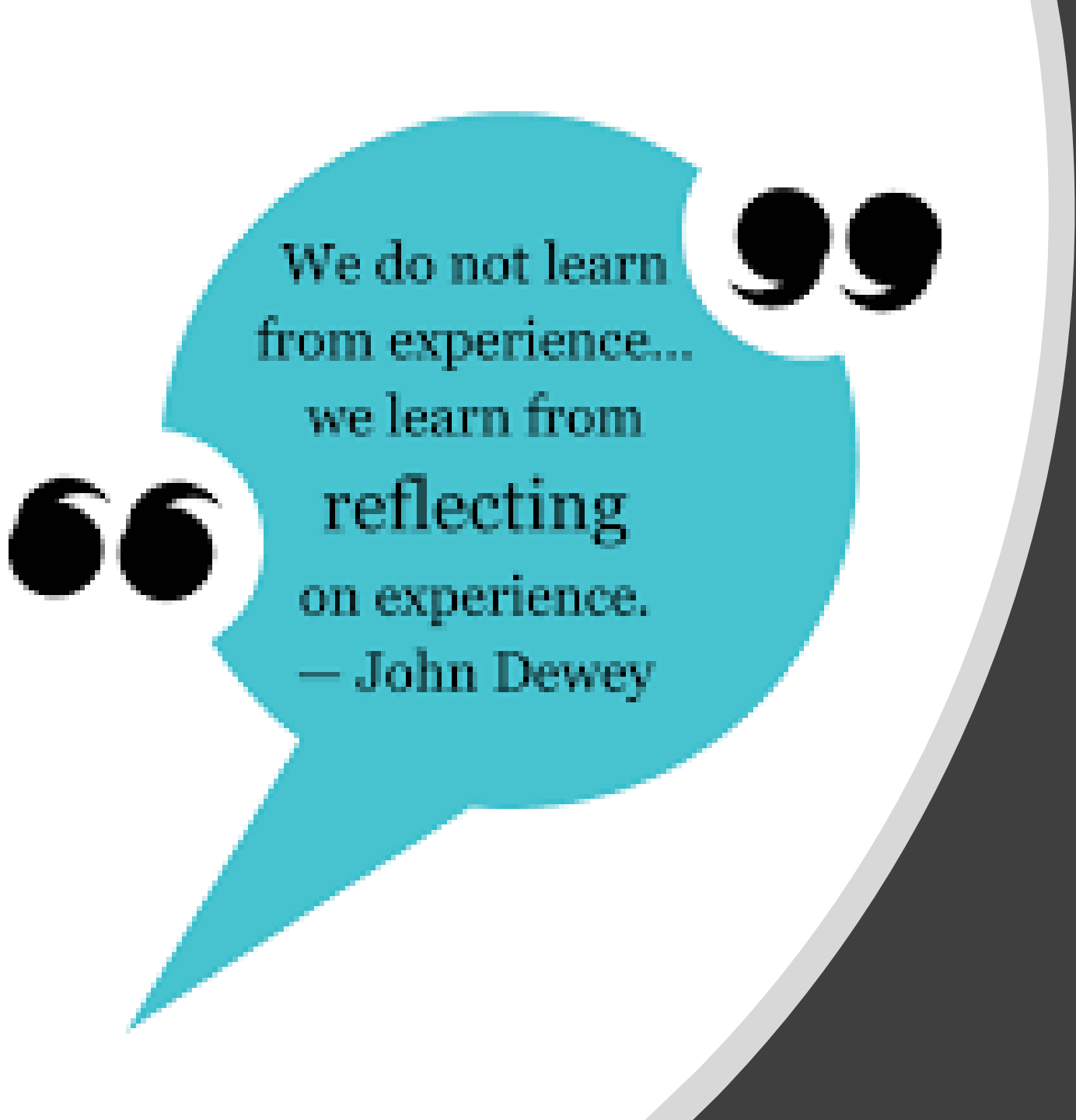




We do not learn
from experience...
we learn from
reflecting
on experience.
— John Dewey

