

MODULE NAME: COMMUNITY ENGAGEMENT
MODULE CODE: LCBB4002
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ROLE PLAY
- REFLECTION -

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INTRODUCTION

The world we live in is one in permanent change, reorganization, transformation. The educational system has to connect to this world and to form future responsive, flexible, creative adults that respond appropriately to social demands. Referring to such a goal, the educational process aims the formation of students with important competences, like communicational, cognitive and metacognitive, emotional, intercultural, investigative, digital and civic competences.

The question in this situation is what kind of teachers can form such students. Beyond the initial and continuous training for the teaching profession, teachers need to understand that the efficiency of the didactic activity implies, necessarily, the reflection on it.

This study focuses on the concept of reflective practice, on delimiting the stages of this demarche, on identifying methods and instruments specific to reflective practice (reflection diary, video and audio recordings of the lessons, feed-back, etc.) and, respectively, on shaping a possible personality model of the reflective teacher, which subsumes the following dimensions: self-knowledge, knowledge of students, knowledge of the school organization, knowledge of the curriculum, knowledge in the pedagogical field.

We consider that reflective practice is a valuable resource, insufficiently used, which can bring important benefits to the teacher and, implicitly, to the students, towards the scholar success and, subsequently, the professional and social success.

Keywords: *competences, quality of educational process, reflective practice, reflective teacher, teaching style.*

REFLECTIVE PRACTICE

The concept of 'reflective practice' is complex, still located in an area of ambiguity, confer a series of interpretations, depending on which one outlines various approaches and training modalities, in order to facilitate the acquisition of specific skills. The one we owe the introduction of the notion "reflective teaching" and the opening a new field of research, with beneficial effects both in the insurance plan quality in education, in general, as well as in the initial training and development professional, in particular, is John Dewey (1933, Journal of Pedagogy/ Journal of Pedagogy • 2018 (1) • LXVI 95 in Pollard, 2008). In his opinion, the reflection is "active, consistent/ continues and attentive to any belief or form of knowledge, from the perspective the arguments that support it and the subsequent conclusions to which it tends "(1933, in Johnson, 2002, p. 74). To clarify the concept of "reflective teaching," Dewey brings it first the plan of attention two notions in the antithesis: "routine action" and "action reflective "(1933, in Pollard, 2008). Thus, the routine action is based on elements such as: tradition, customs, authority, institutional regulations and expectations. The routine action is, rather, static and has no impact on the priorities and circumstances of the process education. Reflective action, on the other hand, implies a desire for employment in self-assessment and self-development, which must become constant of the professional practice of the teacher. It also requires flexibility, rigorous analysis and social awareness. Driven by Dewey's studies, many researchers continued their investigations focused on the issue of "reflection" in the educational process, addressing this aspect from multiple perspectives, proof being the variety of terms used: reflective practice, reflective teaching, critical reflection, reflective thinking, reflexivity, etc. Schön (1983, in Pollard, Gougoulis, 2002, p. 1) describes "reflective practice" as a professional activity in which practitioners reflect so much over time

reflection-in-action, as well as after its completion (reflectionon-action). In Schön's conception, initially, reflection occurs during the course of the activity and consists in observing and monitoring their own actions, simultaneously with their realization and recording immediate aspects found. The reflection during the activity ensures adjusting it on the go.

However, the reflection continues, even after the completion of the process, moment in time which can pay close attention to a complex analysis without the need to act immediately, and can receive assistance and support from you to other teachers, taking advantage of their experiences.

Pollard (2008, p. 14) presents and explains seven fundamental characteristics of reflective practice:

- 1. involves an active concern for educational goals and for the results obtained;*
- 2. is applied in a cyclical or spiral process, in which the teacher continuously monitors, evaluates and reconsiders its own educational practices;*
- 3. Requires competences for knowledge and use of the methods of achieving a action-research in the class of students, in order to optimize their own style teaching;*
- 4. requests, from the teacher, responsibility, openness and involvement total in activity;*
- 5. is based on the issuance of value judgments by the teacher, based on the information obtained from the research conducted at the level the class and their correlation with those from other research;*
- 6. reflective teaching, professional development and personal accomplishment a the teacher are supported and amplified by collaboration and dialogue with the other teachers;*
- 7. reflective practice enables teachers to creatively mediate the different learning contexts.*

