

Housekeeping

- Class reps
- Microteach resources – 20th November - ?4.30 start
- Moodle and enrolment
- DBS



Reflection and motivation

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Lesson Aims

- Discuss our learning styles and implications on PCET teaching
- Examine what reflection in education is
- Apply a reflective model to a recent event
- Consider different reflective cycles
- Critically consider motivation in PCET education
- Define resilience and discuss its importance in PCET education



Learning Styles

Were you right?

- Are you the learning style you thought you were?
- Please place yourself in the corner (or in between) you ended up as a result of the quiz
- Why does this matter for
 - You
 - Your students



Reflective Practice

What is reflective practice?

Scan the QR code or:

Join at: vevox.com

ID: 136-431-817



Experience?

- What experience does anyone have of reflection or reflective practice?
- Did you use a specific reflective model?

What is Reflective Practice?

- An activity with purpose – i.e. to learn and apply something new
- An active process of exploration, questioning and self-discovery
- Evidence of outcomes, enhanced learning and improved teaching
- A state of mind, a permanent pattern of behaviour
- Anchors theory in meaningful, concrete experience
- Gives recognition to learning gained in non-academic contexts
- Helps develop understanding of difficult work situations, improving professional practice

Reflective writing is...

- Your response to experiences, opinions, events or new information
- Your response to thoughts and feelings
- A way of thinking to explore your learning
- A way of making meaning out of what you study
- A way to achieve clarity and better understanding of what you are learning
- An opportunity to gain self-knowledge
- A chance to develop and reinforce writing skills

Syed, Scoular and Reaney, 2012

What Reflective Practice isn't

- A simple recall of past events
- A description of events and feelings
- A pointless exercise with no learning gained

Reflective writing is not...

- Just conveying information, instruction or argument
- Pure description, though there may be descriptive elements
- A straightforward decision or judgement (e.g. about whether something is right or wrong, good or bad)
- Simple problem-solving
- A summary of course/conference notes
- A standard essay

Pros and cons of reflective models

PROS

- Offer a structure to be followed
- Provide a useful starting point for those unsure where to begin
- Allow you to assess all levels of a situation
- You will know when the process is complete

CONS

- Imply that steps must be followed in a defined way
- In the real world you may not start 'at the beginning'
- Models may not apply in every situation
- Reflective practice is a continuous process

Different models

- John Dewey
- Donald Schon
- Stephen Brookfield
- John Driscoll
- David Boud
- David Kolb
- Graham Gibbs

Schön (1930-1997) theory 1991

- Area of interest was adult and professional learning
- Adults need to learn from professional experience
- Reflection-in-action and reflection-on-action