ECAD6010

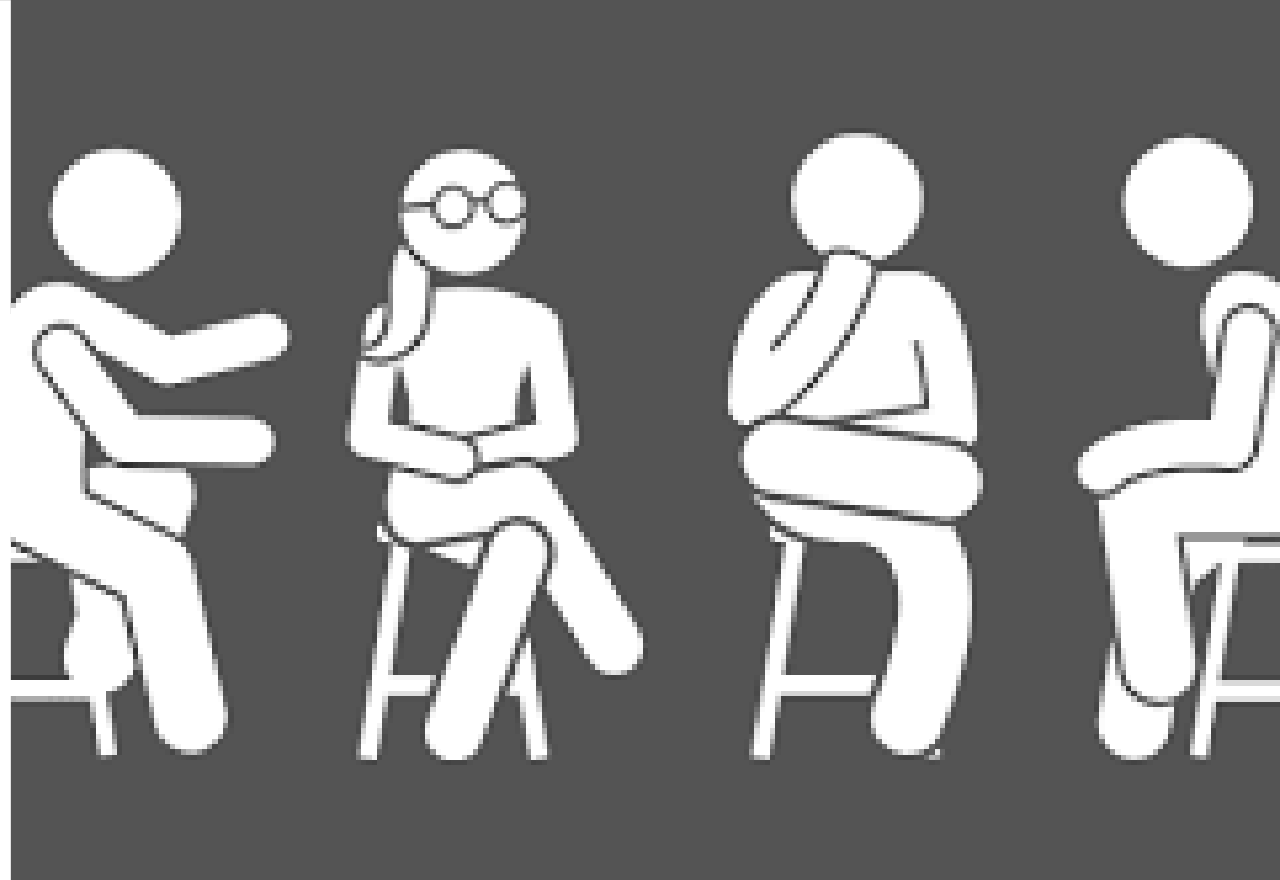
Session 11

Reflection in Research



The unexamined life is not
worth living.

~ Socrates



Reflection

Following your research, you will be required to reflect on the process and your findings



Why is reflection important?



Reflection 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.

Reflective thinking involves essentially three processes:

