without a work sample for Part 1.1 – up to 5 pages longer as the equivalent of the work samples.

1.1 English Language Learning Biography - Language Learning and Language Teaching (WHR HF, WHR NF & GS)

Here you will show how your experience fits in with approaches to language teaching and theories of language acquisition that you have learned about in your studies. For stimulus questions see Appendix 1.
1.2 Writing Biography - My Development as a Writer (WHR HF & GS only)

The reflection in your Writing Biography should show that based on your experience you have developed an understanding of the writing process including the influence of feedback (eg reflecting on usefulness of support provided through different kinds of feedback and feedback by different people: lecturer, peer-feedback in class, writing centre, during study abroad) and can apply this to your own writing to produce texts appropriate to the purpose and audience. You should also relate your experience of writing to the theory (eg differences in writing cultures, writing strategies, role of feedback and error correction, focus on form/meaning). The reflection should refer to both everyday English and academic text types. These include EAP = English for Academic Purposes (eg research paper, article for a journal) and EOP = English for Occupational Purposes (eg writing a lesson plan, preparing a worksheet). For stimulus questions and a suggestion for a possible example/sample of work see Appendix 1.

1.3 Reading Biography - My Development as a Reader (WHR HF, WHR NF & GS)

The reflection in your Reading Biography should show that you understand the importance of reading for your personal development as an intercultural speaker and for your professional development as an EFL teacher. It should also demonstrate that you have developed an understanding of the role of reading in the language-learning process (eg reading strategies, intercultural awareness, reader response) and can relate this to the theory.

The focus in this section is on works of literature/literary fiction and literary studies. It should be based on what you have read - do not include films/multimedia texts in this section. In the course of your studies you will be invited to read works of literature not only in seminars focusing on literature, but also in other courses (eg Introduction to Literary and Cultural Studies, Acquisition, Developing Intercultural Communicative Competence). As the Reading Biography also relates to your personal development there is an expectation that you will read works of literature as part of your independent study.

For the literature part of your final oral exam, you will have to hand a list of 20 books you have read and may have to hand in three book responses (depending on the focus of your final exam). A response differs from a review and goes beyond a summary of the plot. (see Appendix 6 for details). These three book responses could also go into your Reading Biography as samples of work which support your reflection. It is recommended that you do this.

For stimulus questions and opportunities for gathering examples/samples of work see Appendix 1.

Q 13 How should I organise Part 1 of the Portfolio?

Write a reflection (two – three pages) for each of the relevant sections to help you describe your experience. You can choose any samples/examples of work to support your reflections. Your reflections must show:
   a) Where the examples/samples of work come from
   b) What you learnt from the examples/samples of work
   c) How what you learned has influenced, or will influence your professional development.

Q 14 Can I reflect on my experience of language learning in secondary school in my biography if I am training to be a primary teacher?

Absolutely. It is interesting to reflect on the similarities and differences and resulting consequences for appropriate approaches to teaching.
Stand: 13.04.16

Q 15 Can WHR NF (Eula) choose whether to do part 1.2 or 1.3?
No, WHR NF have to do the Reading biography (Part 1.3), but NOT the Writing biography (Part 1.2). You have the opportunity to show your written skills in your Module 2 term paper. Here we want to see that you have engaged with English language and culture by reading widely.

Q 16 In the book responses (Part 1.3 Reading Biography) for the question “How has the reading of the text contributed to your development as an intercultural speaker?” do I have to describe what I learnt about a particular English-speaking country/culture?
No. You don’t need to list what you have learnt about a particular English-speaking country. The competences of an intercultural speaker include the ability to compare perspectives, knowledge about certain social groups, world knowledge, insights into communication patterns etc. Most literary texts will offer opportunities to reflect on these aspects. You could also consider the characters in terms of their values, attitudes towards others, interaction with others, their perspectives on the world, experiences etc.

Part 2: Teachers as Researchers (25% of the mark, relating to competences 2 – 4)

This part contains two sections: 2.1 Classroom Research/Exploratory Practice (WHR HF, WHR NF and GS) and 2.2 Applying Research Methods (WHR HF only). All students do the Exploratory Practice seminar. You only need to do An Introduction to Research Methods if you are studying WHR with English as your HF. An Introduction to Research Methods is not available every semester. As an alternative there is a reading list of books which give an introduction to research methods in Appendix 7.

Length:
WHR HF:
Reflections: 2 – 3 pages on each relevant section (ie 4 - 6 pages in total)
Samples of work outlining the research project: about 8 pages per section (ie 16 pages)
WHR NF and GS:
Reflections: 2 – 3 pages
Samples of work outlining the research project: about 8 pages for WHR NF and GS (Section 2.1 only)

2.1 Classroom Research/Exploratory Practice (WHR HF, WHR NF and GS)

In this section you should demonstrate that you know and can use the theory and methods of classroom research in English, and that you can evaluate their relevance for your own professional development. Ideally you should carry out a classroom research project and obtain feedback from a lecturer or mentor then reflect on your findings and their relevance. You should show awareness of differentiation for heterogeneous groups of learners (eg to take account of gender, culture, language, ability, preferences).