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

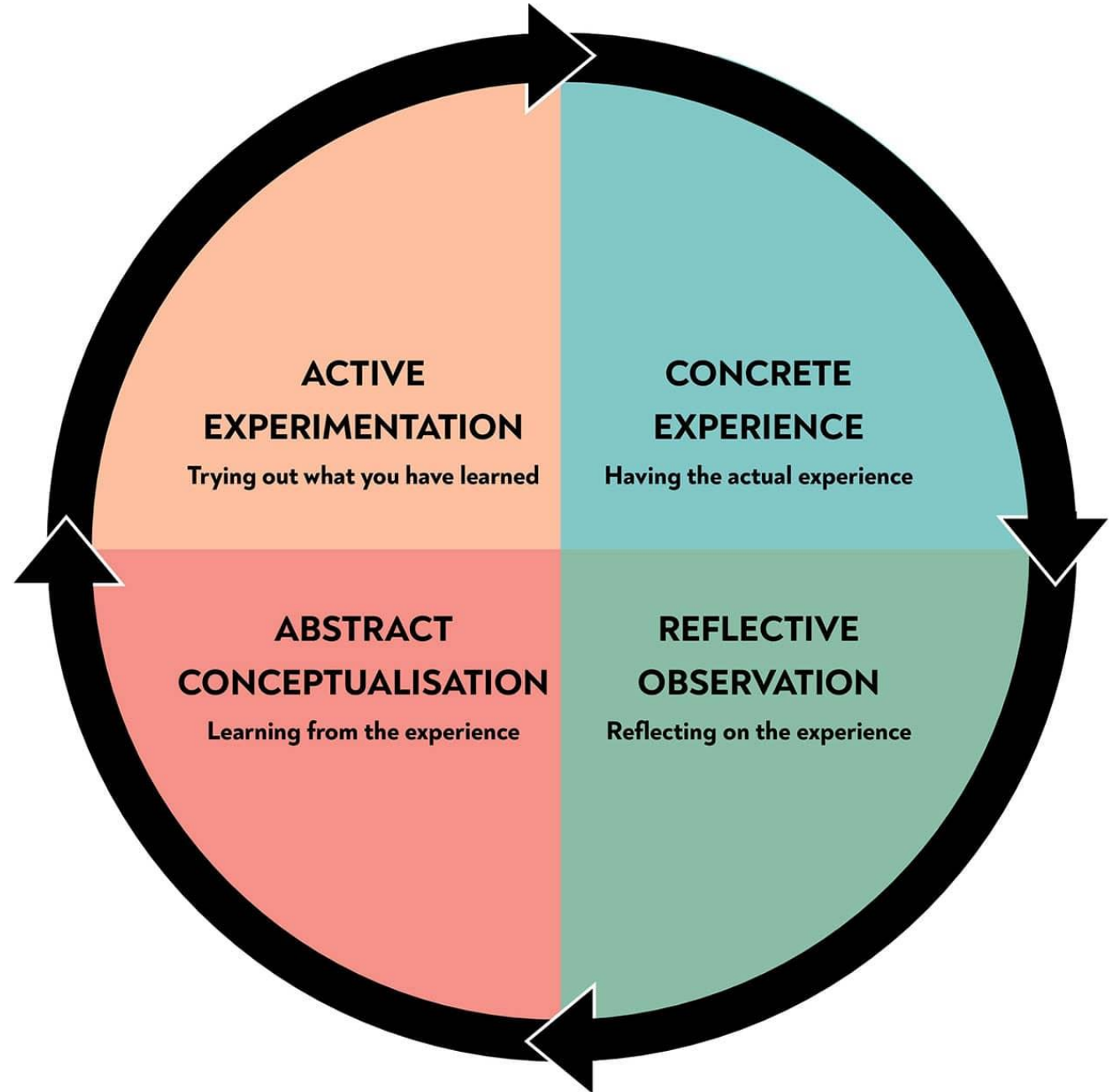
- The experience itself
- Thinking about it during the event
- Deciding how to act at the time
- Acting immediately

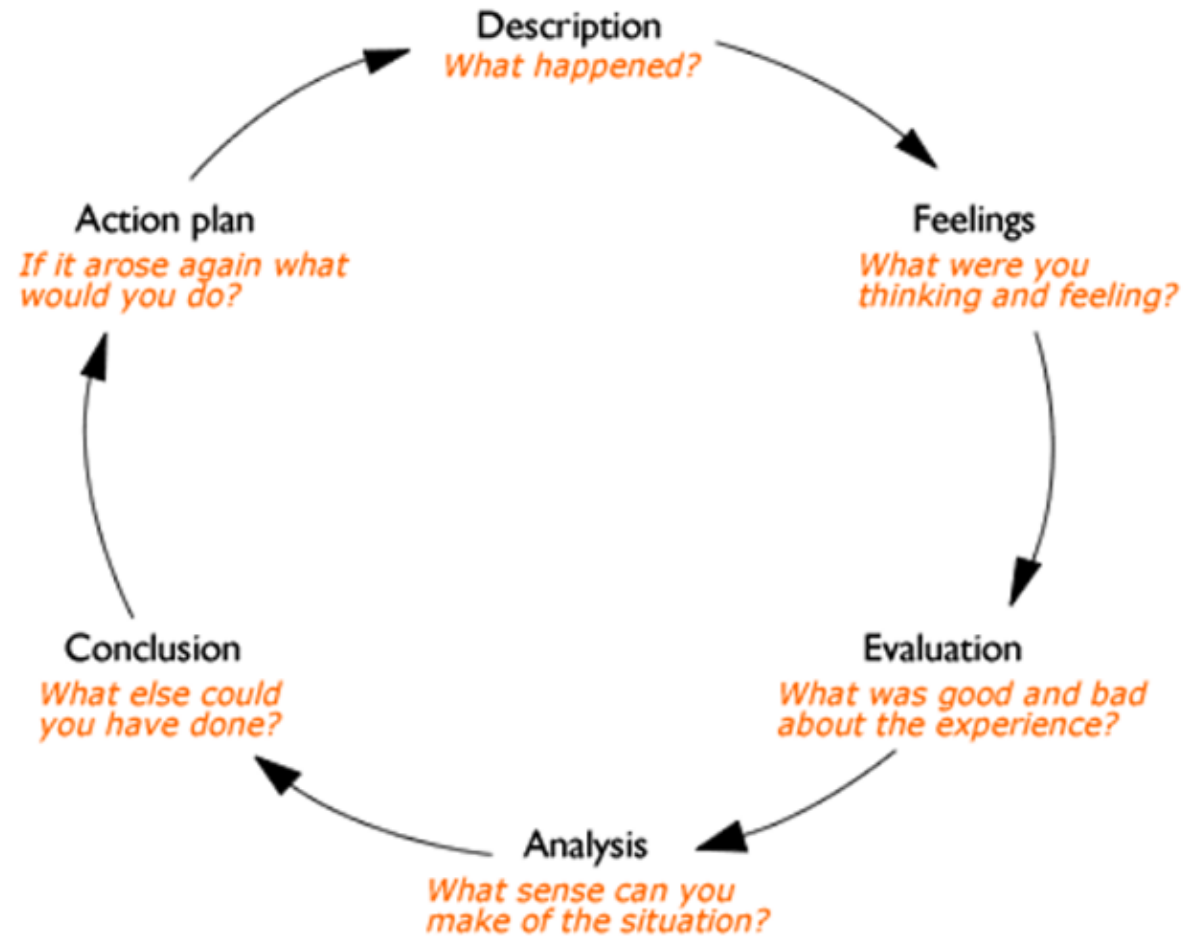
Reflection on action (after the event)

