

The Enquiring Teacher

ECPP7001

Session 8



Reflection in research

- ▶ “The unexamined life is not worth living”

Plato

Reflection in Lesson Study

You will be required to reflect on the lesson that you teach during your lesson study.

There are several methods of doing so;

- ▶ orally - in discussion with others;
- ▶ in writing – e.g. in a reflective journal.

Reflecting orally

In Japan:

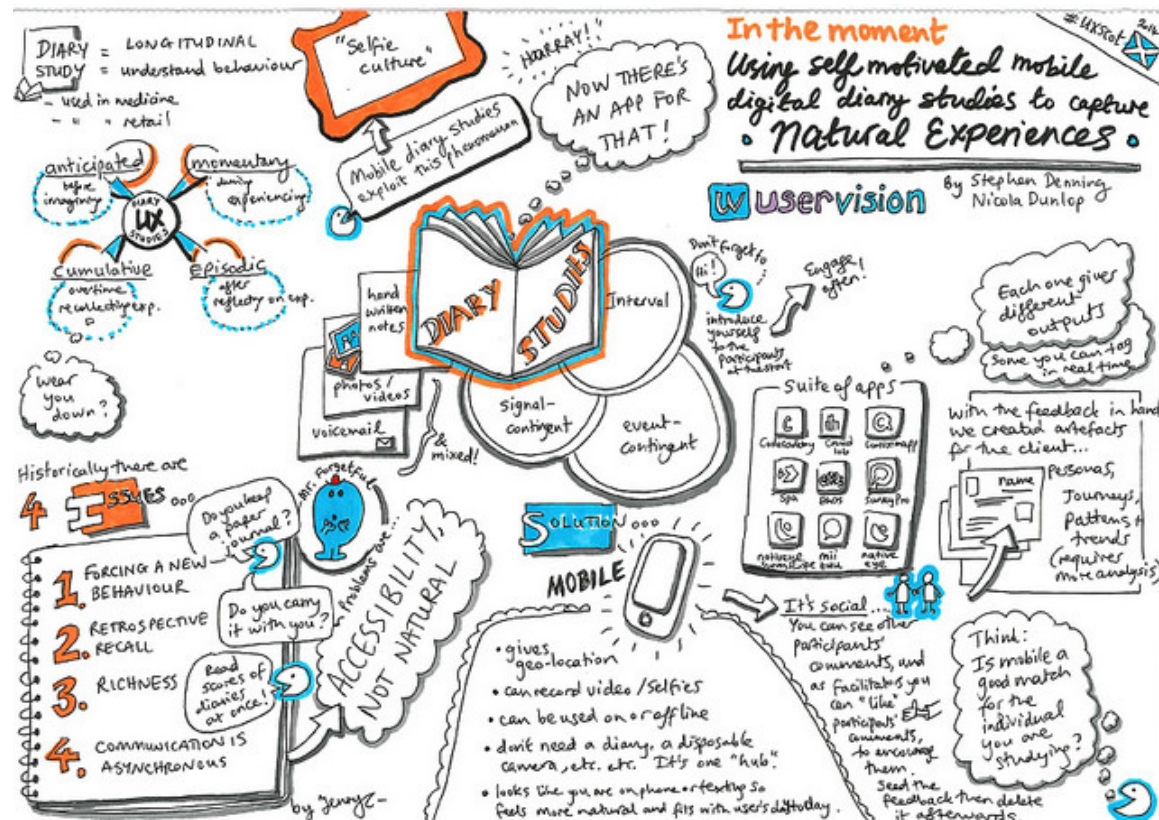
- ▶ several teachers present;
- ▶ others make suggestions for improvement.

<https://www.youtube.com/watch?v=28IGr5MIsVM>

Reflection in Lesson Study

- ▶ In order to use this data in your assignment, you will need to create a written reflection.
- ▶ This can be done on paper or on a computer.

