

Practical Coaching (Collegial Case Assessment)

Tutors are repeatedly faced with challenges in their sessions that can't be spontaneously and effortlessly resolved (e.g., failure to engage students, students appear dissatisfied, tasks are not reliably completed, there are constant disruptions, etc.). The "Collegial Case Assessment" method allows for these practical challenges to be discussed and for collaborative development of solutions.

I. Collection of Problems and Selection of Cases (about 15 minutes)

Using moderation cards, current case problems from personal teaching experiences are collected within the group. Each case presenter briefly introduces their case. The case cards are then displayed on a pinboard or similar.

The selection of cases to be addressed happens in two steps:

1. according to the urgency reported by the case presenter, which are then prioritised
2. according to the group's interest; a sequence for the cases is established

For "urgent" cases, each participant is given a red dot to place on their card. Then, everyone is given three green dots to distribute among the other question cards. A ranking list is created based on this and decisions are made regarding the order in which cases will be addressed. The total number of cases to be processed should take both the available time and the needs into account. It's generally experienced that handling more than three cases in a session is challenging as it can diminish the quality of the assessment. Some guidelines for Collegial Case Assessment even suggest discussing only one case per session.

In principle, Collegial Case Assessment can be conducted independently within a group of tutors. At the beginning, however, it is advisable to bring in someone experienced with this method for support. If there is no external facilitator, someone from the group should be tasked with moderation, ensuring adherence to the time frame and focus on the tasks at hand.

II. Presentation of the First Case and Assessment Request (about 10 minutes)

The case presenter details the specific problem situation. A comprehensive overview is important for subsequent consultation. The consulting individuals should take

notes to avoid any loss of information. Direct questions are not yet possible at this point, and a discussion is not intended. The case presenter should not be interrupted during their presentation and will assign the consultation task to the group at the end.

III. Case Analysis: Questions to the Case Presenter (about 10 minutes)

During this phase, group members/consultants have time to ask for understanding and background questions. They should aim to gather all relevant information necessary for comprehending the problem and searching for solutions. Solutions are not yet discussed, and assumptions are not made.

IV. Hypothesis Formulation (about 10 minutes)

The consultants express their impressions of the case presented and collectively develop hypotheses about how the situation has arisen. Formulating several different hypotheses is helpful. The case presenter does not participate in generating hypotheses but may dismiss any that seem unhelpful at the end of the phase.

V. Search for Solution Approaches by the Group (about 15-20 minutes)

The group contemplates the case and proposes solutions based on their own experiences. The case presenter assumes the role of an observer, refraining from commenting on the discussion but taking notes on ideas and suggestions that seem meaningful and inspiring.

VI. Concluding Feedback from the Case Presenter (about 5 minutes)

- In conclusion, the case presenter provides feedback to the group, for example, on new aspects, insights to be taken from the assessment, and suggestions they intend to try out.

Literature

- Tietze, Kim-Oliver (2010): Kollegiale Beratung. Problemlösungen gemeinsam entwickeln. 4. Aufl. Reinbek bei Hamburg: Rowohlt (Rororo, 61544 : rororo-Sachbuch : Miteinander reden: Praxis).
- Methodenblatt „Kollegiale Praxisberatung“ in: Macke, Gerd; Hanke, Ulrike; Viehmann, Pauline (2012): Hochschuldidaktik. Lehren, vortragen, prüfen, beraten ; mit Methoden- sammlung "Besser lehren" auch als Download. 2., erw. Aufl. Weinheim [u.a.]: Beltz (Beltz Pädagogik), S. 219-220.