- 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

Kolb (1984)

- 4 stage process that transforms an event into effective learning
- Could be seen as a learning theory too





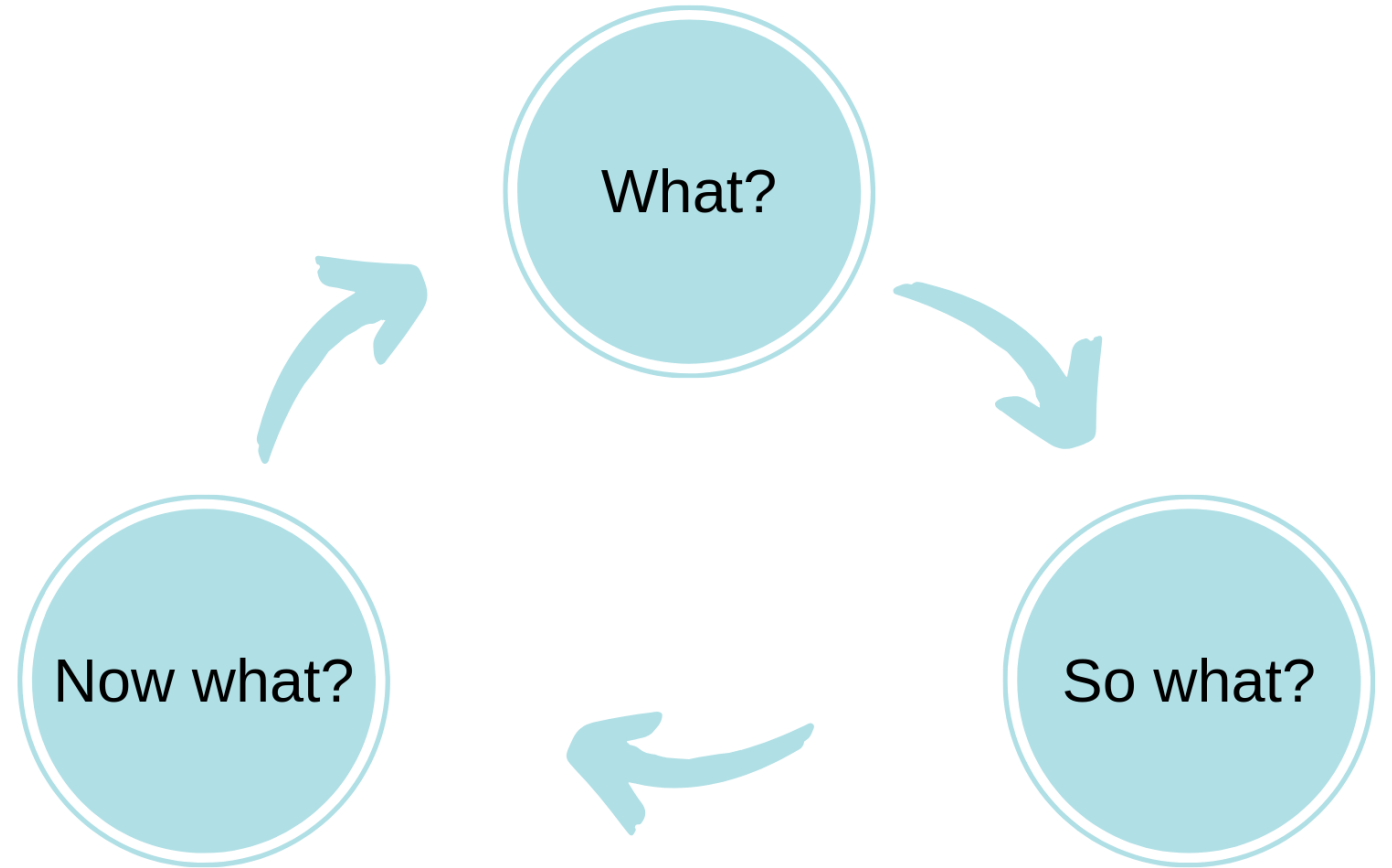
Gibbs (1998)