Reflective Journal - examples



Reflective Journal - examples

Observation and analysis	• What was I trying to achieve? • Why did I respond/react as I did? • What were the consequences or outcomes for the patient, others and me? • How was the patient/others feeling? • How do I know how they were feeling?
Emotional response	• How did I feel (emotionally) in this situation? • How did I react physically to this situation? (anxiety, nervousness)
Conflicts	• Did my actions match with my own beliefs and values? If yes - how? If no - why not? • What are my own beliefs in relation to this situation?
Knowledge	• What knowledge did or should have helped me?
Interpretation of experience	• How does this connect with previous experience? • Could I have managed this situation better? How? • What would be the consequences of alternative action for the patient, others or myself? • How do I feel about the experience? • Has this incident changed my ways of dealing with a similar situation? • What do I need to do to learn from this situation?
Future action	

Reflective Journal - examples

Weekly learning reflection

How did you get on in your learning last week? How can you be better this week?

This week my learning successes were...

The bits I don't get YET are...

What will I do to make sure I improve this week?

What will I need to help me make those improvements?

What mistakes did I make that helped me learn?

What will I do to ensure I am a good learner this week?

A Growth Mindset at Chew Valley



Reflecting can help you to:

- ▶ focus your thoughts and develop your ideas;
- ▶ develop your voice;
- ▶ experiment with ideas and ask questions;
- ▶ organise your thinking;
- ▶ develop your conceptual and analytical skills;
- ▶ reflect upon and make sense of experiences and the processes behind them;
- ▶ express your feelings and emotional responses;
- ▶ become aware of your actions and strategies;
- ▶ develop your writing style and skills.

Reflection

Reflective thinking involves essentially three processes:

- ▶ experiencing something
- ▶ thinking (reflecting) on the experience
- ▶ learning from the experience.

Models of reflective practice

The following models of reflective practice can allow you to construct a greater depth of reflection than the:

- ▶ experience (1);
- ▶ think (2);
- ▶ learn (3)

model.

Models of reflective practice: Kolb, 1975 & 1984

- ▶ The Learning Cycle emphasises reflective observation as a way to analyse and draw conclusions from an experience. The aim is to take this learning into new experiences, completing the cycle.



Concrete experience
(experiencing
something)



Reflective Observation
(thinking about the
experience)



Abstract
Conceptualisation
(learning from the
experience)



