



# Language Association Journal

New York State Association of Foreign Language Teachers, Inc.

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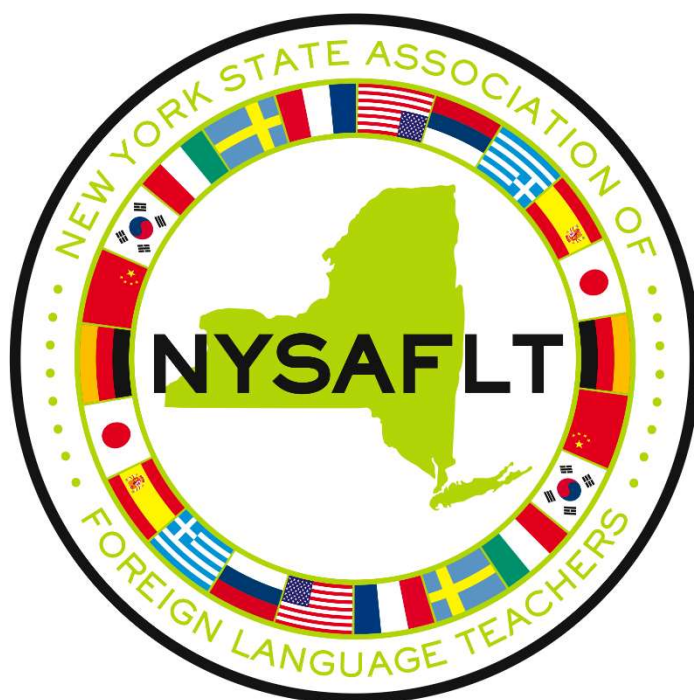
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## **Language Association Journal**

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# Letter from the Editor

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Dear Colleagues,

It has been a privilege to get to serve as editor of this journal for the past 4 years. In my first edition back in 2017, I talked about how the journal is a place where we can dialogue and collaborate asynchronously. The authors that have been featured in my 4 years took that challenge and exceeded my wildest expectations. In each edition since, members of our vibrant World Language community have shared what they are doing to meet the needs of all of our students and to help them negotiate their language learner identities.

There might be no better article for me to leave you than Dr. Eikel-Pohen's work on Exit Tickets in the post-secondary World Language classroom. She focuses on using exit tickets as a means of reflection, for both her learners and herself. Might we all take that reflective look on our practices so that we can grow as educators in the field! You might remember Dr. Eikel-Pohen from her previous work in the journal about co-creation of rubrics, for which she won the Anthony J. Papalia award just this past October at our annual conference.

I am excited to introduce you to TinaMarie Friscia and Dr. Sarah Jourdain, your new co-editors of the journal. They will welcome the journal into its next chapter. The beauty of this journal has always been that it is a living document that grows and changes with its editor, with the current times in language education, and with the goals we have put forth for ourselves and our students. I know they will continue the asynchronous dialogue at the heart of this journal and will provide you with numerous learning and growth opportunities. Please join me in welcoming them and thanking them for taking on this role for our WL community!

Wishing you all my best,  
Mary Caitlin

## Letter from the Editors

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Dear Colleagues,

We are honored to have this opportunity to work with you as the in-coming editors of the NYSAFLT Journal. We would like to briefly introduce ourselves:



*TinaMarie Friscia earned her BA in French Language and Literature and MAT in French, both from SUNY Stony Brook. She holds certifications in teaching French and Italian both at the secondary and elementary levels. She is currently the Secretary on the Executive Board of LILT. She is also a member of NYSAFLT, AATF, AATI, ACTFL and NECTFL. Tina is a Leadership Ambassador in NYSAFLT's 2021 Leaders of Tomorrow Program. She currently teaches French in Three Village CSD. This past year, she presented at conferences for NYSAFLT, LILT and AATF. Tina is also a member of the NYSED Leadership Council and was a member of the NYS World Language Standards Review Committee for the Long Island region.*



*Dr. Sarah Jourdain is Director of World Language Teacher Preparation and Chair of the Department of European Languages, Literatures and Cultures at SUNY Stony Brook. She has been involved in World Language Teaching and World Language Teacher Preparation for over three decades. She has served in numerous organizations including ACTFL, NECTFL, AATF, LILT and NYSAFLT and has published articles in Foreign Language Annals, The French Review, The Modern Language Journal, and NECTFL Review, among others.*

We would both like to extend a sincere thank you to Mary Caitlin Wight, our outgoing journal editor. Thank you, Mary Caitlin, for providing your expertise and dedication to the *Language Association Journal* for the past 4 years. Your leadership has sustained and promoted an invaluable resource for the world language community where educators have been able to collaborate and share their research, ideas, resources, and experiences through engaging and impactful articles. We hope you will all join us in thanking Mary Caitlin for all of her hard work and for devoting her time and effort to the journal to further the professional growth of world language educators!