Applying reflection to professional practice

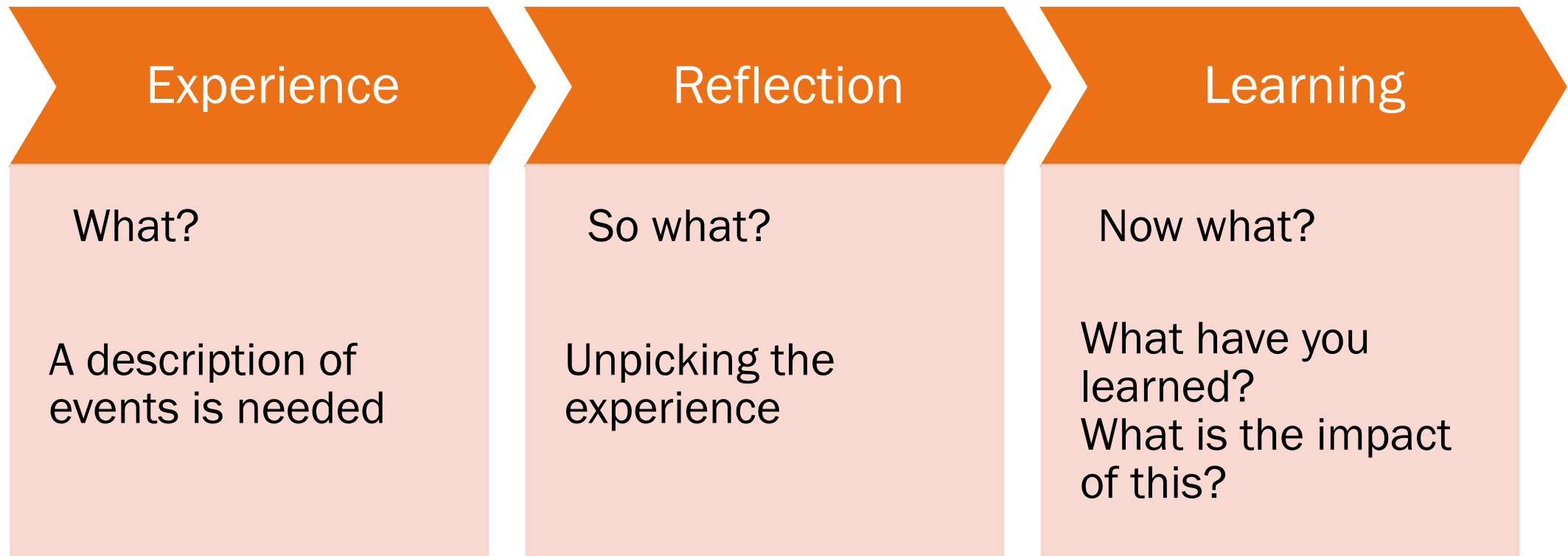
Stage 1	Experience: What happened? What is it that you are going to reflect upon. Give a description of the event.
Stage 2	Feelings: What were you thinking and feeling? Consider what your feelings were at the time and your reactions? Happy? Nervous? Confident?
Stage 3	Evaluation: What was good and bad about the situation? This is about value judgements, your experience, your subjective evaluation of the experience.
Stage 4	Analysis: Making sense of the situation – Use wider experience and sources here to supplement this.
Stage 5	Conclusion: What else could be done? – Generally think about your responses as you have outlined in evaluation and analysis. Specifically how might this may link to the way in which you work.
Stage 6	Action plan: What would you do next time? – if the situation occurred again, what would you change? How would you respond differently? Can you take any intermediate steps?

