

Build understanding of the relevance of the course

15 minutes that
strengthen and make
learning visible



Give your students the opportunity to briefly pause and reflect on how they are applying what they have learned – individually, in pairs or in groups.

Ask:

- What have you learned?
- What have you improved at?
- How can you apply this further in other courses and outside your study programme?

Summarise in plenary sessions – select 2 to 3 key points, e.g. via Padlet or brief oral contributions.

- Creates a sense of meaning and ownership of the learning.

Scan the QR code to see how NAT teachers implement reflection in their courses.





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Check the understanding of the course content

15 minutes that
strengthen and make
learning visible



Give your students the opportunity to briefly pause and reflect on whether they actually understand the course content – individually, in pairs or in groups.

Ask:

- What was the most important concept today?
- What was difficult to understand – and why?
- How is this connected to what you have learned in other courses?

Summarise in plenary sessions

– select 2 to 3 key points, e.g. via Padlet or brief oral contributions.

- Highlight where the students are – and what the next step is.

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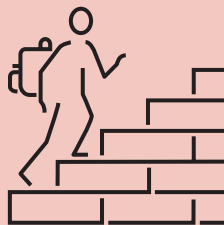


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Strengthen awareness of the work process

15 minutes that
strengthen and make
learning visible



Give your students the opportunity to briefly pause and reflect on how they work – not just what they are working on – individually, in pairs or in groups.

Ask:

- How did you approach the task?
- What did you do when you were in doubt?
- What worked well – and what would you do differently next time?

Summarise in plenary sessions
– select 2 to 3 key points, e.g. via Padlet
or brief oral contributions.

- This reinforces conscious working strategies and learning throughout the process.

*Scan the QR code to see
how NAT teachers implement
reflection in their courses.*



From theory to practice

15 minutes that
strengthen and make
learning visible



Give your students the opportunity to briefly pause and link the theory to their practical work – e.g. exercises, experiments or data analysis – individually, in pairs or in groups.

Ask:

- Which theory did you apply in practice today?
- What worked well – and what didn't?
- Which aspects/learnings from previous lessons were you able to apply here?

Summarise in plenary sessions

– select 2 to 3 key points, e.g. via Padlet or brief oral contributions.

- Bridges learning to practice and enhances the practical application of the subject.

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Strengthen collaboration in groups

15 minutes that
strengthen and make
learning visible



Give your students a chance to briefly pause and reflect on their collaboration – in groups.

Ask:

- What went well in your collaboration?
- Where did you meet challenges?
- What worked well – and what would you change next time?

Summarise in plenary sessions – select 2 to 3 key points, e.g. via Padlet or brief oral contributions.

- Strengthens collaboration and enhances academic outcomes.

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Track the progress of the students

15 minutes that
strengthen and make
learning visible



Give your students the opportunity to briefly pause and reflect on their own progress in the course – individually, in pairs or in groups.

Ask:

- What are you able to do now compared to the start of the semester?
- Where do you still feel unsure?
- What is your next step?

Summarise in plenary sessions – select 2 to 3 key points, e.g. via Padlet or brief oral contributions.

- Provides motivation and direction leading up to the exam.

Scan the QR code to see how NAT teachers implement reflection in their courses.

