



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

ETP 16/03/18

Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives



www.uwtsd.ac.uk



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Reflection

Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives



www.uwtsd.ac.uk

Reflective Thinking

Reflective thinking involves essentially three processes:

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

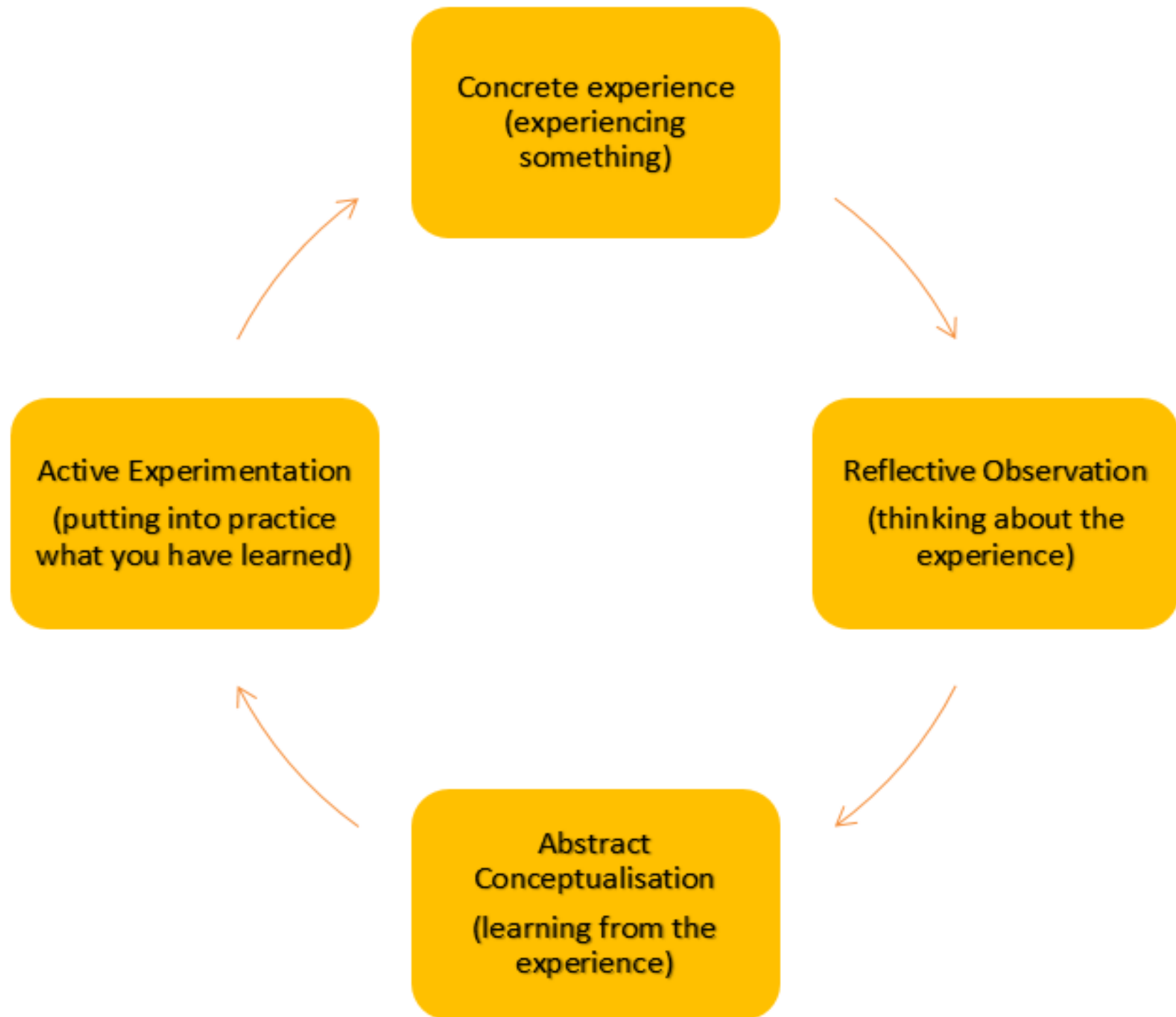
Models of reflective practice

- 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.