Driscoll 1990's

- Based on Terry Borton
- Asks three simple questions to begin analysing an experience

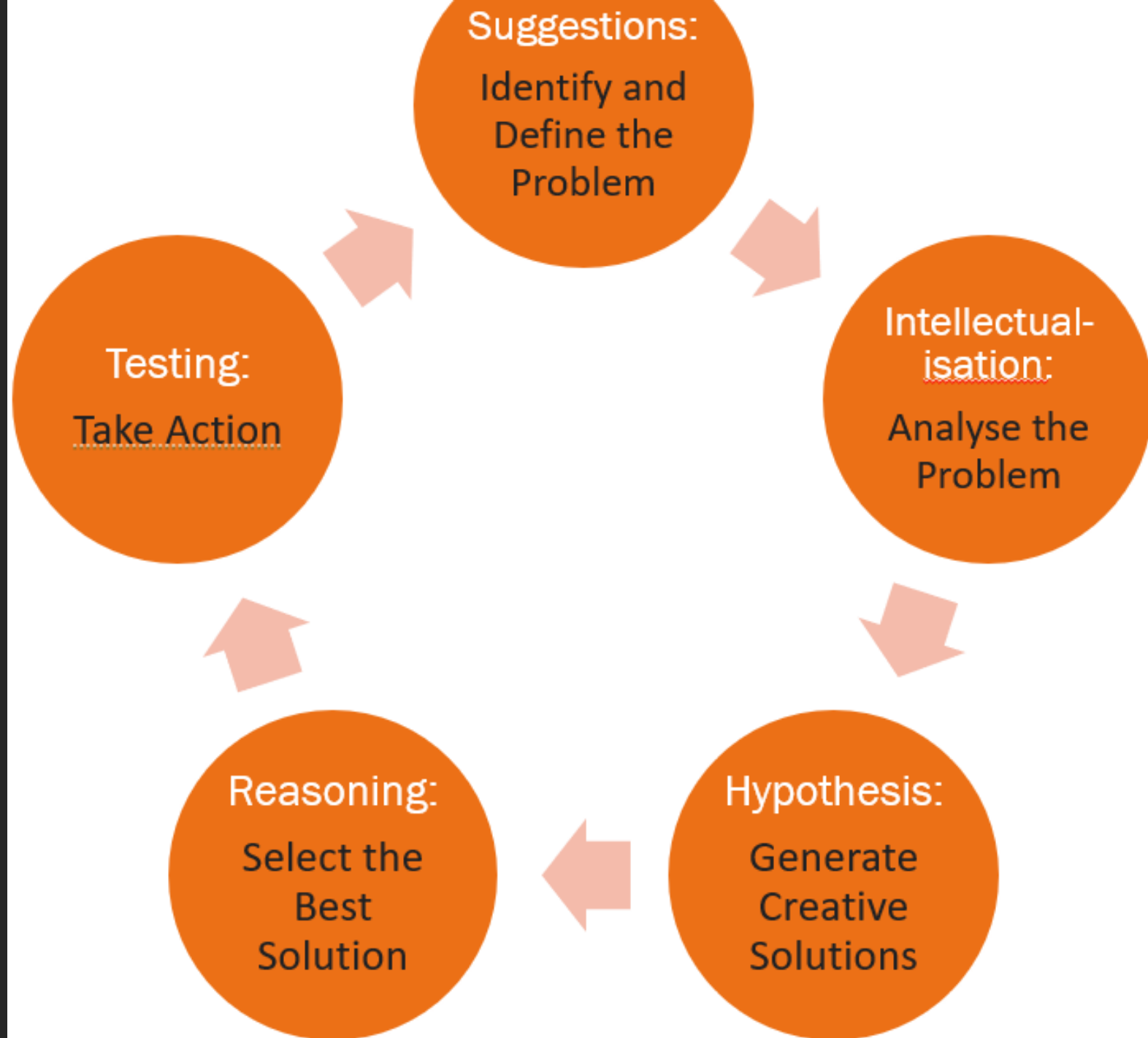


David Boud 1985



John Dewey (1859-1952)

- How We Think (1933)
- We engage in a process of reflective thinking that would allow a solution to be found, tried out, and resolved
- 5 stage model



Stephen Brookfield

- Becoming a Critically Reflective Teacher (1995).
- Specific to teaching
- 4 critical lenses

Self

Our own
autobiography
as teachers and
learners

Students

Through the
eyes of our
students

Peers

Our colleagues'
experiences

Scholarship

Theoretical
Literature

Reflection activity

- Read the 3 reflective accounts on Moodle
- They are an account from a presentation at a team meeting in the workplace by 22-year old after graduating.
- The accounts of the same event are written at three different levels of reflection.
- Having outlined what reflection is what do you think about the reflections?
- We will look at 1 at a time

Reflection activity: Example a – what are your thoughts?

- This account is descriptive and contains little reflection
- The account describes what happened. Sometimes mentioning past experiences, sometimes anticipation the future – but all in the content and of an account of the event.
- There are some references to Marianne's emotional reactions, but she has not explored how the reactions relate to her behaviour.

Example a cont...

- Ideas are taken on without questioning them or considering them in depth
- The account is written only from Marianne's point of view
- External information is mentioned but its impact on behaviour is not subject to consideration
- Generally, one point is made at a time and ideas are not linked

Reflection activity: Example b – what are your thoughts?

- An account showing some reflection
- There is description of the event, but when there are external ideas or information, the material is subjected to consideration and deliberation
- The account shows some analysis
- There is recognition of the worth of exploiting motives for behaviour