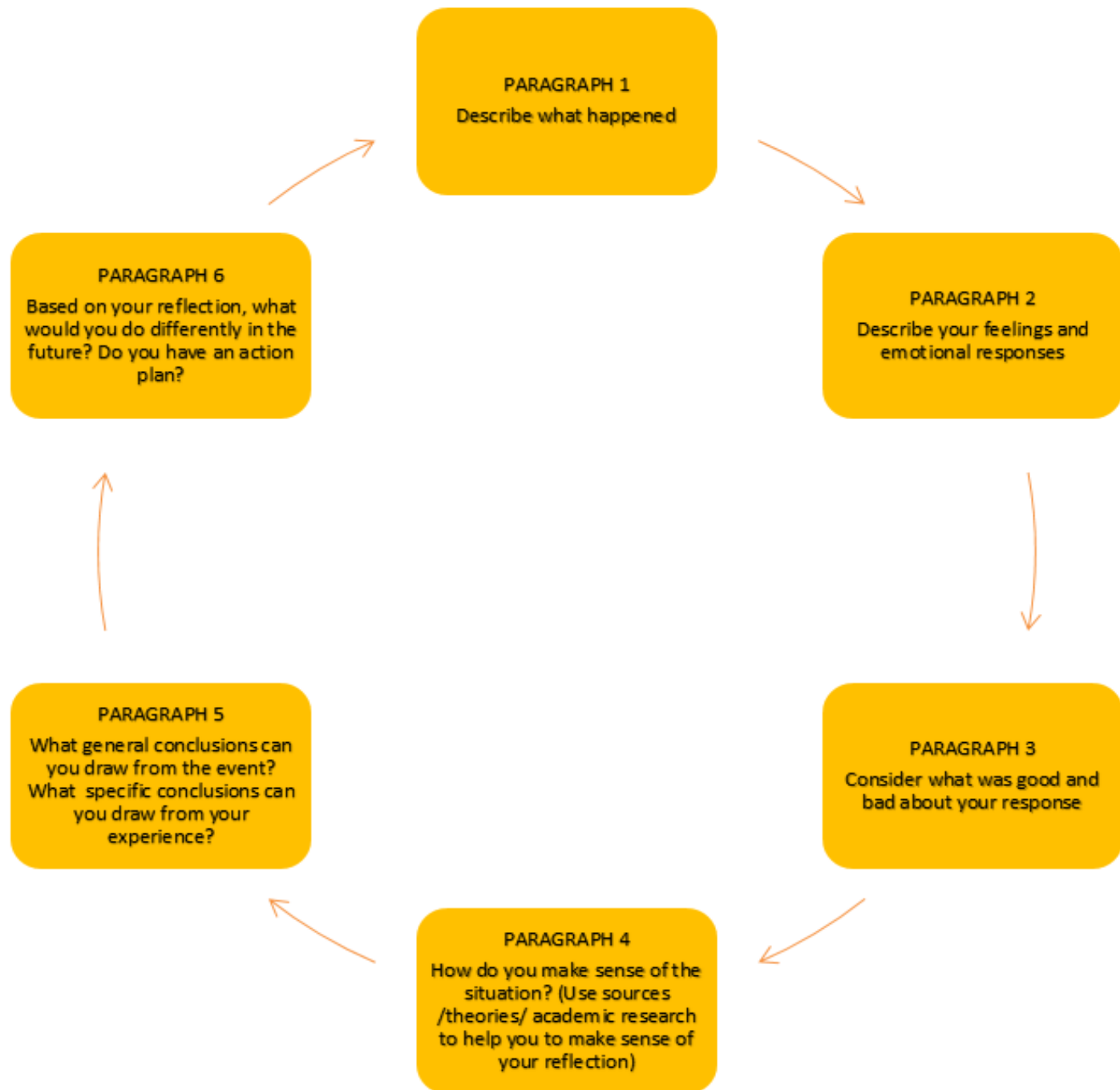
Active Experimentation
(putting into practice
what you have learned)



Models of reflective practice: Gibbs, 1988

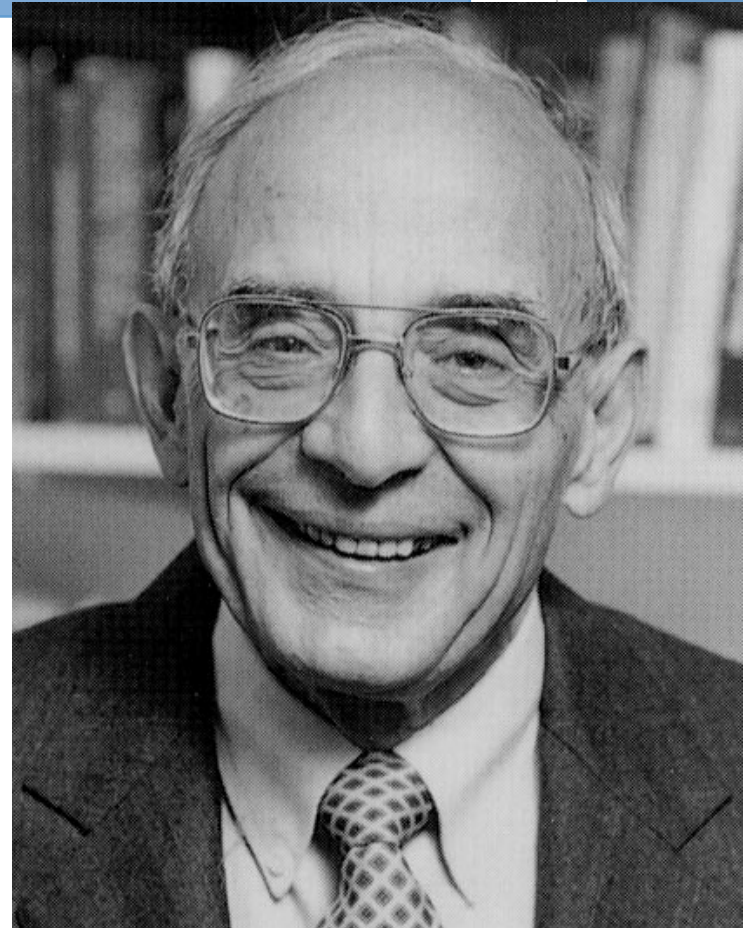
- ▶ The Reflective Cycle has six distinctive stages, leading from a description of the event/experience through to conclusions and consideration for future events.