1

experiencing
something

2

thinking (reflecting)
on the experience

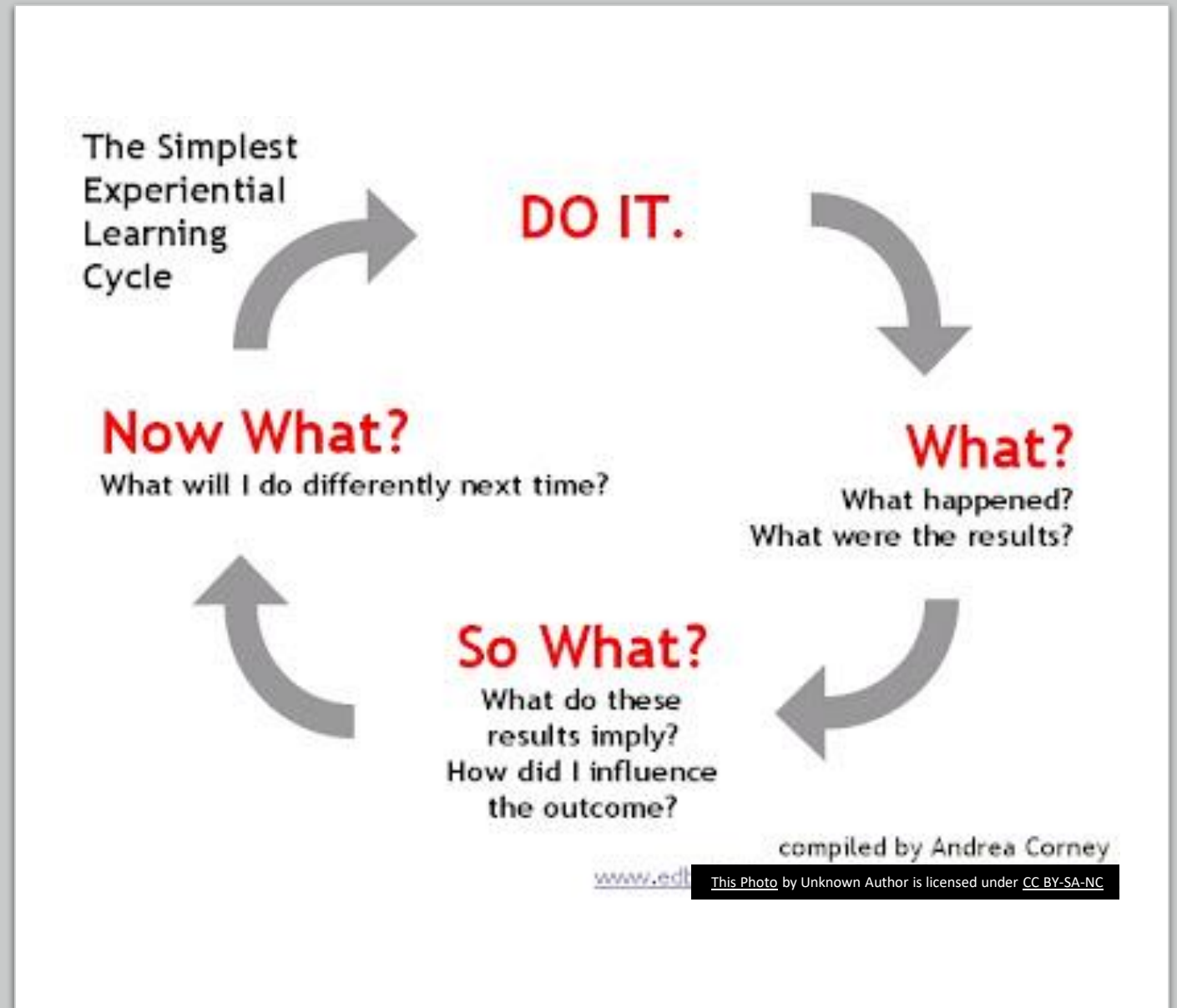
3

learning from the
experience.