- There is willingness to be critical of action

Example b cont...

- Relevant and helpful detail is explored where it has value
- There is recognition of the overall effect of the event on self – in other words, there is some ‘standing back’ from the event
- The account is written at one point in time. It does not, therefore, demonstrate the recognition that views can change with time and more reflection. In other words, the account does not indicate a recognition that frames of reference affect the manner in which we reflect at a given time

Reflection activity: Example c – what are your thoughts?

- This account shows quite deep reflection, and it does incorporate a recognition that the frame of reference with which an event is viewed can change
- Self-questioning is evident (an 'internal dialogue' is set up at times) deliberating between different views of her own behaviour (own and others)
- Marianne takes into account the views and motives of others and considers these against her own
- She recognises how prior experience, thoughts (own and other's) interact with the production of her own behaviour

Example c cont...

- There is clear evidence of standing back from an event
- She helps herself to learn from the experience by splitting off the reflective processes from the points she wants to learn (by asterisk system)
- There is recognition that the personal frame of reference can change according to the emotional state in which it is written, the acquisition of new information, the review of ideas and the effect of time passing.

Practice reflecting individual task

- Using one of the reflective cycles think of an event or situation that has happened recently
- Go through the reflective cycle step by step
- Have you learnt anything more about the event?
- Do you have an action plan as a result of it?
- What was it like using a reflective cycle?



Motivation

motivation

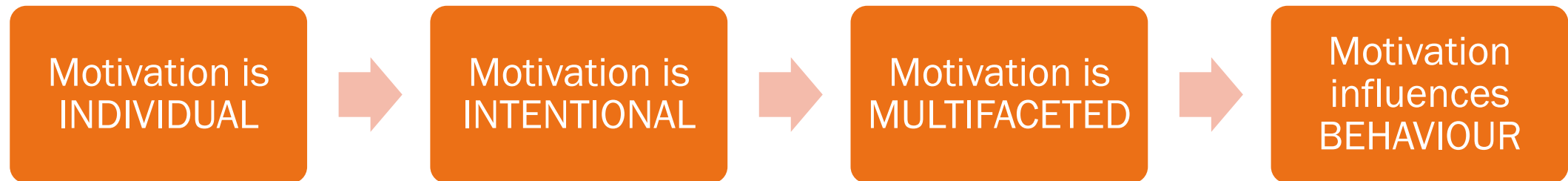
- In pairs, what is your definition of motivation?
- Feedback

