

SESSION OUTLINE

1. Introductions
2. Assignment guidelines
3. Module structure
4. Session today

INTRODUCTIONS

- Academic Background
- Experience in reflective practice



ASSIGNMENT

- 3,500 words essay
- Submission deadline 20th January
- Case study
- Specific guidance on handbook



MODULE STRUCTURE

1. Lecture
2. Seminar groups



WEEK ONE

Introducing the core concepts and principles of Reflective Practice by looking at Key Theorists_John Dewey, Donald Schon and David Kolb

Thinking about reflective practice for new teachers

Using Gibbs Reflective Practice cycle to explore how it might help you to make sense of experiences in school/workplace

Going on to develop a more critical understanding.

STANDARD DEFINITIONS OF REFLECTIVE PRACTICE

- Reflective practice is:
 - Learning through and from experience
 - Gaining new insights of self and practice
 - Challenging assumptions of everyday practice
 - Learning through questioning and investigation
 - Developing understanding

Finlay (2008)

[http://oro.open.ac.uk/68945/1/Finlay-\(2008\)-Reflecting-on-reflective-practice-PBPL-paper-52.pdf](http://oro.open.ac.uk/68945/1/Finlay-(2008)-Reflecting-on-reflective-practice-PBPL-paper-52.pdf)

STANDARD MODEL OF REFLECTION FOR TRAINEE TEACHERS

LESSON PLAN EVALUATION

1. Did effective learning take place?
YES/NO

2. Were the objectives achieved?
YES/NO

3. Were the objectives checked on?
YES/NO

4. What were the strong points of the lesson?

5. What were the weak points of the lesson?

6. Was the preparation of the lesson lacking in any way which might have contributed to 5. above?

7. If you were to teach this lesson in the future what modifications would you make in your delivery?

REFLECTIVE COMMENT

This lesson has highlighted my development whilst on my teaching course in the following ways:

Name of Student:

Year:

Date of Submission:

Unit and Task Title:

Statement of Authorship:

I confirm that the material contained in this task is all my own work and where the work of others has been drawn upon it has been properly acknowledged according to appropriate academic conventions.

Signature of candidate:

Date:

Future action points include:

ORIGINS OF REFLECTIVE PRACTICE: JOHN DEWEY

- Pragmatism – practical effects and outcomes
- Pragmatism – which effects and outcomes
- Learning to learn
- Learning by doing
- Experiential learning
- Teachers – disposition to enquire about subjects, methods, **social issues related** to the profession
- Internalised habits of mind
- Democracy and education – **empowerment and voice**

ORIGINS OF REFLECTIVE PRACTICE: DONALD SCHON

- Schon, D. (1983), *The Reflective Practitioner*, pp. 39-40.
‘In real-world practice, problems do not present themselves to the practitioners as givens. They must be constructed from the materials of problematic situations which are **puzzling, troubling and uncertain**’

DONALD SCHÖN

‘From the perspective of **Technical Rationality**, professional practice is a process of **problem solving**. Problems of choice or decision are solved through the selection, from **available means**, of the one best suited to **established ends**.

But with this emphasis on problem solving, we ignore problem setting, the process by which we define the decision to be made, the ends to be achieved, the means which may be chosen. In **real-world practice**, problems do not present themselves to the practitioner as **givens**. They must be constructed from the materials of problematic situations which are puzzling, troubling and uncertain.’

DONALD SCHÖN

Reflection in Action



- Puzzling over experiences
– why do things happen?
- Considering opportunities to do things differently – could other things happen
- Identifying possible action steps