TinaMarie & Sarah

# Call for Papers

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The Language Association Journal is the official peer-reviewed journal of the New York State Association of Foreign Language Teachers (NYSAFLT). The audience for this journal includes world language educators at all levels, teacher educators, administrators, and others who are interested in world language education. To address the diverse interests, focuses, and needs of this audience, each issue of the Language Association Journal allows for three submission types—scholarly articles, reports, and teacher-to-teacher articles—across multiple categories that are organized by key words, including, but not limited to: advocacy, assessment, culture, curriculum, FLES, instruction, issues in the profession, language development, literacy development, methods, policy, professional development, teacher preparation, technology. While previously the journal was thematic, we now welcome submissions from a range of topics for each edition. The Language Association Journal is published two times per year.

## Submission Guidelines

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- Publication Status
  - Your manuscript must not be previously published or under consideration for publication elsewhere.
- Language
  - Write your manuscript in English.
  - You may include examples written in languages other than English. Italicize these and include the English translation.
- Content
  - Your manuscript may be a scholarly article, a report, or a teacher-to-teacher article.
  - Graphic content such as tables, charts, and photographs, should enhance your written content.
  - Key word categories: advocacy, assessment, culture, curriculum, FLES, instruction, issues in the profession, language development, literacy development, methods, policy, professional development, teacher preparation, technology.
  - Present content that is appropriate for the audience of the Language Association Journal; that is accurate, timely and relevant; that extends or deepens what is currently known on the topic; that represents innovation or new ways of thinking; and that bridges theory and practice.
- Length
  - Limit scholarly articles to no more than 8,000 words.
  - Limit reports to no more than 5,000 words.
  - Limit teacher-to-teacher articles to no more than 3,000 words.
- Writing and Style
  - Write in active voice and with language that can be understood by all audiences of this journal. Define terms that may be unfamiliar to readers.
  - Include only and all works cited in the reference section.
  - Use style guidelines outlined in the *Publication Manual of the American Psychological Association*, 7<sup>th</sup> edition (2019). See <http://www.apastyle.org> for style support.
  - Replace all references that would reveal your identity in the manuscript with generic terms such as *Author X* or *School X*.
  - Proof-read your manuscript to ensure that it is error free.
- Technical Considerations

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- Prepare the manuscript in a word document (.doc or .docx) using Times New Roman font size 12, double-spaced.
- Assure that any external links included or hyperlinked in the manuscript are active at the time of submission.
- Indicate the placement of any graphics (e.g., charts, tables, illustrations, student work) or photographs, within the word document. (You will submit these in separate files.)
- Remove any evidence of tracked changes that were used in the writing of the manuscript.
- Permissions
  - Photographs
    - Your photographs must have high resolution and in a standard file format (e.g., .jpeg) and be the property of the author.
    - Obtain written consent for publication from anyone recognizable in your photographs. (You will submit this in a separate file.)
  - Graphics
    - Obtain written consent for any graphics (e.g., charts, tables, illustrations, student work) that are not your own or that are not copyright free. (You will submit this in a separate file.)

### **Manuscript Submission Guidelines**

- Submit your manuscript and any additional files (e.g., graphics, photographs, consent forms) that have been prepared according to the above guidelines through the submission form on the NYSAFLT webpage.
- In your manuscript submission, provide a brief biography to include at the end of your article or report if it is published.
- Upon receipt of your manuscript submission, the Editor will send you an acknowledgement email and an approximate timeline for review of your submission.

### **Manuscript Review**

- After the Editor has received your manuscript and completed on-line information form, he or she will do an initial review to assure that your submission abides by the stated guidelines.
- If the submission abides by the guidelines, the Editor will forward the manuscripts to one or two members of the Editorial Board for anonymous evaluation and publishing recommendation. If the submission does not abide by the guidelines, the Editor will communicate this information to you.
- When all reviews are returned to the Editor from the Editorial Board, the Editor will make the final decision regarding the manuscript's publication and will notify you about the submission's status.
- All manuscripts accepted for publication are subject to editing.