-
- ‘The underlying concept of motivation is some driving force within individuals by which they attempt to achieve some goal in order to fulfil some need or expectation’. (Mullins, 1993)
 - ‘The study of motivation is the study of all those pushes and prods – biological, social and psychological – that defeat our laziness and move us, either eagerly or reluctantly, to action.’ (Miller, 1962)
 - Motivation refers to why people think and act as they do. It is what makes people ‘tick’. (Gross, 1996)

Individual Activity

- What are the specific needs and expectations which are most important to you as a learner?
- What do you think are the specific needs and expectations of those you teach?
- How might teachers assess whether learners are satisfied and motivated or not?
- Feedback

Motivation and performance





Motivation can be...

Motivation may be

EXTRINSIC related to TANGIBLE
rewards:

- Attendance
- Examinations
- Rewards and/or punishment
- Expectations
- Style of instruction

INTRINSIC related to
PSYCHOLOGICAL rewards:

- Fear of failure
- Feeling of accomplishment
- Confidence
- Happiness
- Social relationships

Activity

- List of all the factors that you think affect motivation
- Discuss with your neighbours – do you have different lists or the same
- Feedback to group – why is it different or the same?

Factors affecting motivation

- What do you think affects motivation?
- Resources available
- Image of learning
- Rewards associated with any learning activity
- Availability of information about learning opportunities
- Availability of appropriate learning environments
- Climate in which the learning takes place.

Internal factors

- Intellectual capacities
- State of health
- Attitude
- Dominant needs
- Level of interest in the topic
- Emotional state
- Personal values and attitudes
- Past experience.

External factors

- Other people
- Effectiveness of communication
- The immediate learning context
- Teaching/learning methods used

Reflection...

- What happens when our motivation is blocked?

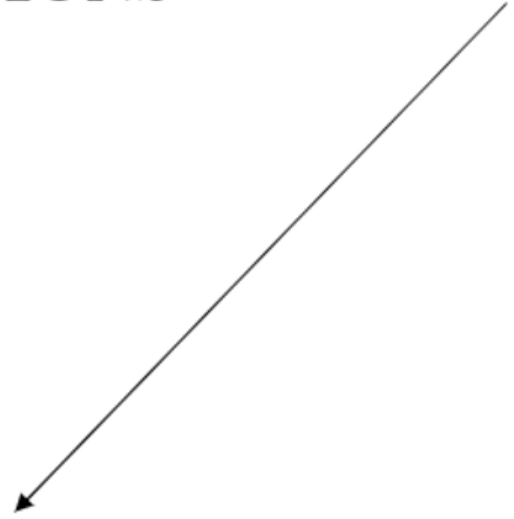
**NEEDS OR
EXPECTATIONS**



**BARRIER OR
BLOCKAGE**

**DESIRED
GOALS**

What happens
when motivation
is blocked?



FRUSTRATION

Problem
Solving



Restructuring
(alternative
goal)

**CONSTRUCTIVE
BEHAVIOUR**



Aggression

Regression

Fixation

Withdrawal

Reflection cont...

- What options do we have to overcome a blockage in motivation
 - As a student
 - As a PCET practitioner?

Motivation theories

Hertzberg's motivation – hygiene theory

- Frederick Herzberg theorized that employee satisfaction has two dimensions: hygiene and motivation (for growth).
- Hygiene issues, such as salary and supervision, decrease employees' dissatisfaction with the work environment.
- Motivators, such as recognition and achievement, make workers more productive, creative and committed.
- So in PCET education...

Hygiene factors

- Qualification
- Conditions of the learning environment
- Level and quality of the teaching
- Assessment and submission procedures and regulations
- Relationship with the teacher

Motivators for growth

- Sense of achievement
- Recognition
- Autonomy
- Nature of work/Task
- Personal growth and advancement



Maslow's hierarchy of need

- How does this link to motivation?