Synthetically, reflective practice is a conscious analysis, deep, assumed, responsible for the activity, during and at the end the latter, followed by the adoption of informed decisions regarding its control and regulation, in the direction of achieving the proposed educational objectives. In order to become a reflective practitioner, one must engage in one step by step and use specific methods and tools. Stages of reflective practice Zeichner and Liston (1996, in Finlay, 2008, p. 4) identify five distinct stages of reflective practice:

- 1. rapid reflection: immediate, continuous, automatic action;*
 - 2. Remedy: making the decision to change one's own behavior as Feedback response;*
 - 3. the review: analysis, discussion or recording of judgments / judgments of value for aspects specific to one's own teaching style;*
 - 4. research: the exercise of more systematic thinking / reflection and more extended over time, supported by documentation / information collection relevant scientific;*
 - 5. Rhetorization and reformulation: critical examination of one's own practices and beliefs / conceptions from the perspective of theories.*
- A person who reflects on his practices is not just focused about past actions and events, but consciously addressing emotions, experiences, actions and reactions to these, adding this information to his knowledge set and leveraging them to gain access to a higher level high understanding (P. Mathew, P. Mathew, & Peechattu, 2017, p. 127).*

For such an approach, a teacher - reflective practitioner - must use a number of methods, techniques and tools appropriate to the purpose and relevant to the evaluation of their own teaching practices.

ROLE PLAY

In this case, my role is as manager at the Wetherspoon restaurant. The situation I was subjected to is not believed by other fresh managers. Basically this is the idea that conflicting people are waiting for and take advantage of in any event. In the case, the new managers, as in my case, a person who I suppose likes to cause difficult situations, tried practically with a disturbing attitude to put me in an unpleasant situation, namely: being a busy day, automatically everyone must move at an alert pace, which often causes small errors, in the kitchen, maybe even in service or delivery. A lady, with negligible attire, comes to one of the employees looking at me and telling him that fries are very cold, the employee, as is the policy of any restaurant is obliged to report any problem to the manager or supervisor. Said and done. mabagera and that I am not a native of this country. Another problem often encountered here, you are barely high in degree or you are not a nationality with them, this can affect the behavior and attitude of their thinking. we try with all respect to be kind and to flatten the situation as quickly as possible so as not to cause inconvenience to other customers.

The only solution you can have in such situations where, categorically, they must be resolved quietly and quickly, is to be kind to the end of the situation regardless of losses, and to be generous.

Most clients, as long as they have a complaint, are easily relieved by changing their food, offering them an extra dessert or drink or even returning their money. But we all know that when we are children we are taught as opposed to parents, that is, if you do a fool or you cry you are not rewarded, against you you are contested. The problem is that in the UK you do the opposite, you make a scandal, you create conflicting situations, you behave badly and you are treated like a winner with a reward to close your mouth.

Like any situation and this was resolved but for me and the restaurant it was a loss, maybe of food, maybe of customers, but I had to take responsibility.



Fuente: Elaboración personal
Imágenes: www.google.com

FEELINGS

Usually, we must reflect in front of us to become more sincere with us in legal rules of behavior and our modulation of seeing and thinking. A problem of care is common to be emotion. This is a mental state differently associated with thoughts, feelings, behavioral responses

and a certain degree of pleasure or dissatisfaction. Also, the emotion can be supplemented with the spirit space and the temperament or clarity of information and motivation.

Being able to handle and solve your problems is much better to keep your emotions.

Our physical health has a lot to do with how we care and we feel emotional. When you have a chronic condition or illness, it is natural to act aggressively.

THE VALUE OF REFLECTION AND ANALYSIS ON THE SUBJECT

Regarding the value of the reflection we can say so, any situation you have reflects the experience of negotiating, making decisions and taking into account this reflection you can make improvements in the future.

Reflection actually means seeing yourself, your way of acting and interacting, just like in a mirror, and all the aspects you observe you can work on so that you can make improvements.

As improvements in my work place would be the decision to have realistic expectations regarding their own performance. Having a low motivation means that the task does not please you, and that it will take more time to complete it, requiring more effort than in the case of a more motivated person.