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Exit Tickets: Reflective and Pro-Active Forms to Foster Metacognitive Skills

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# Exit Tickets: Reflective and Pro-Active Forms to Foster Metacognitive Skills

Dr. Mona Eikel-Pohen

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**Abstract:** This article introduces various forms of exit tickets before focusing on Google Forms and their integration into course syllabi and lessons. Examples from introductory German I at the post-secondary level are presented and explained with relation to the lesson structure but also with regards to Bloom's taxonomy. An excursion in the use beyond language proficiency assessment and grading practices concludes this teacher-to-teacher article that is based on the experience in four college courses (elementary I through intermediate IV classes) at a higher education institution.

**Keywords:** Exit Tickets, Google forms, Assessment, Language and Social Learning

Exit tickets are short check-ups at the end of a lesson to assess and document student learning for that lesson. They are used in elementary (Fowler et al., 2019), middle, and high school teaching (Edutopia, 2015), yet there is little to no research on their use at the post-secondary level nor for language instruction. Their cognitive function is to offer quick and easy informative assessments so that students connect with content and their purpose for learning as well as engage in self-reflection (Danley, 2016). They allow educators to provide individualized feedback and identify potential gaps in student learning so that instructional plans can be modified. (Fowler et al., 2019). These definitions regard exit tickets as formative assessments for students to recapitulate on a lesson's contents and goals. This teacher-to teacher report, however, shows how exit tickets can be employed to be an even more versatile teaching tool.

The article begins with a presentation of various forms of exit tickets, then shows how to integrate them into both a course syllabus and individual lessons. After giving an exit ticket example from a beginner German college course, the report explains the exit ticket structure and how exit tickets support metacognition beyond language and contents retrieval. The penultimate section describes giving feedback to exit tickets and grading. The conclusion sums up the effects using exit tickets can have on both instructors and students.

## Exit Ticket Format

Exit tickets are generally geared to collect assessment data to monitor student learning, provide feedback to learners, and to better understand student ability, usually in writing. Even though the focus of this report is on written feedback, exit tickets can be used in a variety of forms. If understood as quick micro-surveys, they can provide outlets for students' social emotional well-being at the beginning or end of a class. For example, students rank their current well-being on a level of one to five, holding up the corresponding number of fingers, students can draw faces simultaneously that expresses their current mood, like a tableau (Scheller, 1993) or students describe themselves in terms of the weather, stating things like "Today, my weather is grey and chilly" (Fox, 2020). Such holistic micro surveys bring students together emotionally, especially in a classroom where faces are covered by masks or students do not yet know each other very well.

The classic form of an exit ticket is a print-out slip with prompts that gather feedback at the end of a lesson in relation to lesson goals, e.g., the 3-2-1 exit, where students described three things they learned, two things they appreciated, and one question that emerged on a paper slip (Mills, 2021). Another form is the minute-paper that features a certain question or is completely open-ended (Angelo & Cross, 1993), giving students sixty seconds to respond. The opportunity for students to express themselves gives them the chance to recap their learning of acquired structures and words and reflect cultural contents relatively freely and unstructured. It also anchors their



learning more deeply in the neuronal network of the brain. However, the tight time constraints might inhibit them from writing what they really wish to express, especially in a target language they are just acquiring.

Presenting a model that worked in German language classes (beginners and intermediate learners at college level), this report focuses on exit tickets in Google Forms. They offer various response formats (from multiple choice via ranking to open-ended questions) and can also be attributed with deadlines (e.g., midnight of the day of class) to give students time to practice retrieval, which deepens neuronal pathways and enables storage of the learned longer-term (Collins, 2019). In addition, Google Forms are easy to navigate for instructors with information about student names, time stamps, response rates, and an option to download the responses into an Excel sheet.

### Integration of Exit Tickets

Student feedback and recent research state that including lesson goals both in the syllabi schedule and lesson materials presented to the students helps them navigate expectations, reduce learning fears, and set benchmarks for each lesson (Ko & Rossen, 2017). For the courses this report is based on, descriptors for daily goals (Council of Europe, 2020<sup>1</sup>) were shared with the students both in the course syllabi and at the outset of each class. At the end of each lesson, a Google Form link with questions related to select lesson goals is shared with the students. This framing of the lesson creates retrieval opportunities and closure for the students. There is also space on the form for students to ask questions. Questions that pertain to one individual that are asked in the forms are answered in direct emails to the students or in person. Other questions are compiled and used for discussion.