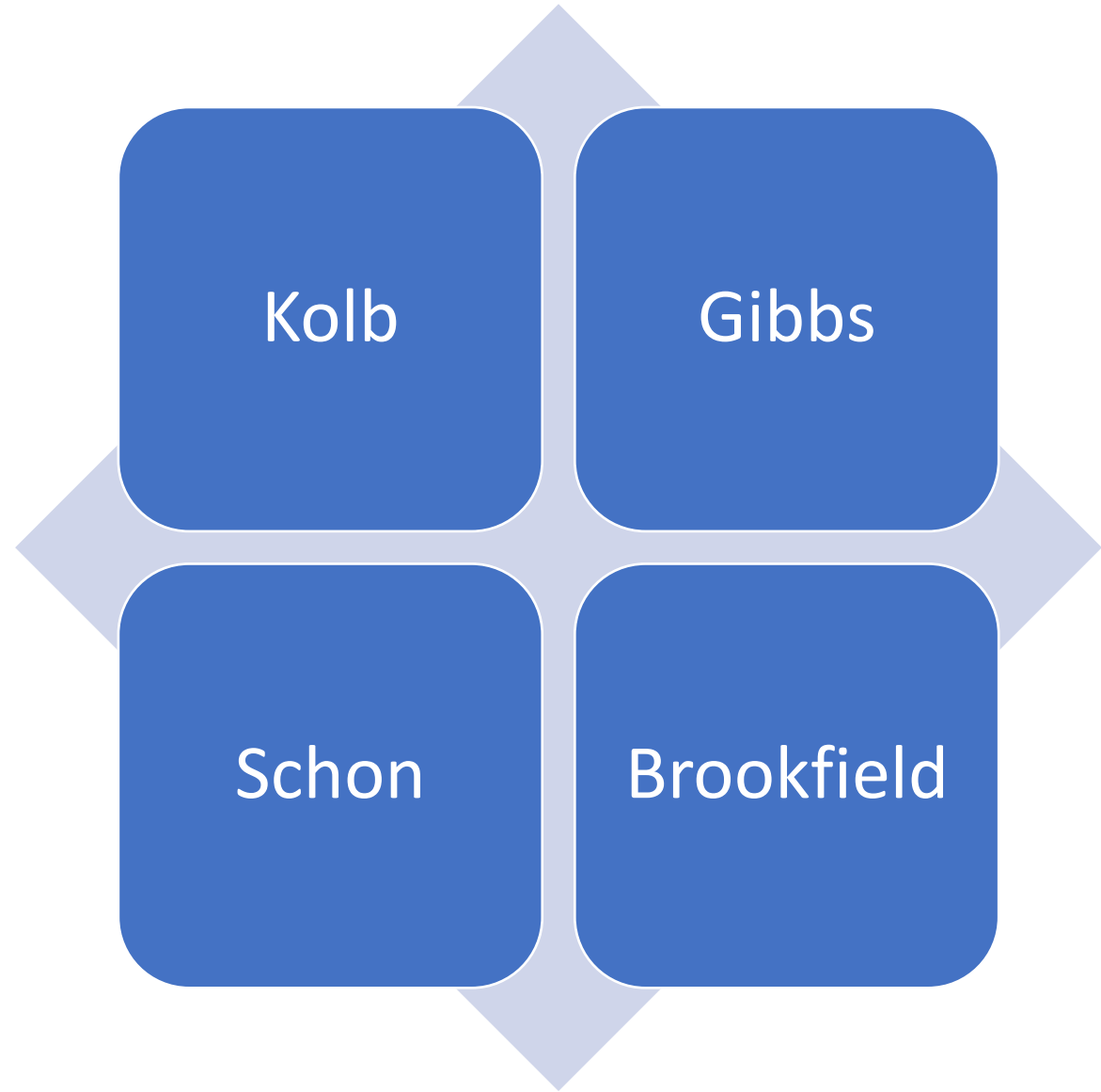
Learning from the experience...

Assignment title:

An exploratory case study arising from practice (noticing) and investigated further through identified research tools. The assignment concludes with the identification of an intervention which can be piloted throughout Professional Teaching Experience and evidenced through reflection in the Professional Learning Standards (professional learning standards).



Models of reflective practice:





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.





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.