DONALD SCHÖN

Reflection on Action

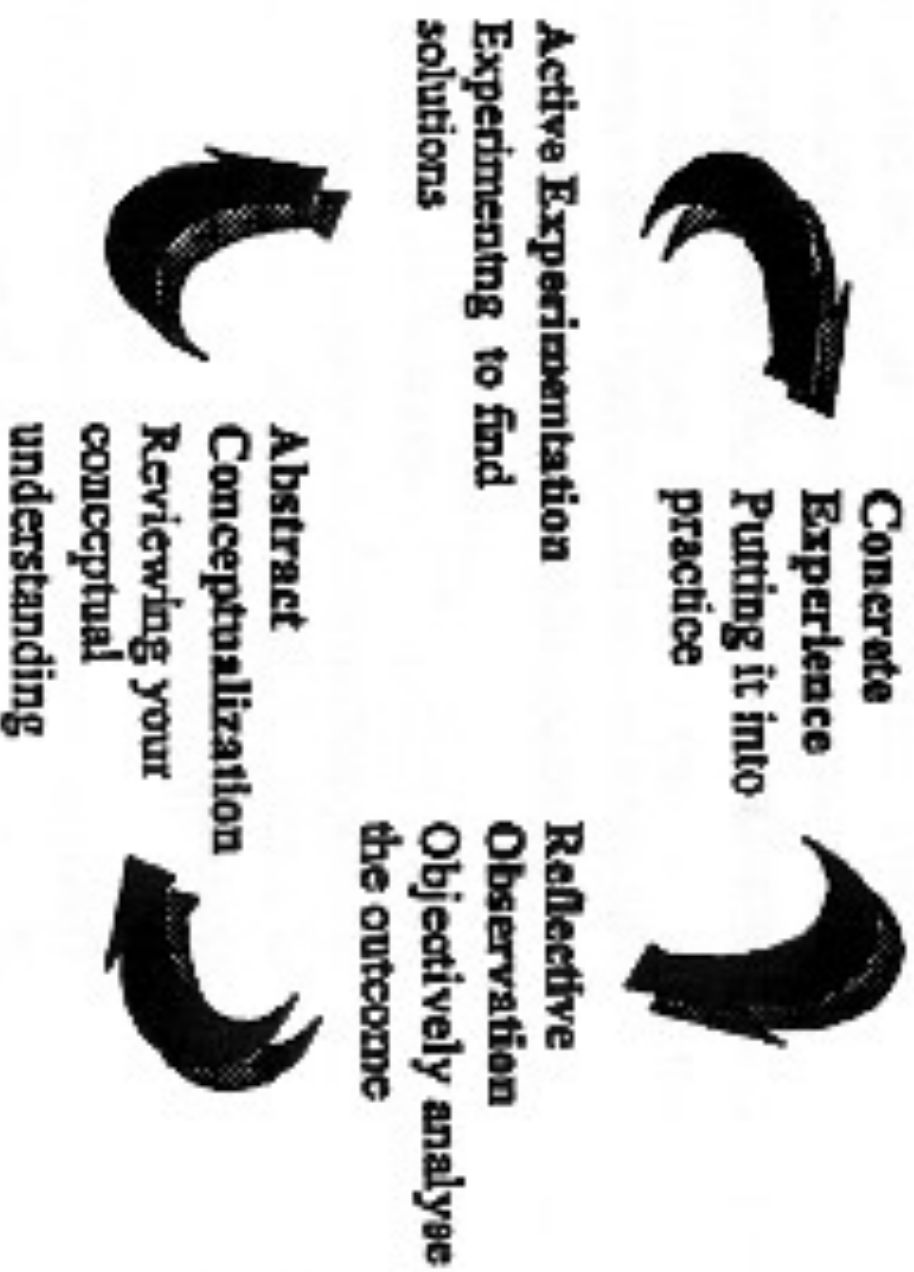


- Developing a series of action steps
- Testing them out
- (Evaluating the more successful solutions)
- Experimentation

DAVID KOLB

- Start with concrete experiences
- Observation of and reflection on that experience
- Formation of **abstract concepts** based upon the reflection,
- Testing the new concepts in practices
- New experiences
- Repeat.....