The following lesson starts with elucidating recurring mistakes students made in the exit tickets and answers to their most frequently asked questions. The information submitted by the students informs the instructor about learning outcomes successes and form the starting point for the following lesson. The instructor can copy questions and anonymized answers from the Google Forms to discuss “the muddiest point”, common mistakes and misconceptions, and questions expressed in the daily occurring section “What questions, comments, or concerns do you have?” This anonymized sharing practice allows students to make connections between their learning and that of their fellow students by realizing they make similar mistakes or have similar questions. It renders the overall course atmosphere more equal, welcoming, and embracing of mistakes to learn from.

In lesson 33 of Beginners German I, the goal was to give, understand, and carry out commands in imperatives (ACTFL: interpersonal goal) to individuals, peers, including the speaker, or in formal situations (*Geh! Geht! Gehen wir! Gehen Sie!*). The interpretative goal was to improve harsh-sounding commands with flavoring particles (*bitte/doch/mal*). The representational goal was to write a friendly text message with a command. The corresponding exit ticket questions displayed below are directed to college-aged students and designed to be answered the same day, after class, so a deeper retrieval could be achieved (Table 1). Questions 1 through 4 were posed in the target language, German, and questions 5 and 6 in English.

Anecdotally, exit tickets responses have shown that students like these reflections and especially enjoy employing the last question. Since they know they receive an individual answer, they use the exit ticket as a genuine tool for communication between them and their instructor. The investment the instructor makes with respect to time and attention on the individual student in an email response might seem like added work. However, I have found that students tend to use this type of communication more readily than drop-in office hours. It resonates better with their preferences, so I adjust my schedule accordingly.

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<sup>1</sup> Because students take courses at our institutions to live, study, and work in Germany or German-speaking countries in Europe, we rely on the CEFR descriptors rather than the ACTFL standards, since that is what universities and employers in Europe ask for. The model described here could easily be adapted to the ACTFL standards though. Additionally, in the following example, the author refers to ACTFL rather than to CEFR.

### Exit Ticket Structure

The exit ticket structure for each lesson is based Bloom's revised taxonomy for assessing content mastery (Armstrong, 2010). Language educators might also consider alignment to language function verbs to assess proficiency. The form starts with questions from the lower end of the cognitive domain, from questions that address vocab and structure retrieval (questions 1 and 2) and move from understanding (question 3) and application (question 4) to questions that ask for mini research, evaluation, or a degree of creativity (question 5). This structure is highly scaffolded at the outset of the semester and moves to cognitively higher engaging open-ended, self-reflective questions about self, target, and home culture towards its conclusion. Not each lesson can comprise all domains or skills, but a general structure is beneficial to the student in a scaffolded approach. Additional example questions (in English) are available in Appendix A.

**Table 1**

***Example of an exit ticket with scaffolded structure***

	Language TL: target language (German) E: English	Question	Response Format: Students...	Alignment to Bloom's Taxonomy
1	1 TL	How do you say "Go home" in German?"	Choose from multiple choice in TL, all 3 options are correct	Remembering
2	2 TL	How do you say "Eat more bread!" in German?	write; 3 different forms possible in TL	Remembering
3	3 TL	What did you learn about imperative forms in German today?	produce text about grammar in TL	Understanding
4	4 TL	What can you do to make a command more polite?	add terms or describe them, e.g. "bitte", "mal", "Entschuldigung"	Applying
5	5 E	Compare commands in German with your won first/dominant language. What do you notice?	Compare and contrast grammar (and politeness) of their first/dominant language with the TL	Evaluating
6	6 E	What are your comments, concerns, questions?	formulate problems, ideas, and "muddiest points"	Reflecting

### Exit Tickets and Metacognition

Exit tickets can be designed not only to address contents (culture, grammar, vocabulary) and interpersonal, interpretive, representational language skills, as described above. They can also address pedagogical factors that have an impact on student learning like learning strategies, emotional and mental health, collaboration, social justice, and student agency. The following examples show how the use of Google Form exit tickets can have a positive impact for students in these areas that are part and parcel of teaching in general and therefore not covered by the ACTFL performance descriptors.