PARAGRAPH 1
Describe what happened

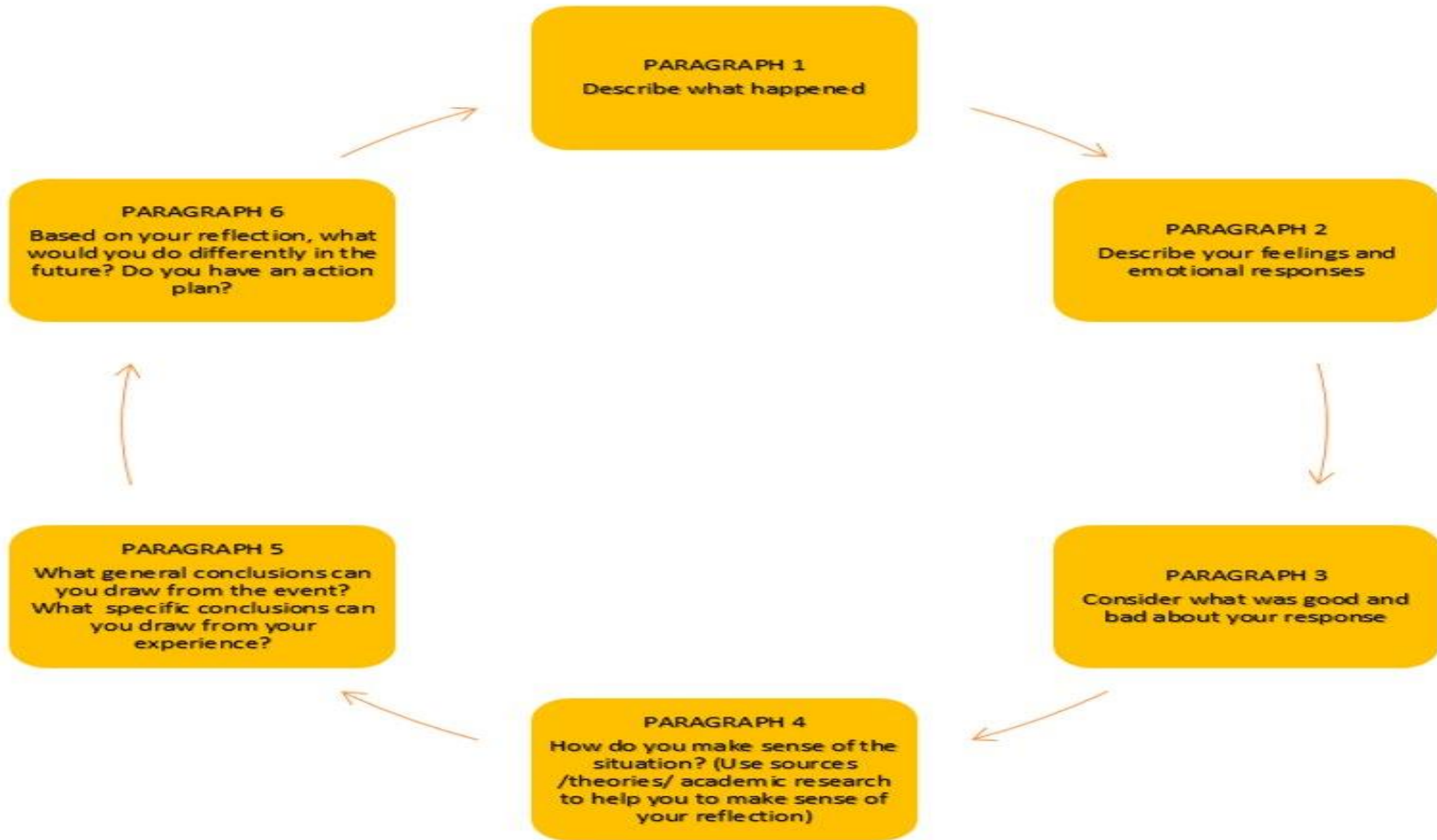
PARAGRAPH 2
Describe your feelings and
emotional responses

