DEZERNAT
STUDIUM UND LEHRE

UNIVERSITÄT
HEIDELBERG
ZUKUNFT
SEIT 1386

TODAY'S HEADLINES

Purpose	The *Headlines* strategy is especially useful for students to summarize and reflect on their own learning process and share this personal assessment with the instructor and their peers. It can be used at different times, e.g. after a specific task or unit, or as a midterm or final course evaluation.
	The goal of this exercise is to allow participants to summarize the content once more after a specific unit and to condense it in written form into a single *Headline*. By focusing the content in this way, students are likely to process it more deeply and thus retain it better. By reflecting on the material, students can recognize their own gain in knowledge or understanding and compare their own progress with a course's intended learning goals.
	Students can formulate their *Headlines* on three levels (I – WE – IT), which may enable them to notice disruptions or interferences with their learning as well as seemingly unrelated or easily overlooked aspects. "False reports" can be corrected in class.
Directions	Students formulate their news *Headlines* in small groups, in pairs, or individually (ca. 10min). If working in small groups, each *Headline* should be written on a separate sheet of paper to allow as many students as possible to participate when the *Headline* is read aloud. The *Headlines* are either presented right after the activity or during the next session (15-30 minutes). The instructor can choose to make copies of the *Headlines*, collect them in a folder, and distribute them in class.
Parameters	Group size: suitable even for bigger groups (up to 30 people) if the group can be divided into smaller groups
	Time required: 20-30min. (ca. 10 min. for writing the *Headline* (individually), time until the *Headlines* are read aloud and discussed)
	Setup: flexible
	Materials: pens and paper
Helpful Tips	When *Headlines* are used as a way to record group (rather than individual) results, more time should be provided for the initial phase.
Online Implementation	— via padlet.com

Adapted from:
Strittmatter-Haubold, V., & Ehlail, F. (2012). *Lernen im Aufwind. Methodenreader zur Gestaltung von Lernprozessen* (8th ed.). Heidelberg: Inst. für Weiterbildung, Pädagogische Hochschule Heidelberg.