#### Learning Strategies

Confronting students with questions about learning strategies for assignment completion can help them become aware of and then actually employ strategies we have practiced in class. When asking first semester students to write down what the words "Write a paper" triggers in them, students willingly describe their fears and uncertainties. If the instructor gathers, groups, and reframes their responses in terms of what the goals of a paper are (e.g., showing research skills, analytical skills, the ability to express themselves scientifically, adhere to writing conventions) the often initially mysterious process of "writing papers" becomes more meaningful, focused, and less intimidating

## Emotional and Mental Health

Gauging students' emotional temperature (e.g., how stressful on a scale of 1 to 5 is your week?) makes it possible for the instructor to respond with breathing, stretching, or meditation exercises, adapted workloads, and sometimes even course materials for lessons. This practice gives students the notion of being heard and taken seriously. With their needs met, they feel some degree of co-determination and become more willing to reciprocate, contribute "on their own terms", and give their best.

## Self-reflection/Collaboration

Asking exit ticket questions about how much of the time students really spoke in the target language in group work, how well they think they collaborated with others, shared information, and contributed to their projects allows them to practice self-reflection. Instructor feedback directly to the student, in an email or with a rubric, can promote students' speaking confidence. Such feedback can help students position themselves and their work more accurately and with less subjectivity, especially if exercised on a regular basis.

## Social Justice

Sometimes, issues flare up during class time that are too complex to address instantaneously. For example, a student in GER 101 asked if the German word "*picknicken*" (to picnic) was not a racially charged term, as they said they had read in Ibram Kendi's *Stamped from the Beginning* (Kendi, 2020). Their question fueled many students' desire to comment and discuss. When the instructor is not ready to take on such a discussion without prior preparation, they can add a question to that day's exit ticket ad hoc. In this way, students receive more time to inform themselves on the issue at hand and express themselves safely in the exit ticket that only the instructor can see. The instructor can read and process students' thoughts after the submission and come back to the topic in the following lesson: structured and informed, prepared to discuss it with the students. Such an approach overall fosters a better learning atmosphere where everyone can contribute, ask, and discuss from a safe space.

## Student Agency and Co-determination

When students create their own assignments and rubrics, their agency and motivation increase (Eikel-Pohen, 2020). In the same way, instructors can gather student input and reflections on assignments, issues, or classroom procedures. When explaining higher stakes assignments, (5-10% of the final grade), students read the corresponding rubrics and are asked to comment and suggest on their feasibility. For example, "would you be able to achieve an A with this rubric, and if not, why not? What would you change?". Students read those rubrics very closely and reflect on their own strengths, weaknesses, progress, and goals. Then they express these reflections in writing, which helps them hone and apply their metacognitive skills in purposeful writing in the target language. In beginners' classes, this participatory practice works well when including students in lower stakes decisions about assignment formats and reasonable deadlines. Such procedures hold students accountable for their work-related decisions (e.g. work completion, time management, revision submissions).

## Feedback

Integrating anonymized student feedback into the follow-up lesson is a great opportunity to appraise and elicit student responses. Sharing student writing anonymously, can foster empathy among students because it gives them a chance to access what others think and how they address the same question from their unique perspectives. Students also acquire additional vocabulary and phrases for topics with which they are already familiar. They also seem to find it easier to give praise to others' writings or acknowledged different perspectives when the authors remain unidentified.

When sharing anonymized sentences with grammar or vocab mistakes with students and letting them work with a partner to correct those sentences, students learn from their own and other peers' mistakes as well as from peer knowledge. The instructor guarantees success when consolidating the corrections in the group by having students explain their rationales, results, and remaining questions. That way, the instructor learns about the students' thought processes and can, if necessary, weigh in on them.

Grading exit tickets for completion, not correctness, gives students room to reflect their daily learning more honestly and deeply. As a consistent low-stakes assessment, students start to look forward to completing them and feel safe to ask questions they were not ready, able, or willing to ask verbally in class. Each exit ticket ends with the same question, albeit in the target language: “what are your comments, concerns, and questions?”. This is their opportunity to voice what they liked, what they need support with, or ask when they can meet their instructor one on one. Above all, this question, if responded to in a timely manner and sincerely, turns the Google Form into a means of authentic, two-way communication between individual students and instructors.

Especially students who are more introverted might use them to express their questions and thoughts more easily.

In the courses referred to here, daily exit tickets completion accounts for ten percent of the final grade. This relatively high percentage emphasizes the relevance of the students’ metacognitive work for their overall learning process and pays respect to their time investment, usually 5 to 7 minutes per exit ticket.

### Conclusion

Exit ticket responses in the target language, when anonymized and used with care and pedagogical tact, help build trust and empathy among students as well as between students and instructors. As presented above, shared responses can relate to language, communicative skills, cultures, social issues, learning strategies, assignments, or questions.