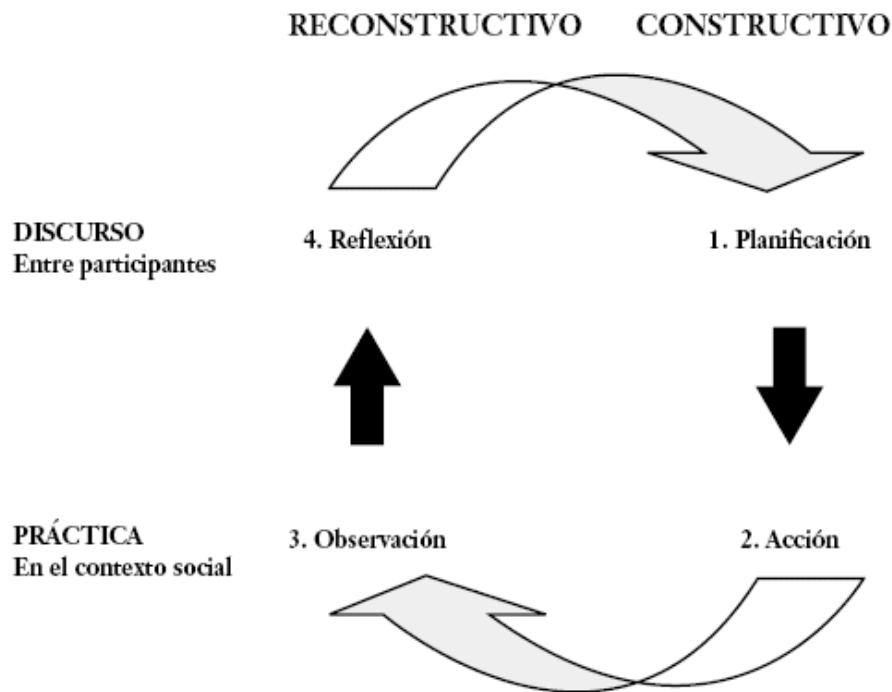
So, I will have to be more motivated to have a more imposing attitude, not to let the fact that I have recently advanced to see myself. as a weakness.

CONCLUSION

In conclusion, you have to put a lot of emphasis on the client because he basically "pays you" his salary.

The atmosphere and ambience in the restaurant is what can make a man feel happy, regardless of whether it is the first appearance, but not least the mood and the way to speak or use body language.

Sometimes kindness and respect solve the problem.



Fuente: Carr y Kemmis (1988).

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APPENDIX

LCBB 4002 Community Engagement
Peer Evaluation Role Play Feedback Form

Name of Presenter: CEBUC LAVINIA Date: 12.08.2019

Activity: CUSTOMER AT WHETERSPOON

	Poor	OK	Good	Excellent
Introduction (Explanation)		✓		
Presentation (practical demonstration)			✓	
Conclusion (how well can you carry out the activity?)			✓	

Any other comments:

I like that she is direct and she knows about what she went to complain. She was very good on her presentation.

Signed: Diana Bodwa Date: 12.08.2019

LCBB 4002 Community Engagement
Peer Evaluation Role Play Feedback Form

Name of Presenter: CEBUC LAVINIA Date: 12.08.2019

Activity: CUSTOMER AT WHETERSPOON

	Poor	OK	Good	Excellent
Introduction (Explanation)		✓		
Presentation (practical demonstration)		✓	✓	
Conclusion (how well can you carry out the activity?)			✓	

Any other comments:

SOME EMOTIONS AT THE BEGINNING, BUT BY THE END OF THE ROLEPLAY ALL WENT GOOD.

Signed: [Signature] Date: 12.08.2019

LCBB 4002 Community Engagement
Peer Evaluation Role Play Feedback Form

Name of Presenter: CEBUC LAVINIA Date: 12.08.2019

Activity: EMP CUSTOMER AT WHETERSPOON

	Poor	OK	Good	Excellent
Introduction (Explanation)			✓	
Presentation (practical demonstration)				✓
Conclusion (how well can you carry out the activity?)			✓	

Any other comments:

She explains very well her problem, the manager understood her point of view, they solved the situation. I like the way that she was supporting her wishes, to refund the food.

Signed: Corou Ribeiro Date: 12.08.2019

LCBB 4002 Community Engagement
Peer Evaluation Role Play Feedback Form

Name of Presenter: CEBUC LAVINIA Date: 12.08.2019

Activity: CUSTOMER AT WHETERSPOON

	Poor	OK	Good	Excellent
Introduction (Explanation)			✓	
Presentation (practical demonstration)			✓	
Conclusion (how well can you carry out the activity?)			✓	

Any other comments:

- She gave little bit emotion, but she did very well.
- Good presentation.

Signed: [Signature] Date: 12.08.2019