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

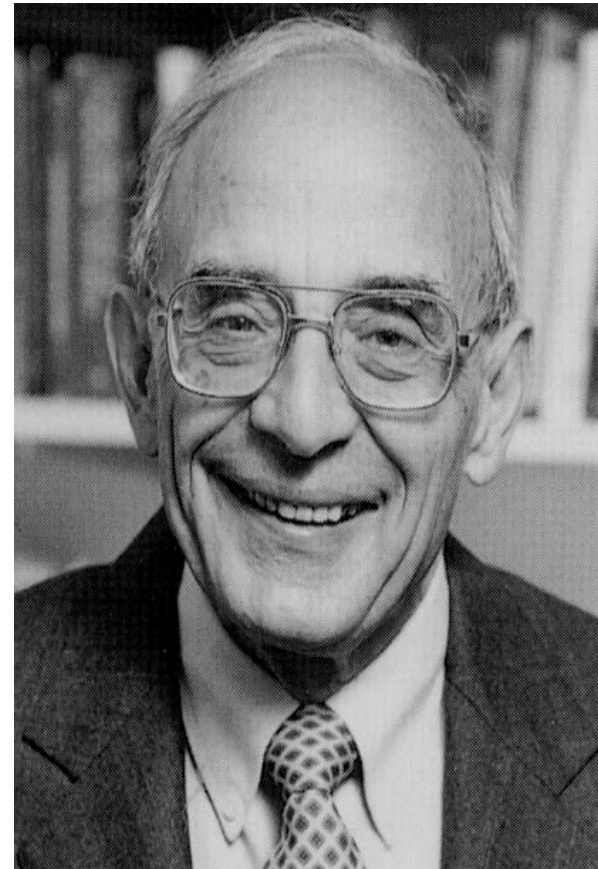
PARAGRAPH 4
How do you make sense of the
situation? (Use sources
/theories/ academic research
to help you to make sense of
your reflection)

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)

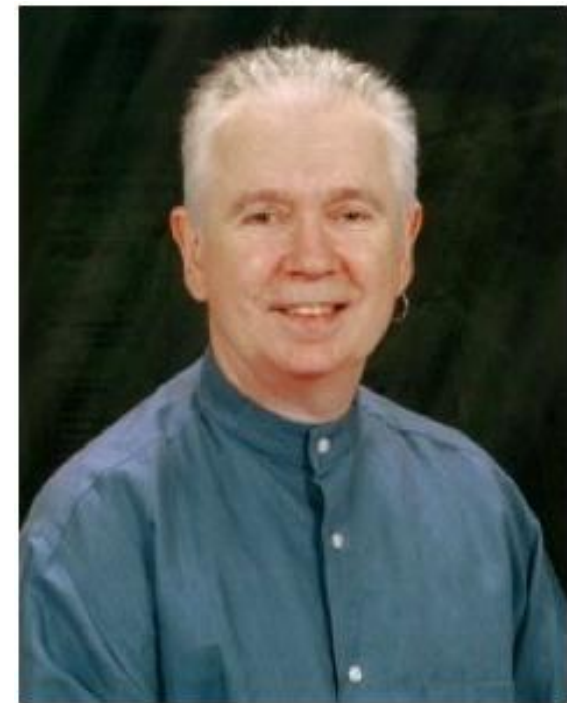
- The experience itself
- Thinking about it during the event
- Deciding how to act at the time
- Acting immediately