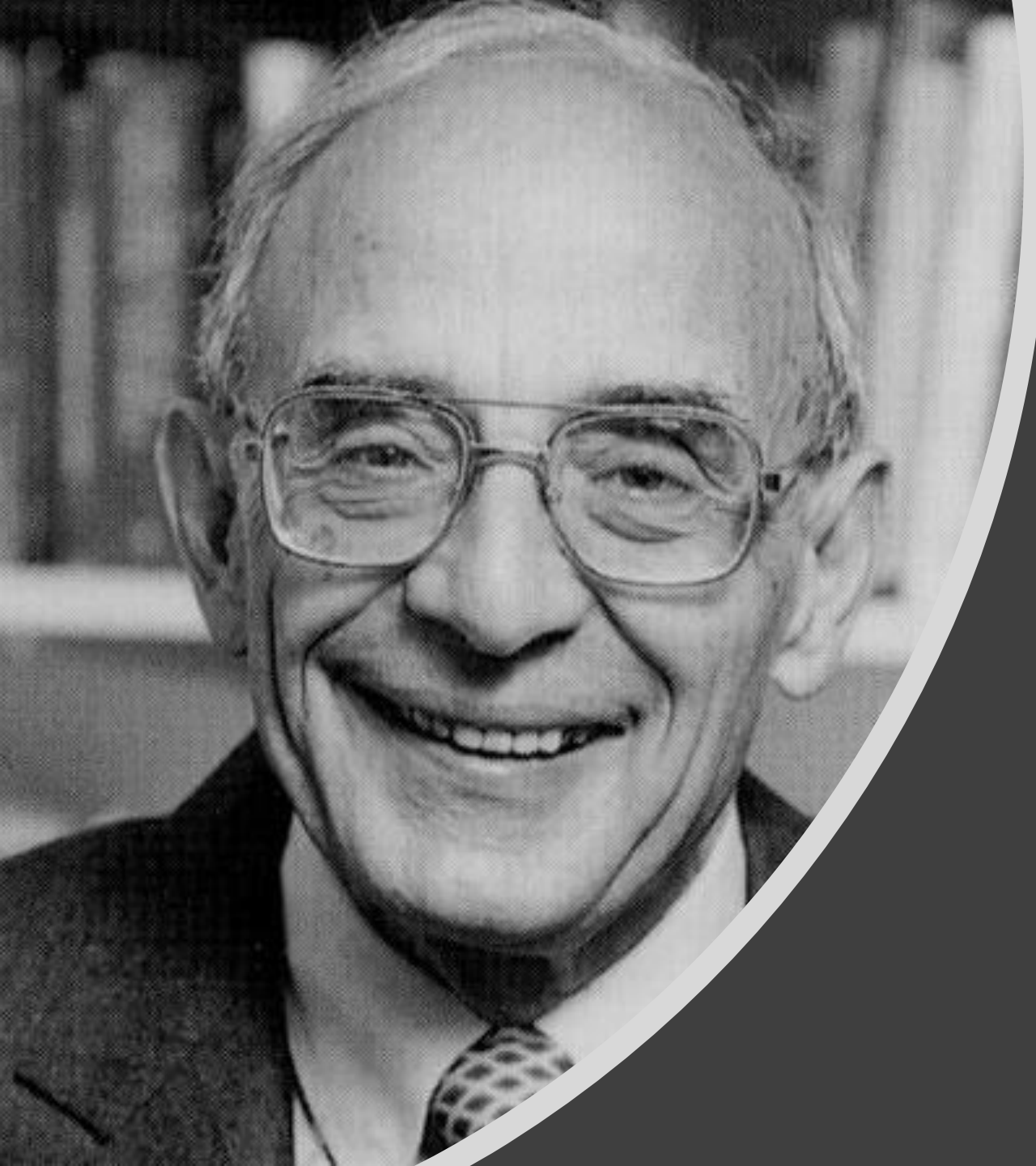
PARAGRAPH 3
Consider what was good and
bad about your response

PARAGRAPH 4
How do you make sense of the
situation? (Use sources
/theories/ academic research
to help you to make sense of
your reflection)

PARAGRAPH 6
Based on your reflection, what
would you do differently in the
future? Do you have an action
plan?

PARAGRAPH 5
What general conclusions can
you draw from the event?
What specific conclusions can
you draw from your
experience?





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)

