

LCL Reflective Practice Study Guide

Plan for this workshop

- Recap the difference between being learner centred and teacher centred
- Look at who our learners are
- Introduce: Reflection and reflective practice

Recap: Five areas of difference

Consider the suggested differences between being learner centred and teacher centred

- Balance of Power
- Function of Content
- Role of the Teacher
- Responsibility for Learning
- Purpose and Process of Evaluation

»(Weimer,M, 2002).

What are your thoughts on these five differences?

Do you agree or disagree with them?

Can you think of any examples?

Who are the learners you work with?

Questions to ponder

- What information do you need to create a learner profile?

Consider how you gain this information.

What do you do with the information once you have it?

What information do you need to create a learner profile? - Brainstorm from the workshop 07.04.09

Prior knowledge and experience
Cultural background
Aspirations – Expectations
Passion for topic / Fear of topic
Physical fitness and ability
Barriers to learning

Preferred learning style
Education level – literacy level
Reason why they are there
Length of course/programme
Capability
Resources available – financial
Abilities / disabilities

Age

Reflective Practice

Consider these questions

- What does this title mean to you?
- How does it relate to teaching?
- “Donald Schön (1983) suggested that the capacity to reflect on action so as to engage in a process of continuous learning was one of the defining characteristics of professional practice.” (Atherton, 2005, reflective practice, para 2).

Schön is credited with introducing the concept of reflective practice. What other names are you aware of that are linked with reflective practice?

Names to look out for include:

- Stephen Brookfield
- Kemmis, Carr & McTaggart
- David Boud
- Jennifer Moon
- Boud, Keogh and Walker
- David Kember

Timing of Reflection

There are two main ways in which reflection can occur:

- Reflection in action
 - (while doing something)
 - Reflection on action
 - (after you have done it)

Example

An example of this might be a car going into a skid on ice. During the skid instead of continuing the way you were you might think 'no, I must turn the wheels in the other direction' (reflection in action)

Later when you are hugging a lamp post you might be thinking about what could have been done differently. (reflection on action)

Can you think of your own teaching examples of reflection 'in' and 'on' action?

Reflective practice involves thinking about:

- What you do
- How you do it
- Why you do it

Teaching pair exercise

Try this with a colleague

•In pairs -

–one person is to tell a story of what happened the last time they were teaching
(only given 2 minutes for story)

–The other person is to listen carefully but not interrupt

Teaching pair exercise cont.

In the next two minutes

•The listener is to:

–Clarify information

–Ask questions to find out more about the experience

Swap the storyteller and listener around and repeat the exercise.

What differed for you between telling the story and having questions asked about the story?

Consider the following statement in relation to the previous exercise.

•“it can be argued that “real” reflective practice needs another person as mentor or professional supervisor, who can ask appropriate questions to ensure that the reflection goes somewhere, and does not get bogged down in self-justification, self-indulgence or self-pity!” (Atherton, 2005, reflective practice, para 3).

Would you agree or disagree? Why?

Finally for further reflection

Consider the following questions:

- What do you see as the advantages and disadvantages of using reflective practice as a teacher?
- Do you currently reflect on your teaching practice?
- How do you reflect?
- What other tools and methods could you use to reflect on your practice?

Add your thoughts on reflective practice to the thread on the discussion board.

References

- Atherton, J. S. (2005). *Learning and Teaching: Reflection and Reflective Practice*. Retrieved on 17 April 2008 from <http://www.learningandteaching.info/learning/reflecti.htm>
- Weimer, M. (2002). *Learner-centered teaching : five key changes to practice*. San Francisco : Jossey-Bass