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

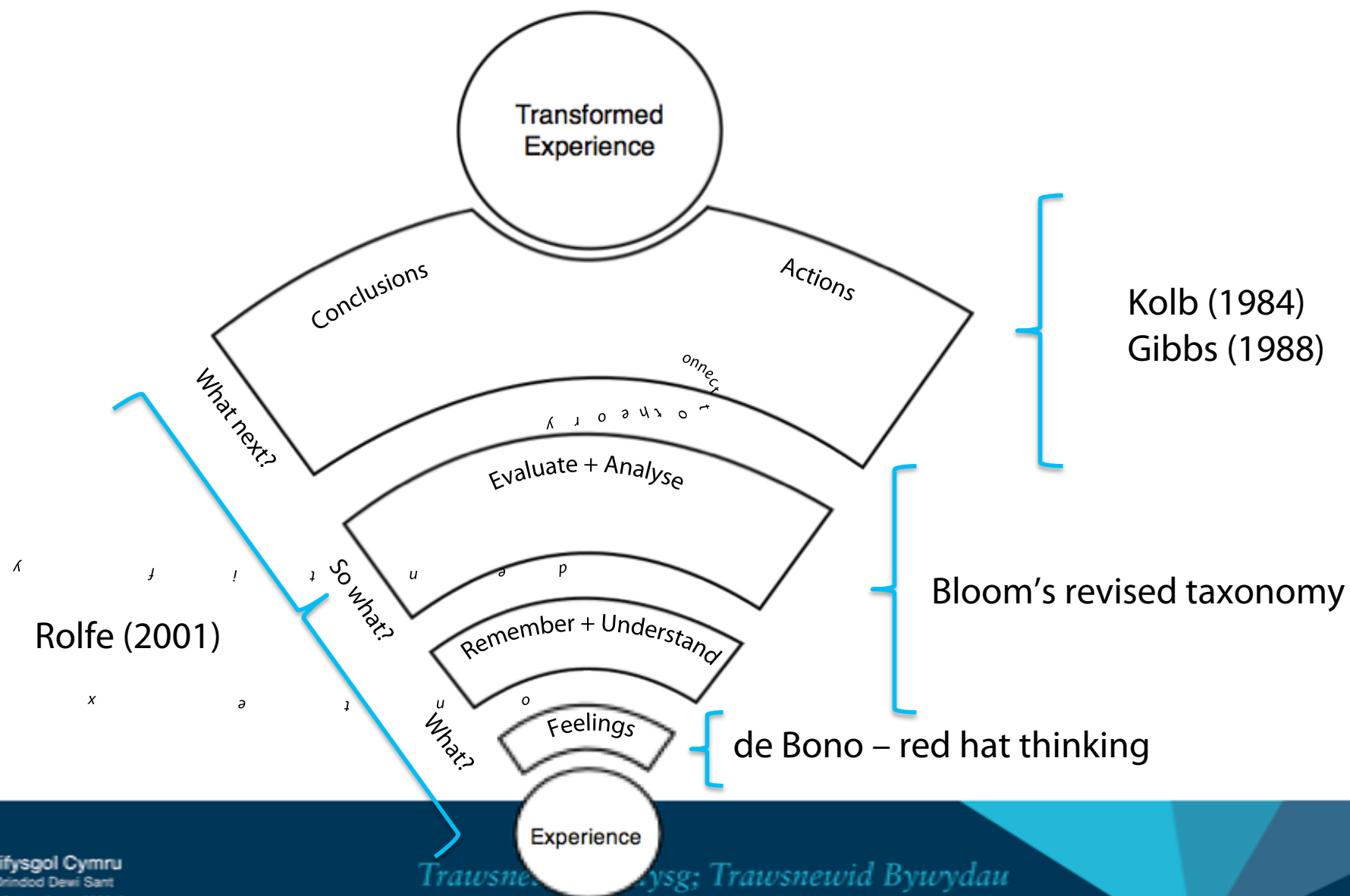
PEERS

Theoretical
Literature

SCHOLARSHIP



P
Y
U
Tr



Lesson Study

You could reflect on each of the lessons within your lesson study using an appropriate model.

You could create a reflection sheet in order to do this.

You might briefly refer to the theory behind your chosen method in your essay.



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Academic Writing

Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives



www.uwtsd.ac.uk

In this lecture we will:

- Revise the features of academic writing
- Consider how to write in a critical way.

What's the problem?

