

planning		monitoring		reflection		discursivity		
P1	indication of a <b>focus of attention</b> , in particular with regard to <b>tools / methods</b> to be used or <b>(intermediate) results</b> or <b>representations</b> to be achieved	M1	controlling of a subject-specific <b>activity</b>	R1	<b>analysis of structure</b> of a subject-specific <b>expression</b>	D1	measures to <b>improve</b> the discussion / <b>link</b> a contribution	
P1a	one step planning activity			R1a	without taking into consideration any additional rewriting or reorganization	D1a	naming of reference points or persons; asking for reference points or persons (in particular to ensure the basis of conversation); indicating missing or wrong references	
P1b	several-steps planning activity or indication of an alternative approach			R1b	with an additional rewriting or reorganization of the given expression	D1b	setting one's own contribution apart from others or stating agreement with another	
						D1c	repetition of statements said before as a basis for further reasoning or to assure oneself of things meant or written	
						D1d	activities to improve (e.g. structuring) and facilitate the discourse	
P2	planning <b>metacognitive activities</b>	M2	controlling of <b>terminology / vocabulary</b> used for a description / <b>explanation of a concept</b>	R2	<b>reflection on concepts / analogies / metaphors</b>	D2	<b>education</b> for discourse unfolding of / agreement on / asking for rules for the discourse; adherence to the rules of the discourse; asserting that rules have not been agreed for the current discourse	
				R2a	assignment of an object / an issue to a concept, classification of a concept into a concept hierarchy			
				R2b	thinking about the adequacy of concept formation, subsumption, analogy or metaphor			
		M3	controlling of <b>notation / representation</b>	R3	<b>result of reflection expressed by a wilful use of a (subject-specific) representation</b>	<b>negative discursivity</b>		
				R3a	identification / marking	ND1	superfluous contributions	
				R3b	creating a specific representation			
				R3c	like a or b, to promote understanding, to uncover a deficiency of misconceptions, or to initiate a process of abstraction or metacognition	ND1a	asking a self-answering question (asking a leading question)	
		M4	controlling of the validity or adequacy of tools and methods used, in particular with regard to a <b>planned approach</b> or a <b>modelling approach</b>	R4	<b>analysis of the effectiveness and application of subject-specific tools or methods / indication of a tool needed to achieve an intended result</b>	ND1b	repetition of things already said without adding a new point of view to the discourse (also "teacher echoing")	
						ND1X	wilful disturbing the class	
		M5	controlling of (consistency of an) <b>argumentation / statement</b>  in particular revealing mistakes or inconsistency in the argumentation / statement or conducting a stepwise or global control or controlling an alternative argumentation (that has not been presented yet)	R5	<b>analysis of argumentation / reasoning</b>  with regard to content-specific or structural aspects	ND2	<b>inadequate vocabulary</b> (in a description, comment, argumentation, statement)	
						ND3	<b>violence of rules</b> for a well-orchestrated discourse	
						ND3a	statements/ questions do not recognizable refer to the things occurred or said or the reference point is not explicit or the argumentation is fragmentary	
		M6	controlling if the <b>results</b> meet the <b>question</b>  in particular with regard to the goal of a task or question and the answer given to it (controlling the factual and the intended situation) or with regard the plausibility of the results achieved	R6	<b>reflection-based assessment or evaluation</b>	ND3b	shortcomings with regard to grammar or the sentence structure, broken sentences; at first glance comprehensible sentences in which it is not clear what is meant	
						ND3c	introducing alternative statements or proposals without setting them off against others; pretending repetition or summary of a given contribution with an essential change in the meaning and without making this change "visible"	
						ND3d	uncommented change of the reference point / meaning of the issue discussed	
		M7	revealing a <b>misconception</b>	R7	<b>analysis of the interplay between representation and conception</b>	ND3e	false logical structure of an argumentation	
		M8	<b>self-monitoring</b>			ND4	<b>no intervention</b> taken against severe disregard of discursivity rules, in particular when discourse falls into pieces;  ignoring an objection	
		M8a	subject-specific calculation					
		M8b	terminology, description, explanation of a concept					
		M8c	notation					
		M8d	tools and methods, planned approach or a modelling approach					
		M8e	argumentation, statement					
		M8f	correspondence between results and questions					
		M8g	metacognitive activity					