Models of reflective practice: Schön, 1978

- ▶ This model has the strength of considering reflection in action (during an event/experience) with those that happen in hindsight (after the event).



Reflection in action (at the time the event is happening)

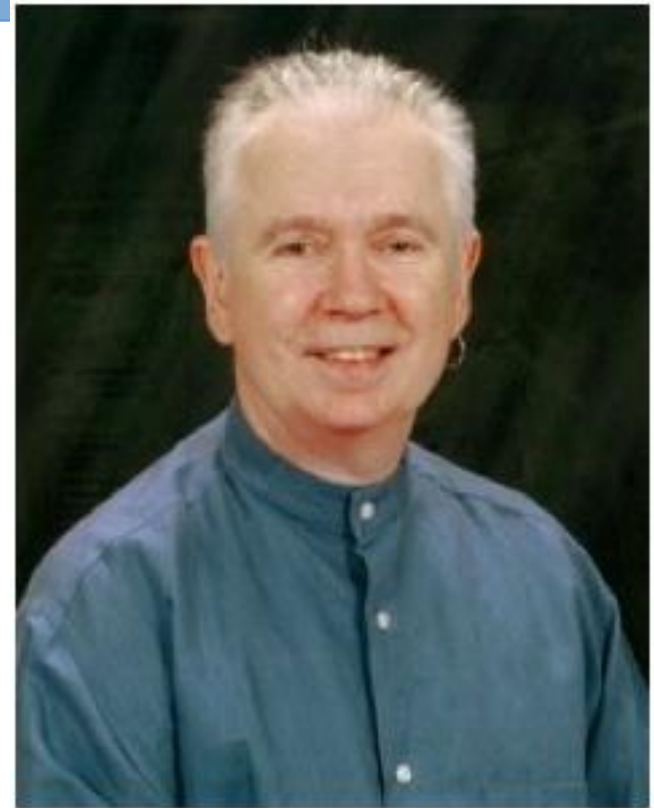
- The experience itself
- Thinking about it during the event
- Deciding how to act at the time
- Acting immediately

Reflection on action (after the event)

- Reflecting on something that has happened
- Thinking about what you might do differently if it happened again
- New information gained and/or theoretical perspectives from study that inform the reflector's experience are used to process feelings and actions

Models of reflective practice: Brookfield, 1998 & 2005

- ▶ This model proposes four lenses that can be engaged by teachers in a process of critical reflection: (1) the autobiographical, (2) the students' eyes, (3) our colleagues' experiences, and (4) theoretical literature.
(Brookfield's Lenses)