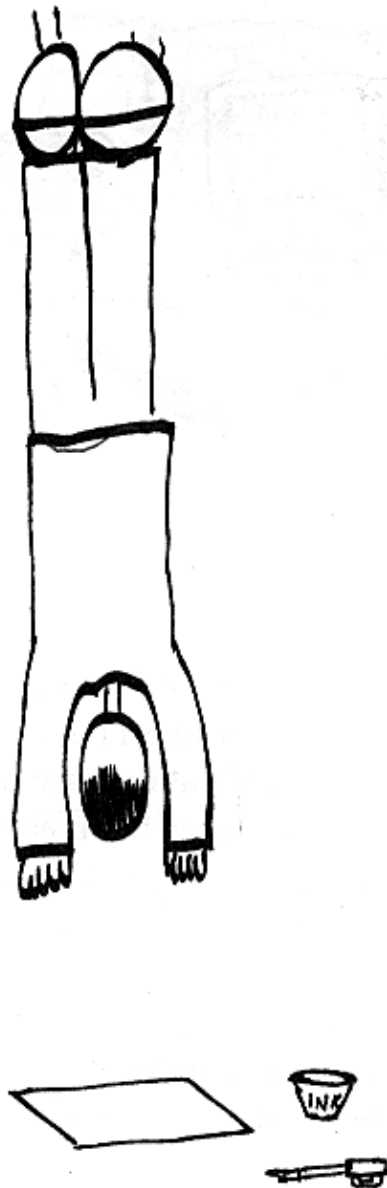
Writing is easy. All you do is stare at a blank sheet of paper until drops of blood form on your forehead.

—Gene Fowler

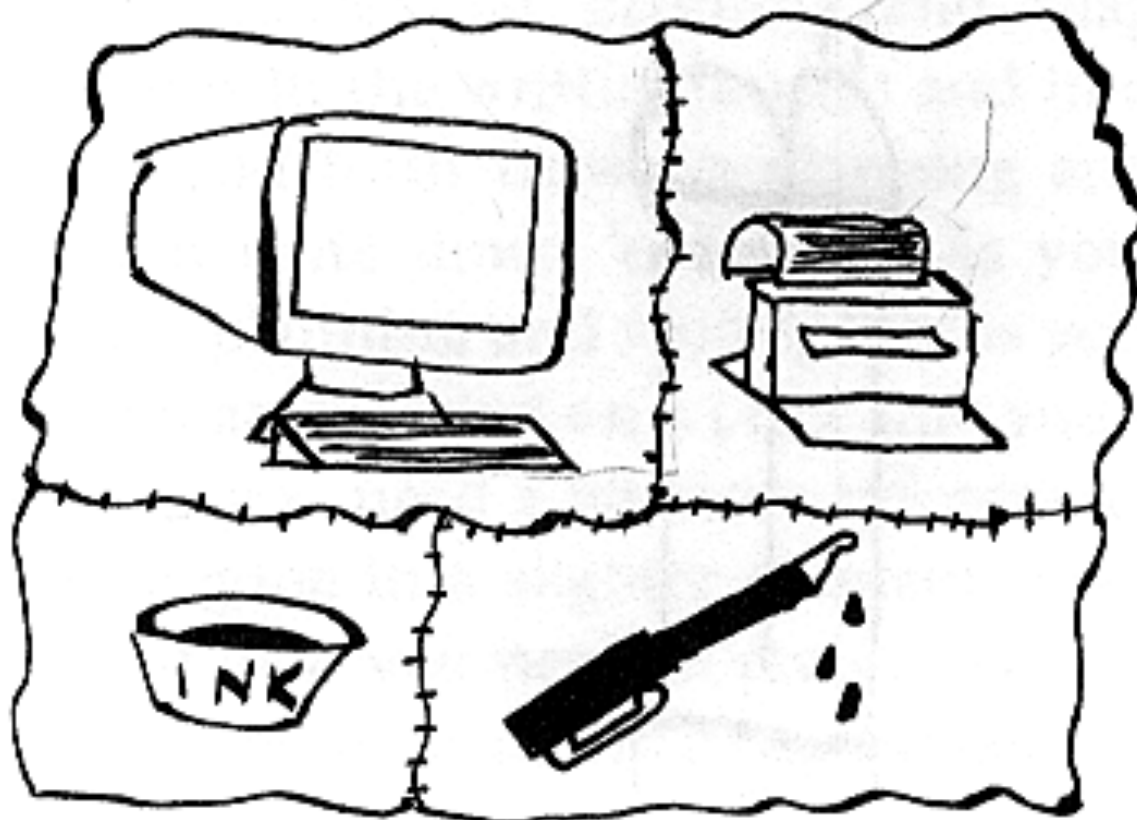
Accept this...