KOLB'S LEARNING CYCLE





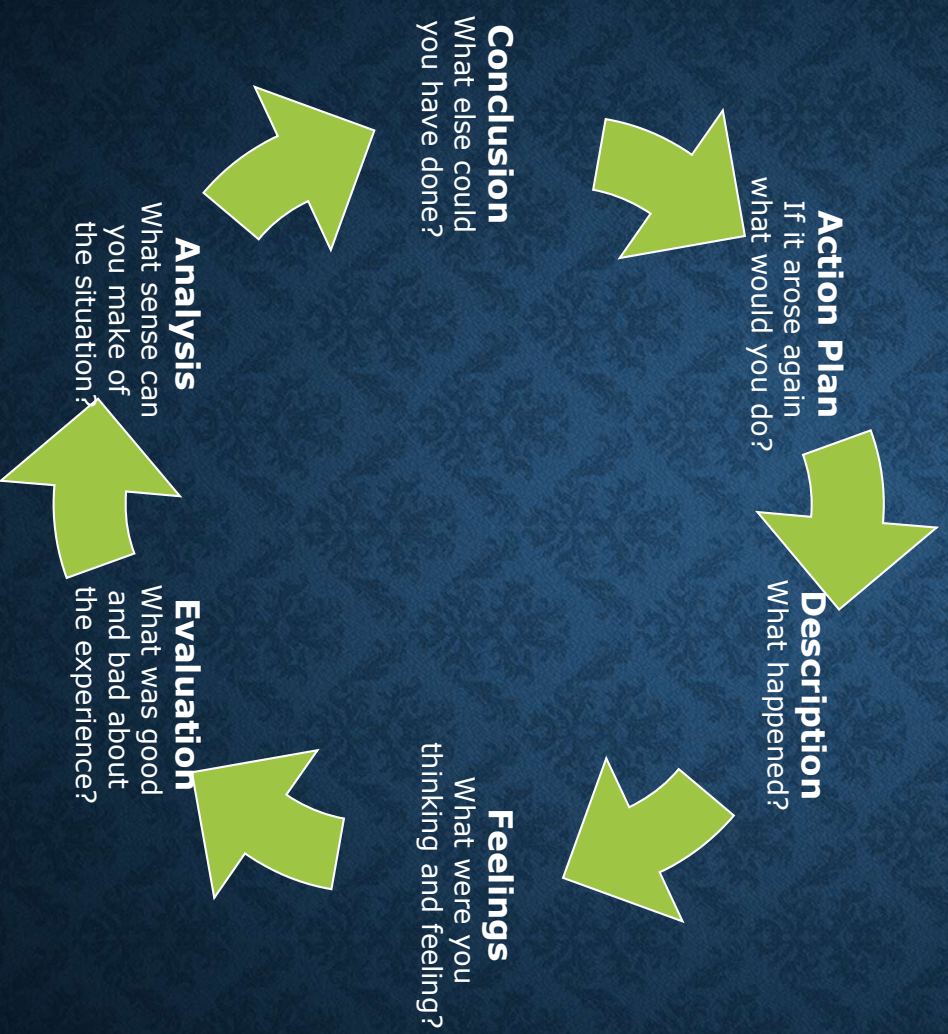
Keele
University

REFLECTING ON PRACTICE

WEEK ONE: GIBBS REFLECTIVE CYCLE

Dr Peter Jones

GIBB'S REFLECTIVE CYCLE (1988)



REFLECTING ON EXPERIENCE

- Experiences shape who you are
- Experience without reflection isn't enough
- Need to learn from experience
- But how.....?
- Gibbs' Reflective Cycle is a 6-stage process which can support the process of learning from and about experience
- What went well.....what could have gone better.....action plan for the future

GIBBS CYCLE OVERVIEW

- First 3 sections: what happened
- Second 3 sections: steps to improvement
- Feelings
- Micro-experiences – what went well/badly
- Invitation to analyse and draw conclusions
- Action for change

STEPS 1-3

WHAT HAPPENED?

- Step One:

Description: what happened, when and where, why were you there, what did you do, what were the reactions?

Step Two:

Feelings: describe them before, during and after, what other might have felt?

- Step Three:

Evaluation: objectively evaluate the experience, what went well, what didn't go well, was the situation resolved, positive and negative outcomes?

STEPS 4-6

HOW TO IMPROVE?

- Step Four:

Analysis: What might have helped or hindered the situation?

Options including other ways of understanding/concepts/research - behaving/acting differently and why?

- Step Five:

Conclusions: what could be done differently next time, skills, tools, information? Add to the positive...avoid the negative.

- Step Six:

Action Plan: create an action plan and commit to actions

ADVANTAGES AND DISADVANTAGES

Advantages:

- Easy to understand and use
- Learning and changing over time
- Balanced and 'objective' position
- Control and empowerment

ADVANTAGES AND DISADVANTAGES

Disadvantages:

- Reactive not proactive
- Superficial reflection
- Feelings – difficult to work with and overcome
- Individual process
- Tend towards the instrumental
- Overload of reflection

SUMMARY

- 6 Step process
- What happened?
- What to do about it?
- Social situations and feelings
- Emphasis on positive change
- Assumes that individual problems can be solved by the individual
- Improvement in similar situations