Our
autobiographies
as learners

SELF

Our students'
eyes

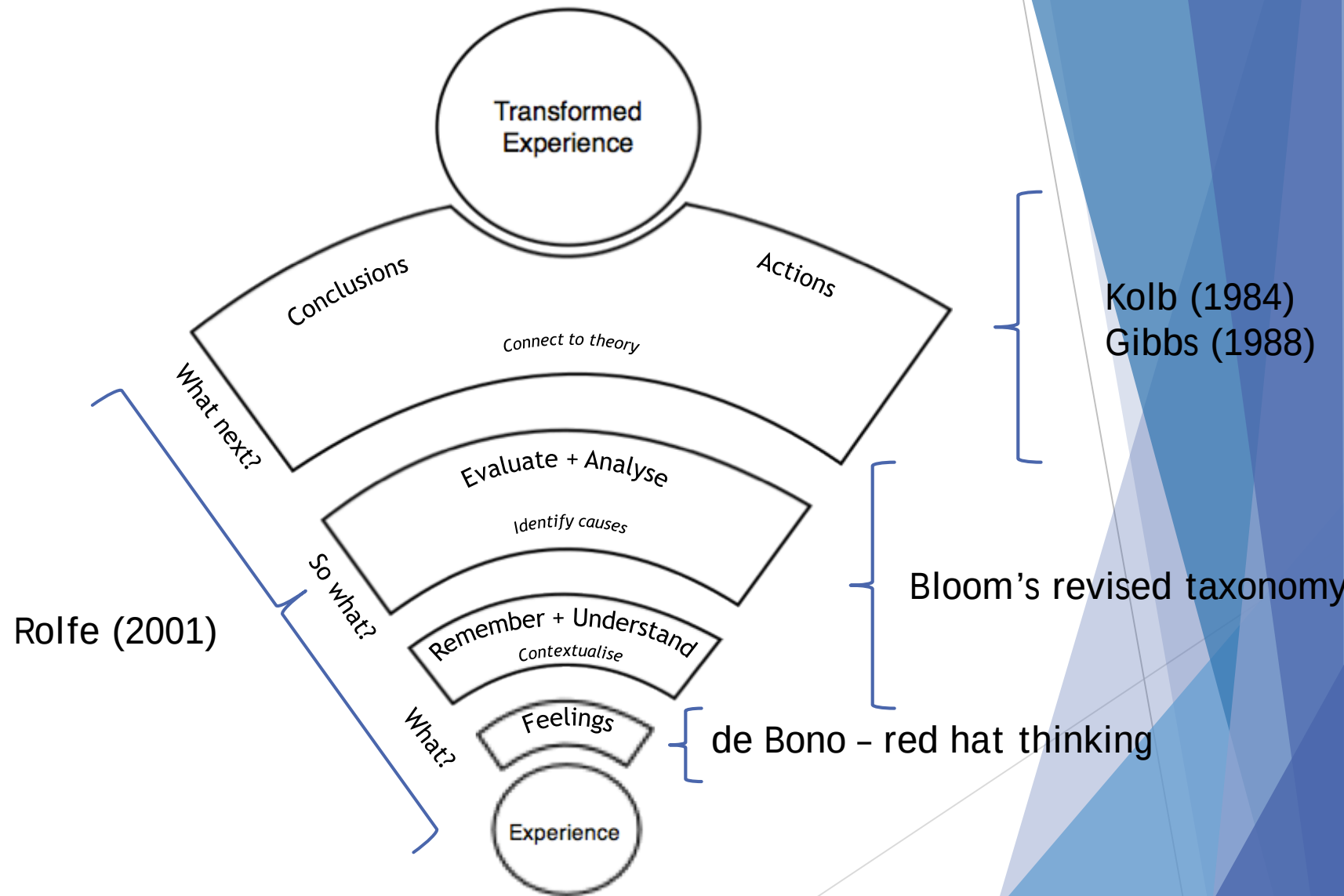
STUDENTS

Our colleagues'
experiences

PEERS

Theoretical
Literature

SCHOLARSHIP



You need to:

- ▶ Decide which method of reflection you will use (with your partner);
- ▶ Create a suitable pro-forma sheet;
- ▶ Undertake some reading regarding the theory on which your method of reflection is based.