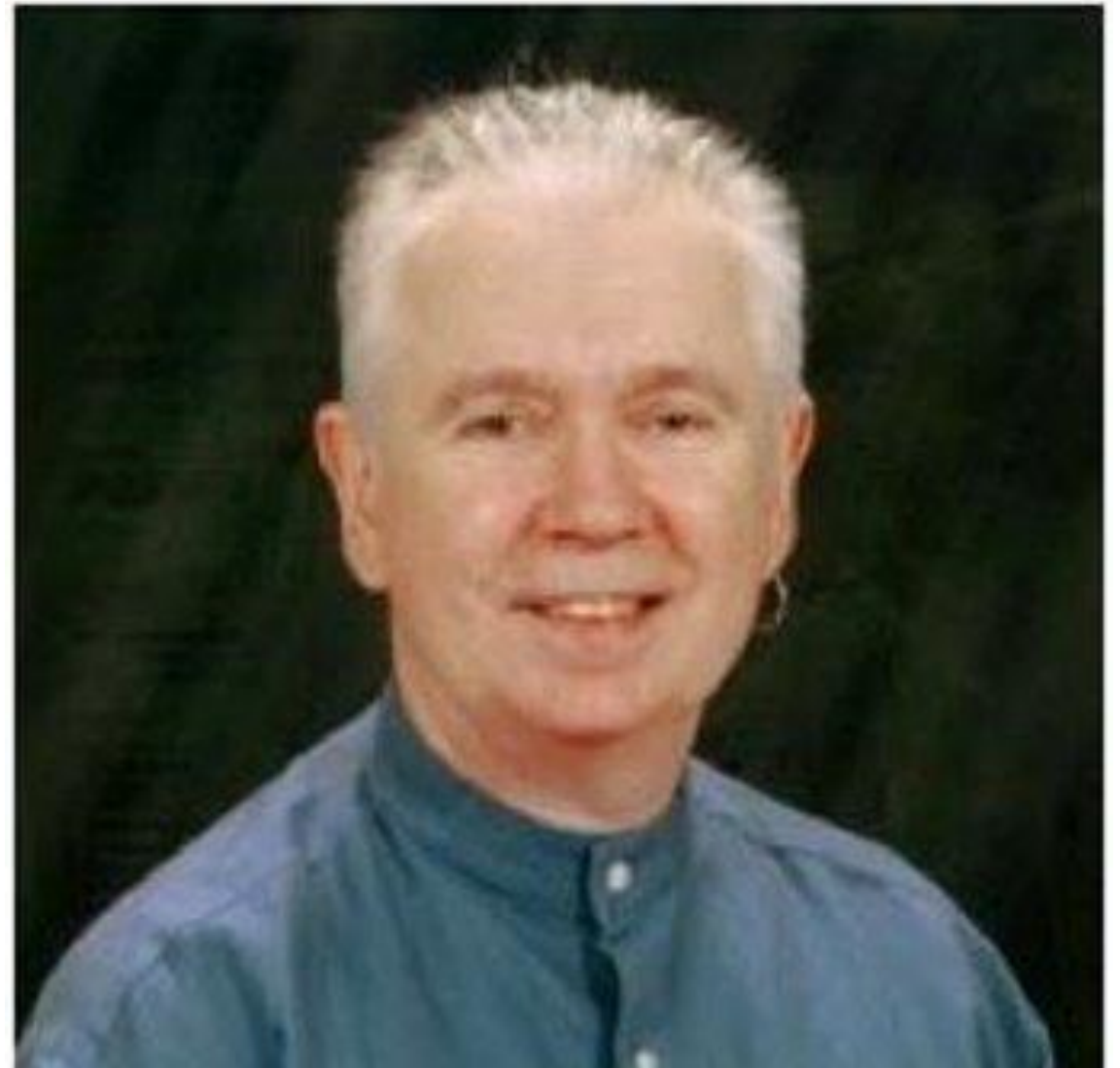
- The experience itself
- Thinking about it during the event
- Deciding how to act at the time
- Acting immediately

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:



- Consider which method of reflection you will use
- Undertake some reading regarding the theory on which your chosen method of reflection is based.

From findings to action:

From findings to action ...

The boxes will expand as you type.

From findings to action ...	
1. As a result of your research/ enquiry activity, what did you find out in relation to your research question?	
2. How robust are these findings? What are the limitations?	
3. Are there any implications for doing things differently as a result?	
3a. If so, what are the implications?	3b. If not, why not?
4a. Are these individual or collective changes? Are they structural changes or pedagogic changes?	4b. What more do you want/ need to know about the research/ enquiry focus?
5a. How might you go about taking forward these changes?	5b. How might you go about doing this?
6. What barriers might you meet, how might you overcome them?	
Action: next step pledge: what will you do next in relation to enquiry in your school/classroom?	

Assignment title:

An exploratory case study arising from practice (noticing) and investigated further through identified research tools. **The assignment concludes with the identification of an intervention** which can be piloted throughout Professional Teaching Experience and evidenced through reflection in the Professional Learning Standards (professional learning standards).

Continuing professional learning

Sustained highly-effective practice descriptor:

Continuing professional learning is driven by the teacher carefully framing professional growth within the context of the four purposes and a commitment to leading development for colleagues within and beyond the school.

Induction descriptor:

The Professional Learning Passport is used to support reflective practice and record an active commitment to continuing professional learning, leading to the controlled implementation of new or revised techniques and approaches.

QTS descriptor:

The Professional Learning Passport influences the ongoing critical reflection and learning of the teacher and is developmental in

PLP



Developing new techniques

Sustained highly-effective practice descriptor:

Evidence-based, disciplined techniques are used effectively to meet challenges and take learning forward.

Induction descriptor:

There is a willingness to develop and apply new techniques to suit the purposes of intended learning in a structured and considered approach and to learn from the experience.

QTS descriptor:

Research on cognitive, social, emotional and physical development has a positive impact upon pedagogy. The teacher can demonstrate how professional discernment and critical analysis are brought to bear in shaping developing practice.

PLP