Exit tickets that focus on social-emotional wellbeing can offer insights into students’ inner lives without disclosing their mental health status. Instructors can respond to students in meaningful but non-intrusive ways that promote mental health, be it through physical movements, (brain) breaks, re-considering the workloads, assignments, or deadlines. Exit tickets reinforce metacognition. Not only do they pose good opportunities to practice retrieval, but they also aim at self-reflection and move students to forming their own hypotheses about potential questions and invite accountability for task completion and time management. Exit tickets also foster awareness and agency when used as tools to address topics that otherwise would remain mere side comments but might be of immediate urgency, like in the example of the German verb “picknicken.” Forming hypotheses in exit tickets can in part disclose students’ thought processes, but the overall goal of exit tickets should be to foster and train mental flexibility and metacognitive abilities, rather than a focus on the product of those reflections.

A eureka moment for me as the instructor was when I realized the close tie between the use of exit tickets and democratic practices such as co-determination and the right to comment or vote on items. This not only made students more accountable for their own learning but also give them a chance to exercise democratic practices that teach them insights into our society’s structures and/or the limits thereof, when students negotiate rubrics, they certainly test how far they can go (“No testing! No grading!”). It then falls to the instructor to define limits and the instructor’s often multifaceted and sometimes even contradictory roles both as a representative/employee of an institution and as an emphatic instructor with democratic principles.

Finally, exit tickets encourage critical thinking. Towards the end of the semester, students can be asked to form their own exit ticket questions and answer them to test their self-reflective and metacognitive skills and their interpersonal language skills. When students start critiquing teaching practices (using exit tickets), students become critically aware of their own education, institutions, and society, and have learned to voice their criticism, ideally in the target language, as a mature citizen. This is at the heart of what we strive to achieve in education every day!

*Above all, this question, if responded to in a timely manner and sincerely, turns the Google Form into a means of authentic, two-way communication between individual students and instructors.*

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Mona Eikel-Pohen studied English and German at the Ruhr-Universität Bochum and Performing Arts at the Hochschule für Bildende Künste in Braunschweig, Germany. Before completing her Ph.D. on the English translation of Uwe Johnson's *Jahrestage*, she taught at high school level in Germany, England, and the United States. She is currently Assistant Teaching Professor of German at Syracuse University. Her research focuses on pedagogies of agency, improvisation and creative writing in the language classroom, and self-translation and identity.

## Appendix A

### Example Exit Ticket Questions

#### Generic / General Questions

- How was class for you today?
- What was fun / good?
- What was confusing?
- What important things did you learn in class today?

#### Contents and Grammar Related Questions

- What is your favorite number? Color? Pet?
- What did you learn about German culture today? / this week?
- How are you today?
- What does ... mean in English / German?
- Image: What do you see?
- Correct the sentence: ...
- What is Akkusativ? / What questions remain with regards to Akkusativ? / What does not yet make sense to you?
- Write down 3 questions for your instructor. Any questions.
- Translate the sentence into English / German.
- How many mistakes are there in this sentence? -- 6 Stunden Schlaf sind gesund, 7 Stunden Schlaf sind gesunder und 8 Stunden Schlaf pro Nacht sind am gesundsten.
- "Das von mir gekaufte Grammatikbuch war eine lohnenswerte Anschaffung, obwohl der übertriebene Preis und die schlechte Qualität des billigen Materials mich immer noch nach all den vergangenen Jahren ärgert." What are the attributive participles in the sentence?

#### Other Forms:

- Complete a sentence with(out) multiple choice options / Gap activity with(out) multiple choice
- Can-do statements, e.g. I can introduce myself + 6 options and other to choose from
- True / false questions
- Rankings
- Google x and state what else there is to learn about x.
- Do you have a car? – Answer the question by using an indefinite pronoun.

#### Vocabulary

- Look up a word in linguee, leo, dict and google. What do you notice about their similarities and differences?
- We discussed the pitfalls and gains of online translations. Why is it neither advisable nor even possible to submit a linguistically flawless writing assignment in GER 201?

#### Writing

- Write for one minute, whatever comes to mind. Write uninhibitedly in German, if a word does not come to mind, just keep going
- A famous German love poem goes "Es ist Unsinn (nonsense), sagt die Vernunft (reason). Es ist, was es ist, sagt die Liebe." Add a line, e.g. "Es ist Honig, sagt Puh der Bär." or "Es ist Schnee im Mai", sagt Syracuse.
- What is a Bierdeckel? Write as much as you can, write in „flow“, do not look up words, just write.
- Did you use passive in your essay? Where? If not, why not?



