

PROJECT SHERLOCK HOLMES AND THE ART OF ABDUCTION	
TARGET GROUP	Age: secondary school students Level: B1/B2 in relation to the future GER (cf. proposal Sinn)
CONTEXT	Blended learning environment
LEARNING OUTCOMES	<ul style="list-style-type: none"> ● Learning about abductive reasoning (hypothesis) ● Improved logical skills ● Improved analysing skills ● Improved reading skills ● Improved writing skills
TOOLS AND RESOURCES	Google docs, padlet, internet connection, riddles from Tim Dedopulos: <i>Sherlock Holmes' Elementary Puzzles: Riddles, Enigmas and Challenges Inspired by the World's Greatest Crime-Solver</i> . London 2014
CONTENT	<p>STEPS:</p> <ol style="list-style-type: none"> 1. A solution of the riddle 1 of group 1 will be assigned to group 2, solution of riddle 2 will be assigned to group 3 etc. Groups min. 4 – max. 6 students. 2. Have students brainstorm individually and write down what pops up to mind when thinking about the riddles. Have them post on Padlet or google docs/forms their hypothesis. 3. Mixing the groups: One member of group 2 advises group 1, one member of group 3 advises group 2 etc. It is important, that the solution is not simply revealed and that there are minutes (naming a keeper of the minutes)! 4. Inform students on the basic concepts of major, minor and conclusion. 5. Have the students' work in smaller groups again, describing the process of logical abduction much detail as possible (Google Docs). 6. Students prepare short presentations. 7. Back in the groups again - listen to the presentations and make sure that the students understand the differences between major, minor and conclusion in the context of each solution. 8. Application, transfer: write a final written task. Answer to the following questions: How could you see and think like Sherlock in your world? Explain and give examples. Look at the riddle. How does it need to be modified in order to be less artificial and more 'normal'? Give examples. 9. Finally, look at the relationship between a deductive way of reasoning and an abductive one. How is it depicted formally? 10. Evaluation of the project by the students.
ASSESSMENT	
EVALUATION OF STUDENTS' WORK	TEACHER SELF-EVALUATION OF THE ACTIVITY
Chiefly logical skills	Students seem to like this form of analysing a text.
ADDED VALUE	
<ul style="list-style-type: none"> ● Approaches to the problem – even if they may be 'false' - can be used as new exercise material for analysing, using authentic texts. ● The task encourages pupils to connect thinking with speaking/writing, i.e. it improves the competencies in cognitive discourse functions. 	
POTENTIAL CHALLENGES	

As always with doing logics some students will find the task difficult. But there might be helpful instruments in the Internet.