Q 17 How should I organise Part 2.1 of the portfolio?
The sample of work should outline the development of the project and explain how you carried out the research. It should take the form of a research report (with feedback from an instructor) addressing key questions 1 – 5 in Appendix 1. In your reflection you should then select critical phases and reflect on what you have learned. For further details, see key question 6 in Appendix 1.
Q 18 Should I do the research project as part of the course Exploratory Practice/Classroom Research?
In this class you learn how to do classroom research and then carry out your own classroom research project independently. You have many opportunities to do a project during your Professionalisierungspraktikum, for example, or based on a topic from another Module 3 seminar.

Q 19 In Part 2.1 Classroom Research/Exploratory Practice do I have to include the answers to all 6 key questions in my reflection?
No. Questions 1 – 5 relate to your research project and form part of your sample of work. Question 6 is the basis for your reflection.

2.2. Applying Research Methods (WHR HF only)
In this section you should show your knowledge of general research methods in Linguistics, Literature, Cultural Studies or another specific issue and the relevance of such research for teaching English. A reading list of books giving an introduction to research methods is available in Appendix 7, and the specialist areas are covered either in other Module 3 seminars or appropriate courses during a semester abroad. You can choose to carry out your research in any one of the specialist areas or can combine several areas.

See Appendix 1 for the key questions that your reflection should address and a suggestion for an example/sample of work.

Q 20 How should I organise Part 2.2 of the portfolio?
The sample of work should outline the development of your research project and explain how you carried out the research. It could take the form of a research report. For further details, see key questions in Appendix 1. In your reflection you should then reflect on your research project assessing the relevance for classroom learning and the role it plays in your professional development. For further details, see key questions in Appendix 1.

Q 21 Can one of the research projects be part of my thesis (Zulassungsarbeit) or lead into it?
Yes, this is a good idea. This way you can test your data collection tools on a small scale and see how/ if they work.

Part 3 Teachers as Specialists (eg in Linguistics, Literature, Cultural Studies, Specific Issues in Language Teaching and Learning) (25% of the mark, relating to competences 5 – 7 (= specific issues) & 9 – 16)
In this part of the portfolio you have the opportunity to focus on the specialist areas covered in the electives (Wahlpflichtbereich) (WHR HF and WHR NF) or in courses 3.3, 3.4, 3.5, 3.6 (GS). However, as well as experience gained in seminars, you can use a whole range of other experiences such as those gained abroad, from participation in congresses, excursions or theatre projects etc. At least one of your examples/samples of work in this part must include feedback, but not necessarily a grade, from a member of the PH English Department. A suggestion for an example/sample of work is given in Appendix 1.
Length:
WHR HF and GS:
Reflection (part 3a): 3 - 6 pages
Summary (part 3b): 1 page
Samples of work: not more than 12 pages
WHR NF:
Reflection: 2 - 3 pages
Summary (part 3b): 1 page
Samples of work: not more than 8 pages

Q 21 How should I organise Part 3 of the portfolio?
Part 3a WHR HF and GS Choose two of your specialist areas and write a reflection based on the stimulus questions in Appendix 1.
Part 3a WHR NF Choose one of your specialist areas and write a reflection based on the stimulus questions in Appendix 1
Part 3b Summarise briefly (1 page max) how you have developed competences in your other specialist areas (eg outline relevant seminars attended at PH, significant books you have read, experience abroad ...). We recommend that you include a copy of your Studienplan.

Q 22 Does Part 3 “Teachers as Specialists (eg in Linguistics, Literature, Cultural Studies)” have to cover all the specialist areas?
The Prüfungsordnung requires that in the Module 3 assessment you demonstrate that you have developed all the competences related to Module 3 (see Appendix 2). In Part 3 of the Portfolio it is not possible to do this if you only consider one specialist field. Therefore, the portfolio needs to reflect whichever specialist areas you have covered as part of Module 3. However, not all students cover all the areas (see Studienplan).
In Part 3 you need to provide evidence in a summarised form that you have developed all the competences and reflect in detail on one (WHR NF) or two (WHR HF and GS) areas.
In writing about the specialist areas you may, of course, refer to seminars done in other modules and you may also use other material, for example, material gathered while studying abroad or during school placements.

Conclusion
After Part 3 your portfolio should include a conclusion (approx. 1 page) reflecting on the learning outcomes of the portfolio (ie how you have developed professionally) and drawing the three parts of the portfolio together.

Appendices
Appendix 1 Stimulus Questions and Opportunities to Develop Portfolio Material
Appendix 2 List of Competences Required for Module 3 and table for Part 3
Appendix 3 How the Portfolio is Marked
Appendix 4 Overview Table – Module 3 Portfolio
Appendix 5 Index of Samples of Work
Appendix 6 Module 3 Reading Biography – Book Responses
Appendix 7 Reading List for Research