- What was your writing strategy?
  1. I took notes first
  2. I copied things from the textbook or iinternet.
  3. I started to write immediately and revised later
  4. I did not feel like doing it and I did not do it.
- Write 50-100 words in the style of the author Kathrin Röggla.
- How do you define plagiarism?

### Listening

- <https://www.youtube.com/watch?v=ZilvR1jUI2k> What are the first 7 words that Grobi/Grover is singing?
- How difficult is it for you to listen to a text and answer multiple choice questions? + multiple choice answers

### Video Clips

- Here is a trailer for a movie we will watch next week. What do you think of it + multiple choice
- Is the language difficult for you? Please rate.
- Do you feel you need to watch the movie again to fully understand it + multiple choice

### Cultural Questions, Comparisons, and Contrasts

- When do you say du / Sie?
- What is typical German food?
- Is it okay to say in German “Wo ist die Toilette?”
- How are politeness rituals in German-speaking cultures different from those in countries you know? What does that tell you about your own culture?
- Compare the formation of imperatives in German with your language(s). What do you notice?
- Two-way prepositions are bizarre because they take physical movement into account and make it part of the grammar. I personally find that very fascinating. What fascinating aspects are there in the grammar of your first language or another language that you know or have learned?
- What did you learn about table manners in German cultures today? What surprised you?
- In your culture, what are some taboos? Explain!
- What do you think of: "Und wenn sie nicht gestorben sind, dann leben sie noch heute."?
- There are no turnstiles in German stations. How do you like that?

### Learning Strategies

- Vocab
  - What is your action plan for studying vocabulary? Will you use notecards? Why (not)?
  - How do you study vocab this semester? What is your strategy? When and where do you study?
  - What vocab was new today?
  - Today's homework list is rather long. How do you cope with that? Do you work it off in one sitting? Do you work on the assignments every day? What is your strategy/plan?
  - How is your vocab study going? What works? What does not? Do you need support?
  - Asynchronous day: 9. How was learning on your own or with others for you today? Is it good to have a break and determine yourself when and how to "do" this lesson without the instructor? Would you want to do this again, or rather not?
- Take home tests
  - Look at test 3. It is relatively complex, but you have 5 days to complete it. What is your strategy?
    - I take the test today.

## *Language Association Journal*

- I take one exercise each day until the deadline.
  - I do the test the day of the deadline.
  - I have no strategies.
  - Other
- What will you do when you take the test?
  - Nothing
  - I work alone. I can focus best when I am by myself.
  - I will switch off my phone completely.
  - I work alone, but I use Zoom and GroupMe to meet other students and ask and answer question.
  - I meet one person in zoom.
  - I meet with as many people as possible.
  - Other
- Writing papers
  - When writing a paper, what is most difficult for you, and why?
  - What do you think is the benefit of writing papers?
  - How do you feel about writing papers at college a. in general and b. in your first semester of German?
  - As you might have guessed, you will be writing a paper in German (with a lot of guidance). What are your greatest concerns and questions?
- Overall progress
  - How useful was today's lesson for your progress? Please rank from 1 (not useful at all) to 5 (the most useful imaginable)

## **Self-Reflection**

- What's one important thing you learned in class today? Did you feel prepared for today's lesson?
- What would make today's lesson more effective?" This is the generic "exit ticket" from google. Do you like that better than the questions tailored to class?
- (How) did you keep connected to German over the winter?
- After reviewing last semester's contents, what was new to you? What did you not remember?
- After 3 weeks, how is this course working for you? Is there anything you would like to see changed, improved, what do you like, what is happening that you did not expect, what is not happening that you had expected etc.? Any feedback is welcome!
- What are you better at now than at the beginning of class?
- Did you feel you could contribute in class today and on other days? Why (not)?
- Comment on one or several or all questions: a. What questions/comments do you have? b. What is confusing you? c. What is different than what you expected to learn in this class and is that good or bad? d. What is too much? e. What is missing?
- What is one thing you gleaned from test corrections today?
- Do you find these exit tickets meaningful? Please elaborate a little.
- What did you learn when revising the paper You may answer in English.
- What strategies do you use for problem-solving?
- Grade your German (1: really bad; 5: the best you can have after 47 lessons)
- What are your goals for this semester? What do you want to be able to do at the end of the semester?
- How did GER 202 contribute to promote your critical thinking? Rank from 1 (not at all) to 5 (very much so, more than I expected). Please name concrete examples when and where and how that happened. What did you learn today? What would you have preferred to learn instead?
- Write your own exit ticket. Write whatever you want.
- Do you think you will use German after your graduation? Why (not)?