- Don't worry about the first attempt.
- You can fix the language and the style later.
- Things can be moved, deleted, polished.

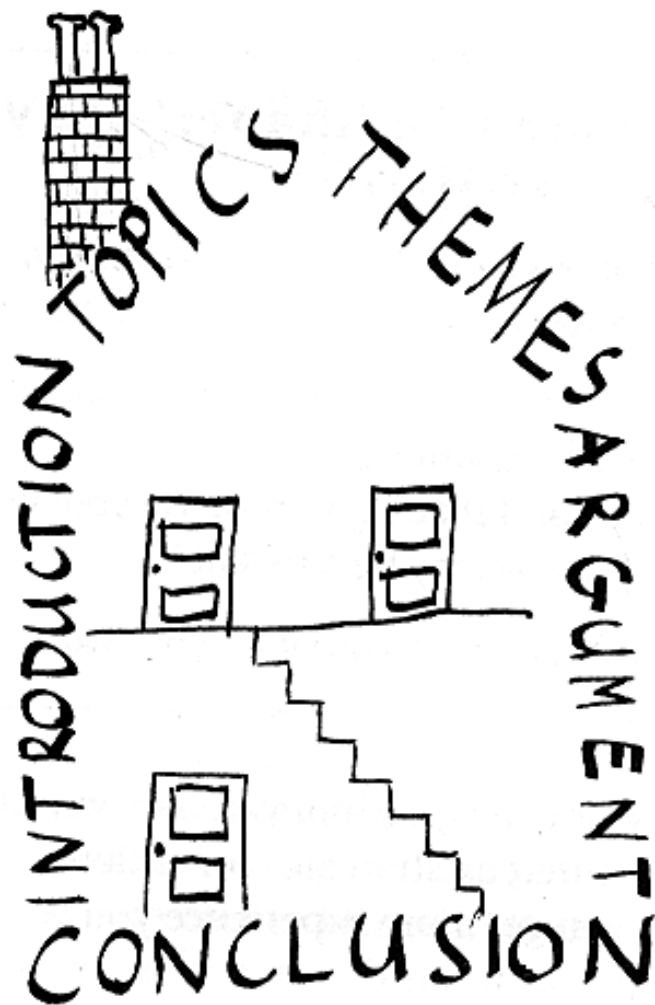
The diver

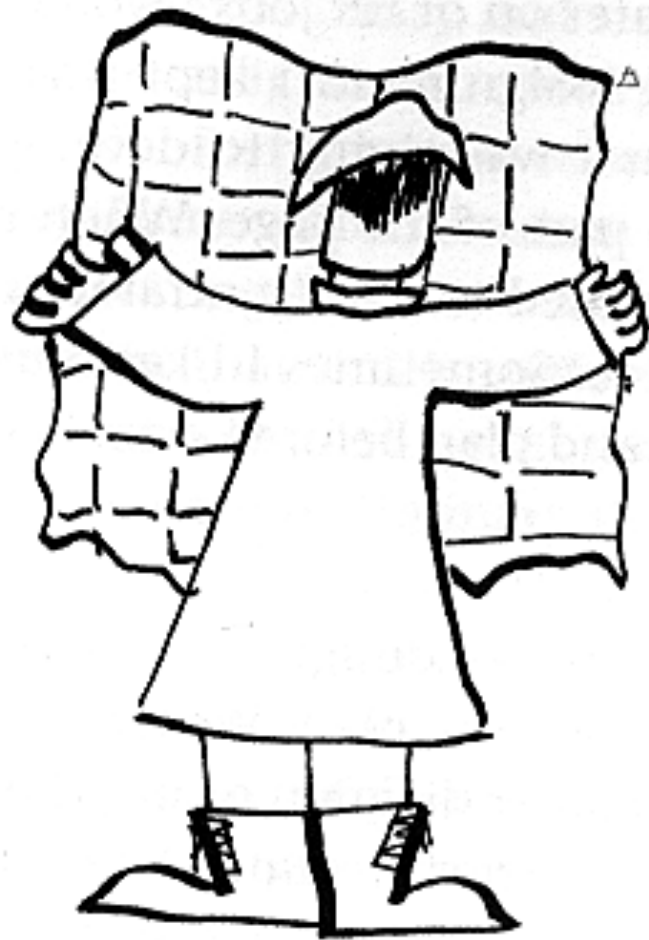


The patchworker



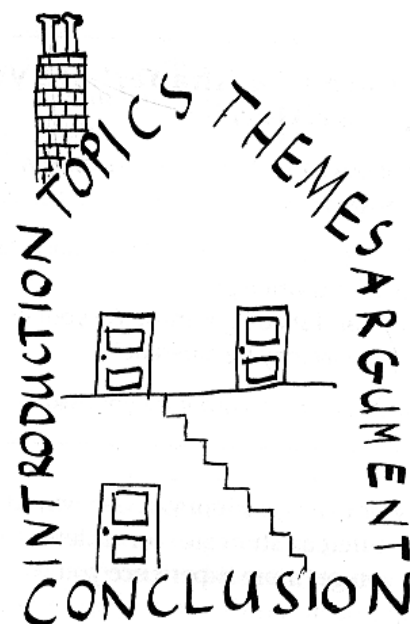
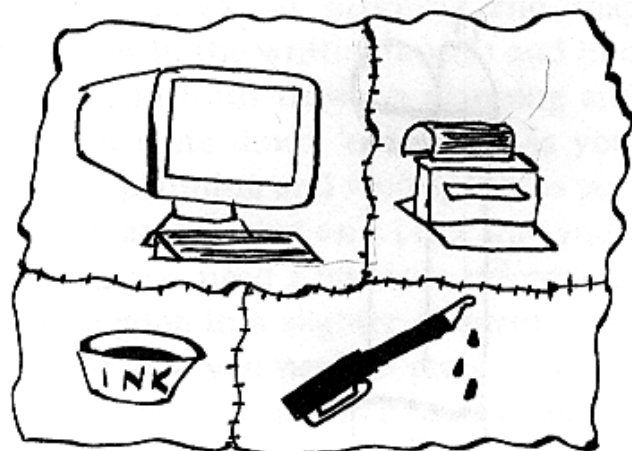
The architect





The grand planner

Identifying your writing style



Writing Apprehension

- **Don't start** with the introduction
- **Plan the assignment** down to the last paragraph before you write.

This will reduce your anxiety and help you see a logical pathway through your assignment.

Get sorted with the sub-topics

Aim, focus and purpose of research

Overview of current literature

Research context

Explanation of Lesson Study design

Ethical consideration

Lesson Study 1 and Analysis

Lesson Study 2 and Analysis

Discussion of research findings in relation to literature

Conclusion – critically examine your own research (e.g. reliability, validity, generalisation)

Recommendations

Mind Maps: Subtopics

Mind map Subtopics

- What will go in each sub-topic – don't fuss, get the ideas down in one or two sentences.

For example

Overview of literature on using resources in Mathematics:

Theory

Strengths

Limitations

Add notes from your reading

Sub-topic paragraphs



Good writers use paragraphs well

- Well developed – around 8-10 sentences.
- No assumptions (unsubstantiated claims)
- Cohesive – they make sense, ideas are connected to one another
- They signpost the logic of the argument to the reader (topic sentence)

Topic sentences

- The topic sentence is a sentence that is used at the beginning of a paragraph to tell the reader what it is that you are going to be talking about in that paragraph.

Good features

- **Succinct:** Long, rambling sentences can be confusing.
- **Clarity:** Don't try to use big words or jargon: say it as it is.
- **Precise:** Don't be too broad – this is unhelpful for the reader.

Example in context...

Lesson study was developed by Peter Dudley.

Any good?

Better?