V. H. Vroom Expectancy Theory (1960)

- Relates to how a person perceived the relationship between three things:

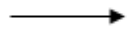
Effort

Performance

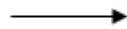
Rewards



That effort will
produce a particular
outcome



That effective
performance will
lead to reward



That the desired
reward is
available

Robbins Equity Theory (1993)

- Basis of this theory is that people make comparisons between themselves and others in terms of:

INPUTS



**WHAT THEY INVEST
IN THEIR WORK**

OUTCOMES



**WHAT THEY RECIEVE
FROM THEIR WORK**

-
- When people perceive an unequal situation, they experience equity tension
 - This motivates them to behave either:
 - Positively (e.g. to improve performance) or
 - Negatively (e.g. working more slowly)
 - This suggests that people are motivated not only by rewards but also by the comparative nature of rewards.

Locke Goal Theory (1968)

- This theory suggests that motivation is driven by personal goals or objectives
- The goal itself provides the driving force
- Goals need to be specific and demanding to achieve maximum performance
- Feedback enhances achievement.

Jablonsky & DeVries Reinforcement Theory (1972)

- Specify desired behaviour in quantifiable terms
- Positively reinforce desired behaviour as soon as possible
- Ignore undesirable behaviour, so far as possible
- Avoid using punishment.

Activity

- Considering what we have looked at in relation to motivation:
- Individually make a list of all the factors that you think affect motivation
- Discuss with your neighbours – do you have different lists or the same
- Feedback to group – why is it different or the same?

Resilience

definition

- What is resilience?
- Where does it come from?
- The ability to be happy, successful, etc. again after something difficult or bad has happened
- the ability of a substance to return to its usual shape after being bent, stretched, or pressed
- the quality of being able to return quickly to a previous good condition after problems

Angela Duckworth – Grit 2017

- 'Grit is passion and perseverance for long-term goals'
- 'Our potential is one thing. What we do with it is quite another.'
- Grit test...

Grit test

- On Moodle, in your own time, complete the 'grit scale' questionnaire
- There are no right or wrong answers, consider...
- Do you have as much grit as you thought you did?
- What can you do to increase your grit, or that of those around you?
- How would you support people with low grit?
- [4 traits of resilient people](#)

A growth mindset - Dweck

- Four interpretations of the same thought – intelligence
- 1 - Your intelligence is something very basic about you that you can't change very much
- 2 - You can learn new things, but you can't really change how intelligent you are
- 3 - No matter how much intelligence you have, you can always change it quite a bit
- 4 - You can always substantially change how intelligent you are

Developing grit

- Interest
- Practice
- Purpose
- Hope

Self-reflection

- What are your strengths
- What things hold you back?
- What are your trigger points?
- How can you use your strengths to help you?

Resilience in post 16

Important?

- What is academic resilience?
- Is it important in post 16 education? Why?
- Resilience is the capacity to adapt well when faced with adversity or stress. It helps students stave off the potential negative psychological effects of challenging experiences. It involves more than continuing to persist despite difficulty: resilient students interpret academic or social challenges in a positive way.

Why is resilience important for students?

- **emotional regulation**, or the ability to keep calm and express emotions in a way that helps the situation
- **impulse control**, which involves the ability to make a conscious choice to act on a desire (or not), as well as to delay gratification and persevere
- **causal analysis**, or the ability to analyse problems and identify causes
- **empathy**, or the ability to understand the feelings and needs of another person

-
- **realistic optimism**, or the ability to keep a positive outlook without denying reality
 - **self-efficacy**, or the belief in one's ability to solve problems and handle stress
 - **opportunity-seeking**, or the ability to take new opportunities and reach out to others

-
- In general, students with higher resilience tend to have more positive outcomes (including greater wellbeing) and exhibit fewer problem behaviours.
 - This is because resilient people display the courage and motivation to face problems and difficulties accurately (rather than denying or exaggerating them) and maintain a positive mindset and the confidence to persevere.
 - Resilience also leads to improved outcomes for students because it is related to students' beliefs that they have the ability to influence their environment.
 - High in self efficacy

Learning outcomes

- Examine what reflection in education is
- Consider different reflective cycles
- Critically consider motivation in PCET education
- Define resilience and discuss its importance in PCET education

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