## **Social Justice and Equity**

- Clichés
  - Why are clichés problematic, and what are ways to point out and deconstruct clichés?



- We developed characters in class today, based on the identity wheel. Do you think, you used clichés to develop yours?
- How do you find working with the identity wheel?
- What stereotypes do we see in the video?
- How can we avoid clichés?
- Textbook stereotypes
  - The textbook shows a family. Is that a typical family or a cliché of a family? Or neither? Or...?
  - What feedback would you like to give back to the book publisher (I actually collect your answers, anonymize them and send a summary of the feedback to the publisher, so this is "for real!"). The textbook uses the term "picknick". After our discussion in class today, how is that for you?
- Gender
  - What about gender neutral possessive pronouns in German (e.g. for non-binary people)? If we did not discuss this in class, google at least 2 sources, and we talk about that tomorrow.
  - Are there gender issues in German soccer?
- Environment
  - Do you think of your carbon footprint when you buy apples or bananas?
  - What can you do to reduce the carbon footprint? What can your college do?

### Emotional Well-being

- What do you hope, fear, expect this semester?
- When do you have scheduled free time and scheduled sleep time?
- What is the best brain break or relaxation exercise for you?

### Partner / Teamwork

- Grade your teamwork (1: really bad; 5: the best)
  - Language use (you spoke German in your breakout room)
  - Ideas for the project
  - Teamwork and cooperation
  - Actively listening to others
- How was partner work for you today?
  - Constructive
  - I love group work!
  - My partner and I divided the work equally.
  - My partner did everything; I could not do anything.
  - My partner did nothing; I did all the work.
  - I hate partner work
  - Other
- What were your tasks in the group? What did you do well? What could you do better next time?
- What of the active listening techniques is something you can use in your everyday and professional life/group work?
- How did you work on the asynchronous day?
  - I did not
  - Alone.
  - Alone but with chat options
  - With one person with 2-4 other people
  - With 5 or more from GER 202, that was fun.
  - With more than 5 people from GER 202, but it was not really efficient.
  - Other

### **Student Agency/Co-determination**

- This Sunday, we have a class from 11 to 11.30 am I explain the Final Project and the German Program. What do you prefer?
- in person with time for q & a
- Recording with exit ticket
- What is the best day for you to submit your weekly homework?
- What should be the same / different from last semester / other language learning experiences?
- In regular semesters, these rubrics here  
<https://docs.google.com/document/d/1qsHid24AZ5DKgAGP3isCfHVsZGraBsJMAXScmpy1Z0A/edit?usp=sharing> is part of my syllabus. Please comment on it. Where would I have to change it so you feel it accommodates what you are able to deliver in my class this semester?
- How did you like the writing dialogue? Was that good, or do you prefer speaking in German? In what situations would this be a good method?
- How do you like an asynchronous lesson like the one we did today?
  - Awesome. I need a screen break.
  - I do not care. Work is work
  - Not so much. I prefer working with the other students.
  - Other
- Would you appreciate another asynchronous lesson towards the end of the semester?
- You did various improvisation activities today. 1. How did that feel for you? 2. Did it teach you anything? 3. What / why not?
- How was making a tableau for you?
  - Boring.
  - A bit strange but interesting to empathize with a novel hero
  - New, but cool
  - New and not cool
  - Okay.
  - Awesome. Can we please do this again?
- What project should we do during the last 2 weeks of the semester (multiple choice + other)
- Make your own exit ticket!
- What did you learn today?
- What would you have preferred to learn instead?
- Look at the final project outline and timeline. Do you think this project can be successful for your and your classmates? What would you change to be able to be successful?

### **The Last Question**

- What questions and suggestions do you have? Anything you would like to add or ask?
- What questions, concerns, and comments do you have this week?
- How are you doing? How is your semester? Is there anything you would like to vent off, ask to be different, suggest, state that you like or do not like?
- Questions? Problems? Comments?
- How does what you learned today connect with your (real) life experience?
- What from this course will you remember 1 / 5 / 10 years from now?