Dudley (2015) argues that lesson study is a professional learning approach which significantly improves teaching and learning.

Not good

The debate over the teaching of phonics will only be touched on briefly as it diverges from my central focus.

Telling the reader what the paragraph is *not* going to be about.

Waste of words.

Avoid

- Don't use facts as topic sentences – this will not lead you to write an argument.
- Don't just describe – you will lose your argument.
- Don't say “In this paragraph I am going to write about” when introducing a topic – it's boring and a waste of words.

Example from a student's work

Handout – flow of topic sentences

Subtopic/Paragraph Organisation

- Organise the paragraphs within each subtopic.
- Write a topic sentence for each paragraph and begin to fill in the paragraph.

Make sure the topic sentences signal a logical argument

- Look at the steps between each paragraph.
- Does it make sense to the READER – not just to you.

Your audience

You are writing for the reader/marker.

What is perfectly clear to you may not be clear to the reader.

Hi,

Where are the notes from the last lecture.

Thanks

123456

So far...

By now you have:

Ignored the introduction

Mind mapped the sub topics

Put paragraphs under the subtopics

Written topic sentences

Checked the logic of the assignment

Paragraphs

Now you have to begin to fill in the paragraphs for each sub-topic.

Writing a good critical paragraph

- See handout
- Maintain proper pacing (long/short sentences, varied vocabulary)

Ignore writing style until the end

- Once you have a first draft - go back and fix the writing style.

Voice

- Voice – mostly 3rd person (objective) - 'The results from the observer showed that...'
- Sometimes you could use the first person (subjective) when writing about personal reflection 'I noted in my reflection that the children...'

Language for audience and purpose

Academic writing does not need to be complicated but it is formal.

- Avoid contractions (don't, can't etc.)
- Use the full forms of words (Assessment for Learning)
- Avoid informal words or phrases – taken on board

Clear and Concise

Don't try too hard – write simply and cleanly.

'Following Lesson 1, the evaluative discussions sought to identify the areas needed to be adapted for Lesson 2.'

Clumsy and clunky

Precise and specific

‘Following Lesson 1, the peer discussion and evaluation identified that more open questions were needed for Lesson 2.’

Illustrate with concrete examples

You must support your points with specific, concrete examples.

‘One major criticism of guided reading (Ofsted 2004) is that it becomes little more than children taking a turn to read aloud in a group. I observed this in a Year 2 classroom and noted that pupil input ‘out of turn’ was rare and the opportunity for dialogic book talk was lost.’

Cautious Language

You are trying to present an objective argument so use cautious language.

Avoid: most important, extremely significant, correct.

Try: suggests, seems, appears, could be.

Choose the right vocabulary

- You would be amazed at how many students choose the wrong word to convey meaning.
- If in doubt go for simple but formal.
- Don't try too hard!

Never stereotype or offend

- Don't use comedy.
- Don't directly address the reader.
- Don't refer to 'the SEN/ALN/EAL children' but children with additional learning needs.
- Use attainment not ability.

Comma splicing

This is the most common mistake when using the comma.

Two independent clauses are joined with a comma.

This is wrong.

Examples of comma splicing

- I always find writing essays difficult, I usually leave them to the last minute.
- Lesson study is a useful tool, it identifies areas to improve.
- The children were engaged in the activity, the peer observer noted the occasions when this happened.

Don't throw away marks

- Spelling – check UK and not US
- Grammar – clarity of expression
- Punctuation – the apostrophe
- Vocabulary – right word and varied words

Referencing

You cannot present other people's ideas as if they were your own.

Be careful.

Ignorance is no defence.

Introduction: Second last action

- This is the most important part of your assignment. It sets out the rationale for the work.
- A two-paragraph introduction provides scope for setting out your plan. One is fine as well.
- First key sentence is an introductory sentence. It signals the argument to the reader.

Introduction

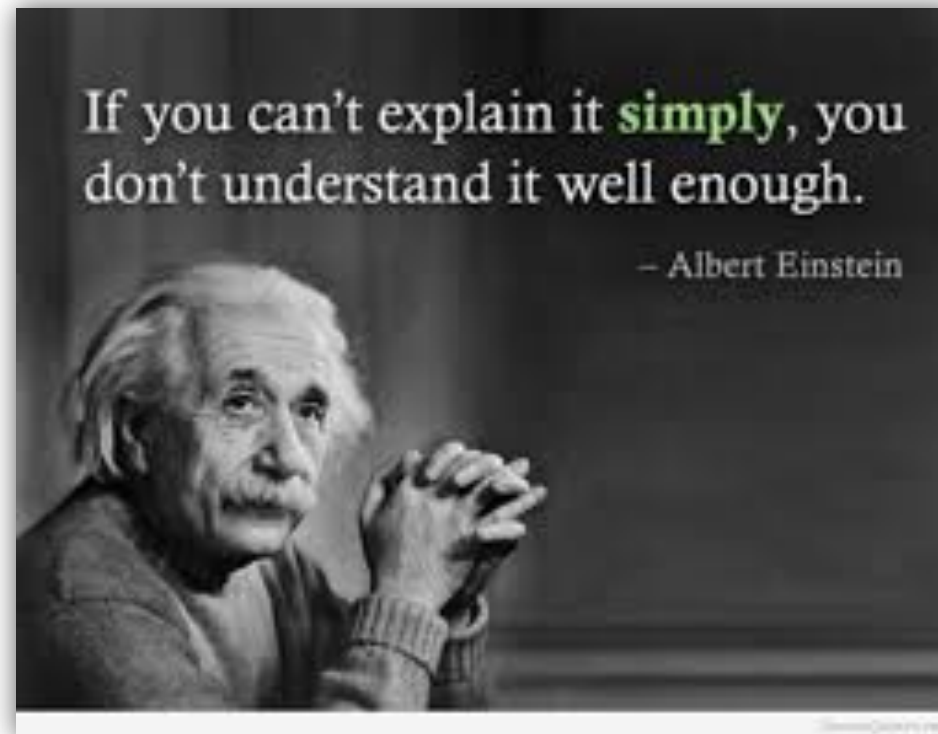
- After the first key sentence there are a number of lines of elaboration from the first sentence.
- The last key sentence is the final sentence of the introduction which sets up the reader's anticipation.

(Dr Catriona Ryan)

Finally Track Back

- This is where you check the relevancy of your argument throughout.
- It is mind-mapping in reverse.
- Can you narrow the argument back to one line?
- Check the paragraphs. Do each represent a different angle on the argument?

Remember



Writing the Assignment

Section	Indicative guide to word count (this is not prescriptive)	Indicative running total (max)
Aim, focus and purpose of the research - The issue that interested me was.. - Because in my school.. - In my class...	120-150	150
Research context (briefly describe the setting context); - In my class... - I discussed this with my partner / triad... - Together our research question is ... - For my class this means...	220-250	400
Short overview of relevant literature (concisely present current thinking from literature) - I looked further into this by reading books, journal articles, government documents and other on-line material. What this showed me was... - In particular this author said... - But this author said.. - So all of this reading supported our research question (or helped us refine our question to...)	770-800	1100
Explanation of your lesson study design - The methodology used is lesson study research which is a form of action research...Lesson study research methodology is... - The methods of data collection used are: field notes, observation (non-participant/ participant) and focus group. - My observational notes ...(taken from?, acceptable form of data collection? qualitative or quantitative data?) - The reflections were captured using... - The non-participant observations were collected using... - The focus group were chosen as a sample because...(type of sample/ sample size/ qualitative or quantitative data?)	1100-1200	2300
Ethical considerations There are ethical considerations with doing research in a classroom which are...(link to E2 form as an appendix)	250-300	2600

swwcte10 16/1/17 15:22

Comment: What data are you intending to collect? How will you analyse it?

swwcte10 16/1/17 15:23

Comment: Why? What made you use this method? Which author explained this best? What data are you expecting to collect? How will you analyse it?

swwcte10 16/1/17 15:23

Comment: Explain which sample you used on the advice of which author? What is the size of the sample? How were the sample chosen? What data are you expecting to collect? How will you analyse it?